

CITY COUNCIL  
CITY OF NEW YORK

----- X

TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON CIVIL SERVICE AND LABOR JOINTLY WITH  
COMMITTEE ON HIGHER EDUCATION

----- X

December 10, 2015  
Start: 01:43 p.m.  
Recess: 04:20 p.m.

HELD AT: Council Chambers - City Hall

B E F O R E:

I. DANEEK MILLER  
Chairperson

Inez D. Barron  
Co-Chairperson

COUNCIL MEMBERS:

COSTA G. CONSTANTINIDES  
ELIZABETH S. CROWLEY  
ROBERT E. CORNEGY, JR.  
ALAN N. MAISEL  
ANDY L. KING  
ANTONIO REYNOSO  
BEN KALLOS  
CHAIM M. DEUTSCH  
DANIEL R. GARODNICK  
DEBORAH L. ROSE  
DANIEL DROMM  
JUMAANE D. WILLIAMS

## A P P E A R A N C E S (CONTINUED)

## COUNCIL MEMBERS:

MARGARET S. CHIN

MARK LEVINE

MARK TREYGER

STEPHEN T. LEVIN

VINCENT J. GENTILE

## A P P E A R A N C E S (CONTINUED)

Doctor Vita C. Rabinowitz  
Executive Vice Chancellor  
City University of New York

Matthew Sapienza  
Vice Chancellor for Budget and Finance  
City University of New York

John Mogulescu  
Dean  
City University of New York

Arthur Cheliotas  
President  
CWA Local 1180

Anthony Wells  
President  
Social Services Employees Union Local 371 DC37

Jarret Hova  
Legislative Director/Counsel  
Office of Public Advocate Letitia James

Ed Ott  
Distinguished Lecturer  
Murphy Institute

Joseph Wilson  
Professor of Political Science  
Brooklyn College

Aletha Jones  
Director of Education & Leadership Development  
1199 SEIU United Healthcare Workers East

June Benjamin  
International Representative (Retired)  
UAW

## A P P E A R A N C E S (CONTINUED)

David Cohen  
Political Organizer  
SEIU 32BJ

Howard Styles  
Training Director  
International Union of Operating Engineers L.94

Andres Puerta  
Strategic Researcher and Organizer  
International Union of Operating Engineers L.30

Nadya Stevens  
Mobilization Coordinator  
Communication Workers of America

Stacey Payton  
Records Access Officer  
Division of Housing and Community Renewal

Ariana Cruz  
Organizer  
Workers United

June Cumberbatch [sp?]

COMMITTEE ON CIVIL SERVICE AND LABOR JOINTLY WITH  
COMMITTEE ON HIGHER EDUCATION

5

[gavel]

CHAIRPERSON MILLER: Good afternoon,  
thank everyone for coming out to... to this hearing  
this afternoon my name is Council Member I. Daneek  
Miller and I am the Chair of Committee on Civil  
Service and Labor. Today we are hearing a joint...  
we're doing a joint committee hearing with the  
Higher Education chaired by my esteemed colleague  
from Brooklyn, Council Member Inez Barron. Our  
topic today is oversight establishing the Murphy  
Institute as a New York City University of New York  
School of Labor and Urban Studies. The Murphy  
Institute for Worker Education and Labor Studies  
has been serving the needs of workers in the city  
of New York for more than three decades. In 2012 at  
the bequest of the Institute's Labor Advisory Board  
the New York state AFL-CIO unanimously passed a  
resolution urging the university and public  
officials to build on the work that the Murphy  
Institute has established a new CUNY School of  
Labor and Urban Studies. The resolution called for  
the school dedicated to a course of studying that  
focuses on the problems faced by the poor and the  
working class people in... in the work place and in

1  
2 their communities here in the city of New York. As  
3 envisioned the school would parallel the university  
4 school to business, journalism, social work, and so  
5 many other worthy professions. Such a school where...  
6 would... would prepare the next generation of the  
7 union and community leadership. The new school  
8 would also be dedicated to conducting research on  
9 important policy issues providing the public policy  
10 service and expanding higher education opportunity  
11 for workers in ways that would enrich the lives...  
12 their lives and open new career paths for so many  
13 throughout the city as well as help the city meet  
14 its work force development needs. The movement to  
15 establish a new school of labor in urban studies  
16 has widespread labor support and much support from  
17 the community. Dozens of labor leaders including  
18 every prominent labor leader in the city of New  
19 York have written in support of the new school so  
20 have dozens of elective officials, representatives,  
21 and including the speaker of the New York City  
22 Council and the speaker of the New York State  
23 Assembly. 43 members of the city council also wrote  
24 to the chancellor urging him to establish this new  
25 school. In response the chancellor established a

COMMITTEE ON CIVIL SERVICE AND LABOR JOINTLY WITH  
COMMITTEE ON HIGHER EDUCATION

7

1  
2 task force to examine worker education and labor  
3 studies on CUMY... CUNY wide basis that the task  
4 force released a report on September 3<sup>rd</sup> which  
5 failed to recommend the establishment of a new  
6 school at present but suggested expansion in the  
7 field of labor and urban studies were indeed  
8 warranted. The response to the report was swift and  
9 strong and came from ten labor leaders representing  
10 some of the largest unions in the city. They called  
11 the report flawed and criticized it for not  
12 adequately addressing the proposal to establish the  
13 school. The entire faculty of Murphy Institute some  
14 of the most prestigious scholars in the nation also  
15 responded critically to the report. In part this  
16 hearing is being held to better understand the  
17 position of the university, a university that has  
18 demonstrated such a deep commitment to the city's  
19 working class in general and the Murphy Institute  
20 in particular. Most importantly we want to discuss  
21 how propose... this proposal can be moved forward, we  
22 are here to listen to the university officials,  
23 labor representatives, Murphy students, and alumni  
24 on this matter. Before we begin I would like to  
25 acknowledge the members of the Civil Service and

COMMITTEE ON CIVIL SERVICE AND LABOR JOINTLY WITH  
COMMITTEE ON HIGHER EDUCATION

8

1  
2 Labor Committee that are here. And that is Council  
3 Member Constantinides... Constantinides. I'd like to  
4 thank the staff for preparing; Counsel Matt Carlin,  
5 Policy Analyst Zolof [sp?], and Kendall Stevenson  
6 and of course Mr. Ali Rasoulinejad from my office  
7 for preparing this. Now I turn the mic over to my  
8 esteemed colleague from Brooklyn Council Member  
9 Inez Barron.

10 CO-CHAIRPERSON BARRON: Thank you  
11 Council Member Miller. Good afternoon everyone. I'm  
12 Council Member Inez Barron, the Chair of the  
13 Committee on Higher Education and I want to thank  
14 Council Member Miller and the committee on Civil  
15 Service and Labor for calling for this joint  
16 hearing to examine the programs of CUNY's Murphy  
17 Institute for worker education and labor studies  
18 and to consider calls for it to be reorganized as a  
19 separate school within CUNY. The City College of  
20 New York is currently comprised of 11 senior  
21 colleges, seven community colleges, the Macaulay  
22 Honors College and five graduate and professional  
23 schools. Each college has its own administrative  
24 offices which include an office of the registrar  
25 and the office of financial aid and an Office of



1  
2 Admissions. The Murphy Institute is currently based  
3 within the School of Professional Studies which is  
4 established in 2003 to provide working adults,  
5 organization and employees with the... employers with  
6 the education and training they need to advance  
7 their career and work force needs. Earlier this  
8 year I joined with Council Member Miller and 40 of  
9 our colleagues signing onto a letter to CUNY,  
10 Chancellor James Milliken calling for the  
11 university to establish the Murphy Institute as a  
12 school. I hope at today's hearings we can examine  
13 the cost and benefits inherent in converting an  
14 institute to a school and how such a conversion  
15 will strengthen the labor movement and the career  
16 goals of union members nationwide. As we sit here  
17 today I remind the public and students that whether  
18 the Murphy Institute becomes a school or remains an  
19 institute is ultimately a decision for the Board of  
20 Trustees beyond the powers of this council but as  
21 always we can use this opportunity to learn more  
22 about the topic at hand so that we can all be more  
23 effective advocates for our constituents. I would  
24 like to recognize my colleagues on the Committee of  
25 Higher Education, Council Member Cabrera, Council

COMMITTEE ON CIVIL SERVICE AND LABOR JOINTLY WITH  
COMMITTEE ON HIGHER EDUCATION

10

1  
2 Member Vacca. I'd also like to thank my Legislative  
3 Director and CUNY liaison Miss Ndigo Washington and  
4 the committee's staff, our financial Director  
5 Jessica Ackerman, our policy analyst Chloe Rivera  
6 and our counsel Jeff Campagna. And we're going to  
7 call the first panel and swear them in. We have  
8 Vita Rabinowitz Executive Vice Chancellor and CUNY  
9 Provost, Matthew Sapienza Vice Chancellor for  
10 Budget and Finance Chair, and John Mogulescu Senior  
11 University Dean for Academic Affairs Dean of the  
12 School of Professional Studies. If you would raise  
13 your right hand. Do you affirm to tell the truth,  
14 the whole truth and nothing but the truth in your  
15 testimony before this committee and to answer  
16 committee questions honestly?

17 [combined affirmations]

18 CO-CHAIRPERSON BARRON: Thank you, you  
19 may begin. Please identify yourself.

20 DOCTOR RABINOWITZ: Thank you. Good  
21 afternoon Chair Miller, Chair Barron, Council  
22 Members of the Civil Service and Labor and Higher  
23 Education Committees. Let me begin by thanking you  
24 for the opportunity to testify before you and for  
25 the enduring commitment and generous contributions

COMMITTEE ON CIVIL SERVICE AND LABOR JOINTLY WITH  
COMMITTEE ON HIGHER EDUCATION

11

1  
2 of the city council to the city University of New  
3 York. I am Vita Rabinowitz, the new Executive Vice  
4 Chancellor and University Provost of CUNY. I am a  
5 social psychologist by training, I come to the  
6 university position after 37 years at Hunter  
7 College the last ten of which I was Provost and I  
8 came to CUNY from one of CUNY's venerable senior  
9 colleges because I wanted to embrace the totality  
10 of CUNY's mission. With me today our Vice  
11 Chancellor for Budget and Finance, Matthew Sapienza  
12 who will testify after me and John Mogulescu,  
13 Senior University Dean for Academic Affairs and  
14 Dean of the School of Professional Studies who will  
15 be available as a resource to answer questions as  
16 appropriate. Council Members CUNY's proud to  
17 partner with Government Labor and Communities to  
18 support the working people of our city and the  
19 working class communities from which so many of our  
20 CUNY students and their families hale. We are proud  
21 of the national and international prominence in  
22 worker education and labor studies... labor and urban  
23 studies. Our reputation that rests on the  
24 outstanding scholarship of CUNY faculty. When I  
25 became University Provost just over five months ago

1 one of the very first items to reach my desk was  
2 the taskforce report on worker education and labor  
3 education at CUNY. The taskforce had been asked by  
4 the Chancellor to examine the broad question of how  
5 best to maintain and extend CUNY significant  
6 commitment to worker education and labor studies.  
7 The taskforce was charged with undertaking a  
8 comprehensive analysis of the range and scope of  
9 the University's Worker Education and Labor Studies  
10 Programs and making recommendations about how the  
11 programs could be optimally organized and supported  
12 to ensure the university's future preeminence  
13 foreign to the 21<sup>st</sup> century. The Chancellor  
14 accepted the major recommendations of the report  
15 which included investing in the hiring of scholars  
16 with national reputations in labor and urban  
17 studies and asked me when I joined the university  
18 to become fully familiar with the issues raised by  
19 the report in order to oversee the university's  
20 response. Council Members I have begun that process  
21 by studying the responses to the taskforce report  
22 including your own visiting the Murphy Institute,  
23 meeting with Director Mantsios, meeting with  
24 faculty and students during my time at Murphy,

1  
2 studying reports from other major worker education  
3 programs at CUNY, and beginning to meet with labor  
4 leaders. I have had particularly fruitful  
5 discussions with Deborah King and other leaders of  
6 1199 who have reached out to me, shared with me  
7 their excellent reports, the experiences of their  
8 workers at CUNY and their priorities. The  
9 relationship with CUNY to 1199 means the world to  
10 CUNY and to me. I am well aware that in 2013-14 the  
11 last year from which figures are available. We had  
12 over 56 hundred members of 1199 enrolled at CUNY  
13 more than 3,300 of them enrolled in our senior  
14 colleges, over 22 hundred in our community  
15 colleges, 64 at the Murphy Institute, and 12 at the  
16 Graduate Center. Following the recommendations of  
17 the taskforce report I am now in discussions with  
18 the President of the Graduate Center, Chase  
19 Robinson about the possibility of replenishing the  
20 professoriate in labor and urban studies  
21 particularly about the possibility of joint  
22 appointments of distinguished faculty between the  
23 Graduate Center and the Murphy Institute.  
24 Colleagues I still have much to learn including  
25 about CUNY's large worker education programs

1  
2 elsewhere in the University and throughout the five  
3 boroughs but I am eager to do so. The fact is my  
4 early introduction to the exciting work the  
5 University is doing in these areas is deeply  
6 affecting the kind of academic leader for the  
7 University that I seek to be. I learned from my  
8 early engagement with Murphy and other worker  
9 education work force development labor and urban  
10 studies programs that I needed to make a top  
11 priority for example a review and revamping of our  
12 remediation policies in the university with an eye  
13 to improving access, academic momentum and degree  
14 completion for adult learners and for traditional  
15 students. I am personally leading a university wide  
16 taskforce on remediation policy that will complete  
17 its work and make its recommendations by the end of  
18 this academic year. We met for the third time  
19 earlier today and we're making real progress. I  
20 have also established a taskforce on work... work  
21 force development, worker education, and adult  
22 learners that seeks to put into place policies,  
23 programs and initiatives across the university that  
24 will significantly increase graduation rates among  
25 adult learners by exploring, for example,

1  
2 alternative credit strategies among other  
3 strategies. With regard to research and scholarship  
4 on labor and urban studies CUNY as the great public  
5 university of New York City is committed to a  
6 larger vision for the creation and dissemination of  
7 knowledge in the public interest for the public  
8 good. Through its work on challenges facing city's  
9 in an urbanized world including income inequality,  
10 sustainability, immigration, public health, public  
11 interest law, and labor and urban studies among  
12 other areas. In support of this mission... vision  
13 Chancellor Milliken has charged me to begin a  
14 search this spring for the first new scholar to be  
15 hired in labor and urban studies to be jointly  
16 appointed I hope by the Murphy Institute and the  
17 Graduate Center. Colleagues while there is no  
18 immediate plan for a restructuring of our worker  
19 education labor and urban studies or the Murphy  
20 Institute please know that the university is  
21 committed and with renewed energy and focus to  
22 increasing its impact and raising its profile in  
23 labor and urban studies and providing better  
24 direction and support of its worker education  
25 programs. We are beginning talks with leaders of

1  
2 worker education programs in borough's other than  
3 Manhattan and Lehman College, Queens and Brooklyn  
4 as well as city college in Manhattan and Murphy to  
5 better coordinate our worker education agenda.  
6 While the Chancellor and I have accepted the report  
7 and some of its best recommendations it is but a  
8 starting point in launching conversations and  
9 achieving a larger vision for these areas of study  
10 in the 21<sup>st</sup> century. Like you we want to move  
11 forward, we are eager to follow up on useful  
12 documents that have been recently shared with me  
13 including a galvanizing strategic plan at Murphy  
14 and the thoughtful responses we have received from  
15 you and other stakeholders including the Director  
16 of the Murphy Institute Greg Mantsios and the  
17 faculty of the Murphy Institute. The University  
18 sees these areas of study, education, training and  
19 practice as completely aligned with its mission and  
20 its plans for its best future as the indispensable  
21 Institution of New York. In closing I want you to  
22 know we are grateful, we are truly grateful for  
23 your ongoing interest and commitment and for  
24 enhancing our understanding of the many issues  
25 involved in these areas as you see them. I want to



1  
2 assure you we appreciate your perspectives, we are  
3 considering your responses, we want your support  
4 and we look forward to working with you, with  
5 Murphy, with our faculty, and other constituents on  
6 our joint goals. Again, I want to thank you for  
7 your time and for organizing this and now I will  
8 turn to my colleague, Matt Sapienza Vice Chancellor  
9 for Budget and Finance who will provide a brief  
10 review of the University's commitment to worker  
11 education programs including the Murphy Institute  
12 in the current context. Thank you.

13           MATT SAPIENZA: Good afternoon Chair  
14 Barron, Chair Miller and members of the Higher  
15 Education and Civil Service and Labor Committees. I  
16 am Matt Sapienza, Vice Chancellor for Budget and  
17 Finance at the City University of New York. I am  
18 pleased to be here this afternoon to provide  
19 information about the financing of the Joseph S.  
20 Murphy Institute for worker education and labor  
21 studies better known as JSM and to give more  
22 background to CUNY's continued support of worker  
23 education programs in New York City. For the  
24 current fiscal year, the total amount of support  
25 that is provided to the Murphy Institute through

1 the university's budget is over 6.9 million  
2 dollars. These funds are mainly provided through  
3 the state's budget but there are also dollars that  
4 are generated through tuition revenue and a city  
5 appropriation of 100,000 dollars as well. The state  
6 of New York appropriates two million dollars to the  
7 Murphy Institute through its allocation to CUNY. We  
8 have been fortunate that in three of the last four  
9 fiscal years the university has received 500,000  
10 dollars funding increases from the state for the  
11 Murphy Institute. These supplemental appropriations  
12 have enabled the institute to enhance the important  
13 work they do. In addition to the direct line items  
14 state support for the Murphy Institute there is an  
15 additional 382,500 dollars in state funds that the  
16 university has directed to the institute as well as  
17 over 434,000 dollars in funding for staff  
18 commitments at the JSM that is allocated through  
19 the CUNY School of Professional Studies, the campus  
20 in which the Murphy Institute is housed. The  
21 university also fully covers the cost of the leased  
22 space that the Murphy Institute occupies at 25 West  
23 43<sup>rd</sup> Street and the cost of fringe benefits for  
24 Murphy Institute employees. The cost of the lease  
25

1  
2 is approximately 1.9 million dollars and the cost  
3 of fringe benefits is 1.3 million dollars. These  
4 costs are also paid through the state's budget.  
5 Through its program offerings the Murphy Institute  
6 generates over 800,000 dollars in tuition revenue  
7 which is made fully available to JSM to support its  
8 budgeting. Lastly, the city of New York is  
9 providing 100,000 dollars in the current year in  
10 funding of the Murphy Institute and this funding is  
11 provided directly by the city council. While we are  
12 grateful to the state and city for their continued  
13 support of the Murphy Institute we remain concerned  
14 about the significant overall budget challenges  
15 faced by our senior colleges. The state enacted  
16 budget for the current fiscal year did not include  
17 funding for mandatory cost increases such as fringe  
18 benefits, rent escalations, salary increments and  
19 energy. These items total 51 million dollars for  
20 the current fiscal year. The lack of funding for  
21 mandatory needs creates a gap in the FY 2016  
22 spending plan that necessitated reallocations from  
23 senior college and central administration budgets.  
24 Savings achieved through these reallocations will  
25 be used to cover the unfunded mandatory needs. In

1  
2 addition, the state law governing tuition policy  
3 expires this June so CUNY lacks legislative  
4 authority to raise revenues from future tuition  
5 increases. Please be assured that CUNY continues to  
6 prioritize support of worker education programs  
7 throughout the city and values the positive impact  
8 it has on our communities. In addition to the good  
9 work done by the Murphy Institute we are also proud  
10 of the division of interdisciplinary studies at the  
11 city colleges center for worker education, Brooklyn  
12 Colleges Graduate Center for worker education and  
13 Lehman Colleges, CUNY on the concourse worker  
14 education program in the Bronx. The Concourse  
15 Center represents an effective collaboration  
16 between CUNY and local 1199 SEIU. Thank you for the  
17 opportunity to testify this afternoon, the  
18 university is sincerely and deeply grateful for the  
19 city council for its continued advocacy on behalf  
20 of our students. Executive Vice Chancellor  
21 Rabinowitz, Dean Mogulescu, and I are happy to  
22 answer any questions you may have.

23 CHAIRPERSON MILLER: Alright, thank you  
24 for your testimony. That was... caught me a little  
25 unguard, thought there was a... a third person

1  
2 testifying over there for a moment. Can we talk a  
3 little about the... the task force and its decision  
4 to as you say support worker education? But we want  
5 to talk about specifically how that impacts the  
6 Murphy Institute and then talk about Murphy in... in...  
7 in relation to what they have been able to produce  
8 in relationship to the other school of worker  
9 educations throughout the CUNY system. And start  
10 by... and... and kind of address those issues there. So  
11 in... in terms of the task force decision to support,  
12 not support the school but to expand upon worker  
13 education what impact would that have on Murphy  
14 specifically and does that mean that we're looking  
15 to expand Murphy's programing or programing  
16 throughout CUNY in terms of worker education?

17 DOCTOR RABINOWITZ: Yes. Chair Miller  
18 I'll start to answer that and I will also turn to  
19 my colleague, Dean Mogulescu to... to provide an  
20 answer. Yes, as you say the task force which was  
21 comprised of... of three members distinguished  
22 Professor of Sociology Paul Attewell, President  
23 Emerita of Kingsborough Community College Regina  
24 Peruggi, and Professor Arlene Torres head of our  
25 Latin American Initiative. The task force concluded

1  
2 that at this time and I want to underscore that  
3 Council Members, at this time Murphy... the Murphy  
4 Institute was... was not poised to become a school or  
5 they did not recognize it to become a standalone  
6 school. They gave a few reasons, one of them was  
7 relatively low enrollments, not a great number of  
8 degree programs, some of the... at... Murphy of course  
9 has degree programs but it is a small number of  
10 degree programs. Some of the financial or resource  
11 challenges that would need to be... you know would  
12 need to be overcome for Murphy to become a school  
13 as... as I'm sure you... you know to achieve school  
14 status certain benchmarks need to be achieved in  
15 order to gain accreditation from our regional  
16 accrediting body, the Middle States Commission on  
17 Higher Education so that... and they recommended  
18 better coordination of Murphy which is an  
19 intellectual leader in this... in these areas, better  
20 coordination of Murphy with existing worker  
21 education programs in the boroughs some of which  
22 are larger in terms of enrollment than the Murphy  
23 Institute but again I want to underscore Murphy's  
24 intellectual leadership in these areas is not in  
25 question, Murphy... the Murphy Institute produces

1  
2 scholarship and research and is a thought leader in  
3 the areas of labor and urban studies, political  
4 theory, politics, it... it is a remarkable  
5 interdisciplinary intellectual center. That makes  
6 Murphy special but again they did not feel that  
7 they had reached the stage of development that  
8 would... that would merit school status at this time.  
9 I will pass if I may invite my colleague dean  
10 Mogulescu to... [cross-talk]

11                   MOGULESCU: Sure... [cross-talk]

12                   VITA RABOWITZ: Do we have time... [cross-  
13 talk]

14                   MOGULESCU: Hi... hi, good morning... good  
15 afternoon, I... I should say. I... I don't really have  
16 much to add to the Vice Chancellor's comments about  
17 the task force, I'm in a complicated role here, I'm  
18 the Dean of the School of Professional Studies in  
19 which Murphy is part of and most of the senior  
20 university Dean for Academic Affairs so I am senior  
21 official at the university. My position with regard  
22 to the task force since obviously it had an... would...  
23 would have an impact on... on the school was to  
24 basically stay neutral with regard to the task  
25 force and... and... and so I look forward to the report

1  
2 and the recommendations of the... of the task force.  
3 I would say that... that both as a new Executive Vice  
4 Chancellor and a new Chancellor coming in I did  
5 think that the... the idea of a task force headed by  
6 some of our most distinguished educators did make  
7 sense and certainly I was prepared as the... the dean  
8 of the school to accept the recommendations and to  
9 continue to maintain my support of the Murphy  
10 Institute which is an integral part of our school  
11 and you know as a school that was set up to be  
12 nimble and quick for adult learners you know I was  
13 delighted in 2005 when Murphy was simply a center  
14 at Queens College to have the honor of moving  
15 Murphy to the school of professional studies, make  
16 it a... a university wide institute and since that  
17 time have... have developed a number of degree  
18 programs and other programs. I... I think you said  
19 Chairman though... that you were... wanted to... us to  
20 tell you a little bit about the programing that is  
21 offered... [cross-talk]

22 CHAIRPERSON MILLER: Uh-huh... [cross-  
23 talk]

24 DEAN MOGULESCU: Did you... did I hear you  
25 right on that?



1

2

CHAIRPERSON MILLER: I'm sorry?

3

4

DEAN MOGULESCU: That you wanted us to  
tell you a tiny bit about the programming that  
Murphy offers?

5

6

CHAIRPERSON MILLER: Mm-hmm.

7

8

DEAN MOGULESCU: So there... there is a  
range of... of... of programs, they have one  
undergraduate degree program in urban and community  
studies, it is one that we hope to grow, it's only  
been in business for a little over a year and has  
44 undergraduate students at the moment. We have  
two graduate degree, one in labor studies and one  
in urban studies that... that add another 126  
students and then they have a number of  
certificates some kind of post-baccalaureate and  
some regular certificate programs in labor  
relations and labor studies and public  
administration and policy and healthcare policy and  
administration, labor relations, labor studies,  
public administration and public policies all  
quality programs, enroll another 215 students so  
that the total enrollment for the Murphy Institute  
in the fall of 2015 was 459 which was about 17  
percent of the entire school of professional

25

1  
2 studies on the degree side. We enroll about 27  
3 hundred students as a new school and we serve  
4 another 15,000 or so workers through a variety of  
5 grants and contracts with the city and... and the  
6 state. And as a young school we're... we're very  
7 proud of the fact that we have grown significantly  
8 to serve the workers of this city.

9 CHAIRPERSON MILLER: Okay, with... with  
10 Murphy becoming a school what... what impact would  
11 Murphy becoming a school have on other... on the  
12 other CUNY Institutions that currently offer worker  
13 development and other like programs?

14 DOCTOR RABINOWITZ: Right, frankly Chair  
15 Miller that's one of the essential questions I need  
16 to ask, we do have worker education, labor studies  
17 and urban studies programs throughout the  
18 university we've had them for many decades so one  
19 question is how do these different programs relate  
20 to each other. Again... and there is intellectual  
21 leadership elsewhere although I will say that the  
22 distinguished consortial faculty of Murphy is  
23 remarkably impressive. Murphy is directly... Murphy  
24 is directly related to some of our worker ed.  
25 programs that is some of the worker ed. programs

1  
2 are part of Murphy that are elsewhere, most are  
3 not. So one question we would need to ask ourselves  
4 in anticipation of going down the path of becoming  
5 a school is what should the relation... what is the  
6 optimal relationship of Murphy to programs that  
7 exist and must exist in the other boroughs at the  
8 other schools. What would Murphy's role be and it's  
9 an interesting question but right now and John  
10 please correct me if I'm wrong Murphy has... is...  
11 other... some programs in the boroughs are actually  
12 part of the Murphy Institute whereas some... some  
13 even most are not. You also asked what impact  
14 Murphy becoming a school would have on the  
15 university which is a good question, one positive  
16 impact that Murphy becoming a school would have on  
17 the university is it would underscore the  
18 centrality of labor and urban studies but it's a  
19 long path Council Members that is a school's status  
20 means something quite specific in an institutional  
21 and an academic context. It means you've got the  
22 number of faculty, the number of programs, the  
23 number of students. Now don't get me wrong, we have  
24 small schools and we have large schools but in  
25 every case CUNY aims to meet the standards of

1  
2 accreditation, Murphy is now small, it's got but  
3 three degree programs many more certificates but  
4 just the three degree programs. It's got fewer than  
5 500 students so far in degree programs so it's  
6 small but it's mission is aligned with CUNY's  
7 mission. CUNY aims to be the great public  
8 institution of the greatest city in the... in this  
9 nation and a great public institution serves the  
10 working class, communities, and the working people  
11 of its city. So I see the missions is aligned but I  
12 see the path is a... is... is a long and challenging  
13 one and as Vice Chancellor Sapienza said these are  
14 frankly challenging times for the university. We  
15 are starting... we are launching a medical school  
16 this year, we are launching a separate graduate  
17 school of public health, we are trying very hard to  
18 settle a labor contract and this is where our focus  
19 is in the foreseeable future.

20 CHAIRPERSON MILLER: So within the  
21 institutions and you have a school of nursing,  
22 social work, and other sciences involved but you do  
23 offer the same or similar programing throughout...  
24 [cross-talk]

25 DOCTOR RABINOWITZ: We... we... [cross-talk]

1

2

CHAIRPERSON MILLER: The universities...

3

[cross-talk]

4

DOCTOR RABINOWITZ: ...do... [cross-talk]

5

CHAIRPERSON MILLER: Right, how... how

6

does that relationship... [cross-talk]

7

DOCTOR RABINOWITZ: Okay... [cross-talk]

8

CHAIRPERSON MILLER: ...work and... and what

9

it would be different from that and... [cross-talk]

10

DOCTOR RABINOWITZ: Right... [cross-talk]

11

CHAIRPERSON MILLER: ...learning?

12

DOCTOR RABINOWITZ: Chair Miller we... we

13

do indeed have schools of business, of nursing, of

14

social workers you say but those are not CUNY

15

schools, they tend... they are schools of the... of the

16

senior colleges, it is the... it's Hunter Colleges,

17

Silverman School of Social Work, it is Baruch's...

18

Zicklin School of Business, it is... it is not the

19

CUNY School of Business. Now... And my understanding

20

is what Murphy... the Murphy Institute seeks is to

21

become the CUNY School of Worker Education and

22

Labor and... and Labor... Labor and Urban Studies and

23

that is... you know that would be quite... a CUNY

24

school is quite different from a school formed by

25

one of CUNY's colleges.

1  
2 CHAIRPERSON MILLER: Could... could you  
3 define what that would look like, what... what the  
4 difference is?

5 DOCTOR RABINOWITZ: Yes, a CUNY school  
6 is by definition cross institutional that means it  
7 is open to faculty and students of the entire  
8 university. A... a... a school within a... and a CUNY  
9 school, a stand-alone CUNY school would have  
10 tougher standards of accreditation to meet. That  
11 school would need to be accredited separately by  
12 the middle states commissioned on higher education  
13 so there would need to be faculty and student  
14 ratios, there would need to be you know a... programs  
15 would need to be registered if appropriate that is  
16 a very high bar indeed. We would need of course a  
17 master plan amendment for the creation of such a  
18 school and we would need the approval of the New  
19 York state Department of Education as well as the  
20 Middle States Commission but we have many schools  
21 indeed. I... I will pass this on to... to Dean  
22 Mogulescu now because the School of Professional  
23 Studies of which Murphy is a part is right now a  
24 part of the CUNY Graduate Center but is right now  
25

1  
2 seeking independent school status. John can you  
3 talk about what that means in a practical level?

4 DEAN MOGULESCU: Certainly and briefly  
5 it's... it's somewhat complicated but... but there are  
6 a number of professional schools that have quasi-  
7 independent status a School of Professional Studies  
8 would be... would... would be one and our accreditation  
9 comes through the Graduate School and University  
10 Center. The... the... the move to make us an  
11 independent school would mean that we would have  
12 our own separate accreditation and we would be  
13 giving our own degrees which we do now but it's in  
14 affiliation with the graduate school and university  
15 center and... and we are moving in that direction to  
16 become an independent school independent of the  
17 graduate school.

18 CHAIRPERSON MILLER: So in terms of a  
19 time table what would be... be... what... what are we  
20 looking at there and then some of the things... some  
21 of the recommendations and... and divisions of... of...  
22 of CUNY in terms of... of... they would like to see  
23 Murphy, what are some of the timetables in terms  
24 of... [cross-talk]

25 DEAN MOGULESCU: So for... [cross-talk]

1

2

CHAIRPERSON MILLER: ...accreditation...

3

[cross-talk]

4

DEAN MOGULESCU: ...this... [cross-talk]

5

6

CHAIRPERSON MILLER: ...and accomplishing

some of the things that are necessary and them

7

becoming a school in... in... in... in your opinion.

8

9

DEAN MOGULESCU: Sure. So with regard to

the School of Professional Studies we did get a

10

trustee resolution to do that and we then had to

11

get the State Education Department approval, we had

12

the advantage though of having already 12 years of

13

existence and we had 18 degree programs that had

14

already been approved by the State Ed Department

15

and we also had Middle States accreditation as part

16

of the Graduate School so the path for us was a

17

far... is a far simpler one. The State Ed just

18

approved their resolution to send this to the

19

Governor for a signature, no idea how long that

20

will take, we simply do not know that just happened

21

recently. Once that happens and almost

22

simultaneously we need to then get Middle States to

23

accredit us separately and I don't really know how

24

long that will take and of course since we already

25

have 2,000 alum and 500 new graduates a... a year



1  
2 we're not going to jeopardize any of that until  
3 Middle States has approved it we will maintain our  
4 own present relationship with the Graduate School  
5 which is totally acceptable. The larger issue with  
6 how long it takes for a new school and I had the...  
7 you know the pleasure, I said... the honor actually  
8 of heading a team to... to build a new community  
9 college at CUNY, Guttman Community College which  
10 from start to scratch and... and this was the first  
11 new community college in 40 years that CUNY had  
12 desperately needed and particularly to attack the...  
13 the very low graduation rates at... at some community  
14 colleges. It took us about five years from the  
15 beginning starting from scratch now that is not to  
16 say if you were to go in the direction of Murphy  
17 that it would take five years, I have no idea.  
18 Again Murphy would have the advantage of having  
19 these three degree programs as well. My guess it  
20 would be somewhere between you know... [cross-talk]

21 DOCTOR RABINOWITZ: Three... [cross-talk]

22 DEAN MOGULESCU: Right, between those  
23 two figures of... of what we're doing now and what it  
24 would do to... to take a... a school from... from  
25 scratch.

CHAIRPERSON MILLER: Okay and finally  
how... how would you say Vice Chancellor...

DOCTOR RABINOWITZ: Yes... [cross-talk]

CHAIRPERSON MILLER: ...what would be the  
differences generally in a... in a institute and... and  
a school?

DOCTOR RABINOWITZ: No, that's a great...  
that's a fundamental question. Murphy is unusual as  
an institute because very few CUNY institutes. In  
fact, I know of none that has the following  
characteristics; its own faculty, its own degree  
programs and the... the rich... you know and... and... and  
the number of students so as Dean Mogulescu  
suggested there are ways in which Murphy has a... a  
head start but there are lots of differences  
between an institute and a school and there would  
need to be a significant investment of resources  
and time for Murphy to... for Murphy to achieve  
school status. Murphy has a plan to do so and it is  
a smart visionary plan. I've... I've just read it  
recently frankly within the last two weeks because  
I... I just got it recently. It's an ambitious plan,  
it's a smart plan but it would... if a plan or  
anything like that were to be implemented it would...

1  
2 I mean it's... it's a major financial commitment  
3 Council Members and... and again while the  
4 university's committed to this study the university  
5 would need to schedule this in its planning. We  
6 would almost certainly need to hire more faculty  
7 and we would need to hire the infrastructure for  
8 registration, admissions, financial aid, and the  
9 like so...

10 CHAIRPERSON MILLER: Okay... [cross-talk]

11 DOCTOR RABINOWITZ: In fact, Matt... Matt  
12 do you want to add anything? [cross-talk]

13 MATTHEW SAPIENZA: Yeah... No, that's...  
14 that's absolutely correct and the only thing I...  
15 I'll add to that... well two things if I can is one  
16 these would all be ongoing annual recurring costs;  
17 the faculty, the administrative support that would  
18 be needed to be put in place. In addition to those  
19 recurring costs we would... we would have some  
20 significant one-time costs as well in terms of  
21 modifying our systems to accommodate a new school,  
22 working with the state controller's office to  
23 modify the state financial systems. So there would  
24 be significant recurring costs as Vice Chancellor  
25

1  
2 Rabinowitz said and we... we would have some one-time  
3 costs in order to build the correct infrastructure.

4 CHAIRPERSON MILLER: Okay, thank you for  
5 that, I'm going to turn it over to my colleague,  
6 Council Member Barron.

7 CO-CHAIRPERSON BARRON: Thank you, I  
8 want to thank you for coming and offering your  
9 testimony and I have several questions and... [cross-  
10 talk]

11 DEAN MOGULESCU: Uh-huh... [cross-talk]

12 CO-CHAIRPERSON BARRON: And then Council  
13 Member Cabrera has some questions as well. We want  
14 to acknowledge that we were joined by Council  
15 Members William and Cornegy they were also here.

16 UNKNOWN FEMALE: Thank you.

17 CO-CHAIRPERSON BARRON: And Council  
18 Member Crowley, thank you. what is the relationship  
19 between the... in your testimony you talked about...  
20 you mentioned several other centers so what is the  
21 relationship between the division of  
22 interdisciplinary studies at city college center  
23 for worker for education, Brooklyn College Graduate  
24 Center for work education and Lehman College, CUNY  
25 on the Concourse worker education so those are

1  
2 three programs that you've identified three... I  
3 think there are three, what is the relationship  
4 between the Murphy Institute and these that you've  
5 identified in your testimony?

6 DOCTOR RABINOWITZ: Council woman I'm  
7 going to fail that test be... one of the... one of the  
8 toughest elements of CUNY is figuring out the  
9 relationships of various entities but Dean  
10 Mogulescu knows better than I... [cross-talk]

11 DEAN MOGULESKU: Let... let me try to help  
12 a little bit. I think we all know each other, we're  
13 good colleagues but each of those entities has  
14 pretty much their own independent status within the  
15 framework of their own colleges so CUNY on the  
16 heights for example was attached to... has an  
17 attachment to Lehman College, the Brooklyn College  
18 program that you mentioned and then the city  
19 college center for worker education which is down  
20 here on... in lower Manhattan has obviously an  
21 attachment to city, there is not that much  
22 coordination of programs between the... the entities,  
23 they all have their own status, they have their own  
24 niche, they... they are all I think of quality and...  
25 and the people who are part of them all take pride

1  
2 in what they do but they... but there... it is not one  
3 entity, it is... it is a group of... of different  
4 programs and I would just add Chair Barron that an...  
5 an addition to that you know this university has  
6 this huge noncredit program for adult... adults and  
7 continuing ed. students of... and another 250,000  
8 students and a focus on workers so... LaGuardia  
9 Community College for example serves 60,000  
10 noncredit students that are predominately workers  
11 coming from many, many different unions and... and  
12 support all kinds of initiatives. I happen to  
13 oversee adult and continuing ed. for the university  
14 as well as being the Dean of the school of  
15 Professional Studies just finished being a member  
16 of the Mayor's Task Force on Career Pathways, a  
17 report was issued a year... a year ago the  
18 anniversary is coming up and I'm... I'm relatively  
19 well versed on the... the huge need to expand  
20 programs citywide across the board for workers.  
21 I've spent a career trying to do this so these  
22 programs are reasonably separate.

23 CO-CHAIRPERSON BARRON: Separate. So  
24 these programs that you've indicated, they're not a  
25 part of the Murphy Institute?

1

2

DEAN MOGULESCU: No... [cross-talk]

3

4

CO-CHAIRPERSON BARRON: And they exist  
independently in the colleges that they're  
associated with... [cross-talk]

6

DEAN MOGULESCU: Right... [cross-talk]

7

8

CO-CHAIRPERSON BARRON: Are they  
considered... would they be considered to have the  
title of an institute, what constitutes an  
institute as opposed to whatever these are... [cross-  
talk]

12

DOCTOR RABINOWITZ: Yes... [cross-talk]

13

CO-CHAIRPERSON BARRON: ...classified as?

14

15

DOCTOR RABINOWITZ: Okay... I... I  
understand the question. My understanding is there  
is no other institute among these fine entities  
anything like Murphy, I'm not even sure they... they  
have that term so that you know Chair Barron CUNY  
uses the word institute to indicate cross  
institutional entities and it uses center to refer  
to an individual colleges entity so Hunter has a  
center CUNY as an institute. John there is nothing  
like Murphy...

24

25

DEAN MOGULESCU: The... the other the... the  
city college is a center, the program at Lehman

1  
2 College is a... is a program of the college, it's... I  
3 think it's... it's a... in the office of adult and  
4 continuing education, I... I... I think the Brooklyn...  
5 [cross-talk]

6 DOCTOR RABINOWITZ: Brooklyn... [cross-  
7 talk]

8 DEAN MOGULESCU: ...college program...  
9 [cross-talk]

10 DOCTOR RABINOWITZ: ...is a center...  
11 [cross-talk]

12 DEAN MOGULESCU: ...is in... is... is within  
13 the frame like of the political science department  
14 at... at Brooklyn College. The... the Murphy Institute  
15 has a distinct status as an institute within the  
16 School of Professional Studies.

17 CO-CHAIRPERSON BARRON: Okay. Can you  
18 briefly take us through the time line of what it...  
19 of what it was for you to create the School of  
20 Medicine? Give us a brief... [cross-talk]

21 DEAN MOGULESCU: Right... yes... yes, I  
22 will. What will be the CUNY School of Medicine  
23 started out as the Sophie Davis Pre-Medical Program  
24 and that has been years in the... in... as... as... as... as  
25 you know Chair Barron that... that's been a well-



1  
2 established school for many years. What we found at  
3 CUNY was that... so our students would begin their...  
4 their pre-medical studies, they would be ready to  
5 transfer to medical school but there weren't many  
6 pathways to transfer from the first two years of  
7 medical to the last two years of medical school,  
8 there aren't that many receiving institutions for  
9 students who start that way. So CUNY knew that in  
10 order to protect its students and build what I  
11 believe will be from its inception the most diverse  
12 medical school in the country, small but diverse,  
13 CUNY knew it had to extend its offerings and make  
14 Sophie Davis a full-fledged medical school. The  
15 plans clearly started before I joined the central  
16 office five months ago but I think the plans have  
17 been in place for two years and we are now  
18 recruiting our first class of medical students of...  
19 of new medical students for fall 2016 so the  
20 timeline from the... the change took between three  
21 and four years.

22 CO-CHAIRPERSON BARRON: Okay and how  
23 many students are in the Sophie Davis School that  
24 will... that you'll expect will have an opportunity?  
25 Do you think that they'll all move on? Or are there

1  
2 provisions for all of them to move on? So how many  
3 students are presently in the... [cross-talk]

4 DOCTOR RABINOWITZ: Actually ma'am...  
5 [cross-talk]

6 CO-CHAIRPERSON BARRON: ...Sophie...

7 DOCTOR RABINOWITZ: Thank... new cohort...  
8 [cross-talk]

9 MATTHEW SAPIENZA: I... every... every new  
10 cohort of students that comes into Sophie Davis  
11 currently and the plan for the medical school I  
12 believe it's a new cohort of 70 students every year  
13 will begin.

14 CO-CHAIRPERSON BARRON: So the School of  
15 Medicine will accommodate how many students? What  
16 are the plans for the enrollment to be... [cross-  
17 talk]

18 [cross-talk]

19 MATTHEW SAPIENZA: Yeah, it'll be  
20 several hundred.

21 CO-CHAIRPERSON BARRON: Okay...

22 MATTHEW SAPIENZA: Yeah, several hundred  
23 at any one point as the new cohort of 70 comes in  
24 and progress towards their degree at any one time  
25 the total number of students would be several

1  
2 hundred, it wouldn't be in the thousands, it would  
3 be... [cross-talk]

4 DOCTOR RABINOWITZ: Right...

5 DEAN MOGULESCU: ...several hundred.

6 CO-CHAIRPERSON BARRON: So what is the  
7 benchmark or what is the threshold to say that  
8 there are a sufficient number of students for a  
9 school... for an institute to move onto a school you  
10 indicated that there was low enrollment, there was  
11 a small number of degrees, there were financial  
12 challenges and there was a limited number of degree  
13 programs so what is the threshold... [cross-talk]

14 DOCTOR RABINOWITZ: That's a great...

15 [cross-talk]

16 CO-CHAIRPERSON BARRON: ...to say... [cross-  
17 talk]

18 DOCTOR RABINOWITZ: ...question... [cross-  
19 talk]

20 CO-CHAIRPERSON BARRON: ...that an  
21 institute in this instance can move onto a school  
22 understanding that you've got to make the  
23 applications to the necessary authorizing bodies?

24 DOCTOR RABINOWITZ: That's right... No,  
25 there are many considerations that an institution

1  
2 like CUNY needs to take in order to make a move  
3 like this Chair Barron. There's no question about  
4 that. And it's a matter of academic readiness and  
5 institutional readiness... [cross-talk]

6 CO-CHAIRPERSON BARRON: But you said...  
7 [cross-talk] You're now questioning the  
8 intellectual capacity of the leadership... [cross-  
9 talk]

10 DOCTOR RABINOWITZ: Not at all... [cross-  
11 talk]

12 CO-CHAIRPERSON BARRON: ...so that's not  
13 an issue here... [cross-talk]

14 DOCTOR RABINOWITZ: No... no, not at all.  
15 No, you're absolutely right... [cross-talk]

16 CO-CHAIRPERSON BARRON: Okay... [cross-  
17 talk]

18 DOCTOR RABINOWITZ: Now... but see...  
19 there's still the matter and I know you know this  
20 of setting priorities right now we... we needed to  
21 set up our medical school in part because not just  
22 because CUNY is spired to have a medical school,  
23 CUNY did but we were concerned that our students,  
24 that the students that we were admitting to Sophie  
25 Davis could not progress... [cross-talk]

1  
2 CO-CHAIRPERSON BARRON: Right, I  
3 understand... [cross-talk]

4 DOCTOR RABINOWITZ: ...the way we wanted  
5 them to so we... we accelerated our process to make  
6 that a school. And at the very same year that we  
7 did that for a variety of other reasons including  
8 accreditation concerns we are creating a... and it's  
9 not a stand-alone school, it's a school within the  
10 structure of the graduate school and university  
11 center much like SPS still is but we are creating a  
12 graduate school of public health so while I will  
13 absolutely state and proudly that Murphy's mission  
14 is consistent with ours we have got to complete the  
15 work of... you know we... we are frankly making huge  
16 investments right now at a time of real financial  
17 constraint and we... you know again I would love... I  
18 would love to... to take this forward now but I... I  
19 cannot make an institutional commitment that we may  
20 not be completely prepared to make. We would also  
21 like to see Murphy hit some benchmarks to know that  
22 it would not a huge school but a thriving school  
23 with the... [cross-talk]

24 CO-CHAIRPERSON BARRON: And have you...  
25 [cross-talk]

1  
2 DOCTOR RABINOWITZ: ...right mix... [cross-  
3 talk]

4 CO-CHAIRPERSON BARRON: ...communicated  
5 that... [cross-talk]

6 DOCTOR RABINOWITZ: ...of programs...  
7 [cross-talk]

8 CO-CHAIRPERSON BARRON: ...that to them,  
9 the benchmarks that you would like to see them  
10 achieve?

11 DOCTOR RABINOWITZ: Yes, as a matter of  
12 fact I... I have and I've spoken directly to Director  
13 Mantsios. Among the things I would like to see and  
14 I'm just going to give you a smattering is, I would  
15 like to see... I would like to see... and this is what  
16 we ask of all programs that want to grow and are  
17 asking the university to make a significant  
18 investment, this is not something that we ask just  
19 of Murphy. We need to have a good environmental  
20 scan of what other programs... what other like  
21 programs are in the area, how successfully they are  
22 doing, how our new school or program will compete  
23 or fit into the let's call it the environment of  
24 the market place, how many students we expect, what  
25 the opportunities are for growth in both programs

1  
2 and enrollments. We also ask the unit to look at  
3 the relationship it has to other units within CUNY  
4 for example question on my desk this week city  
5 college has an outstanding school of engineering, a  
6 venerable school this college of Staten Island  
7 wants to start a master's program in engineering,  
8 not a school, a master's program, city college and  
9 the college of Staten Island needed to work out  
10 together whether the new program would take  
11 students from city college or whether we would be  
12 creating new opportunities for the borough of  
13 Staten Island. So we look at the impact of a new  
14 school or program on the rest of CUNY as well as  
15 our environment in New York. So I did ask Director  
16 Mantsios to answer some important questions for me  
17 and they're the questions I ask of any other unit  
18 that seeks to... you know to grow like this and... and...  
19 and I must say he responded you know very  
20 cooperatively with these requests.

21 CO-CHAIRPERSON BARRON: And was his  
22 response of a level or a nature that made you feel  
23 okay this is good ammunition for us to move forward  
24 to pursue this consideration further?

1  
2 DOCTOR RABINOWITZ: He responded  
3 enthusiastically that he would do these things we...  
4 I just asked him a short time ago, he hasn't given  
5 me anything yet.

6 CO-CHAIRPERSON BARRON: Okay... [cross-  
7 talk]

8 DOCTOR RABINOWITZ: So... [cross-talk]

9 CO-CHAIRPERSON BARRON: And then...  
10 [cross-talk]

11 DOCTOR RABINOWITZ: But then again...  
12 [cross-talk]

13 CO-CHAIRPERSON BARRON: ...in terms...  
14 [cross-talk]

15 DOCTOR RABINOWITZ: ...that's not his  
16 fault we just had this conversation about a week  
17 ago.

18 CO-CHAIRPERSON BARRON: Okay, thank you.  
19 In terms of the finances that are related to a  
20 school being established would there be an  
21 opportunity for organizations or individuals to  
22 provide for endowments to establish these schools  
23 that would make that more favorable to your  
24 consideration?



1  
2 DOCTOR RABINOWITZ: Sure, I'm going to  
3 pass this onto Vice Chancellor Sapienza but of  
4 course we are grateful for support, Matt?

5 MATTHEW SAPIENZA: Yeah, sure that's a  
6 good question Chair Barron certainly you know the...  
7 the majority of our budgets that colleges and... and  
8 schools have come from tax levy funds but the funds  
9 that you're referring to endowments or other  
10 privately raised funds, grant opportunities that  
11 might come from... from the federal government, the  
12 state government those are so important to the life  
13 blood of an institution for them to operate so  
14 anything like that is... is always welcome for any of  
15 our... any of our school and certainly would be  
16 welcome for... for the Murphy Institute as well. You  
17 know in terms of... of just the financing of... of any  
18 new school that we begin, any new venture that we  
19 start it's interesting when you look at the  
20 comparison of spending at CUNY campuses often times  
21 people will say you know why does Hostos Community  
22 College spend so much more per student than BMCC,  
23 what's going on there at Hostos that's so different  
24 from BMCC and it's really not much going on other  
25 than the scale, you know BMCC has you know 27,000

1  
2 students and Hostos has 7,000 students and each  
3 school needs a Bursar and it needs a... [cross-talk]

4 CO-CHAIRPERSON BARRON: There she is...  
5 [cross-talk]

6 MATTHEW SAPIENZA: ...registrar and it  
7 needs a president and so on behalf of those scale  
8 issues that'll skew sometimes the cost per student  
9 but you know unfortunately when you do create an  
10 administrative structure you do need those  
11 positions for each school and each... and each  
12 college. So we try to be as efficient as we can, we  
13 try to share services as much as we can to... to... to  
14 build efficiencies within the system but those are  
15 costs that would be incurred anytime we start a  
16 new... a new venture.

17 CO-CHAIRPERSON BARRON: Thank you, I'm  
18 going to pass now to my colleague Council Member  
19 Cabrera.

20 COUNCIL MEMBER CABRERA: First I want to  
21 thank both of the Chairs for this hearing and for  
22 the administration for being here, Vice Chancellor.  
23 I had a couple of questions that actually goes in  
24 line with a previous questions. How many faculty  
25

1  
2 full time members do you have right now at the  
3 Murphy Institute?

4 DOCTOR RABINOWITZ: Is it four John?

5 DEAN MOGULESCU: I think it's four.

6 DOCTOR RABINOWITZ: We believe it's  
7 four.

8 COUNCIL MEMBER CABRERA: Four and how  
9 many adjuncts?

10 DOCTOR RABINOWITZ: I don't know...  
11 [cross-talk]

12 DEAN MOGULESCU: What... what was the... I'm  
13 sorry the second part of the question?

14 COUNCIL MEMBER CABRERA: How many  
15 adjuncts?

16 DEAN MOGULESCU: Gosh, I don't... we can  
17 easily get you that figure, we... I do not have it,  
18 I... I would add there are four full time faculty,  
19 there are a bunch of what we call consortial  
20 faculty, have appointments at let's say the  
21 Graduate School or even a school like Queens  
22 College and... and may teach a course or two at... at...  
23 at Murphy so full time faculty one thing, adjuncts  
24 we'll have to get back to you on that, we can do  
25 that... [cross-talk]

1

2

COUNCIL MEMBER CABRERA: Okay... [cross-talk]

3

4

DEAN MOGULESCU: ...quickly... I'm sorry?

5

[background comments]

6

DEAN MOGULESCU: Okay, four... 40... 40

7

adjuncts... [cross-talk]

8

COUNCIL MEMBER CABRERA: 40 adjuncts...

9

[cross-talk]

10

DEAN MOGULESCU: ...is what I'm hearing

11

and... and then a couple of joint appointments kind

12

of similar to consortial, not quite exactly the

13

same thing.

14

COUNCIL MEMBER CABRERA: Wow, I'm... I'm

15

just curious before I go over my line of... of

16

question is that like... is that a... the usual ratio

17

of an institute to have four... [cross-talk]

18

DEAN MOGULESCU: Can it... [cross-talk]

19

COUNCIL MEMBER CABRERA: ...our full

20

timers versus 40 adjuncts... It seems... [cross-talk]

21

DEAN MOGULESCU: So... [cross-talk]

22

COUNCIL MEMBER CABRERA: ...rather large...

23

[cross-talk]

24

DEAN MOGULESCU: Well... [cross-talk]

25

1  
2 COUNCIL MEMBER CABRERA: ...amount of  
3 adjuncts?

4 DEAN MOGULESCU: Because the nature of  
5 institutes at the university are... are... are not  
6 about necessarily offering degree programs, the  
7 Murphy Institute is kind of the exception there and  
8 so within other institutes that we have around the  
9 university and we have some it's their own faculty  
10 from the college that are attached to the  
11 institute...

12 COUNCIL MEMBER CABRERA: Got you...

13 DEAN MOGULESCU: ...at Murphy the faculty  
14 though is four full time faculty that I talked  
15 about are officially faculty of the School of  
16 Professional Studies, the Murphy Institute and so  
17 that's the... the... the difference of... of... of... [cross-  
18 talk]

19 COUNCIL MEMBER CABRERA: So... so what  
20 would you project the amount of full time faculties  
21 you would need if you had a school?

22 DEAN MOGULESCU: I... I don't know if  
23 there's any real way of... of projecting that until  
24 we knew what the enrollment would... would... would be  
25 and... and then the question of how many full time

1  
2 students you would have you know right now the... the  
3 School of Professional Studies and the Murphy  
4 Institute serve a... adult... adults largely on a part  
5 time basis and they're not students who are coming  
6 directly out of high school, they are students who  
7 are coming back for their education crucially  
8 important and so you would have to put a lot of  
9 factors into place and then come up with a number,  
10 I don't think we would... [cross-talk]

11 COUNCIL MEMBER CABRERA: So... [cross-  
12 talk]

13 DEAN MOGULESCU: ...be able to do that...  
14 [cross-talk]

15 COUNCIL MEMBER CABRERA: Right... [cross-  
16 talk]

17 DEAN MOGULESCU: ...here today...

18 COUNCIL MEMBER CABRERA: Yeah, so for  
19 the sake... maybe I should have been more specific,  
20 I'm talking about for the sake of accreditation  
21 because that is I think at the very heart of the  
22 issue here because you could just name anything if...  
23 [cross-talk]

24 DEAN MOGULESCU: Sure... [cross-talk]  
25

1

2

COUNCIL MEMBER CABRERA: ...you could it  
doesn't mean that it's functional but... necessarily,  
but to get a straight... state accreditation what  
would you foresee based on the other schools that  
you have open that... how many faculty she would  
need, full time?

7

8

DOCTOR RABINOWITZ: Alright, there is no  
simple answer to that question, I don't mean to... to  
frustrate you or... or... or... [cross-talk]

10

11

COUNCIL MEMBER CABRERA: No... [cross-  
talk]

12

13

DOCTOR RABINOWITZ: ...dismiss the...  
[cross-talk]

14

15

COUNCIL MEMBER CABRERA: You're not...  
[cross-talk]

16

17

DOCTOR RABINOWITZ: ...question at all...  
[cross-talk]

18

19

COUNCIL MEMBER CABRERA: You're not  
frustrating me... [cross-talk]

20

21

DOCTOR RABINOWITZ: Now... so... [cross-  
talk]

22

23

COUNCIL MEMBER CABRERA: I used to work  
in a college so... [cross-talk]

24

25

DOCTOR RABINOWITZ: Right... [cross-talk]

1  
2 COUNCIL MEMBER CABRERA: ...I was a  
3 professor, I was a program director... [cross-talk]

4 DOCTOR RABINOWITZ: ...so you... [cross-  
5 talk]

6 COUNCIL MEMBER CABRERA: I'm going  
7 somewhere with... [cross-talk]

8 DOCTOR RABINOWITZ: ...you know. [cross-  
9 talk]

10 COUNCIL MEMBER CABRERA: This... yes...  
11 [cross-talk]

12 DOCTOR RABINOWITZ: I mean what... what  
13 CUNY would want to see, the state would want to see  
14 and the accreditors would want to see is that we  
15 have a plan that's right for our institution,  
16 that's smart, that's based on data and reasonable  
17 projections that takes into account the local  
18 regional picture and has a vision for smart growth  
19 and that we grew our faculty and our student body  
20 smartly. As Dean Mogulescu says Murphy will have by  
21 design... this is... this is not a bad thing, it... it's...  
22 it's... It's the student's we're serving, Murphy will  
23 have a lot of part time students that's a different  
24 kind of program or school than one that... that takes  
25 students out of high school and where most students



1  
2 attend full time. So it's a different type of  
3 planning but certainly right now with about four  
4 full time faculty, about another eight to ten  
5 consortial faculty and 40 adjunct faculty it's on  
6 the small side and it serves about 400 and some  
7 students John, is that... [cross-talk]

8 DEAN MOGULESCU: Well and... and the... on  
9 credit... [cross-talk]

10 DOCTOR RABINOWITZ: On the credit side...  
11 [cross-talk]

12 DEAN MOGULESCU: ...side 459... [cross-talk]

13 DOCTOR RABINOWITZ: 459 on the credit  
14 side.

15 DEAN MOGULESCU: Right...

16 COUNCIL MEMBER CABRERA: Let... let me  
17 just share what I hear sitting from here, what I  
18 hear is that what you're looking for is an organic  
19 development that's a natural outgrow that will  
20 eventually get to a place where you could recognize  
21 it and call it a school, what I... what I'm  
22 interested in knowing is... and I... I'm going to ask  
23 it in a different way that Council Member... the  
24 Chair had mentioned before at what point would that  
25 be, my experience dealing with... with accreditation...

1  
2 reaching our accreditation often a lot of trust is  
3 put in a university and which university system  
4 they're dealing with. CUNY has my estimation one of  
5 the greatest reputations. I am one of the... your...  
6 one of your biggest fan. And if... [cross-talk]

7 DOCTOR RABINOWITZ: Thank you. [cross-  
8 talk]

9 COUNCIL MEMBER CABRERA: ...I'm being  
10 very...

11 DOCTOR RABINOWITZ: That's great to  
12 hear... [cross-talk]

13 COUNCIL MEMBER CABRERA: ...clear about  
14 that in the last five years here. What I'm hearing  
15 in between is in comparing to the School of  
16 Medicine is that there was a critical point in  
17 which they were made... that you had to take that  
18 step and here what I'm hearing is from... from  
19 administrators in CUNY is that there is not that  
20 critical urgent need therefore you're looking to  
21 see a natural development taking place is... is that...  
22 did I get it all right or am I getting the full  
23 picture?

24 DOCTOR RABINOWITZ: You're... you're...  
25 you're... no, you're... you're... you're getting a lot of

1  
2 pictures but I want to say it's... it's a very...

3 [cross-talk]

4 COUNCIL MEMBER CABRERA: I like  
5 pictures... [cross-talk]

6 DOCTOR RABINOWITZ: ...smart question.  
7 There... no, we do not you know... it's a great  
8 question, what moves an institution to flip a  
9 switch and say we're doing this, we're going full  
10 speed ahead and it's a little different in every  
11 case for example I gave you... there are three  
12 schools right now that are changing status in CUNY  
13 or three that I can think of in the immediate; SPS  
14 and I'll ask John what was it that moved that  
15 school from one status to another, medicine which  
16 I've explained, public health which even if we  
17 stayed through dinner we don't have time for that  
18 story... [cross-talk]

19 COUNCIL MEMBER CABRERA: Okay... [cross-  
20 talk]

21 DOCTOR RABINOWITZ: ...Council Member...  
22 [cross-talk]

23 COUNCIL MEMBER CABRERA: Got you...  
24  
25

1  
2 DOCTOR RABINOWITZ: But it's... you know...  
3 but... but there... there... there were pushes so to get  
4 to your point there were pushes... [cross-talk]

5 COUNCIL MEMBER CABRERA: Yes... [cross-  
6 talk]

7 [background comments]

8 DEAN MOGULESCU: Well... [cross-talk]

9 [background comments]

10 DEAN MOGULESCU: ...with regard to the  
11 school of professional studies in 2004 and I had  
12 been at the central office for a... a long time of  
13 the university then Chancellor Goldstein came to me  
14 and he said we're not serving adult students very  
15 well and I need a new school that will be nimble  
16 and be able to create degrees responsive to the  
17 needs of New York City and I'd like you to lead a  
18 team to... to do it and he felt that there was a gap  
19 within the framework of CUNY and that we did need  
20 an entity and we began to build that school in  
21 2003. It seemed at the time in 2005 since we had  
22 been established as a school for adults and adult  
23 workers to move the Murphy Institute from a center  
24 and Queens College to a University wide entity made  
25 sense and so we... we made a determination, it was

1  
2 not me then... the... the Chancellor to do that to name  
3 this... the institute after Joe Murphy former  
4 Chancellor, wonderful you know supporter of labor  
5 in this city and we moved forward in a process to  
6 build the school. It was a little bit easier  
7 because we attached it to the graduate school.

8 COUNCIL MEMBER CABRERA: Let me close  
9 here. The... the difficulty that I see it almost  
10 seems like a moving target because at what point  
11 could the faculty to say we're going to work  
12 towards this goal, we're going to get more students  
13 in... If we had a thousand students what would that  
14 mean compared to... to 500 does that mean that we get  
15 a school now, if it's... you know... And at the same  
16 time when I look at School of Medicine I would  
17 imagine that that's way less than the... the 500 and..  
18 and it takes... and it takes a lot more funding to do  
19 that... [cross-talk]

20 DOCTOR RABINOWITZ: Yes, it does..  
21 [cross-talk]

22 COUNCIL MEMBER CABRERA: Alright, what  
23 I'm hearing in between the lines that this is a  
24 funding issue that it will require the  
25 administration, you... you... you need... you need to

1  
2 have... you're going to have to... head up... set up a  
3 whole administration system and hierarchy within  
4 the school that you don't have... is not necessitated  
5 due to the... the situation, the context you're  
6 working out of with the Murphy Institute so... it's...  
7 is your funding... because I... I would think if you  
8 compare it to your smaller schools you already have  
9 enough students so... [cross-talk]

10 DOCTOR RABINOWITZ: Yeah, you're...

11 [cross-talk]

12 COUNCIL MEMBER CABRERA: And... [cross-

13 talk]

14 DOCTOR RABINOWITZ: ...right, it's not

15 just... [cross-talk]

16 COUNCIL MEMBER CABRERA: And let me

17 close... [cross-talk]

18 DOCTOR RABINOWITZ: ...about... [cross-talk]

19 COUNCIL MEMBER CABRERA: ...with the last

20 point and... [cross-talk]

21 DOCTOR RABINOWITZ: Please... [cross-talk]

22 COUNCIL MEMBER CABRERA: Then I'll...

23 DOCTOR RABINOWITZ: Sorry.

24 COUNCIL MEMBER CABRERA: ...then feel

25 free... and my other concern is... it's not a concern

1  
2 it's actually a... I think is... is very proactive here  
3 is that if... if we don't fill that vacuum where the  
4 private colleges come in and I'm curious to know if  
5 there any analysis that are being done that if... if  
6 we don't... because really this is about stature, I  
7 think the whole idea about school it raises the  
8 stature of... of everyone, I mean from faculty, CUNY,  
9 everybody and so is there... are we creating a  
10 vacuum? I worked in a college that didn't take  
11 advantage of their own line and now they want to do  
12 it and it's almost too late, the other colleges got  
13 in... [cross-talk]

14 DOCTOR RABINOWITZ: Yeah... yes... [cross-  
15 talk]

16 COUNCIL MEMBER CABRERA: ...and they're  
17 basic cannibalized... [cross-talk]

18 DOCTOR RABINOWITZ: Yes... [cross-talk]

19 COUNCIL MEMBER CABRERA: You know  
20 literally tens of thousands of students were... some  
21 of these colleges now got more students online than  
22 they do... and so that's... that's my other concerns  
23 and I'll give it back to you and I'll return it  
24 back to the Chairs.

25

1

2

DOCTOR RABINOWITZ: John... yes... [cross-

3

talk]

4

DEAN MOGULESCU: Well I... I... I think you

5

know I wouldn't disagree with you at all what I

6

would say and give you the commitment of the

7

university is that whether this happens or not in

8

the interim period we are committed to... [cross-

9

talk]

10

DOCTOR RABINOWITZ: Yes... [cross-talk]

11

DEAN MOGULESCU: Growing the Murphy

12

Institute... [cross-talk]

13

DOCTOR RABINOWITZ: Yes... [cross-talk]

14

DEAN MOGULESCU: ...wherever it is...

15

[cross-talk]

16

DOCTOR RABINOWITZ: Yes... [cross-talk]

17

DEAN MOGULESCU: ...situated... [cross-talk]

18

DOCTOR RABINOWITZ: Yes... [cross-talk]

19

DEAN MOGULESCU: It has huge potential

20

to grow as it... as does the School of Professional

21

Studies... [cross-talk]

22

DOCTOR RABINOWITZ: Yes... [cross-talk]

23

DEAN MOGULESCU: We are supportive as

24

you can... [cross-talk]

25

DOCTOR RABINOWITZ: Yes... [cross-talk]



DEAN MOGULESCU: See by the... the budget  
commitment that the university... [cross-talk]

DOCTOR RABINOWITZ: Yes... [cross-talk]

DEAN MOGULESCU: Has... [cross-talk]

DOCTOR RABINOWITZ: Right... [cross-talk]

DEAN MOGULESCU: Has... has given, we have  
a fledgling new undergraduate degree program that  
we have to recruit students for... [cross-talk]

DOCTOR RABINOWITZ: Yes... [cross-talk]

DEAN MOGULESCU: I'm not fearful of the  
competition from the private sector... [cross-talk]

DOCTOR RABINOWITZ: Right... right...

[cross-talk]

DEAN MOGULESCU: I am not. We... we have  
a... [cross-talk]

DOCTOR RABINOWITZ: We... [cross-talk]

DEAN MOGULESCU: Terrific product and we  
have an incredibly lower tuition than almost all of  
the privates so... so we're not going to sit still...  
[cross-talk]

DOCTOR RABINOWITZ: That's right...

[cross-talk]

DEAN MOGULESCU: We're going to move  
forward... [cross-talk]

1

2

DOCTOR RABINOWITZ: Right.

3

4

DEAN MOGULESCU: ...together, we're going  
to create the best opportunity to serve... [cross-  
talk]

6

7

DOCTOR RABINOWITZ: Yes, we are... [cross-  
talk]

8

9

10

11

12

13

14

15

16

DEAN MOGULESCU: ...the labor and the  
workers of this city and what... what happens down  
the line from my point of view you know whether  
I'll even be here or not is... is... is... is a question,  
I am committed because I've been committed my  
entire career at CUNY to figuring out how to get  
people out of low wage work and what to do about  
the predicament of workers in this city and that  
will be maintained however this... this plays out.

17

18

COUNCIL MEMBER CABRERA: And we  
appreciate that. Thank you so much.

19

20

21

22

23

DOCTOR RABINOWITZ: Thank you.  
CHAIRPERSON MILLER: Thank you Council  
Member Cabrera. We've been joined by Council Member  
Dromm and we'll now be... hear from Council Member  
Crowley.

24

25

COUNCIL MEMBER CROWLEY: Good afternoon.  
Thank you to both of our Chairs for having this

1  
2 important hearing today. I want to add my name to  
3 the many who've expressed support for the institute  
4 to become a school of labor and urban studies. I  
5 had to leave briefly because I joined the many loud  
6 voices outside who are holding a rally because  
7 unfortunately 16 people, a record number have been  
8 killed on construction sites this year and although  
9 your institute has done so much over the 30 years  
10 that it's been in existence so much more needs to  
11 be done in this city for workers' rights and if we  
12 look at the income and equality it is growing,  
13 there is a hollowing out of the middle class. And I  
14 believe as good as your program is it could become  
15 even better if it was its own school. If you had  
16 more degree programs and a... a greater amount of  
17 money you could help us here and the city council  
18 do a better job with the studies and the forums  
19 that you do and so I didn't really have any  
20 questions other than I want you to know that I'm  
21 committed to the growth because I know that worker  
22 study programs help families and too many of our  
23 families in the city of New York right now are  
24 really struggling and you know it... it encourages  
25 the work that you do, it encourages people to grow

1  
2 out of the poverty they may be living in and to  
3 better educate themselves, achieve higher degrees  
4 and then ultimately help others. So it's quite a  
5 ripple effect that the Murphy Institute has had on  
6 countless New Yorkers and I would just like to see  
7 it become its own school and to grow even larger  
8 and stronger. Thank you.

9 CHAIRPERSON MILLER: Thank you Council  
10 Member Crowley. Before we get to the next panel I  
11 just do have a... a... a... a final follow-up or two and  
12 that is have... have either or any of the new schools  
13 that... that were mentioned earlier received  
14 financial support from the state government and in  
15 their evolution into a school?

16 DOCTOR RABINOWITZ: Okay, yes Matt could  
17 you...

18 MATTHEW SAPIENZA: Sure. The CUNY  
19 Medical School which we... you know it's... new venture  
20 as we've mentioned several times earlier in our  
21 budget request for next fiscal year, the fiscal  
22 year '17 our board of... which has been approved by a  
23 Board of Trustees we are requesting additional  
24 funding from the state for that... for that new  
25 medical school. There... there is state funding in

1  
2 place for the Sophie Davis School of Medical  
3 Education which will move to the new medical school  
4 but we are requesting additional funds. Some of the  
5 other programs that we've had, the... the Guttman  
6 Community College that Dean Mogulescu mentioned  
7 earlier we received significant city support to... to  
8 begin that program, that couldn't have happened  
9 without the support that we... we received from the  
10 city. So yeah, over the years it's really important  
11 whenever we start a new program to... to receive that  
12 additional support, you know we try to find  
13 resources within our own budget as much as we can  
14 but... but certainly that... that's a key factor  
15 whenever we start a new... a new school.

16 CHAIRPERSON MILLER: So... so there is an  
17 opportunity for Murphy to have some start up to  
18 offset some of the initial costs as you move  
19 forward and then as we talked about Council Member  
20 Barron mentioned the... the potential for endowments  
21 and so forth certainly the affiliation with the  
22 labor movement would kind of... that kind of speaks  
23 for itself with the opportunity that Murphy may  
24 have in terms of receiving dollars that would allow  
25 so I... I would kind of... I would not necessarily

1  
2 dismiss some of the financial concerns but I... I  
3 would tend to more minimize it considering the type  
4 of investment that the... the labor movement has made  
5 and has committed to make in worker education as  
6 well as the... the commitment that the council has  
7 had... made and will continue to make which was kind  
8 of pulled back after the decision not to move  
9 forward with the school... [cross-talk] So I... I think  
10 that there is a number... a... a high level of support  
11 including financial support for this school to  
12 happen and I would love for you to take that into  
13 consideration as we move forward as well that that  
14 is... impediment that normally would be a high  
15 priority, it certainly would be a less of a  
16 priority considering the resources that Murphy  
17 potentially has so...

18 MATTHEW SAPIENZA: Mm-hmm...

19 CHAIRPERSON MILLER: I want to... anything  
20 else? Council Member Barron?

21 CO-CHAIRPERSON BARRON: Yes, just in  
22 closing thank you once again for presenting your  
23 testimony and sharing information with us. Just two  
24 quick questions, when a person graduates from  
25 Murphy Institute who issues that degree?

1  
2 DEAN MOGULESCU: The School of  
3 Professional Studies.

4 CO-CHAIRPERSON BARRON: The school of...  
5 okay. And lastly I just want... what's the difference  
6 between a consortian position and an adjunct  
7 position?

8 DEAN MOGULESCU: Yeah, a consortial  
9 faculty member as we define it with the Murphy  
10 Institute is someone that is a full time faculty  
11 member at the university somewhere else... [cross-  
12 talk]

13 CO-CHAIRPERSON BARRON: Somewhere else...  
14 [cross-talk]

15 DEAN MOGULESCU: And... and we assign them  
16 to work with Murphy, it could be on... on curriculum  
17 development, it could be working with other faculty  
18 and it... and it almost always is teaching a course  
19 or two.

20 CO-CHAIRPERSON BARRON: Okay fine, thank  
21 you. I just want to say that you know once again I  
22 issue... I want to make sure that my position is on  
23 record that we should do all that we can to make  
24 the Murphy Institute a school, I would love for you  
25

1  
2 to share with me if you can the report from the  
3 task force... [cross-talk]

4 DOCTOR RABINOWITZ: Yes... [cross-talk]

5 CO-CHAIRPERSON BARRON: ...as well as...  
6 [cross-talk]

7 DOCTOR RABINOWITZ: ...absolutely council...  
8 [cross-talk]

9 CO-CHAIRPERSON BARRON: As well as the  
10 strategic plan at Murphy and I think it's critical  
11 that we move in the direction of making this a  
12 school. What we haven't talked about here is the  
13 large number of black Latino and other  
14 underrepresented groups that benefit from Murphy  
15 perhaps a larger percentage at the Murphy Institute  
16 than any other of CUNY's institutes programs  
17 whatever we want to call it so we need to make sure  
18 that we are supportive of the efforts in those  
19 programs that help to propel black Latino and other  
20 underrepresented groups into positions of power,  
21 authority, economic, leadership and make that a  
22 reality, make that... [cross-talk]

23 DEAN MOGULESCU: Could... could not agree  
24 with you more Chair Barron and again just you know  
25 and one of the... the other Council Member who talked



1  
2 about it issues of inequality I am absolutely with  
3 my members of the panel committed to do that... I  
4 oversee probably the most successful community  
5 college program in the United States at CUNY ASAP...  
6 [cross-talk] ...that... that... and... and led the team  
7 that developed that program and committed to making  
8 sure that the people that we serve get to the  
9 finish line because it is not enough to start at  
10 CUNY... [cross-talk]

11 CO-CHAIRPERSON BARRON: Right... [cross-  
12 talk]

13 DEAN MOGULESCU: It... you have to get  
14 your degree and that program is a signature program  
15 and... [cross-talk] ...almost tripling the graduation  
16 rates and maintaining the sense of diversity that...  
17 that... that are part of the community college  
18 function and so we share your commitment to that.  
19 We share it at Murphy, at SPS and at the larger  
20 university as well. I appreciate you saying that.

21 CO-CHAIRPERSON BARRON: Thank you.

22 CHAIRPERSON MILLER: Thank you, before  
23 we let you go Council Member Dromm Chair of  
24 Education has a question to...

25

1  
2 COUNCIL MEMBER DROMM: Well not so much  
3 a question, thank you Mr. Chair, Madame Chair as  
4 well but also a statement of support while I have  
5 them here for the creation of a school for the  
6 Murphy Institute you know as the Chair of the  
7 Education Committee the overall education committee  
8 I realize also how important this program has been.  
9 As a matter of fact, before come... that's the real...  
10 why I was late I was down at the United Federation  
11 of Teachers they were having a training down there  
12 for other elected officials as well so people may  
13 have been in and out for that reason here today as  
14 well but you know I'm also very glad to see that  
15 the President of the United Federation of Teachers  
16 is supporting this effort also so I just wanted to  
17 lend my support and apologize for being late.

18 DEAN MOGULESCU: Thank you very much.

19 DOCTOR RABINOWITZ: Thank you.

20 CHAIRPERSON MILLER: Thank you and thank  
21 you again for... [cross-talk] ...for coming out and  
22 being a part of this very important hearing and  
23 lending your testimony and I hope that you take all  
24 that you heard and received today under  
25 consideration as we move forward... [cross-talk]

DOCTOR RABINOWITZ: We will... [cross-talk]

CHAIRPERSON MILLER: ...move to the next...  
[cross-talk]

DOCTOR RABINOWITZ: Thank you so much,  
thank you... [cross-talk]

MATTHEW SAPIENZA: Okay, thank you.

CHAIRPERSON MILLER: Next panel Arthur  
Cheliotes of 1180 and Anthony Wells of local 371.

[pause]

CHAIRPERSON MILLER: Please identify  
yourselves and you may begin.

ARTHUR CHELIOTES: Okay, my name is uh  
Arthur Cheliotes, I'm president of CWA local 1180  
and also the Chairman of Labor Advisory Board of  
the Murphy Institute. Before I begin my written  
testimony I would just like to point out a number  
of things in the previous testimony. The first  
being the commitment that the labor movement has  
made to the Murphy Institute with... [cross-talk]

CHAIRPERSON MILLER: So they... there is  
a... a three minute clock as we move forward... [cross-talk]

ARTHUR CHELIOTES: Okay... [cross-talk]

1  
2                   CHAIRPERSON MILLER: But don't worry  
3 about this, just keep moving.

4                   ARTHUR CHELIOTES: Okay, I... I will try  
5 to be as brief as possible. And that is that... that  
6 there... we have been able to commit our political  
7 capital to securing two million dollars for the  
8 Murphy Institute from the state legislature to see  
9 that a school is established, I don't know of any  
10 other program that had that money ahead of time  
11 with that intent and that... that is the political  
12 capital that the labor movement was willing to  
13 commit to that rather than ask for other things  
14 from the state legislature and we should understand  
15 that. The second point that I... I really wish to... to  
16 touch... touch upon is the distinctions that I've  
17 been led to believe make up an institute and to put  
18 it briefly if it walks like a duck, it talks like a  
19 duck, it's a duck by that I mean it... the Murphy  
20 Institute acts like a school, it issues degrees, it  
21 has faculty and it provides a broad base of  
22 education for all of its people, students that...  
23 that come to the program. It also acts as a funnel  
24 for the entire labor movement to find out what is  
25 available in the university to address the needs of

1  
2 their members. For example, the Power of the Teach  
3 Program is part of the Murphy Institute's program  
4 yet but it's based throughout the whole city, we  
5 don't get any full time equivalent credits for  
6 that. The second one has to do with... with... with  
7 programs for example... example the operating  
8 engineers, needed a program to help their members  
9 get their degrees, we worked with the university  
10 found the appropriate campus and got their members  
11 into those programs where their apprenticeship  
12 program was able to be applied to their degree as  
13 well as give... giving them the opportunity to go on  
14 and get not only their associates degrees but their  
15 bachelor degrees and that's been... that's what we  
16 have been trying to do and it especially addresses  
17 certainly in terms of the members that I represent  
18 women and people of color. An opportunity that was  
19 denied them earlier on in their lives to return to  
20 school and get the education and credentials that  
21 they need to advance themselves especially in the  
22 civil service careers that they have and I will  
23 allow my written testimony to speak for itself  
24 because I think I've used up my time and I thank  
25 you very much for listening.

CHAIRPERSON MILLER: Thank you.

ANTHONY WELLS: Good afternoon. My name is Anthony Wells I'm the President of the Social Services Employees Union Local 371 DC37. I've... I want to thank the committee members and the Chairs for conducting this hearing. Thank you for giving me the... this opportunity to testify on behalf of the Murphy Institute and the proposal to establish a school for labor and urban studies at CUNY. I and my colleagues who serve on the institutes labor advisory board are deeply committed to the idea of a CUNY school for workers. We believe that a school within CUNY one with autonomy and stable financial support will... will be best positioned to address the educational interest of workers and those who advocate for workers' rights. Three years ago, the work of the Murphy Institute inspired our union to establish the Charles Anthony Scholarship fund for members who enrolled in the institute's labor studies program. So we have a vested interest in the expansion and continuity of these programs. It is now time to reconstitute the Murphy Institute as a school for labor and urban studies. The creation of this school will be a historic event serving as

1 a model for other universities across the country.  
2  
3 As a graduate of CUNY I understand the value and  
4 importance of a CUNY education and the opportunity  
5 that CUNY provides as... as Chair Barron said for the  
6 underserved and under... underrepresented. This labor  
7 school will provide so many opportunities for  
8 people to enter into not just civil service, not  
9 just on a union side but would create a pool of  
10 professionals to improve the relationships between  
11 unions and management to improve the services that  
12 are provided in this city whether you're in the  
13 public sector or the private sector. So just like  
14 other... I... I... been around and one of the first  
15 applicants... or earlier applicants to apply for the  
16 School of Law what a difference that school make...  
17 even with all the challenge that they have had.  
18 This labor... this labor school besides providing  
19 opportunities for our present day workers creates a  
20 pool for the future. Our challenges in... in this  
21 society of... interest... portals for the young people,  
22 for the future and this just provides another  
23 portal and shows a commitment to diversity not just  
24 in the population represented but diversity of  
25 interest in our communities and our societies. So

1  
2 clearly we advocate for the establishment of this  
3 school. I heard the previous testimony, we should  
4 not be held back, the Murphy... we being the Murphy  
5 Institute for as uniqueness which should be praised  
6 and grown upon before it being a unique program.  
7 Everything has a financial cost but there are  
8 things called economic cost that are not measured  
9 just in dollars and as we move forward into a  
10 technological age the labor relations piece, the...  
11 the... the professional piece of union relations,  
12 city government industry period is... based on  
13 interaction between people. So in closing... [cross-  
14 talk]

15 CHAIRPERSON MILLER: Quickly... [cross-  
16 talk]

17 ANTHONY WELLS: ...we clearly have  
18 supported as often as said... we've supported it with  
19 finances, we supported it by encouraging our  
20 members to participate and encouraging their  
21 children to participate in the Murphy Institute and  
22 hopefully one day, the Murphy University for Labor  
23 Studies, thank you.

24 CHAIRPERSON MILLER: Thank you, thank  
25 you, that was well articulated. And I have a couple



1  
2 of questions because you gentleman represent a... a...  
3 a membership body that is... is kind of similar and...  
4 in profession as... as... as well as background and  
5 could you speak to that... that background who your  
6 memberships are and where they come from and the  
7 relationships that you have with Murphy Institute  
8 and the impact that it's had on that membership  
9 thus far whether it's through a particular program,  
10 advanced degrees or what have you?

11           ARTHUR CHELIOTES: My local represents...  
12 oops. My local represents New York City  
13 Administrative and Supervisory Employees throughout  
14 city government. We are basically the supervisors  
15 or the backorder... back office staff at almost every  
16 agency and as such the way we promote is through  
17 civil service examinations. We currently have a... a  
18 suit against the city regarding the fact that women  
19 and people of color aren't being treated equally  
20 with respect to a... a payment for the work that they  
21 do but that's a side issue but clearly what we saw  
22 early on when we started this over 30 years ago was  
23 that back when our members started their careers  
24 they were told you're really not college material  
25 or you don't have the money to go to school and

1  
2 what we did is we instituted a program where we pay  
3 for up to 24 credits for our members to go back to  
4 school and get their education started and if  
5 you're going for a graduate degree that almost pays  
6 for the entire graduate degree but our commitment  
7 as a union to see that our members have those  
8 opportunities is key to why we do it. And we have  
9 recently established with the university who  
10 matches the fundraising a scholarship program that  
11 allows women and people of color to apply for... for  
12 degrees at Murphy and we raise the money for that  
13 and the university matches it. That's the  
14 commitment of the entire labor movement to raise  
15 those funds so we... we have what we call a diversity  
16 scholarship because we realize that the next  
17 generation of labor leaders and community activists  
18 that we need need to get that background and need...  
19 need to come from the ranks of a labor movement. We  
20 realize that the university if it is to be  
21 successful in shaping our society going forward  
22 must create critical thinkers who understand how  
23 important it is to understand the important value  
24 of the labor movement and the power of organized  
25 people to fight organized money because that is the

1  
2 society we face today and those are the challenges  
3 that we face today and we will face in the future  
4 and yet there seems to be a lack on the part of the  
5 university, a commitment to institutionalize the  
6 labor movement as part of the university. This...  
7 the... the very university that has been there for  
8 the working class for so long does not seem to be  
9 willing to acknowledge the labor movement as being  
10 a key factor for ensuring social and economic  
11 justice in our society and acknowledging the need  
12 to train the next generation of labor leaders, of  
13 community activists to do that, that's what this is  
14 all about and we can't ensure that it will continue  
15 to... to happen if it remains an institute until it  
16 becomes a school within the university.

17 CHAIRPERSON MILLER: Thank you.

18 ANTHONY WELLS: So SSEU Local 371  
19 represents about 18,000 members throughout the  
20 city. We have members in every agency including  
21 city hall and... and borough offices, everywhere  
22 except for the Board of Education... or I'm sorry,  
23 see I'm dating myself right, Department of  
24 Education... diversify... we have grown to... to our... we  
25 have grown from a union that in the early days had

1  
2 a lot of people with... who had college degrees as a  
3 requirement and so now we have such a diversified  
4 population who represent... from entrance level to  
5 the highest advisory title. We're... we're... we're  
6 just very clear about ourselves, we provide  
7 services to the city of New York as do all of us in  
8 this room. We promote the idea of civil service, I  
9 happen to be the Chair of DC 37's Civil Service  
10 Committee, Arthur is the Chair to Municipal Labor  
11 Committee, Civil Service Committee, we promote  
12 civil service as a career path, not a job, we... we  
13 promote civil service as a way to provide services,  
14 a way to feed your family and a way to make the  
15 communities that you live in and the overall New  
16 York City community stronger. We push... we're new to  
17 the... we're new to our level of support for the  
18 Murphy Institute, we are now encouraging people to  
19 attend the Murphy Institute where we just encourage  
20 people to go get a degree, do higher education,  
21 we've always been a proponent of that. Charles  
22 Ensley was well known in the city as a labor  
23 leader, always encouraged us to go to school. I  
24 myself went back and got two degrees while working  
25 for the city of New York. So we like to say that

1  
2 use this opportunity to grow, to move up and to  
3 provide for your family in the best way possible  
4 and we believe that the Murphy Institute and the...  
5 and the school of labor will be that attraction to  
6 so many people in addition to what... what my  
7 colleague Arthur has said it will provide a source  
8 for the future leadership of this city and along  
9 with other community schools and along with other  
10 institutions of higher learning if we encourage it  
11 and there needs to be a commitment, I... I'm glad to  
12 hear the commitment on the part of the city council  
13 but there has to be a commitment from CUNY and  
14 money... and the idea of money just by itself and I...  
15 it... it just cannot be the barrier, cannot be the  
16 impediment, if we're unique and we're going for the  
17 same cause and we're... the services that... that we  
18 provide are as crucial to the survival and the  
19 health of this city as any other services provided  
20 in this city and so that's who we are as a union.  
21 We have always been community activists, we always  
22 been concerned about what goes on in our community,  
23 the history of our locals in 1965 we had to strike  
24 the... not just benefit the workers it benefit the  
25 clients who were seen in social services. And we

1  
2 continue to do that to this day when... when we... we  
3 interact so this is... this is not about the union,  
4 this is about strengthening and providing  
5 opportunities for not just the underserve but  
6 people who want to go and... and make government  
7 service a career not a job.

8 CHAIRPERSON MILLER: Council Member  
9 Barron and then Council Member Crowley.

10 CO-CHAIRPERSON BARRON: Yes, thank you  
11 for coming and providing your testimony. Just  
12 briefly you said the... we know that you were very  
13 much involved the labor movement, very much  
14 involved in the formation and I understand that you  
15 sit on the board presently so I want to know how  
16 the board it functions in the delivery of service  
17 or planning of the agenda and the offerings that  
18 the Murphy Institute has or anything you want to  
19 share regarding how that involvement at the initial  
20 start has continued, progressed or advanced?

21 ARTHUR CHELIOTES: Well we... we began  
22 with three unions; local 1549 of DC 37, local 1180  
23 and the Garment Workers Union. And we grew over  
24 time. The Garment Workers Union has all... has made  
25 an endowment to the... to Queens College with respect

1  
2 to having its workers attend the... then the  
3 predecessor to the... to... to the Murphy Institute  
4 that eventually moved CUNY wide and we have grown  
5 over time, we're... think we have what about 30  
6 unions now involved on our... on our board and we are  
7 always looking to... to recruit more unions and want  
8 to be part of that board. At our last meeting we  
9 created a plan for... for how we become a... a school  
10 and submitted that I think the... people on the  
11 previous panel spoke to that, that was a... that was  
12 a collective action on the part of the union board  
13 and the faculty and... and... and... and the staff at  
14 Murphy to develop what it is... where we want to go  
15 in the future and the third thing that we do which  
16 is... we think is very important is again providing  
17 way... sources of funding and facilitating government  
18 supporting the effort to establish this school and  
19 so we've tried to move along all these fronts and  
20 have the... the... the... and I think you will hear some  
21 members of the... of the advisory board, I know  
22 President of... of... of the Operating Engineers Kuba  
23 Brown is here, he's one of our board members and...  
24 and we have Anthony is certainly a... a board member  
25 so we have... we invite any union that... that has

1  
2 students to participate on that board and play.. and  
3 play an active role in trying to advocate for... for  
4 the Murphy Institute and to really develop programs  
5 that meet their member's needs. That's what this is  
6 about, trying to tailor programs to meet the needs  
7 of the working people in this city and being the  
8 interface with the university and the labor  
9 movement...

10 CO-CHAIRPERSON BARRON: So how... just  
11 before you respond what has been the effectiveness  
12 of your asking for particular program... development  
13 of particular programs, has the Murphy Institute  
14 been able to accommodate that when you ask... [cross-  
15 talk]

16 ARTHUR CHELIOTES: It has... it has to...  
17 we... we... for example, we needed a course in health  
18 care administration because we had a lot of members  
19 at the health and hospitals corporation. So we set  
20 up a 12 credit certificate program to deal with  
21 health care administration why because it gave our  
22 members the credentials they needed in the event  
23 the promotion came up they had some credentials to  
24 be able to apply for those jobs and perhaps get  
25 those jobs. So it was... and the same thing with the



1  
2 public administration and transportation for the  
3 TWU so there's been a whole series of those kinds  
4 of programs that we have developed as... as the  
5 unions came to... to the institute and said well  
6 these are the things that... [cross-talk]

7 CO-CHAIRPERSON BARRON: Okay... [cross-  
8 talk]

9 ARTHUR CHELIOTES: ...we need...

10 CO-CHAIRPERSON BARRON: Thank you...

11 ANTHONY WELLS: Yes, I'll just echo what  
12 he said, I think the leadership at the institute is  
13 very responsive, gets us involved, keeps us  
14 involved and... and we're very committed to working  
15 with them so we found out with this relationship  
16 has worked and... and like I said our small time... my  
17 small time because Charles Ensley was a big  
18 supporter of the Murphy Institute, I found him to  
19 be very responsive. We have a representative so  
20 that when we're... when I can't go to a meeting and  
21 we make sure that we're a part of it and I think  
22 this leadership is committed to that.

23 CO-CHAIRPERSON BARRON: Great, thank  
24 you.

CHAIRPERSON MILLER: Council Member  
Crowley.

COUNCIL MEMBER CROWLEY: Thank you. I  
want to thank both unions, local 371, local 1180  
for your dedication to the worker institute and  
what you do every day and the work that you do  
especially for women. I co-chair the Women's Caucus  
and I know a significant number of 371 members are  
women who are often single mothers you know  
supporting their families so when they're able to  
climb that career ladder they're able to better  
support and I know that some of them are the first  
in their families to graduate from college which is  
a real inspiration to their children and is  
breaking down a lot of barriers and then for you  
Mr. Cheliotas I want to compliment you on the fight  
that you had with the city and... and finding... and...  
and the settlement and then finding that many of  
the women who were working were treated and  
discriminated against differently than the men and...  
and unfortunately that... those things are still  
happening today in the city of New York. We're...  
we're allowing that to happen we sometimes don't  
even know about it but because of the work that

1  
2 you're doing you're making us more aware and... and  
3 making us a better city for it. So thank you.

4 CHAIRPERSON MILLER: I want to thank you  
5 gentleman for your testimony and all of your  
6 support that we've received over the years and... and  
7 your assistance in... in this important issue and  
8 certainly we... we want to be referring back to you  
9 as we move this forward... this issue along so any  
10 support that you can have... to have... you have for us  
11 in the future we appreciate your continued service  
12 and thank you for coming out.

13 ARTHUR CHELIOTES: Thank you so much  
14 for... for having us here.

15 CHAIRPERSON MILLER: Okay. The next  
16 panel Ed Ott, Jarret Hova, and Professor Wilson...  
17 Joseph Wilson.

18 UNKNOWN MALE: I think he's gone.

19 [background comments]

20 CHAIRPERSON MILLER: Okay, just identify  
21 yourselves and begin with your testimony as soon as  
22 you've done such. Thank you. Start for me...

23 JARRET HOVA: Good afternoon guys, it's  
24 Jarret Hova from the Office of Public Advocate.

1  
2 EDWARD OTT: Ed Ott from the Murphy  
3 Institute.

4 JOSEPH WILSON: Joseph Wilson Professor  
5 of Brooklyn College of Political Science.

6 CHAIRPERSON MILLER: And... and you have  
7 the mic... I guess you want... now that you had it last  
8 you may as well start there.

9 JOSEPH WILSON: Alright... Well greetings  
10 dear Council Members and this is a very important  
11 hearing. I'm honored by your invitation to address  
12 the issues related to the Murphy Institute and the  
13 establishment of a CUNY labor college. By way of  
14 brief background; I've authored numerous books on  
15 labor education and the working class, I directed  
16 the Graduate Center for Worker Education for over a  
17 decade. Administratively and academically, I'm  
18 intimately familiar with the issues. I've been a  
19 trade union and civil rights activist for nearly 50  
20 years. This background informs my expertise in  
21 today's comments. I was involved with the visionary  
22 concept of a CUNY labor college for over 20 years  
23 working directly with Chancellor Murphy who was the  
24 champion of workers and unions. Were he alive today  
25 and still Chancellor a labor college would be a

1  
2 reality and not merely an inspirational dream. I  
3 also worked with former Chancellor Julius Edelstein  
4 who was also supportive holding a series of  
5 conferences many years ago to build the dream of a  
6 full-fledged stand-alone labor college within CUNY.  
7 In reality working people are CUNY's greatest asset  
8 and largest most important constituency. The vast  
9 majority of students particularly women, students  
10 of color, and immigrants are working people. The  
11 basis for establishing a labor college at CUNY has  
12 existed for decades, a critical mass of working  
13 class students, trade union support, dedicated  
14 scholars, and able administrators. The problem is  
15 that isolated and marginalized worker programs  
16 within CUNY are vulnerable to budgetary  
17 constraints, political attacks, anti-labor policies  
18 and a lack of facilities and dedicated capital  
19 resources. For example, the historically important  
20 city college center for worker education which was  
21 briefly mentioned earlier this afternoon has  
22 drifted from its trade union roots even with a  
23 sympathetic and able administration. The world-  
24 renowned Brooklyn College Graduate Center for  
25 worker education exists in name only as the

1  
2 Chancellor's 2015 report confirms by its glaring  
3 omission. The storied urban master's degree that  
4 empowered hundreds of students to trade unioness  
5 [phonetic] including city council members, Jumaane  
6 Williams, the Parks Commissioner who taught there  
7 currently Mitch Silver and... and a host of others;  
8 Costa Constantinides who was here earlier. The  
9 program developed lawyers, judges, professors,  
10 trade union leaders, it no longer exists at 25  
11 Broadway. It was torn asunder and replaced with the  
12 Sass Hedge fund program sponsored by a rich alumni  
13 of the same name and a state department supported  
14 Iranian democracy project both directed by non-  
15 union staff on a for profit basis, non-credit-  
16 baring money making continuing education courses  
17 for visiting international students have supplanted  
18 the graduate degree program for working people.  
19 These programs took space away from CUNY's formerly  
20 largest worker education MA program and are  
21 antithetical to the working class oriented  
22 scholarship and curriculum destroyed by the  
23 colleges administration and department politics  
24 with CUNY's acquiescence. Tragically and  
25 unfortunately over the years CUNY has drifted away

1  
2 from this core working class constituency that is  
3 vital to New York's economy and cultural life. CUNY  
4 has repositioned itself as a middle class  
5 institution and therefore makes resources available  
6 to the elitist and largely segregated Caulay  
7 Machonnors [phonetic] Program... Caulay Honors Mac...  
8 Macaulay Honors Program, for example with full  
9 scholarships and laptops for every student while  
10 simultaneously not funding the black male  
11 initiative for years and stifling efforts to build  
12 a labor college. Don't fall for the hollow refrain  
13 that CUNY doesn't have the money. Brooklyn College  
14 was built during the great depression. CUNY simply  
15 doesn't have the leadership or the will to do the  
16 right thing. That's the issue before us today. My  
17 hope is that City Council and New York's Trade  
18 Union Movement can help CUNY rediscover its working  
19 class roots and mission of empowering those who  
20 have been marginalized and excluded even by CUNY  
21 itself. New York is a great union town deserving of  
22 a great labor college. Thank you.

23 ED OTT: I got it. I used to do this for  
24 a living. I want to thank you both for taking the  
25 time today to have this hearing. I... I think it's

1  
2 critically important. In the provost's [phonetic]  
3 remarks she said a lot of things, a lot of very  
4 good things. But she did say about that report that  
5 the report is but a beginning. And I'll take the  
6 university at their word. This is a beginning so  
7 let... let's talk. I am currently a distinguished  
8 lecturer in labor studies at the Murphy Institute.  
9 I want to talk a little bit about what goes on in  
10 the classroom and what goes on at the institute to  
11 give you a flavor. This is education with a  
12 purpose. Some of our members... our students come  
13 here because they need specific credentials for  
14 their work. And that is a purpose. Others come  
15 because they are invested in the organizations and  
16 the movements that they're in. There was very  
17 little talk today about the community organizations  
18 that people come from, the church groups that they  
19 participate in which is one of the largest filters  
20 of our members thinking. And the... and the unions  
21 that they participate in and who on many cases  
22 support their work to go forward. We're building  
23 the future. What Murphy Institute is is something  
24 sorely lacking in higher education in this country.  
25 And that is a safe place for workers who are



1  
2 engaged in the everyday struggles, the political  
3 struggles, the social struggles, the meaningful  
4 struggles of life where they can work it out. Where  
5 they can have the frank conversation in a safe  
6 space about what's right, what's wrong, what works,  
7 and what doesn't. I meet every week with over 40  
8 students. These are adults. They made a conscious  
9 decision to sacrifice time in their private lives  
10 and in their families in order to get this  
11 education. And I can tell you... it is probably... I  
12 spent 46 years in a labor movement in this city  
13 teaching in those classrooms two nights a week has  
14 been the most rewarding experience that a person  
15 can have. And what you see in that room is the  
16 future of this city and the future of this country.  
17 What is that worth. The labor movement antis up  
18 millions of dollars over the decades. I've been  
19 involved with the... what's now the Murphy Institute  
20 for almost 30 years. What is that worth to this  
21 city? What is that worth to this university? We  
22 have a business school. We have all kinds of titled  
23 schools. The respect of the working... the workers'  
24 organizations of this city should be given by  
25 getting them a school of labor and urban studies

1  
2 and recognize the commitment that they make to  
3 making this city better. I suspect you'll hear from  
4 some of my students today. They are people who are  
5 going to shape this city in the future in  
6 collaboration with you, this council, a mayor, and  
7 hopefully other forces in this city. I just came  
8 from a discussion last night about the  
9 interrelationship between movements like Black  
10 Lives Matter and the labor movement. This is a safe  
11 place to have that discussion. And it's a place  
12 that's sorely needed. And I hope that we can find a  
13 way to get this school done.

14 JARRET HOVA: Good afternoon Chairs  
15 Barron and Miller and members of the Committees on  
16 Higher Education and Civil Service and Labor. My  
17 name is Jarret Hova and I am the Legislative  
18 Director for Public Advocate Letitia James. On  
19 behalf of the public advocate I would like to thank  
20 Chairs Miller and Barron for hosting today's  
21 hearing and allowing the Office of Public Advocate  
22 to provide testimony. The connection between New  
23 York City and the American Labor Movement is  
24 longstanding and strong. Samuel Gompers, the  
25 longtime labor activist and the first president of

1  
2 the American Federation of Labor once called New  
3 York City the cradle of the American Labor  
4 Movement. Within a stone's throw of the chambers  
5 where we sit today some of the most noteworthy  
6 events in America's labor history occurred  
7 including the Triangle Shirtwaist Factory fire  
8 which many view as the catalyzing event for the  
9 American Labor Movement. Today the issues  
10 confronting the American Labor Movement look  
11 decidedly different from the era of fighting  
12 against 60-hour work week, child labor, or  
13 completely unregulated factories yet despite these  
14 differences the need for action to protect our  
15 working people is no less significant or urgent.  
16 Today's working class confronts threats that  
17 jeopardize the very sustainability of the life of  
18 working New Yorkers be it a living wage, equal pay  
19 for women, or wage theft. The threat to working New  
20 Yorkers is perhaps no more clearly illustrated than  
21 in the dramatic inequality that our society and our  
22 city face. Just yesterday the Pew Research Center  
23 reported that the American middle class is now  
24 outnumbered by those in the lower and upper income  
25 strata for the first time in almost five decades.

1  
2 It is clear that this inequality will be one of the  
3 great social and political challenges for this  
4 incoming generations. And there is no doubt that  
5 New York will continue to be an epicenter for  
6 workers' rights. This is evidenced by our fight for  
7 15, an ongoing battle for paid family leave at the  
8 state level, and the city's long and ultimate  
9 passage, long fight, excuse me, and ultimate  
10 passage of paid sick leave. As these challenges  
11 continue educating leaders for our modern labor  
12 movement is vital to its progress. Less than two  
13 miles from here the first major worker school in  
14 the country, the ran school of social service help  
15 to educate labor leaders and important academics  
16 for literally decades. We believe that it's only  
17 fitting that CUNY which has world class  
18 professional schools of business, education, and  
19 law should have a school to educate the next  
20 generation of great labor leaders. Finally, by  
21 spearheading worker education initiatives a CUNY  
22 School of Labor and Urban Studies can help expand  
23 opportunities for individuals who are already in  
24 the labor force and are looking to use education to  
25 move up the economic ladder. This issue is of

1  
2 particular importance to Public Advocate James to  
3 seize the value of these programs first hand as  
4 she's currently an instructor at SUNY's Harry Van  
5 Arsdale Center for Labor Studies where every Monday  
6 night she teaches a class to trade unionist and  
7 other members of the labor force. In conclusion the  
8 Office of Public Advocate is supportive of creating  
9 the CUNY School for Labor and Urban Studies because  
10 we believe that it would help educate leaders for  
11 our most pressing challenges and develop New York's  
12 workforce. Thank you again for the opportunity to  
13 testify today.

14 CHAIRPERSON MILLER: Oh I'd like to  
15 thank the... like to thank the members of this panel  
16 for your testimony, powerful testimony. I'd like to  
17 also thank you for your service to the labor  
18 movement. Over the years I think I've learned a  
19 little myself, the panel there as well over the  
20 years. So thank you for... for... for being here today.  
21 Look forward to you answering questions as we  
22 evolve on this matter of how do we develop and when  
23 we develop this school of labor. Thank you.

24 JARRET HOVA: Thank you.  
25

1  
2 CHAIRPERSON MILLER: ...call the next  
3 panel. And we have been joined by Council Member  
4 Vanessa Gibson of the great borough of the Bronx.  
5 Next panel Andres Puerta, Aletha Jones, June  
6 Benjamin, David Cohen, and Howard Styles. Okay how  
7 about we start down on this end. Ladies first and  
8 identify yourself and please read if you have  
9 written testimony. Thank you.

10 ALETHA JONES: Good afternoon. My name  
11 is Aletha. I am the Director of Education,  
12 Leadership Development at 1199 SEIU, United  
13 Healthcare Workers East. The largest healthcare  
14 local in the United States. Along with President  
15 George Gresham I serve on the Labor Advisory Board  
16 of the Joseph Murphy Institute. And we want to  
17 thank the committee for... both committees for  
18 hosting this very important hearing today. I am a  
19 political scientist by training, a scholar of urban  
20 studies and immigration. I received a full  
21 scholarship to attend the CUNY graduate center to  
22 pursue my PHD many many years ago. And though I  
23 chose to go elsewhere I'm haunted by the notion  
24 that CUNY would have actually been the best choice  
25 in retrospect. And because of my commitment to

1  
2 public higher education as a gateway for all I  
3 served as faculty member for six years at SUNY  
4 Albany in the public administration and policy  
5 department. I will deliver President Gresham's  
6 prepared testimony very quickly in light of the  
7 time. We at 1199 are very enthusiastic about this  
8 proposal because it serves the needs of workers,  
9 the poor, and working class communities and the  
10 institutions and movements that advocate on their  
11 behalf. We know that fulltime working adults, many  
12 of whom are parents enter a higher education system  
13 that is not designed to serve them. It is designed  
14 for young adults, it is designed for older students  
15 who are attending full time and as a result working  
16 adults are inherently at risk of not completing  
17 their programs. It is important that the murphy  
18 institute which has a 30-year history of providing  
19 such programs and counselling is recognized for its  
20 incredible work at this time. So while we recognize  
21 from the Vice Chancellor's testimony that CUNY has  
22 a new and growing awareness of these issues facing  
23 working adults we urge support and continued  
24 support of a new school being created that  
25 recognizes the 30 years of expertise and dedication

1  
2 and service that the Murphy Institute brings to  
3 this special population. And we want to call  
4 attention to the fact that the Murphy Institute is  
5 about leadership development for our next  
6 generation of social change leaders as well in its  
7 workforce develop... using workforce development to  
8 create a pathway to a liberal arts education as  
9 well. There is a program that they have done in  
10 conjunction with the 1199 training and upgrading  
11 fund titled IBEST, short for Integrating Basic  
12 Education and Skills Training. And it allows  
13 service workers in healthcare fields such as those  
14 who are custodians or food service workers to  
15 become patient care technicians. And not only can  
16 they upgrade in their particular healthcare service  
17 job they also get skill... they also get training in  
18 basic education; reading, writing, and math. So it  
19 is a bridge and a pathway to... to general skills. So  
20 we thank you for your sponsorship and we look  
21 forward to continued support.

22 JUNE BENJAMIN: Good afternoon. My name  
23 is June Benjamin. I'm a retired international rep  
24 for the UAW. And I'm here on behalf of Julie  
25 Kushner who's the UAW Region 9A Director for the



1  
2 UAW. So I want to thank the City Council Committee  
3 on Civil Service and Labor and the Committee on  
4 Higher Education for this opportunity to testify.  
5 Our union strongly supports the establishment of a  
6 school for labor and urban studies at CUNY. In our  
7 view labor and community activism are central to  
8 the growth and prosperity of our city and state as  
9 important as any other professional institution  
10 including business, urban planning, or public  
11 health. Virtually every university in the country  
12 including CUNY has established schools for advanced  
13 study in these other fields. We call on CUNY, a  
14 university that prides itself on public service to  
15 take the lead in establishing the first school  
16 dedicated to the education of labor and community  
17 advocates. My generation of union and community  
18 organizers was more often than not self-taught  
19 through experience and sheer dedication. While that  
20 took us a long way we realized that the next  
21 generation of leaders needs far better preparation  
22 to work successfully in a world of growing  
23 complexity on every level from global to local and  
24 workplace to community. A school for labor and  
25 urban studies would be a national model for

1  
2 progressive higher education. It would not only  
3 serve the education needs of labor in urban  
4 professionals, it would serve the needs of workers  
5 in unions and communities. The work of the Murphy  
6 Institute is perhaps the best example that we have  
7 of how these dual objectives can be met. The  
8 experience of our union while it may differ from  
9 the experience of other unions in New York State is  
10 never... never the less relevant here. UAW Region 9A  
11 represents a very diverse workforce ranging from  
12 employees in the industrial sector to lawyers,  
13 publishing workers, and adjunct teachers at  
14 universities. The result is a mixed bag of  
15 educational needs both for our members and for the  
16 union as a whole. Here are some examples of how we  
17 have productively collaborated with the Murphy  
18 Institute. A number of Region 9A members including  
19 those from our clerical unit at Columbia University  
20 and our legal division have graduated from Murphy  
21 Institute BA or MA programs. Most of these  
22 graduates were already local union officers who  
23 have credited their education at Murphy with  
24 helping them to think more critically about their  
25 work and to sharpen their skills as negotiators and

1  
2 organizers. One of these Murphy graduates helped to  
3 organize a major national conference at the Murphy  
4 Institute on LGBT workplace and economic rights.

5 Over the years we have taken interns from the  
6 institute's union semester program. These interns  
7 have the benefits of academic classes at Murphy and  
8 practical training through their internships. A

9 number of these young interns showed real potential  
10 and were hired as organizers on major UAW

11 campaigns. This is a win-win situation for students  
12 with professional aspirations in labor and for a

13 union that needs young leaders to help carry out  
14 its organizing agenda. The Murphy Institute's

15 achievements are widely recognized in the labor  
16 movement. Never the less I think there is a general

17 agreement that more can and needs to be done. The

18 New York State ASL-CIO passed a resolution calling

19 on CUNY to establish a school for labor and urban

20 studies headed by the Murphy Institute. Our union

21 which is represented on the Murphy Institute's

22 Labor Advisory Board is committed to moving this

23 resolution forward to its logical end, the

24 establishment of a CUNY School for Labor and Urban

25 Studies. We urge the City Council to join UAW

1  
2 Region 9A and other unions in New York as we pursue  
3 the goal of a CUNY School dedicated to workers and  
4 the mission of the labor movement. Thank you.

5 CHAIRPERSON MILLER: Thank you. Button.

6 DAVID COHEN: Thank you Chair Miller. My  
7 name is David Cohen. I work as a political  
8 organizer for SEIU 32BJ and I'm submitting  
9 testimony on behalf of our president Hector  
10 Figueroa. Testifying in support of the proposal to  
11 establish a School of Labor Studies and Urban  
12 Studies of the City University of New York. This  
13 school would build upon the extraordinary  
14 accomplishments of the Murphy Institute. At 32BJ we  
15 have turned to the Murphy Institute to provide  
16 training for nearly a thousand shop stewards. Over  
17 the years we've enrolled members of our union in  
18 Murphy Certificate and Degree Programs and have  
19 worked with interns from its union semester program  
20 for college students. We participated in  
21 conferences and public forums at the institute. And  
22 while we've already benefitted enormously from the  
23 work of the Murphy Institute we know that there is  
24 more to do in higher education for working adults  
25 and for union members. Reconstituted as a school

1  
2 within CUNY the Murphy Institute can provide  
3 college education and train to a much broader and  
4 more diverse population of students than it does  
5 not. As a school with professional standing and...  
6 and stable funding the institute can build upon its  
7 decades of achievement to expand the development of  
8 creative education programs and attract the best  
9 scholars and labor and urban studies, acquire new  
10 and substantial sources of financial support and  
11 provide a strong student services component that  
12 will help more adult learners achieve their dream  
13 of a college degree or job related college  
14 certificate. For the labor movement as a whole this  
15 means a source of educated leaders for the future.  
16 And for our city it means a new source of skills  
17 and knowledgeable workers in a public and private  
18 sector. At its... constitutional convention in 2012  
19 the New York State AFLCIO passed a resolution  
20 urging state officials to establish a school for  
21 labor. 32BJ was among the very first to advocate  
22 for this resolution, a resolution which was  
23 endorsed unanimously by the convention. As a body...  
24 labor movement... our city and state is convinced  
25 that the time has come for a school whose primary

1  
2 focus would be serving the needs of working people  
3 and the movements for social justice. We urge the  
4 city council and the university to make the vision  
5 of a new school into the... into a reality. I want to  
6 thank you.

7               HOWARD STYLES: Good afternoon. I'm  
8 testifying on behalf of the International Union of  
9 Operating Engineers and our President Cooper Brown.  
10 A union that represents workers who operate...

11              CHAIRPERSON MILLER: I'm... I'm... I...

12              HOWARD STYLES: ...and maintain...

13              CHAIRPERSON MILLER: Could you identify  
14 yourself please?

15              HOWARD STYLES: My name is Howard  
16 Styles. I'm the Training Director of the  
17 International Union of Operating Engineers, Local  
18 94.

19              CHAIRPERSON MILLER: Thank you. You may  
20 proceed.

21              HOWARD STYLES: I want to thank Council  
22 Member Daneek Miller, Chair of the Committee on  
23 Civil Service and Labor, Council Member Inez  
24 Barron, Chair of the Committee on Higher Education  
25 as well as the members of these committees for

1  
2 giving me the opportunity to testify at this  
3 meeting. I'm speaking not only on behalf of the  
4 president of Local 94 but also myself as a training  
5 director and alternate member of the Murphy  
6 Institute's Labor Advisory Board. Let me say at the  
7 outset that I am full support of reconstituting the  
8 Murphy Institute as a permanent school of labor and  
9 urban studies within the City University of New  
10 York. With the help of the Murphy Institute our  
11 local establish a program at CUNY's City College of  
12 Technology it gives our members an opportunity to  
13 learn... to earn a college degree while they acquire  
14 a state of the arts skills in their field. In their  
15 course of study they learn about new approaches to  
16 energy use, their environment and health, and  
17 advanced procedures for emergency preparedness.  
18 They prepare for better jobs in a thriving industry  
19 that offers employment and over 900,000 residential  
20 commercial institutional government and industry  
21 properties. This program is a worker education at  
22 its best and should serve as a model for similar  
23 programs and other unions and industries. Our local  
24 is part of a building trades and we are  
25 particularly enthusiastic about the possibility of

1  
2 a new school that will have us as part of its  
3 mission. In collaboration with the CUNY units that  
4 will allow the trades to connect apprenticeship  
5 training programs, the college degree programs, and  
6 technical fields. We are also enthusiastic about a  
7 school that will be dedicated to preparing the next  
8 generation of union and community leaders. The  
9 movements for social justice in our city and  
10 country have increasingly an uphill battle. And we  
11 need leaders who will have the knowledge and skills  
12 needed to bring about the progressive social  
13 change. Reconstituted as a school the institution  
14 will be able to secure additional resources,  
15 expandence [phonetic] programs, and  
16 institutionalize its funding. More importantly it  
17 will be better positioned to build its labor  
18 studies and urban studies program and develop new  
19 workforce development programs tailored to meet the  
20 needs of workers and employees of our city.  
21 Invegisin [phonetic] my strong support for the  
22 School of Labor and Urban Studies. I am advocating  
23 not just for members of my union but for all  
24 workers who deserve the finest education, a better  
25 livelihood, and a more just society.



CHAIRPERSON MILLER: Thank you.

ANDRES PUERTA: Good afternoon

Chairperson Miller, Chairperson Barron and  
committee members. My name is Andres Puerta. I'm a  
Strategic Researcher and Organizer with the  
International Union of Operating Engineers, Local  
30 as well as a proud graduate of the Murphy  
Institute's Union Semester Program and for the past  
seven years an adjunct lecturer at the institute. I  
appreciate the opportunity to share with you my  
experience at the Murphy Institute and to support  
the creation of a new CUNY School of Labor and  
Urban Studies. I participated in the Murphy  
Institute's First Union Semester Program in 2000.  
The program places students as interns in labor  
unions at community based organizations throughout  
New York City in combination with courses at the  
institute. At the time I was an undergraduate  
student searching for a career path focused on  
Social Justice and movement building. I interned at  
the SEIU local 1199 where I learned as much as I  
possibly could from some of the best worker  
organizers and strategists in New York City. The  
courses I took were taught by widely admired

1  
2 academics and leaders in the labor movement. It was  
3 this experience at Murphy that led me to dedicate  
4 my studies and my career to the union movement. The  
5 Murphy Institute lit the path as it has for many. I  
6 have been working with labor unions and organizing  
7 workers since that semester. I went on to complete  
8 a graduate degree in labor studies and I have  
9 worked with unions in the construction,  
10 entertainment, and maintenance industries. The  
11 Murphy Institute not only provided me the skills  
12 necessary to effectively organize workers and  
13 advocate for worker New Yorkers it gave me the  
14 inspiration that I needed to do this work. As I  
15 mentioned previously I have served as... I have  
16 served the institute as an adjunct lecturer for the  
17 last seven years. In that time, I have seen many  
18 students from across the country pass through the  
19 programs at the Murphy Institute and learn from  
20 giants in the labor movement including academics  
21 and union leader. Many of them have taken the  
22 skills they've acquired in their time at the  
23 institute and moved on to lead their own unions to  
24 organize workers to develop campaigns and fight for  
25 economic and social justice in New York City and

1  
2 other areas. The Murphy... the Murphy Institute is  
3 one of the leading institutions in the country for  
4 students interested in working in the union  
5 movement and other social justice organizations. It  
6 is time for a new CUNY School of Labor and Urban  
7 Studies. There are many reasons why establishing  
8 this school is important including the Murphy  
9 Institute to set its own priorities and establish a  
10 strategic plan more easily acquired necessary  
11 funding, be better positioned to attract students  
12 and support and promote research. Those are all  
13 reasons enough to support this effort. But the most  
14 important reason for me is that a new school will  
15 establish permanence in this field and sends a  
16 message that our educational priorities value the  
17 study of labor and social movements as much as  
18 other fields like business, journalism, and others.  
19 As I stated the Murphy Institute has lit the path  
20 for many workers and students. A new school assures  
21 it will continue to do so. Thank you.

22 CHAIRPERSON MILLER: Thank you. I want  
23 to thank the panel again for your testimony and all  
24 that you have done for... to further and advance the  
25 careers and lives of those working folks here in

1  
2 the city of New York and... and for the cause of  
3 advancing higher education among workers so thank  
4 you for coming in. And our final panel; Christina  
5 Francis [sp?], Stacey Patton... Payton, Rickelle  
6 Barnes [sp?], Ariana Cruz, Nadya Stevens.

7           NADYA STEVENS: Good afternoon Council  
8 Members and thank you for having this important  
9 hearing. My name is Nadya Stevens. I'm the  
10 Mobilization Coordinator at Communication Workers  
11 of America, Local 1180. I'm also a first year  
12 graduate student at the Murphy Institute. This year  
13 I was awarded the Diversity Scholarship for the  
14 Master's Degree... Degree program in Labor and Urban  
15 Studies. I am here to voice my unequivocal support  
16 for establishing a New CUNY School of Labor and  
17 Urban Studies. The reason is simply that labor both  
18 needs and deserves its own school. With 25 percent  
19 of our population belonging to a union and union  
20 dentity [phonetic] actually increasing over the  
21 past year New York City is unequivocally a union  
22 town. There are 20,000 union workers protesting for  
23 workplace safety outside, or there were. And it's  
24 hard to get more union than that. In New York City  
25 it's only logical that we show labor the same

1  
2 recognition and respect shown to other fields of  
3 study that have their own schools. Schools indicate  
4 presence and permanence. Institutes tend to be  
5 fluid and temporary and fade when their founders  
6 do. We can't let that happen to labor and we can't  
7 let that happen to Murphy. The Murphy Institute is  
8 simply a powerhouse, a Sebastian of knowledge,  
9 support, activism, and sheer greatness. It is a  
10 community of labor leaders and people who are truly  
11 making a difference in the city and in the world.  
12 The staff provides a welcoming and... and nurturing  
13 environment that gives students the support and  
14 space to learn and grow. Walking through the halls  
15 I'm sometimes in awe of all the people that I'm  
16 surrounded by; students, staff, and faculty alike.  
17 I'm currently taking a labor history class with  
18 Professor Josh Freeman who wrote the book on labor  
19 in New York City, literally the book. It's called  
20 Working Class New York. His wealth of knowledge and  
21 experience and his ability to connect historic  
22 episodes to current events impresses me on a  
23 regular basis. The other class I'm taking is with  
24 Ed Ott who you just heard from who is nothing short  
25 of a living legend in New York... in New York City.

1  
2 I've registered for... I've registered for issues in  
3 organizing with Ed solely because he was teaching  
4 it. He's an organizer lobbyist, political director,  
5 and he's even led the Central Labor Council. The  
6 firsthand experience and stories and lessons we  
7 learn from him each week are truly second to none  
8 and impossible to replicate. Over the next two  
9 years I'll be taking classes on women and immigrant  
10 workers, living wage, social policy, and urban  
11 politics with faculty like Ruth Milkman, John  
12 Mollenkopf, Stephanie Looze who have written dozens  
13 of books on these topics. I'm most excited about  
14 taking classes on social movements with Frances Fox  
15 Piven or Stanley Aronowitz who between the both of  
16 them have written more than three... three dozen  
17 books mostly on moving for social change. Some of  
18 the students are as impressive and as accomplished  
19 as the faculty and at times it's hard to tell the  
20 difference between the two. Bob Master who's  
21 currently in DC advocating for worker is unable to  
22 be here today. The political and legislative  
23 director of CWA District 1 and the Co-Chair of New  
24 York Working Families Party is also a master  
25 student. One of my classmates is Sandi Veto who is

1  
2 the former Secretary of Labor for the state of  
3 Pennsylvania and is now Director of 1199's  
4 Education and Training Fund. Additionally, what  
5 Murphy Students go on to accomplish after  
6 graduation is remarkable. Ryan Bruckenthal who was  
7 my union semester intern was later hired by the  
8 union and has organized over 20,000 airline workers  
9 bringing them into the union and providing  
10 contracts and wage increases for new members.  
11 Andreas Puerta who you just heard from was a union  
12 semester student at Murphy before entering the  
13 union work world where he exposed a practice that  
14 one of the city's construction companies that  
15 implemented and utilized a pay scale based solely  
16 on skin color and he exposed that to the media.  
17 Monheit [sp?] another Murphy Institute student was  
18 instrumental in the passage of Domestic Workers  
19 Legislation. At the Diversity Scholarship Award  
20 Ceremony, I heard one prominent community leader  
21 credit Murphy students for creating the Occupy Wall  
22 Street Movement. If that's true it wouldn't  
23 surprise me one bit. The Murphy Institute is truly  
24 an extraordinary place and its students go on to  
25 accomplish equally extraordinary things. Murphy has

1  
2 also been instrumental in the education of the  
3 members of my union. CWA Local 11... members are  
4 civil servants, to Chair Barron's point are largely  
5 women of color, and they run the agencies  
6 throughout the city. Our union offers up to 24  
7 credits towards a master's degree, bachelor's  
8 degree, or certificate program. Over the past seven  
9 years alone 1,011 80 members have participated in  
10 one... in the programs offered at Murphy and 800 have  
11 completed the program. That's a success rate of  
12 over 80 percent. These programs allow our members  
13 to continue their education or becoming better at  
14 their careers and improving services for New  
15 Yorkers. The Murphy Institute is one of the unsung  
16 heroes of New York's vitality and strength. We  
17 should make it a priority to protect it and  
18 fortify. The most effective way to do that would be  
19 to reconstitute it into its own school of labor and  
20 urban studies. You owe it to labor, to education,  
21 and to the people of New York City. Thank you.

22 STACEY PAYTON: Good afternoon. ...my eyes  
23 on... My name is Stacey Payton and I am the Records  
24 Access Officer for the Freedom of Information law  
25 unit with the New York State Homes and Community



1  
2 Renewal, Office of Ren... Administration, also known  
3 as DHCR. I'm under the Direction of Deputy  
4 Commissioner Woody Pascal and I mention him because  
5 he supports my being here today. I have been  
6 employed with DHCR for 25 years and I am a proud  
7 member of DC37's local 1359 admin... administration...  
8 sorry regulations unit. I've also been the  
9 recording secretary of my unit... of my local for 25  
10 years. And I'm getting confused because my unit...  
11 my... my work that I do and the union and my job co...  
12 cohort together so I've been doing it a long time.  
13 I've always been an advocate for education. Upon  
14 graduating from the City College of New York as a  
15 SEEK student I accepted my position at DHCR and I  
16 immersed myself in life and work. I've gotten  
17 married and I've raised two beautiful daughters who  
18 are also college students now. During my time on  
19 the job I've managed to grow professionally and  
20 become involved in my union. My work with Local  
21 1359 through DC37 has enabled me to learn a great  
22 deal about the union. And as I continue to work my  
23 desire to learn more unions became important. When  
24 I decided to return to school I knew labor studies  
25 was what I wanted to learn about. So Murphy

1  
2 Institute was a perfect place to obtain this  
3 education. I enrolled in the Labor Certificate  
4 Program. And because... because after having been  
5 absent from school for 25 years I wanted to see if  
6 I could handle the work. Someone intimidating being  
7 in the classroom with young people like Nadia.  
8 However, it didn't take long for the educational  
9 bug to bite me again. The Murphy Institute provides  
10 a place for lifelong learners. The professors are  
11 incredible and come from a phenomenal background.  
12 While obtaining my certificate in labor studies I  
13 had the fortune to take a class with Professor  
14 Roberta Reardon who's the former president of the  
15 Screen Actors Guild and the current Commissioner of  
16 Labor for New York State. She also wrote my letter...  
17 one of my letters of recommendation which was for  
18 the application for the Joseph S. Murphy Diversity  
19 Scholarship of which I am also a 2015 recipient...  
20 The Murphy Institute has become my second home. I  
21 am learning so much about labor and its influence  
22 on the workforce. But more importantly I'm learning  
23 more about myself. I am being challenged beyond my  
24 belief and it's a wonderful feeling. The classes  
25 are excellent and the professors are the best and

1  
2 the brightest in their fields. As you heard from  
3 earlier I am privileged to be a part of this family  
4 and I look forward to sharing the educational  
5 wealth. Every opportunity I get to tell someone  
6 about the fantastic things going on here at Murphy  
7 I do with enthusiasm and excitement. One of the  
8 best things we can do for each other is reach back  
9 and provide someone with an educational opportunity  
10 to soar ahead. Currently I'm enrolled in my first  
11 semester as a graduate student and it's the most  
12 invigorating and challenging work I've ever had to  
13 do. One of the two course I'm taking; Labor History  
14 with Professor Michael Murphy and Issues and  
15 Organizing with Professor Ed Ott who happens to be  
16 a former... the former President of the New York City  
17 Labor Council. And we're working at a pace that is  
18 challenging being in the classroom as well as that  
19 work. I'm finding myself able to apply critical  
20 thinking to the skills... to skills... to the way I  
21 handle my work assignments and I'm learning to  
22 balance my time in an efficient manner. I believe  
23 in Murphy Institute needs to become a permanent  
24 school. The institute... as an institute it would  
25 continuously fight for funding year after year to

1  
2 provide programs and services it does for its  
3 students. Once Murphy is designated as a school it  
4 would become a permanent part of the CUNY  
5 Educational structure that will benefit students  
6 forever. As... student I can first say at firsthand  
7 that Murphy is creating a future of labor leaders  
8 as I am preparing to become the first woman  
9 president of my local. Additionally, students  
10 pursuing a higher education at Murphy will be able  
11 to advance their careers and personal growth from  
12 the programs and courses available. Not only does  
13 Murphy have the support of the labor unions but  
14 they also have the support of employers because  
15 smarter workers make for a better workplace. And  
16 I'd like to take this opportunity and thank the  
17 panel for... or the council for hearing my testimony  
18 today.

19 CHAIRPERSON MILLER: Thank you.

20 ARIANA CRUZ: Good afternoon members of  
21 the New York City Council. My name Ariana Cruz and  
22 I'm an Organizer at Workers United; New York/New  
23 Jersey Joint Board, an activist student, and a  
24 California native. As a daughter of immigrants I am  
25 committed to work to advance worker rights and

1  
2 immigrant rights after seeing my parents struggle.  
3 I relocated to New York after graduating from the  
4 University of California Riverside and a year  
5 organizing Pennsylvania Healthcare workers. Because  
6 of the Murphy Institute... I came to this school and  
7 didn't return to California because of what New  
8 York and the Murphy Institute offers. New York City  
9 is a community of diversity that does not mirror  
10 any other city. And the Murphy Institute was the  
11 only program that would have allowed me to continue  
12 my education on career but studying labor studies  
13 and working full time. When I first started the  
14 Master of Labor Studies Program I had the mindset  
15 that I was going to just take these courses to get  
16 a master and that's that. But after the conclusion  
17 of my first semester I'm taking courses with  
18 Professor Stephanie Looze and Professor Ruth  
19 Milkman I realized that this program was gearing me  
20 to be a labor scholar. I was inspired by my fellow  
21 classmates and professors to be a critical  
22 strategic thinker in the workplace and in the... and  
23 in the classroom. Everything that I was learning  
24 was easily applied to my job. Why? Because what we  
25 learned at Murphy is not only theory but how we can

1  
2 make change now in the lives of workers today. To  
3 the work... currently I'm working with exploited  
4 workers in the Nail Salon Industry... Latina  
5 Undocument Immigrants. And as workers continue to  
6 be exploited this is why labor studies is important  
7 to impact the labor movement and the city. The  
8 murphy institute needs to become a permanent  
9 school. Students like me who are on student loans  
10 to pay... who pay for this program through student  
11 loans and have a passion to deal with the issues of  
12 working class people should not have the burden of  
13 debt. Institutes have to continuously struggle for  
14 funding to provide programs and services for their  
15 students. Nat... not having full decision over  
16 funding affects the availability of scholarships,  
17 grants, and opportunities that directly impacts  
18 students to attend academic conferences. When I  
19 think of CUNY I think of education that directly  
20 impacts communities of color and working class. And  
21 I hope today every person in this council sees that  
22 Murphy makes an even more direct impact because it  
23 is advancing the careers and personal growth of  
24 young students and working adults. The Murphy  
25 Institute has become the school that I'm proud to

1  
2 belong to because of the knowledge I have received.  
3 As workers and my own parents have taught me...  
4 [speaking foreign language] and today the Murphy  
5 community has showed that unity. Thank you... Thank  
6 you for allowing me to speak to you today.

7 JUNE CUMBERBATCH: Good afternoon  
8 members of the New York City Council. My name is  
9 June Cumberbatch but I'm reading this testimony on  
10 behalf of Rickelle Barnes who is a city employee  
11 and unfortunately had to get back to work. So I am  
12 Rickelle Badge... Barnes and I'm the Assistant  
13 Director Office of the Pre-Permit Inspections at  
14 the Bureau... Bureau of Food Safety and Community  
15 Sanitation under the direction of Deputy  
16 Commissioner Danielle Pass. I've been employed with  
17 food safety for nine years and I'm a proud member  
18 of DC37 Local 768. It was always my personal desire  
19 to attend graduate school. In 2014 I decided that I  
20 had stifled my burning desire long enough and it  
21 was now time to satisfy my personal yearning to  
22 attend graduate school. When I decided to do so the  
23 Murphy Institute appealed to me because of the  
24 courses they offered and the curriculum that caters  
25 to working adults. It was one of the best decisions

1  
2 I have ever made because the graduate... the  
3 certificate program in public administration  
4 prepared me for graduate school. Upon graduation  
5 from the certificate program I applied for the  
6 masters in Urban Studies because I wanted to  
7 continue on in the same neutering learning  
8 environment that I have come to know at the Murphy  
9 Institute. The Murphy Institute has converted me  
10 from a timid international science degree student  
11 who has been out of school for a number of years  
12 while raising a family to being a confident  
13 fearless student who is ready to take on the hard  
14 work and bring the dedication needed to complete  
15 the Master's Program in Urban Studies. I'm also the  
16 mother of two teenage boys and I'm undertaking the  
17 added task of attending school while working full  
18 time. This will show my sons the importance of post  
19 graduate studies and emphasize that it's never too  
20 late to pursue your dreams in life. The Department  
21 of Health and Mental Hygiene is currently engaged  
22 in many new politics that are having an impact on  
23 the health and lives of New Yorkers. The Murphy  
24 Institute has not only given me more confidence in  
25 my position as assistant director it has



1  
2 essentially changed the way I think and view the  
3 world around me by providing me with the necessary  
4 framework to think critically about policy, goals,  
5 and the challenges that come with new policy  
6 implementations. The Murphy Institute currently  
7 provides student access to faculty professors who  
8 are scholars as well as industry professionals.  
9 Last semester I had the pleasure of being taught  
10 policy analysis by Basil Smikle the current  
11 Executive Director of the New York state democratic  
12 party. This semester my Urban Finance Professor is  
13 John Liu who previously serve as the 43<sup>rd</sup> New York  
14 City Comptroller. During my time at Murphy I found  
15 the faculty to be very supportive, flexible,  
16 accommodating, and most importantly approachable  
17 knowing that I am part of such a supporting  
18 environment that is providing me with such quality  
19 education has helped me to developed into a true  
20 scholar. The diversity of the students in the  
21 classroom is another great quality that the Murphy  
22 Institute is able to bring to the table. The  
23 typical classroom student demographic will include  
24 students from private sector organizations,  
25 nonprofit organizations, civil servants, and people

1  
2 currently working in government agencies. The age  
3 range... age range in the classroom is also diverse  
4 and that not only do we have working students the  
5 school is now also attracting younger students.  
6 These younger students tend to provide another  
7 perspective to the classroom... dynamic. The mix is  
8 exceptional and provides for unique learning  
9 environment. Establishing the Murphy Institute as a  
10 new School of Labor Studies and Urban Studies is  
11 essential because of the program areas it will be  
12 providing to the education committee. Being able to  
13 provide student access to higher learning,  
14 education, and labor studies and urban studies at  
15 undergraduate, graduate, and certificate level,  
16 workforce development and worker education and  
17 research. So this is in the former seminars, panel  
18 discussions and training for union members is  
19 paramount. Murphy is vital to the city at large in  
20 that it provides the workforce with individuals who  
21 are well rounded who based on their time at the  
22 school graduate with a wealth of knowledge about  
23 issues affecting where they work and where they  
24 live. Thank you for taking time out of your  
25

1  
2 schedule to give consideration to these life  
3 changing decisions. Thank you.

4 CHAIRPERSON MILLER: Thank you to the  
5 members of the panel for coming out again sharing  
6 your testimonies. Been very helpful. And it's been  
7 long. You guys are the last panel. And... so I... I'd  
8 like to thank everyone for coming out. I'd like to  
9 really thank Chair Barron for co-chairing this and...  
10 and certainly I think that we each were sitting  
11 here just tapping each other like we... we've gotten  
12 far more than we... even we... each of us have... have  
13 such experience in... been immersing... I, myself have  
14 had the... the... the opportunity and the pleasure of...  
15 of... of lecturing at Murphy. And... and... and it is a  
16 phenomenal experience and something that certainly  
17 most of our panelists that have testified today  
18 have... have... have just raving accolades and really  
19 demonstrated the need for us to go this institute  
20 into the school that this city... working families  
21 and working people in the city really deserve. And  
22 most importantly what I hear time and time again is  
23 developing that next generation and leadership. And  
24 so proud to be part of it, honored that we were  
25 able to do such a hearing, and we are looking

1  
2 forward to... I am certainly looking forward to  
3 moving this... this forward and looking forward to  
4 that day when we have a school. And so it's been my  
5 pleasure to chair this hearing and I'll turn it  
6 over to my co-chair.

7 CO-CHAIRPERSON BARRON: Thank you. I  
8 echo the comments of my colleague. And I want to  
9 thank all of you for coming whether you testified  
10 or whether you were just part of the audience to  
11 hear and gain information and knowledge. I want to  
12 thank you for staying and I want to say we have a  
13 fight before us. And that as we organize and stay  
14 together we can be successful so that this time  
15 next year perhaps we can have a plan that talks  
16 about the timeline so that we can change from an  
17 institute to a school. Then CUNY thank you so much  
18 for coming.

19 [gavel]

20  
21  
22  
23  
24  
25

C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date December 30, 2015