

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

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

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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:

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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

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[gavel]

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CHAIRPERSON MILLER: Good afternoon,

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thank everyone for coming out to... to this hearing

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this afternoon my name is Council Member I. Daneek

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Miller and I am the Chair of Committee on Civil

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Service and Labor. Today we are hearing a joint...

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we're doing a joint committee hearing with the

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Higher Education chaired by my esteemed colleague

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from Brooklyn, Council Member Inez Barron. Our

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topic today is oversight establishing the Murphy

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Institute as a New York City University of New York

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School of Labor and Urban Studies. The Murphy

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Institute for Worker Education and Labor Studies

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has been serving the needs of workers in the city

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of New York for more than three decades. In 2012 at

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the bequest of the Institute's Labor Advisory Board

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the New York state AFL-CIO unanimously passed a

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resolution urging the university and public

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officials to build on the work that the Murphy

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Institute has established a new CUNY School of

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Labor and Urban Studies. The resolution called for

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the school dedicated to a course of studying that

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focuses on the problems faced by the poor and the

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working class people in... in the work place and in

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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

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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 3rd 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

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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

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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

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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

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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

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

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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

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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,

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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

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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 21st 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

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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

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

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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

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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

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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

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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

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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

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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?

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CHAIRPERSON MILLER: I'm sorry?

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

CHAIRPERSON MILLER: Mm-hmm.

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

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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

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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

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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]

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CHAIRPERSON MILLER: The universities...

[cross-talk]

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

CHAIRPERSON MILLER: Right, how... how
does that relationship... [cross-talk]

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

CHAIRPERSON MILLER: ...work and... and what
it would be different from that and... [cross-talk]

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

CHAIRPERSON MILLER: ...learning?

DOCTOR RABINOWITZ: Chair Miller we... we
do indeed have schools of business, of nursing, of
social workers you say but those are not CUNY
schools, they tend... they are schools of the... of the
senior colleges, it is the... it's Hunter Colleges,
Silverman School of Social Work, it is Baruch's...
Zicklin School of Business, it is... it is not the
CUNY School of Business. Now... And my understanding
is what Murphy... the Murphy Institute seeks is to
become the CUNY School of Worker Education and
Labor and... and Labor... Labor and Urban Studies and
that is... you know that would be quite... a CUNY
school is quite different from a school formed by
one of CUNY's colleges.

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

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

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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]

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CHAIRPERSON MILLER: ...accreditation...

[cross-talk]

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

CHAIRPERSON MILLER: ...and accomplishing
some of the things that are necessary and them
becoming a school in... in... in... in your opinion.

DEAN MOGULESCU: Sure. So with regard to
the School of Professional Studies we did get a
trustee resolution to do that and we then had to
get the State Education Department approval, we had
the advantage though of having already 12 years of
existence and we had 18 degree programs that had
already been approved by the State Ed Department
and we also had Middle States accreditation as part
of the Graduate School so the path for us was a
far... is a far simpler one. The State Ed just
approved their resolution to send this to the
Governor for a signature, no idea how long that
will take, we simply do not know that just happened
recently. Once that happens and almost
simultaneously we need to then get Middle States to
accredit us separately and I don't really know how
long that will take and of course since we already
have 2,000 alum and 500 new graduates a... a year

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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.

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

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

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

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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...

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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

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

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

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

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

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

UNKNOWN FEMALE: Thank you.

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

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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?

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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

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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?

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

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

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

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]

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

CO-CHAIRPERSON BARRON: ...classified as?

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...

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

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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]

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

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DEAN MOGULESCU: ...college program...

[cross-talk]

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DOCTOR RABINOWITZ: ...is a center...

[cross-talk]

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

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

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

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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

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

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DOCTOR RABINOWITZ: Actually ma'am...

5

[cross-talk]

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

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DOCTOR RABINOWITZ: Thank... new cohort...

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[cross-talk]

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MATTHEW SAPIENZA: I... every... every new

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cohort of students that comes into Sophie Davis

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currently and the plan for the medical school I

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believe it's a new cohort of 70 students every year

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will begin.

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CO-CHAIRPERSON BARRON: So the School of

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Medicine will accommodate how many students? What

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are the plans for the enrollment to be... [cross-

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talk]

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[cross-talk]

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MATTHEW SAPIENZA: Yeah, it'll be

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several hundred.

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CO-CHAIRPERSON BARRON: Okay...

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MATTHEW SAPIENZA: Yeah, several hundred

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at any one point as the new cohort of 70 comes in

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and progress towards their degree at any one time

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the total number of students would be several

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

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DOCTOR RABINOWITZ: Right...

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DEAN MOGULESCU: ...several hundred.

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

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DOCTOR RABINOWITZ: That's a great...

15

[cross-talk]

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

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DOCTOR RABINOWITZ: ...question... [cross-

19

19 talk]

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

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DOCTOR RABINOWITZ: That's right... No,

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25 there are many considerations that an institution

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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]

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CO-CHAIRPERSON BARRON: But you said...

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[cross-talk] You're now questioning the

8

intellectual capacity of the leadership... [cross-

9

talk]

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DOCTOR RABINOWITZ: Not at all... [cross-

11

talk]

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CO-CHAIRPERSON BARRON: ...so that's not

13

an issue here... [cross-talk]

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DOCTOR RABINOWITZ: No... no, not at all.

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No, you're absolutely right... [cross-talk]

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CO-CHAIRPERSON BARRON: Okay... [cross-

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talk]

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DOCTOR RABINOWITZ: Now... but see...

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there's still the matter and I know you know this

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of setting priorities right now we... we needed to

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set up our medical school in part because not just

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because CUNY is spired to have a medical school,

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CUNY did but we were concerned that our students,

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that the students that we were admitting to Sophie

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Davis could not progress... [cross-talk]

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

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

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

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DOCTOR RABINOWITZ: ...right mix... [cross-talk]

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

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

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

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

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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?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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]

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

DEAN MOGULESCU: ...quickly... I'm sorry?
[background comments]

DEAN MOGULESCU: Okay, four... 40... 40
adjuncts... [cross-talk]

COUNCIL MEMBER CABRERA: 40 adjuncts...
[cross-talk]

DEAN MOGULESCU: ...is what I'm hearing
and... and then a couple of joint appointments kind
of similar to consortial, not quite exactly the
same thing.

COUNCIL MEMBER CABRERA: Wow, I'm... I'm
just curious before I go over my line of... of
question is that like... is that a... the usual ratio
of an institute to have four... [cross-talk]

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

COUNCIL MEMBER CABRERA: ...our full
timers versus 40 adjuncts... It seems... [cross-talk]

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

COUNCIL MEMBER CABRERA: ...rather large...
[cross-talk]

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

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COUNCIL MEMBER CABRERA: ...amount of adjuncts?

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

COUNCIL MEMBER CABRERA: Got you...

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

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

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

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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]

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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?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DOCTOR RABINOWITZ: 459 on the credit
side.

DEAN MOGULESCU: Right...

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

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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]

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DOCTOR RABINOWITZ: Thank you. [cross-
talk]

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

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

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

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

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pictures but I want to say it's... it's a very...
[cross-talk]

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

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

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

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

COUNCIL MEMBER CABRERA: Got you...

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

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

[background comments]

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

[background comments]

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

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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]

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DOCTOR RABINOWITZ: Yes, it does...

21

[cross-talk]

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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

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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

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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.

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

DEAN MOGULESCU: Well I... I... I think you know I wouldn't disagree with you at all what I would say and give you the commitment of the university is that whether this happens or not in the interim period we are committed to... [cross-talk]

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

DEAN MOGULESCU: Growing the Murphy Institute... [cross-talk]

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

DEAN MOGULESCU: ...wherever it is... [cross-talk]

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

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

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

DEAN MOGULESCU: It has huge potential to grow as it... as does the School of Professional Studies... [cross-talk]

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

DEAN MOGULESCU: We are supportive as you can... [cross-talk]

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

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DEAN MOGULESCU: See by the... the budget

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commitment that the university... [cross-talk]

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

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

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

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DEAN MOGULESCU: Has... has given, we have

8

a fledgling new undergraduate degree program that

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we have to recruit students for... [cross-talk]

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

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DEAN MOGULESCU: I'm not fearful of the

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competition from the private sector... [cross-talk]

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DOCTOR RABINOWITZ: Right... right...

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[cross-talk]

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DEAN MOGULESCU: I am not. We... we have

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a... [cross-talk]

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

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DEAN MOGULESCU: Terrific product and we

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have an incredibly lower tuition than almost all of

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the privates so... so we're not going to sit still...

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[cross-talk]

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DOCTOR RABINOWITZ: That's right...

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[cross-talk]

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DEAN MOGULESCU: We're going to move

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forward... [cross-talk]

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DOCTOR RABINOWITZ: Right.

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

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

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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.

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

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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.

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

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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

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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...

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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

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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?

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DEAN MOGULESCU: The School of
Professional Studies.

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

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

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

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

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

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

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

CO-CHAIRPERSON BARRON: ...as well as...

[cross-talk]

DOCTOR RABINOWITZ: ...absolutely council...

[cross-talk]

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

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

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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...

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

DEAN MOGULESCU: Thank you very much.

DOCTOR RABINOWITZ: Thank you.

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

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DOCTOR RABINOWITZ: We will... [cross-

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talk]

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CHAIRPERSON MILLER: ...move to the next...

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[cross-talk]

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DOCTOR RABINOWITZ: Thank you so much,

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thank you... [cross-talk]

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MATTHEW SAPIENZA: Okay, thank you.

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CHAIRPERSON MILLER: Next panel Arthur

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Cheliotes of 1180 and Anthony Wells of local 371.

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[pause]

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CHAIRPERSON MILLER: Please identify

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yourselves and you may begin.

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ARTHUR CHELIOTES: Okay, my name is uh

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Arthur Cheliotes, I'm president of CWA local 1180

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and also the Chairman of Labor Advisory Board of

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the Murphy Institute. Before I begin my written

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testimony I would just like to point out a number

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of things in the previous testimony. The first

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being the commitment that the labor movement has

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made to the Murphy Institute with... [cross-talk]

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CHAIRPERSON MILLER: So they.. there is

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a... a three minute clock as we move forward... [cross-

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talk]

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

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

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

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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.

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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
2 a model for other universities across the country.
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

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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

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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

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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

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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

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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

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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.

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

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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

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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

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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...

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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]

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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

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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]

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CO-CHAIRPERSON BARRON: Okay... [cross-

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talk]

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ARTHUR CHELIOTES: ...we need...

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CO-CHAIRPERSON BARRON: Thank you...

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ANTHONY WELLS: Yes, I'll just echo what

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he said, I think the leadership at the institute is

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very responsive, gets us involved, keeps us

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involved and... and we're very committed to working

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with them so we found out with this relationship

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has worked and... and like I said our small time... my

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small time because Charles Ensley was a big

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supporter of the Murphy Institute, I found him to

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be very responsive. We have a representative so

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that when we're... when I can't go to a meeting and

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we make sure that we're a part of it and I think

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this leadership is committed to that.

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CO-CHAIRPERSON BARRON: Great, thank

24

you.

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2 CHAIRPERSON MILLER: Council Member
3 Crowley.

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

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

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

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

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

UNKNOWN MALE: I think he's gone.

[background comments]

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

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

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EDWARD OTT: Ed Ott from the Murphy

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Institute.

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JOSEPH WILSON: Joseph Wilson Professor

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of Brooklyn College of Political Science.

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CHAIRPERSON MILLER: And... and you have

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the mic... I guess you want... now that you had it last

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you may as well start there.

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JOSEPH WILSON: Alright... Well greetings

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dear Council Members and this is a very important

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hearing. I'm honored by your invitation to address

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the issues related to the Murphy Institute and the

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establishment of a CUNY labor college. By way of

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brief background; I've authored numerous books on

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labor education and the working class, I directed

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the Graduate Center for Worker Education for over a

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decade. Administratively and academically, I'm

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intimately familiar with the issues. I've been a

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trade union and civil rights activist for nearly 50

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years. This background informs my expertise in

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today's comments. I was involved with the visionary

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concept of a CUNY labor college for over 20 years

23

working directly with Chancellor Murphy who was the

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champion of workers and unions. Were he alive today

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and still Chancellor a labor college would be a

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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

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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

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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 Cauley
7 Machonners [phonetic] Program... Cauley 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

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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

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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 anti 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.

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

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

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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

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

12

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

13

HOWARD STYLES: ...and maintain...

14

15 CHAIRPERSON MILLER: Could you identify
16 yourself please?

17

18 HOWARD STYLES: My name is Howard
19 Styles. I'm the Training Director of the
20 International Union of Operating Engineers, Local
21 94.

22

23 CHAIRPERSON MILLER: Thank you. You may
24 proceed.

25

26 HOWARD STYLES: I want to thank Council
27 Member Daneek Miller, Chair of the Committee on
28 Civil Service and Labor, Council Member Inez
29 Barron, Chair of the Committee on Higher Education
30 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

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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.

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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

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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 density [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

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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

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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

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

JUNE CUMBERBATCH: Good afternoon

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

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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 43rd 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

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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
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schedule to give consideration to these life
changing decisions. Thank you.

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

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

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

[gavel]

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