



ADJUNCTS
Job security now

CUNY must restore protections for adjuncts.

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Paul Francipane

THE PSC IS

TAKING THE MESSAGE TO THE BOARD OF TRUSTEES

As negotiations drag on, the PSC tells CUNY's Board of Trustees it is their responsibility to advocate for a fully funded CUNY and to bargain a fair contract. **PAGES 5-8**

STAFF
Survey shows high workloads

A survey of CUNY professional staff reveals that understaffing is forcing HEOs, CLTs and library faculty to take on gigantic workloads.

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ACADEMIC FREEDOM
Labor defends academia

Academics from Florida joined with PSC members at Brooklyn College to discuss the right's war on universities and how labor can fight back.

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AUSTERITY
Baruch profs resist cuts

Members and students say cuts to programs would injure the school's core mission. Adjunct instructors are in peril of losing work while students suffer.

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CLIMATE
Renewable energy & CUNY

Can the city's public university be a leader in finding alternatives to fossil fuel? Two PSC members in the climate justice movement say yes.

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Staff say they're overworked: survey

By ARI PAUL

Professional staff and library faculty at CUNY who are represented by the PSC have spoken, and they have spoken clearly: They are working a lot more, and with fewer resources, than they did in the past.

In a survey commissioned by the PSC with the assistance of the New York State United Teachers, the union's statewide affiliate, 52% of members in non-instructional titles said their workload has "increased significantly" over the last four years, while 33% said that their workloads had "increased somewhat." Only 2% reported that workloads had "decreased somewhat" and no one said workloads had "decreased significantly."

The survey was sent to the union's members in higher education officer, college laboratory technician and library faculty titles. Thirty percent responded. Full results of the survey are forthcoming.

MOTIVATION

PSC First Vice President Andrea Vásquez said the union issued the survey because "we realized that over the past year there had been a serious increase in the number of calls and complaints we were hearing about the loss of staff and unmanageable increases in workload" and that the union wants "to quantify what we were hearing in order to better understand what was actually happening in departments and offices across the university."

A whopping 71% of those surveyed reported "understaffing" was

Understaffing is impacting our members

the source of the increase, while 51% said that the nature of the work had changed. "Added programs and systemic issues...create more work, and the loss of personnel from our department has also caused me to be pulled to do more customer service work with students, taking time away from me to do the multitude of back-end work needed" for the job, reported one member.

Staff are "always being asked to do more with less resources," reported

another, while another said, "Fewer staff means more responsibilities."

It's harder to meet students' needs.

Others blamed budget problems: "Insufficient funding for our program... has required us to consistently diversify in order to prove our program's worth," which has caused a workload increase, said one member.

The overall picture that professional staff painted is that offices are slow to replace workers when they

leave, if those workers are replaced at all. That's happening in the face of "more" of everything on the job, the members said: "more events," "more students," "more requests for library classes," "more projects assigned" and "more students requesting services."

The survey's findings are important for the union in a number of ways, union officers said. They will give the union's bargaining team vital information about priorities for

higher education officers, college laboratory technicians and library faculty at ongoing contract negotiations with CUNY. PSC organizers also hope to use the workload issue and the survey data as organizing tools for the HEO and CLT chapters.

Members were quite clear that the increased workloads are having a negative impact on students because the work is spread too thin throughout a shrinking workforce. "Because of the overwhelming number of students I have to work with on a daily basis, I am not having enough time for my students' work," said one member.

CUT SERVICES

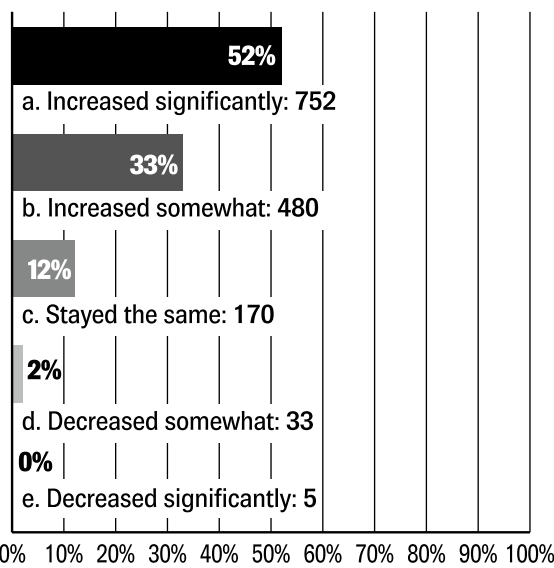
Another said, "Because of understaffing, we've had to cut student services" on campus. And another said, "More of my time is spent on basic office functions such as making appointments for students," taking away valuable time that could be spent on face-to-face interaction with them.

And members said that workload increases were causing them more stress and anxiety. Many find it difficult to do all the work within the 35-hour-per-week contractual limit. Some reported missing meals. They worry about childcare when they have to work long hours. There is an "increased difficulty in separating work-life balance" reported one member. One reported that the workload simply left them "exhausted."

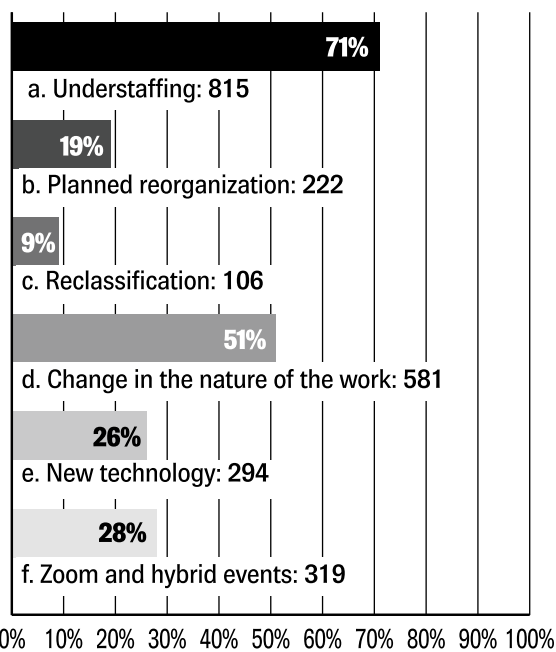
Jeanette Batiz, the PSC chapter chair for CLTs, who serves as a senior CLT at Bronx Community College, said, "We have been understaffed and overworked for decades."

She added, "We need salary increases and we need to hire more people at every campus."

How has your workload changed over the past four years (or as long as you have been here if that is less than four years)?



If your workload has increased, check the reason why.



PSC to council: Fix our buildings

By ARI PAUL

Rodents at York College. Mold at City Tech. Lack of proper ventilation at Hostos Community College. Endless waits for elevators at Baruch College. Flooding at Bronx Community College.

These are just some of the maintenance and safety issues on CUNY campuses that PSC members and our students are forced to face on a regular basis. On April 17, PSC members addressed these concerns at a hearing of the City Council's Higher Education Committee.

IMPROVEMENTS?

Speaking for the CUNY administration, Mohamed Attalla, the vice chancellor of facilities planning, construction and management, told the committee that his "charge has been to improve our capital planning and construction processes, enhance the capacity of the team and develop a plan for a State of Good Repair." He boasted of the creation of a Project Management Office, and noted that "we've improved our capabilities to procure our services more efficiently."

Nice words, but for CUNY faculty and staff, the situation is dire. At the

Panel hears safety concerns

CUNY Board of Trustees hearing at the City Council on April 1 (see story, pages 5-8), Carole Harris, PSC chapter chair at City Tech, spoke about how mold problems at the school have persisted for years.

DAMAGE ABOUND

Fabiola Salek, the department chair of world languages, literature and humanities at York College, told the City Council that "since Fall 2019, our campus has lacked a cafeteria, depriving students of a vital resource for sustenance and community engagement," and she spoke to the rodent issue: "The presence of

rodents such as squirrels and raccoons in the library undermines a conducive learning environment. Mice droppings have been observed over the years in all buildings."

On the sorry state of CUNY facilities

Salek further described the poor conditions at York: "Elevators and electrical stairs are constantly in a state of disrepair," adding that "persistent flooding due to roof damage, with leaks, notably in the library, has resulted in water-stained and missing ceiling tiles, raising concerns about mold growth and structural integrity."

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Ceiling damage at York College.

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QC evacuation delay spotlights CUNY exec

By ARI PAUL

On February 22, two CUNY senior colleges in Queens – Queens College and York College – received bomb threats and were evacuated. Both campuses “received the emailed threats around 12:50 p.m.,” the *New York Post* reported, adding, “No devices were found and the NYPD had cleared both schools by 2:30 p.m.”

But there was a critical difference in how the two evacuations were handled. The *Post* reported that Queens College switched to remote classes at 2:45 p.m., while York College went remote at 1:15 p.m. “We learned that York College received the same threat and evacuated their campus 1.5 hours before us,” Karen Weingarten, the PSC chapter chair at Queens, told her members in an email.

FINGERS POINTED

During a labor-management meeting, Queens College President Frank Wu told the PSC chapter leadership that it was CUNY’s executive vice chancellor and chief operating officer, Héctor Batista, who delayed the Flushing college’s evacuation, Weingarten said.

The PSC chapter, therefore, demanded an explanation from the CUNY central administration executive.

“We are relieved that the bomb threat turned out to be a hoax and no one was injured or killed,” Weingarten said in an email to Batista on March 25. “However, we are alarmed that you would delay the evacuation of our campus after a credible bomb threat. The dangers of teaching and working on a college campus are not theoretical, as the news reminds us regularly. This delay could have placed our lives at risk, and we are owed an explanation for what caused it.”

He responded saying, “Events such as these must be carefully assessed and coordinated with campus officials, local responder units and additional offices to support

Was a bomb threat taken seriously?



Faculty and staff at Queens College are asking difficult questions.

the decision-making process. Oftentimes, threat conditions and associated events change rapidly as more information becomes available. In this case, we can assure you, and the members of both campus communities, that we were consistently monitoring the situation and we were engaged in the necessary coordination with our first-responder counterparts to support informed decisions.”

INVESTIGATION

He added, “In terms of some recipients experiencing delays or not receiving CUNY Alerts at all, I have asked President Wu to investigate their system for message failures.”

For Miles Grier, an associate professor of English at Queens College, there is a disconnect between an “increasingly remote and unaccountable administration” and the rest of the campus community.

“Batista’s letter offers no concrete answers to questions that pertain to a very serious danger. The language is telling: the possessive in ‘our students, faculty and staff’ and the gulf between ‘we’ and ‘you’ in ‘we can assure you,’” he said in an email. “In the letter, ‘we’ upper administration at Central are the University. ‘You’ on the campuses belong to us and should accept assurances without concrete detail, which we’ve decided that you don’t need – even though you’ve identified them as such.”

He continued, “In my 12 years at CUNY, I’ve witnessed the increasing distance of upper administration from faculty, staff and students.” He also said, “If they want to provide assurance that would restore trust, they need to come out of their proverbial tower and bridge that distance to meet

us on the sites and in the circumstances where we work.”

Natalie Vena, an assistant professor of urban studies, was unaware of any bomb threat when she walked to get a midday cup of coffee and saw students walking out of the library. She was told by one of them that there was some kind of threat and they were leaving. Then chaos ensued.

“The slow crawl to get off campus was crazy,” she said of the congestion of cars trying to leave the campus. “We were all in our cars. We were trapped – you couldn’t get off campus. I don’t think I got off campus until 3:20.”

Vena called both Wu and Batista’s explanations “just extremely confusing: Where exactly is the mismanagement?”

Chaos over a frightening incident

The clumsiness of both the response to the bomb threat and its aftermath have eroded morale at a campus where tensions are already high.

HICCUPS

“The various hiccups such as the absence of infrastructural help to evacuate, the urgency of the message, the walking back on subsequent messages, the problems with the timing – both evacuating after the campus was cleared and then the realization that the threats were treated with different levels of priority – undermine the trust that I had,” said Julie George, an associate professor of political science. “This event comes after a series of hits for QC – our budget has not been approved, we had 23 sub lines retracted just weeks before the start of the semester, with HR seemingly left in the dark about those plans. The physical conditions of the institution are degrading. HR has been making costly errors with pension and retirement deductions that will now harm employees’ bottom lines as they must pay back with interest what was not deducted. Morale was already low.”

For many faculty and staff at Queens College, the whole narrative about what exactly happened during the bomb scare remains shrouded in mystery.

“The bottom line is nobody outside of security and Batista really know what the protocol is for issuing a CUNY Alert,” said Kevin Birth, an associate professor of anthropology. “They need to get it down to at least 10 minutes.”

Birth explained that more and more students are using the Citizen app instead of waiting for CUNY Alerts to learn about possible incidents on campus. On the day of the bomb threat, Birth said, some students learned of the bomb scare via that app sooner than many others.

“I’m not sure that’s what CUNY wants,” he said.

Union says: Drop the CCNY charges

By CLARION STAFF

The PSC protested the mass arrests of student protesters at City College on April 30 and have demanded that charges be dropped.

The union said in a statement: “The Professional Staff Congress calls on the CUNY chancellor to urge the district attorney to drop the charges against the CUNY students and employees arrested the night of April 30 during the NYPD sweep of the CCNY Gaza Solidarity Encampment. Such demonstrations for Palestinian solidarity and divestment from Israel have now reached 80 campuses nationwide, according to *The Chronicle of Higher Education*, and administrators have responded in many different ways. The CUNY administration should make every effort to prevent the students and employees who were taken into

Protecting students’ rights

custody on April 30 from carrying criminal records into their futures and observe their due process rights under internal CUNY policies.”

The protest at City College was part of a nationwide movement at college campuses where students have spoken out about the ongoing humanitarian and human rights crisis in Gaza.

ARRESTS

Nearly 300 students and other activists were arrested at City College and Columbia University alone that night. Police have violently broken up protest encampments at college campuses around the country, prompting a national discussion about threats to academic freedom and the right to free speech at American universities.

PSC officers and staff were on hand at City College to witness the excessive force used against CUNY students and their supporters.

College free speech is at stake.

PSC President James Davis contacted the CUNY administration to insist that the arrested students be treated with leniency, union sources said.

PSC First Vice President Andrea Vásquez said, “Those who commit civil disobedience understand the risks they take. But authorities, including CCNY and CUNY leadership, have the discretion to understand the context in which protest anchored in moral values happens. In this context, no CUNY student or faculty member should be subject to the criminal justice system.”

The PSC’s objection to the charges comes after months of union advocacy for academic freedom at CUNY since the outbreak of violence in the Middle East last October. The union has fought against college administrations’ canceling of events about the Middle East political crisis at Lehman, Hunter and Baruch Colleges (see news story on page 4 and op-ed piece on page 10).

NATIONAL STATEMENT

One of the PSC’s national affiliates, the American Association of University Professors, said in a statement: “We condemn, in the strongest possible terms, the heavy-handed, militaristic response to student activism that we are seeing across the country. At this critical moment, too many cowardly university leaders are responding to largely peaceful, outdoor protests by inviting law enforcement in riot gear

to campus and condoning violent arrests. These administrators are failing in their duty to their institutions, their faculty, their students and their central obligation to our democratic society. When university administrators limit when, where and how free speech may be exercised, and require advance applications for permission of such expression, they effectively gut the right itself. To insist that harsh discipline and violent repression are necessary to combat hate on a college campus is a pretext to suppress protest and silence speech.”

Vásquez wrote in an op-ed in the *Amsterdam News*: “Unfortunately, we are witnessing a diminishing of the right to peaceful and respectful assembly at CUNY as events are canceled, parts of campuses shut down, entrances barred, and more. All members of our college communities should find the curtailment of free speech, the undermining of peaceful protest by our students, and attacks on academic freedom in the classroom unacceptable.”

Labor is fighting for academic freedom

By ARI PAUL

Brooklyn College hosted a panel on April 3 addressing right-wing threats to academic freedom and how academic unions like the PSC can fight back against this assault. The panel featured two speakers from the University of Florida – political scientist Sharon Austin and the campus chair of United Faculty of Florida, Paul Ortiz – who highlighted many of the state-level attacks on academic freedom: the attempt to bar faculty from testifying about political affairs, mandates against teaching certain subjects and restrictions on partnerships with foreign academic institutions. It also featured Risa Lieberwitz, the general counsel of the American Association of University Professors, and Carolina Bank Muñoz, Brooklyn College PSC chapter chair and professor of sociology. It was moderated by Alan Aja, the chair of the department of Puerto Rican and Latino studies at Brooklyn College.

ASSAULT ON COLLEGES

Panelists observed that the assault on academic freedom in Florida went hand in hand with an attack on academic unionism, as the state also enacted measures to make it impossible for the UFF to deduct member dues through their paychecks and mandated that the union keep a membership of 60% within the bargaining unit or risk decertification.

Measures like these are popping off across the country. A new law in Indiana “allows universities to revoke a professor’s tenure if they

A nationwide struggle continues



Paul Frangipane

Carolina Bank Muñoz connected the issue of austerity to academic freedom.

don’t promote so-called ‘intellectual diversity’ in the classroom,” National Public Radio reported. In Arkansas, state agencies including its universities are barred from using the word *Latinx*. And all the while, the panelists said, there is tremendous outside pressure on university administrations to pre-

vent faculty from speaking out on sensitive topics.

From Florida to New York City

Lieberwitz, who is also a professor of labor and employment law at Cornell University’s School of Industrial and Labor Relations, said that the “current wave of attack” is a part of the “corporatization of the university,” and is a

result of the private-sector model of American academia that has evolved into being since the Reagan era. Citing content analysis of recent *New York Times* coverage, Bank Muñoz situated the attacks in a “moral panic being created by the media today” – the story of a culture war tearing campuses apart – when in actuality little to no attention is

paid to significant problems such as austerity at universities like CUNY.

PAST STRUGGLES

After the outbreak of violence in the Middle East last October, the PSC has fought the administration’s cancellation of academic events related to the conflict at Lehman, Hunter and Baruch Colleges. And this is nothing new. In 2017, *Clarion* investigated a right-wing smear campaign against two Brooklyn College professors – Samir Chopra and Corey Robin – who had made statements about politics in the Middle East. In 2013, Brooklyn College came under fire from politicians because of a political science department event about the boycott, divestment and sanctions movement. In 2011, Brooklyn College instructor Kristofer Petersen-Overton was briefly ousted from his job because of outside right-wing pressure, but had his job restored thanks to PSC advocacy.

Lieberwitz said it was important for unions like the PSC, UFF and AAUP to work locally and nationally to fight back against attacks on academic freedom.

“We are all in this together,” she said.

Winning a KCC grievance

By ARI PAUL

The PSC has won back pay for five members who were improperly assigned out-of-title work at Kingsborough Community College.

In a Step 2 grievance decision issued on May 8, CUNY’s interim senior university executive director of labor relations, Carmelo Batista, Jr., said that the union had argued that last spring, the five PSC members were “assigned to the college’s office of the registrar...in the adjunct CLT title, rather than in the non-teaching adjunct” title, and that the union said the former title was “inappropriate” because these members did “not work in an academic department or laboratory and they perform the same duties as their colleagues in the office who are in the NTA title.”

BACK PAY

The union had insisted that these workers be “reclassified to the NTA title and awarded back pay.”

Batista said: “After reviewing the information presented by the PSC and the college, the chancellor’s designee hereby grants the grievance and directs the college to reclassify grievances as non-teaching adjuncts and to pay grievants back pay.”

Fix our buildings

Continued from page 2

Peter Kolozi, the PSC chair at BCC, took this point further, saying, “According to CUNY’s own recent Facility Condition Assessment, only 8% of CUNY buildings are ‘in a state of good repair.’ That’s only 24 out of 300 buildings. In baseball terms, 24 of 300 gets you a batting average of .08. An average like that does not land you in the Hall of Fame or any palace of baseball royalty, it lands in the hall of shame.”

Paul Frangipane



A sad state of the college

Queens College PSC members held an anti-austerity demonstration outside President Frank Wu’s State of the College address on April 2.

age of \$64 million for both senior and community colleges, which includes only \$29 million for community colleges per year in the city capital funds, which is only about .3% of the estimated replacement value of the facilities.”

While Kolozi noted that his campus has made progress in improving the infrastructure, more needs to be done to fix CUNY overall, as he still passes leaky ceilings and windows that are so old they can’t be opened.

“Investing in CUNY facilities and in staffing to relieve the crisis is an opportunity to rebuild, and in the process, foster the real democratic, inclusive, socially conscious, proud city that we all belong to,” he said.

MORE FUNDING

The PSC is pushing the city to increased funding for CUNY in the next budget agreement. The city provides the bulk of funding to the city’s two-year colleges. Héctor Batista, CUNY’s executive vice chancellor and chief operating officer, told the panel that given CUNY’s infrastructural needs, CUNY needs about \$200 million to address issues such as these in community colleges. “Over the past five years, CUNY has received an aver-

From the streets to the boardroom

By CLARION STAFF

Members take anger to the bosses

Students and members came out in force on April 1 to a CUNY Board of Trustees hearing at City Tech in downtown Brooklyn to demand that the administration advocate for more investment in CUNY and reach a fair and just contract settlement with the PSC.

Going into the summer, the union is continuing to fight for a contract and securing full funding for CUNY from the city and state. Part of that battle is over, as the state legislature and the governor have finalized the state budget. According to the governor's budget presentation, it

includes \$1.2 billion for SUNY and CUNY capital projects and \$207 million for SUNY and CUNY operations.

Like the past two years, this year's state budget includes more CUNY operating aid than the previous year and \$40 million more than was in the governor's executive budget in January. From the PSC's perspective, however, this falls short of what the union and its allies have advocated for. While the PSC and other progressive advocates are fighting against Mayor Eric Adams's austerity budget proposal, City Council Speaker

Adrienne Adams and other city lawmakers have vowed to fight for more funding for CUNY in the city budget.

At the bargaining table, CUNY has put forward an economic offer, which the union believes falls very short of what members deserve. CUNY also wants givebacks on job security and other protections.

MANAGEMENT OFFER

The union said in a recent bargaining update: "In further response to CUNY management's comprehensive proposal of March 27, the

PSC presented an economic counterproposal that would meet our members' real needs. Management had proposed a four-and-a-half year contract with across-the-board raises every 13 months for four years. With pay retroactive to June 2023, the raises that management proposed total a compounded 12.82% over the contract. They included funds for additional equity raises, an increased Welfare Fund contribution to support our supplemental benefits and a \$3,000 ratification bonus – a feature of other public-

sector contracts in this round – but restricted the proposed bonus to full-time employees. The PSC's counterproposal included areas of salary equity that will require more money than management proposed, a higher Welfare Fund contribution, pay that is fully retroactive for all members back to the start of the contract and annual across-the-board raises of 5.5% in 2023, 5.5% in 2024, 3.5% in 2025 and 3.5% in 2026 for a total compounded rate of 19.23%."

The union continues to fight on all of these fronts. The April BOT action was a big part of that fight. Below are excerpts from some of the fiery testimony members delivered.

KICKED TO THE CURB

I started teaching as an adjunct more than 20 years ago, in the fall of 2003, and I joined the Brooklyn College part-time faculty in 2016. It will come as a surprise to exactly no one in this room that it isn't easy to make a living solely as an adjunct – the pay is low, the job security tenuous, the benefits rare. So why do any of us do it? In my case, teaching felt like something I was meant to do. I came to it with a good deal of real-world experience in my field, and I wanted to

Putting pressure on the trustees

pass that knowledge along. Working with students to achieve their academic and creative goals, and adapting to the changes this world has thrown at all of us in recent years has been an immense source of personal and professional satisfaction for me. I'm certainly not alone. In the two decades I've been teaching, the dedication of my fellow adjuncts, who go above and beyond what's required of them, who freely give of themselves both

to their colleagues and their students, is a source both of pride and of awe to me.

We are now being challenged as never before. All of us have seen our courses eliminated or reassigned to full-time faculty. We're being asked to teach at less desirable times. We have little assurance of continued employment – less than in prior years, in fact – and perhaps most damagingly, because of all this, it is now almost certain that I will lose the health insurance that took me years to qualify for.

However, I won't say I feel unappreciated. The full-time faculty I teach alongside, and the succession

of department chairs I've answered to, have not been reticent about letting me know that I am valued. Which is very nice. But, I note here that my area of expertise is television writing and production. And I teach my students that to be effective at this, you need to show, not tell. It's time to show us what you and we know to be true – that we are essential to the success of Brooklyn College. And the way you do that is by matching our commitment with yours.

Helen Pfeffer
Adjunct lecturer, television and film
Brooklyn College

DECADE IN WAIT

I have only spoken here one other time – the day 10 years ago when you made me a distinguished professor. I told you that day what an honor it is to get to teach Brooklyn College students – as I traveled around the country, speaking at so many universities, I was always so glad to get back to my CUNY students. The kinds of conversations we have in class across boundaries of religion, race, ethnicity and experience, the tenderness and care students show with each other and me, the ways

Continued on page 6



Members (and their loved ones) from around the city demonstrate outside of City Tech in Brooklyn.

From the streets to the boardroom

Continued from page 5

they articulate the power of education model the best of what this society can be.

Ten years later, I feel that more than ever. While I have spoken at hundreds more places, there is probably no place I feel more optimistic about the possibilities for this country than in class at Brooklyn College. I have watched my students become lawyers and activists, teachers and committed public servants.

But I am here today because I fear that you have stopped seeing our students as the future leaders of this country. CUNY administration has put forward changes to the bylaws that seek to move control over which courses are scheduled and which professors are hired from departments and chairs to deans and provosts. This would imperil the kind of rich and wide-ranging education our students deserve. Various explanations have been offered for these changes: This would make CUNY more “efficient,” respond to “student demand,” help consolidate CUNY’s resources and prioritize what students need to “get jobs” and away from “boutique courses.”

NO CEILING

I got my undergraduate degree at Harvard and my doctorate at the University of Michigan. You don’t hear those students described in terms of efficiencies and education to get jobs. Those students get to shop in the boutique. They get to have education for education’s sake, decided by faculty in the departments who are the experts in their fields, because it is understood that they warrant a wide, unbounded education to be able to excel in whatever they put their mind to.

So should our students. They don’t deserve a ceiling, and what those by-law changes do is lower the ceiling over our students’ heads.

Last year, when the Supreme Court came back with its wrongheaded decision against Harvard’s race-con-



Jeanne Theoharis fears CUNY has stopped seeing students as ‘future leaders.’

scious affirmative action, and scores of articles were published about the importance and fate of diversity on college campuses, I kept thinking: Surely CUNY’s chancellor, vice chancellor or Board of Trustees will step up and write a powerful piece in *The Times* or *The Chronicle* saying that one of the most important things people who care about diversity in the university can do is fully fund public universities like CUNY.

I am still waiting for that article. Instead, you are contemplating changes to the bylaws that will make

CUNY worse, more vocational, give students even less of what they deserve while further corporatizing the University. Ten years ago, I told you how proud I am to teach at CUNY. Now I come here today to demand that you be as proud of our students and their potential as I am, and push for full funding and a new deal for CUNY, and reject these by-law changes.

Jeanne Theoharis
Distinguished professor, political science
Brooklyn College

STEP BY STEP

I have worked for over 12 years in an Assistant to HEO line, and while I could be censured for want of ambition, I could also be praised for my dedication. I have had a good home for the past many years, and had not thought to move, preferring to place my ambition elsewhere.

By now, the majority of jobs that are on the HEO Assistant line offer salary ranges that are below what I currently earn. With the passing time, my salary incrementally

grows, which should be a blessing, but which, paradoxically, has this negative effect of placing me out of positions for which I might be considered, given that the advertisement of a certain salary rate also signals an intention not to pay a higher one.

This is the reason why I testify in support of the argument for more steps. I have already made a request for reclassification within my department, but it has been answered by the director with the reply that the budget does not allow for it, even as both he and my supervisor, who is his direct report, recognize my good work and say so. The director and a loyal employee of his from his former place of work, for whom he created a new Assistant to HEO line, have themselves been newly hired over the past two years, which suggests that, while he might be in good faith in his reply, he fails to perceive the unfairness of it.

CONTINUED GROWTH

So with reclassification blocked, it is clear that I must pursue the path of “up and out” as the only route to promotion. Adding steps in the salary scale would allow me more time to do so without running into the Assistant to HEO salary cap, and I need the time on account of the diminishing number of HEO Assistant positions available at my current salary rate.

I have always been of the view that, if CUNY is intended as a vehicle to propel students into the middle class, the same should hold true for its faculty and staff members, so I think it is a reasonable request to allow for continued growth in a position in which I have excelled while waiting for an opportunity for a forced choice to present itself.

Brad Rappaport
Coordinator, Continuing Education Programs
Hunter College

NEED MULTIYEAR APPOINTMENTS

I was asked to speak today about the devastating effects of dismantling the three-year contract program for adjuncts, and that’s what I planned to do. Removing the paltry job security I now have will, indeed, be devastating for me and many others – it will make our lives even more hand-to-mouth, more stressful, remove any respite from the looming specter of financial insecurity and desperation we all face.

But you know that already. Just like you know, because you have already heard it dozens of times from people like me, that we adjuncts are the victims of massive wage theft at CUNY’s hands, that we and our students are being deprived of basic resources, that we are underfunded and exploited. You already know this.

The question is, “Why is it this way?” The answer we get is that there’s no choice. We have to balance the books, to run CUNY like a business. And that would seem to be your mandate, given that there’s only one faculty member and one student among you. The rest of you are in banking, law, finance, PR,



Brooklyn College adjunct Helen Pfeffer calls on CUNY to show more commitment to students.

Paul Frangipane

Paul Frangipane

etc. – you're businesspeople, meant to run CUNY like a business. That in and of itself is a horrifying prospect, but if that is the goal, then nothing that CUNY does makes sense. Good businesspeople do not toss out competent and experienced employees at the first sign of downturn, only to spend money and time rehiring less experienced people a few months later when the numbers rebound. Good businesspeople do not deny their employees access to basic photocopying services, or mold-free workspaces, or reliable access to toilet paper. Good bosses don't rewrite their bylaws to take decision-making ability out of the hands of the only managers with any practical, day-to-day knowledge of their departments. Good businesspeople lock in their valuable employees and provide them with the resources they need to succeed.

Your decisions and policies only make sense if we acknowledge that they are not meant to keep CUNY running; they're meant to kill it. Whatever you think your role in CUNY is, the fact is that your job is to preside over the world's slowest execution. CUNY is being murdered, choked of resources, and all of your short-sighted budget-balancing policies only hurry the process along. We here on the ground, the ones who love CUNY, may not be able to stop you, but we'll keep screaming while you do it. This is one of those screams.

Jessica DeCoux
Adjunct lecturer, English
City Tech

THINGS FALL APART

As I went to the third-floor cafeteria to get some lunch today, I saw all the signs of a rainy day in New York. A bright yellow plastic rain catcher the shape and size of a kiddie pool lay near the exit. Two buckets were strategically placed on the third floor of the West Building, the main hub of Hunter's 68th Street campus, a familiar sight from heavy showers past.

It wasn't all bad, though. The handwritten "Broken" sign that had been on one of the four elevators that could take me up to my 12th-floor office was no longer there, although it lay enigmatically on the floor. (It was sort of a Schrödinger's cat moment: Given the lack of clear information, the elevator could be said to be both broken and working at the same time.) Luckily, the mystery was solved when the double doors opened and a tightly packed crowd was disgorged from the interior.

NOTHING WORKS

I had forgotten to get a fork for my lunch; fortunately, I kept spares in my office. I couldn't just pop down to the cafeteria and pick one up – napkins, forks, spoons, salt packets and condiments are no longer on top of a counter by the cash registers. Instead, as a cost-saving measure, cashiers dispense them one by one.

Once back in my office and fed, I wasn't able to make copies for my next class: Both of our copiers were broken and faculty were told that they wouldn't be up and running for at least four days. Well, I thought, I can just run over to the senate office

and make copies there. But then I remembered that all the copy machines and printers throughout the office were out of toner, because the funding for office supplies for the Spring semester hadn't come through yet. So I ended up using a scanner app on my phone, emailing the file to myself, and uploading it to Blackboard so at the very least students could look at it on their phones.

This was a pretty good day, all things considered. It was cool enough that I didn't have to run a fan, a necessity when my office reaches 80 degrees, given the risk of blowing the electric circuit. A couple of times when I was department chair, we tried to run the fan in the main office while using the printer and shut down the electricity in half the offices on the 12th floor. We should have known better: The same thing had happened the previous winter when it was so cold that we had to use a space heater in the department office and blew the fuses for the whole floor.

Plus, three out of the four stalls in the 11th-floor women's room were working (in Hunter West, men's rooms are on even-numbered floors, women's on odd numbers – an efficiency from the building's construction). And since water was constantly running in one of the toilets, I was saved the extra effort of flushing.

This is what austerity has brought us to. And the West building is not nearly as bad as North, where whole science labs have had to close down because they are so decrepit. Faculty, students and staff are implicitly being told that because we're at CUNY this is all we deserve. But let me say this now, once, and clearly: We deserve better – and more.

Sarah Chinn
Professor, English
Hunter College

DEFEND THE OUTER BOROUGHS

I am here today to testify and advocate for resources for the colleges in the boroughs other than Manhattan. In times of austerity and scarcity, the distribution of resources is not the same at every campus. For several years now, and especially in the science disciplines, there has been an unequal allocation of resources for the oldest senior college campuses. After the Decade of Science, CUNY decided to provide more support to the campuses in Manhattan (mostly City and Hunter College). Thus, from 2010 to 2020 there were more hires, and CUNY established the Advanced Science Research Center, and supported the construction of new buildings and laboratory rental space at outside medical schools. Now there are construction projects underway at Baruch and Hunter. Do not get me wrong, I am happy for these colleges, and I collaborate extensively with the ASRC. I am not advocating for removing resources from these places. On the contrary, I came to tell you that providing resources is strategy that works. When you invest and allocate resources, you can hire faculty members who in turn will excel, providing outstanding education, scholarship, prestige, grants, initiatives and resources for their colleges and the University, enhancing the overall university classification ranking and students' education experience.

AFTER COVID

However, in moments of austerity when CUNY makes cuts and stops, reduces or slows down meaningful capital projects, this is not done

equally across the University. The colleges in the outer boroughs have suffered a real disinvestment. They have suffered accumulative hiring cuts over the years, and they have not undergone necessary renovations and maintenance of buildings. Many students are forced to go to other Manhattan colleges in CUNY, which affects enrollment and makes the outer borough colleges look like the bad guys. You may think that we should have a consolidation of resources, and that students can travel. This would be true for a typical young college student, not working and without family obligations. This profile only represents a fraction of our students. When you do not invest in personnel and infrastructure in the outer boroughs, you are forcing students to travel, limiting their educational opportunities due to long commutes. Our students deserve to choose campuses that are convenient to them geographically and close to their communities. Our faculty and staff members also deserve better.

Board members, this is an issue of equity and CUNY needs to address it now. At the outer borough colleges, we need investment to support our educational mission, and initiatives that will bring funds to the whole University and will increase enrollment. NYC is not only Manhattan, and CUNY is also not only Manhattan but the biggest urban university in the world! Please, board members, do not forget the outer borough colleges. Please advocate for a more generous budget from New York State.

Maria Contel
Professor, Chemistry
Brooklyn College

A NEW ETHOS

The events following the pandemic have left us with new obstacles to deal with. According to the Center on Reinventing Public Education, a research organization at Arizona State University, 16 million students missed more than 10% of school days during the 2021–22 school year, twice as many as in previous years. The CRPE also noted in its "State of the American Student" report in September 2022 that more than eight in 10 public schools reported "stunted behavioral and social-emotional development" in students because of the pandemic, according to researchers.

Will CUNY meet the students' needs?

Going forward, a focus on student-centered policies and programs that improve access, completion and equity in our higher education systems will be critical. And for all the many problems created by the pandemic, it also provided an opportunity to innovate and invest in approaches that are known to work.

FEAR OF RETURN

In October 2022, during a daylong convention entitled "Beyond Recovery: Seizing Opportunities to Transform Education in a Post-COVID Era," U.S. Secretary of Education Miguel Cardona shared, "One of my greatest fears is that we go back to how education was in 2020." Specifically, a system "that didn't work for too many students who look like me. Returning to the same system would be failing our students." He went on to note, "Those who were vulnerable were hit the hardest."

When challenged to list the changes he considered most critical, Cardona named mental health support,

Continued on page 8



Jessica DeCoux: 'CUNY is being murdered, choked of resources.'

From the streets to the boardroom

Continued from page 7

which he went on to say, “has to be pervasive.”

It is with this ethos I encourage you to view our work and imbue such practices in our code of conduct.

We must strive to do more than return to the way things used to be after the setbacks caused by the COVID-19 pandemic.

The main purpose of student conduct systems is education. The goal is to have each incident of misconduct create a learning opportunity for the student. In addition, conduct officers strive to repair any harm done to the community. People make mistakes. Our students are going through a pivotal developmental time in college. We want students to be successful, and that includes providing support that helps them to learn from mistakes, and more importantly, with the goal of the holistic development of the student experience.

REIMAGINE

Charting many of our actions from the remnant that is the Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129-A of the Educational Law will not meet this goal. It is time we as a University reimagine how we address and resolve behavioral concerns that may come through the student conduct process. One that focuses on a restorative, educational approach, and collaborative conflict resolution to empower students to make better decisions in the future. Embedding restorative practices in student conduct is an approach adopted by many institutions of higher education. Across the nation, these practices have proved to be an effective method to address such behaviors and help participants better understand the root cause of behaviors that often surface as mere student conduct violations.

Kevin Adams

Director of Community Standards
Medgar Evers College

LESSON LEARNED?

Hello, and welcome to our first day of ENG 110 Expository Writing at Hostos Community College. My name is Craig Bernardini. You can call me Professor Bernardini, or Mr. Bernardini, or Professor; you can call me Craig, if you feel comfortable doing so. I need to get a certified roll, so please make sure to sign the sheet that’s going around. We may also need to check your bursar’s receipt, to make sure you’re in the right place. I’m going to spend a fair amount of time today reviewing the syllabus with you and taking any questions you have. But this is a writing class, we’ll be writing almost every day in class, sometimes a little, sometimes a lot. One of my goals this semester is to persuade you that writing isn’t simply transcribing some pre-existing thought; it is actually a way of shaping thought, and by doing so coming to think more clearly and with greater sophistication. As the



Sarah Chinn outlines how austerity is taking a toll on Hunter College buildings and services.



Students and community members support PSC members.

saying goes, “How do I know what I think until I read what I write?”

My colleague Professor Robertson, from whom I have learned a great deal, uses the term “thINK” (like “thinking in INK”) to describe these in-class writing activities (and they needn’t always be in class) that give us the opportunity to articulate our ideas in writing, and hence come to know our thoughts better and indeed think more clearly. Sometimes I’ll use these thINK activities to present you with hypothetical or “what if” scenarios, which I like to call thought experiments, a term scientists use to describe experiments carried out in the mind instead of in the lab. Here, our lab is the sheet of paper in front of you.

THOUGHT EXPERIMENT

Our thought experiment for the day – one that is, alas, far from hypothetical – is on the screen behind you. Follow along with me as I read:

In the classroom next to ours, a teacher is teaching the same course, Expository Writing, ENG 110. Quite possibly she has the same degree I do, a doctorate; at minimum she

has an MA or MFA. She produces scholarship, as I do. She has been employed at the college for almost as long as I have. However, this teacher makes about a third of what I make. Again, same classes, and quite possibly same degree. I also have tenure, which is a form of job security. Because she’s been here for several years, she’s on a three-year contract, which ensures she’s able to get a couple of classes here every semester for those three years. That gives her a little bit of job security, too, so she can breathe a little easier, and worry a little less about how she’s going to pay the rent next year, how she’s going to feed her kids – though her salary is far from adequate to make ends meet in New York, it must be said. These three-year contracts are part of a pilot program that’s sunsetting this year, which means that, when her contract expires (and hers does at the end of the school year), she goes back to having almost no job security at all. Most egregiously, our employer, the City University of New York, is trying to weaken these three-year contracts, by shorten-

ing them to just two years, making people wait 12 years before they’re even eligible – that’s more than twice as long as it took me to get tenure! – and weakening the protections these contracts afford. In other words: They want this long-standing colleague, teacher and scholar who makes a third of what I do for the same work I do to have even less job security than they do now.

Pretend for a moment – this is a thought experiment, remember – pretend for a moment you run the University. How do you justify to her, or to me, ethically speaking, the fact that she is paid one-third of what I make for virtually the same labor I do, and that you’re weakening the modest amount of job security she actually has? Take a few minutes to write your answer, and then we’ll have a share-out.

Time’s up. Is your sheet blank? That’s because there is no ethical justification for the situation I have just described, and you know this.

Craig Bernardini
Professor, English
Hostos Community College

THINK GLOBALLY

In 2019, our department physically shrank when management relocated the entire complement of academic advisers stationed across campus to the library building. This move triggered a cascade of relocations that pushed me into my colleague’s office space. She, in turn, was shoehorned into the cramped reception area with the secretary, where she operates to this day.

Not only are we subject to a sub-standard working environment, but we have also lost key services and programs over time. When COVID-19 shut down the world in March 2020, we had to abandon our participation in the Global Citizenship Alliance, a prestigious leadership training program where students from other U.S. universities discuss issues of worldwide importance and how to become agents of change in their communities. At the outset of the pandemic, the college took away the funding for us to participate in this singular program. Despite persistent lobbying by our department head, these funds have not been restored, nor has the college given any indication that they ever will be.

OFFICE SLASHED

As we are about to conclude our second year of resumed on-campus operations, austerity continues to undermine our basic administrative functions. Our OTPS budget has been slashed repeatedly and we sometimes must wait weeks or more to receive supplies to keep the office running. Last year, I spent nearly 30 minutes using a paper cutter to convert a stack of legal paper to letter size so we could print and distribute to our caseload documents critical to their immigration status.

However, all this pales in comparison to the hardships ahead if the management continues to fail to invest in CUNY. Last June, our office assistant left her position for another job, resulting in a 25% staff reduction and forcing our staff to divide among ourselves the variegated roles the office assistant performed. Such a loss was especially grievous given that we onboarded 100 international students for the Fall 2023 term and are currently expecting over 120 for Fall 2024. Now that the crisis phase of the pandemic is past and the world has reopened, students overseas are able to obtain an F-1 visa to come to Queensborough. This has created a population surge the likes of which we have never seen. Because of this massive influx, students must wait weeks before they can see me for advisement, and as there are nearly five months left before the start of the fall term in late August, the number of new students will only grow.

Instead of pushing for more spending cuts and savings by attrition, the Board must lead the charge for greater investment.

Jeff Ballerini
Academic Advisor
Center of International Affairs,
Immigration and Study Abroad
Queensborough Community College

Demanding job security for adjuncts

By ARI PAUL

When 1,000 adjunct instructors at CUNY received three-year appointments in May of 2017, the situation was game-changing, not just for the University, but for academia nationally. The PSC had fought for and secured a pilot agreement for three-year appointments for part-time faculty.

Many more adjuncts would go on to enjoy this benefit, but this groundbreaking job protection provision is now under attack. With the pilot program winding down, the PSC is negotiating with CUNY over a new contract.

“The gig economy is not sustainable for workers,” said PSC President James Davis during a May 2 press conference outside CUNY’s Midtown headquarters. “CUNY has a gig economy. We have a gig academia.”

SOLIDARITY

Joined by dozens of education union leaders and members from around the city and state, Davis demanded that the University agree to reinstate the multiyear appointment provision from 2017 in the next contract. Lynne Turner, the PSC vice president for part-time personnel, said that, at present, adjuncts are vulnerable to layoffs without the multiyear appointments, because admin-

Restoring a hard-fought union victory



American Federation of Teachers President Randi Weingarten calls on CUNY to do the right thing.

istrations find that it’s easier to lay off part-time faculty than to demand more funding for their campuses.

Larry Bosket, the PSC vice president for cross-campus units, said that the University was also

attempting to weaken job protections for professional staff titles, something that he and the rest of

the union were “vehemently opposed” to.

Rather than roll back these protections, CUNY management could be taking the high road on job security for adjuncts, said Randi Weingarten, the president of the American Federation of Teachers, the PSC’s national affiliate.

“How do we go from a pilot to the norm? That’s what they should be doing,” Weingarten said of the CUNY administration. “No more precarity.”

NOT GIG WORKERS

Jessica Ramos, the chair of New York State Senate Labor Committee, added, “We need the chancellor to put it in ink.”

Melinda Person, the president of the New York State United Teachers (the PSC’s state-level affiliate), told the crowd that it was important for all educational unionists that the PSC win this fight and send a message about ending precarity in the teaching profession. “We are not gig workers,” Person said.

Mario Cilento, the president of the New York State AFL-CIO, said that the PSC’s push for adjunct job security had the support of the rest of the state’s labor movement.

“You are not alone in this fight,” he said.

Baruch chapter says ‘no’ to cuts

By ARI PAUL

The Baruch College administration has moved to reduce instruction in communications [COM], English and modern languages, as well as to lift caps on class sizes. The PSC chapter is organizing against this, saying that it puts adjunct jobs at risk and sacrifices students’ education.

At a rally in one of the school’s main buildings on April 4, PSC members and students said that reducing the sections for these vital classes would mean some adjuncts will face non-reappointment and risk losing pay and health insurance. “It’s a total attack on the most exploited,” said Evan Smith, a lecturer in English. “It just seems like they’re doing a big hatchet job this year.”

DIRE SITUATION

Smith is a former adjunct who recently became a full-time lecturer thanks to PSC’s work urging colleges to move part-time instructors onto full-time lines. But, he said, the administration is now insinuating this has drained the budget to the point that it must look to make adjunct cuts. “It’s classic class warfare strategy,” Smith said.

The situation is dire, said Donovan Bisbee, a lecturer in communication studies.

Adjuncts and students at risk

“Faculty who were depending on courses for both summer and fall have suddenly been set adrift, as cancellations affected approximately 22% of listed sections of COM 2020 and 31% of listed sections of COM 3021 for Fall 2024,” he said. “Several recent hires have not been reappointed, and several well-qualified new adjuncts will no longer be join-

Key classes are under attack

ing us in the fall. Most of our long-term adjunct faculty have seen a reduction from full workload to two classes for the next semester. In terms of faculty workload, faculty in these courses are now being asked to teach and evaluate the work of an additional four or eight students, depending on the course. With these

classes being packed full of material and assessments, this equates to the work of nearly another entire section for an adjunct faculty member teaching three full classes of COM 2020. For adjunct faculty teaching COM 3021, it is even worse. For those teaching a full nine credits, they would be now grading an additional 300 items per term – equivalent to nearly another three credits of work.”

GUTTING CURRICULUM

Bisbee continued, “For students, the impact is a pedagogical gut-job. The only answer has been to offer fewer assignments – to teach less – which means that students who were supposed to learn advanced business speaking techniques will now be limited to four-minute speeches. Nearly half of the assignments will need to be cut from COM 3021 to make the course work with the increased cap. So long as we don’t intend our student – who are supposed to get a world-class education and go out there and compete with people with BAs from Columbia or NYU or Penn in business – to speak for longer than four minutes during their future academic or professional career, no harm done.”

Elisabeth Gareis, a professor of communication studies, said that

since she came to the college in the 1990s, the administration has often rolled back vital educational programs, only to realize that the rollback was a bad idea. She believes that is what is happening with courses like public speaking, which are considered central to the school’s business focus, as employers are looking for candidates who can pitch ideas before large audiences.

MISGUIDED ADMIN

“I’ve seen the administration eliminate things; it doesn’t work and they need to be reinvented,” Gareis said.

The rally happened just days before *The New York Times* recognized the campuses as an engine for social mobility. “Everyone who works at Baruch takes pride in the college being recognized by *The New York Times* and others as a powerful engine for social mobility,” said Stuart Davis, the PSC chapter chair at Baruch. “However, if students are increasingly crammed into overenrolled courses in key areas like public speaking and analytical writing, they will lose their ability to compete with students from peer institutions.”

After the demonstration, members and students marched to a meeting of the Baruch College Faculty Senate to confront the provost about the cuts. Before the march, Smith asked, rhetorically, why administrators weren’t protesting these cuts along with faculty and students.

“Do they care about you and your education?” he asked. “They don’t, or else they’d be here with us right now.”



Elisabeth Gareis (left) with students and members.

ENVIRONMENT

CUNY can lead on climate

By **ASHLEY DAWSON** and **NANCY ROMER**

CUNY faculty, staff and students all know that our infrastructure is in terrible condition. Whether it's dilapidated buildings, freezing or overheated classrooms, leaky roofs, rodent infestations, strange odors or dangerous conditions on our campuses, we've all experienced the infrastructural crisis. The CUNY Trustees agree, arguing in a recent report that "Only 8% of all CUNY buildings were found to be in 'good repair.'"

But it's not just that things are falling apart on our campuses. CUNY's infrastructure is also contributing to the climate crisis. According to *Inside Climate News* ("[When It Comes to Reducing New York City Emissions, CUNY Flunks the Test](#)"), CUNY is one of eight city agencies that have seen emissions increase instead of decrease in recent years. From 2014 to 2019, carbon emissions intensity across a subset of 117 (out of 300-plus) CUNY buildings rose 15%, while in comparison, carbon emissions dropped 9.6% in other city government buildings. CUNY administration challenges those numbers and instead reports significant progress: an overall decrease in carbon output by 25% from 2006, before much attention was paid to the problem, to 2022, a much wider time period. This is promising, but we feel that CUNY's decarbonization goals for the near future can and should be even more ambitious.

GOOD NEWS

The good news is that the new federal Inflation Reduction Act (IRA) provides billions of dollars over the next 10 years for decarbonization efforts, including those for public universities. The IRA will provide 50% or more of all funding for decarbonization projects, including replacing old carbon-spewing infrastructure with new renewable energy, solar roofs, geothermal networking, new energy-saving windows and microgrids, to name but a few of the game-changing upgrades covered.



PSC members march at a climate justice rally in Manhattan.

We must not leave federal money to improve CUNY on the table. In addition to fixing many of our chronic infrastructural challenges and diminishing our collective carbon footprint, the upgrades that the IRA funds also mean a massive future decrease in CUNY's utility bills.

More good news is that New York State enacted the Build Public Renewables Act (BPRA). This law, which our union had a hand in passing, empowers the publicly owned New York Power Authority to build and deliver renewable energy to public buildings, including CUNY.

As a result of the IRA and BPRA, CUNY has a unique opportunity to become a cutting-edge laboratory for rapid, planet-saving energy transition. We can be a model that the rest of the country – and many other countries, to boot – seek to emulate.

If we embrace this unique opportunity for change, it will mean safer, healthier environments for CUNY students, faculty and staff, and also for members of the communities

surrounding CUNY campuses. Most of those communities are low-income, populated by people whose lives and health are significantly affected by their neighbor campuses. With CUNY campuses generating and storing clean power, we could establish neighborhood microgrids and district heating and cooling so that local communities benefit from the transformation we are helping to forge. Our campuses will become demonstration sites and job training facilities for clean power. This physical transformation can be fed back into our curriculum so that CUNY becomes an important site for pedagogical innovation around environmental justice, energy democracy and just transition.

SEIZE THE MOMENT

How can we seize this exciting opportunity? Members of the PSC's Environmental Justice Working Group are working with the Public Power NY campaign to organize a series of town halls on CUNY campuses this coming autumn to help galvanize sup-

We've won on public power

ACADEMIC FREEDOM

Will the admin protect us?

By **CHRISTOPHER STONE**

On November 15 of last year I was heading to Hunter College on foot from Central Park. I turned onto Park Avenue near Hunter and saw a giant picture of myself on a double-parked truck. I'm sure you can imagine what a discombobulating moment that was. Above my name, it took me a second to absorb, were the words "CUNY's Leading Antisemites."

Quickly my picture disappeared, only to be replaced, in turn, by those of 24 Hunter colleagues, many of them adjuncts (and many of them, incidentally, who identify as Jewish). I quickly realized what was happening; I had seen reports of similar trucks circling other campuses such as Harvard and Columbia, funded by a shady organization with the Orwellian name Accuracy in Media (AIM).

I also remembered that in those cases those universities responded swiftly and forcefully,

not only with resources for those defamed, but also a defense of them. Surely Hunter and CUNY would do the same, no? Well, the answer turned out to be: "No." It took many of the 25 of us coming together and demanding a response for the Hunter administration to do anything. Weeks after the incident, the school added a page about doxing to its Information Technology website.

Okay, it took some time and pressure, but Hunter responded with a full-throated defense of its faculty and staff members, no? Well, "No," again.

TEPID TONE

The tepid tone of the web page is set with this sentence: "CUNY does not condone the act of doxing any member of its community." This is the best that Hunter and CUNY could do? "Not condone?" At least we could rest

assured knowing that Hunter would spring into action the next time the doxing trucks appeared, no? "No" again: We are told that if they come again, members of the college community can call 311 – only if they are double-parked or obstructing traffic."

QUESTIONABLE USE

AIM also created a website for each individual pictured on the truck. When I search "Chris Stone Hunter" the page is the 11th result on Google. The web pages illegally use both Hunter and CUNY logos. We and the union brought this fact to the attention of the Hunter and CUNY administrations, but as far as we know, no action was taken to have the websites taken down on the basis of copyright infringement, even though CUNY has been quick to respond to such violations on other occasions.

The right is doxing faculty

port for the CUNY clean power project. We have met with Mohamed Attalla, CUNY's recently appointed vice chancellor for facilities planning, construction, and management, who has expressed strong support for this work. CUNY has developed an Energy Master Plan and is participating in the New York State Decarbonization Leadership Program focused on City, Hunter and Brooklyn Colleges. These are important steps that we applaud. But more political and popular push is necessary to fully decarbonize our campuses and create healthier working, learning and living conditions for our members, students and community residents.

MOBILIZE

We need to mobilize administrators and officials on each of our campuses to back this project, and we need to turn up the heat on the CUNY Board of Trustees so that this issue becomes a priority for them. We also need to put pressure on local and state elected officials to shake loose further funding for CUNY's transformation. And we must make sure that the New York Power Authority and the Dormitory Authority of the State of New York (which does much of the building on our campuses) convene experts and resources to upgrade CUNY buildings to integrate renewables.

We are trying our best to educate our students to create a livable world that they can thrive in. We need to create livable campuses and laboratories to clean up our collective act through the smart use of federal funds and the know-how of state agencies. CUNY administration expects that most of our senior college campuses will reach the 2024 New York City carbon goals enshrined in Local Law 97, but they will have to sharply accelerate efforts to reach the 2030 requirements of the law. While increased capital funds from the state will go a long way, they won't go far enough. But we've got federal help – through the IRA – and we've got the agency – NYPA – to make it happen. We can do this!

If you'd like to organize a town hall for the CUNY clean power project on your campus, please reach out to us at ashley.dawson@csi.cuny.edu and nancyromer@gmail.com.

Ashley Dawson is a professor of English at the College of Staten Island and the Graduate Center. Nancy Romer is a professor emerita of psychology at Brooklyn College.



Christopher Stone

I am a tenured faculty member. At the end of the day I personally am not so worried about the impact of this defamation. But many of those who appeared on the truck are staff and adjunct faculty members. What will Hunter and CUNY do to protect them? Sadly, and apparently, very little.

Christopher Stone is an associate professor of Arabic at Hunter College. This article was originally delivered as testimony to the Board of Trustees in April.

NATIONAL

Trump must face the law

By PATRICE SCHIANO, NED BENTON, GLENN CORBETT, DANIEL FELDMAN, RANDALL LASALLE, CALVESTER LEGISTER, JUDY-LYNNE PETERS AND ITAI SNEH

According to the United States Constitution, the role of the president is to “take care that the laws be faithfully executed.” As educators at John Jay College of Criminal Justice, we take our responsibility to educate for justice seriously, because we believe that no one is above the law. At John Jay, an institution of higher education that is part of CUNY, many of our students are disadvantaged and understand that sometimes life is not fair. We educate our students to be fierce advocates for justice in part by giving our students skills necessary to distinguish truth from fiction, right from wrong and understanding that there are consequences when people break the law. With this in mind, we must not remain silent when our elected officials abuse their authority to subvert our democracy and the values that we hold dear.

NOT FREE SPEECH

Our leaders should not lie or hide behind the First Amendment to encourage or engage in speech that incites violence, witness intimidation or denial of a fair and free election. The right to vote is a civil right, and for former President Donald Trump to try to deny this right by lying about the results of our election should give us more than just pause. Like our college’s namesake, who was one of our country’s founding fathers and the first chief justice of the Supreme Court, we believe that our democracy is based on the three branches of government to maintain the balance of power. John Jay’s leadership, faculty and alumni are composed of former and current Department of Justice officials, federal and state prosecutors, members of Inspectors General offices, law enforcement, as well as other public service professions whose mission is to see that our system of justice is fair and that people



Demonstrators say the law of the land applies to ex-presidents.

who break our laws are held accountable. In addition to justice, our core values include integrity, equity and respect. Our community not only believes in the rule of law, but it also believes in holding people accountable regardless of their status. We understand that to preserve the public trust, public service requires credibility and character beyond reproach.

THE FACTS

As our democracy struggles against the chaos created by a man who endangers his opponents with veiled threats and obfuscates his behavior by blaming everyone but himself, let’s consider the facts when deciding on whether a former president running for reelection should be held accountable. Our former president has been:

1. Impeached two times and the subject of a bipartisan congressional investigation into his role in the January 6 insurrection based on his lie that the election was stolen.
2. Criminally indicted four times by four different grand juries in four different jurisdictions by three different prosecutors. He will be tried by four different judges and four different juries composed of everyday citizens from different parts of our country with different political affiliations. These criminal indictments range from stealing our national secrets; lying about the results of our election to remain in power; inciting an insurrection; and making hush-money payments to a porn star to try to withhold derogatory information from voters
3. The subject of numerous civil lawsuits, being named personally along with companies owned or controlled by him and his family – most notably a civil lawsuit brought by the New York State attorney general who has proven that the former president and his family engaged in material financial fraud. After an 11-week trial, the former president was ordered to pay in excess of \$355 million in disgorgement of ill-gotten gains, and his ability to conduct business in New York is now strictly curtailed.
4. Found responsible by a jury in a civil trial for sexual assault and continued to defame the victim even after the



It’s court time for Trump.

that could have negatively impacted his election.

jury imposed fines and penalties in excess of \$80 million.

5. Litigating whether he should be immune from being held responsible for his alleged crimes.

Regardless of whether we decide to hold the former president accountable through our legal system, we should consider whether he is deserving of holding the highest office that our citizens can bestow on any one individual. The former president has made fun of the handicapped and those of our veterans who have lost their lives defending our freedom; he has glorified dictators who have repressed their people; and his behavior, which continues to incite violence and could arguably be considered a national security threat, should not be tolerated by our citizens.

CONSTITUTION AT RISK

The preamble to the United States Constitution talks about establishing justice, insuring domestic tranquility and promoting the general welfare. January 6 has proven that if the former president is reelected, these ideals are at risk. Can we trust that if he is reelected, he will uphold the Constitution? As president, is he capable of taking care that the laws be faithfully executed? Let’s not lose sight of the forest for the trees. We need to be vocal about what is at stake, lest our silence signal complicity. Given the facts, let’s think about the big picture and not be influenced by others but by common sense. Donald Trump has a history of skirting the law because he has demonstrated he does not believe that the law applies to him. As witnessed on January 6, without truth and the rule of law will come chaos.

The authors are faculty members at John Jay College.

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Donny faces the justice system

ANNOUNCEMENT

Raffle winners

On page 2 of this issue you can find a story about an important survey of HEOs, CLTs and library faculty about workload and understaffing across the university. Those who returned the survey also took part in a raffle, and several PSC members won prizes as a result. The winning PSC members are Tara Smith of Baruch College, Alba Lynch of Hostos Community College, Annabella Bernard of the Graduate Center and Edgardo Sanabria-Valentín of John Jay College.

Check out the story for the eye-popping results of the survey and what they mean for PSC members.

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