

Chancellor James B. Milliken
The City University of New York
NYC Council Committee on Higher Education
Remarks
Thursday, January 12, 2017
[To be read by Judy Bergtraum]

Thank you Chairperson Barron and members of the Committee for the opportunity to discuss important issues regarding capital budgeting and facilities at The City University of New York. I also want to thank you for the support the City Council has provided, not only in capital funds, but in other areas, such as the merit scholarship program, which has been so important to many of our students.

Like you, we are immensely proud of the mission at CUNY and the service this great institution provides to the city, especially to immigrants, underrepresented groups and low income families. CUNY's outstanding students have, for generations, contributed so much to the fabric of our city, and they are the focus of the important new initiatives

we will be rolling out in the coming weeks. This new vision will provide much-deserved educational and economic opportunity that will continue to change the trajectory of generations in New York.

Our capital budget is critical to our students and communities, supporting the very sizable, aging infrastructure we rely on to fulfill our mission. CUNY has benefited enormously over the past decade from the support of both the state and the city for expanding our facilities, particularly in the sciences. We have 28 million square feet of space today across all five boroughs. About 12 million of those square feet are in buildings that are more than 50 years old, so you can appreciate the challenges in maintaining suitable, effective facilities – which are used by more than 500,000 students. We are focused largely now on major critical maintenance projects and other building renovations where they are most needed.

The University's new Strategic Framework will include carefully developed plans for broadening access to CUNY (which would be advanced significantly by the Governor's new Excelsior Scholarship initiative), providing more support to help far larger numbers of students graduate in a timely manner, and opening the door to a significant expansion in the number of internships and experiential learning programs we offer. That experience will sharply improve the ability of CUNY graduates to get good jobs and build successful careers in the city's most dynamic sectors. We are also involved in a major initiative to redesign our administrative operations to significantly improve the service provided at every level of the administration and, importantly, save tens of millions of dollars.

We are pleased that with the assistance of the state and the city CUNY is renewing its mission and substantially improving service to our students and communities. Upgrading our infrastructure, with your

support, is critical to accomplishing our objectives. Thank you for your support.

Chancellor Milliken

Vice Chancellor Bergtraum's Remarks
The City University of New York
NYC Council Committee on Higher Education
January 12, 2017

Good Morning Chairperson Barron; Council members Vacca, Cabrera, Williams, Cumbo, Rodriguez and Gibson. I am Judy Bergtraum, Vice Chancellor for Facilities Planning, Construction and Management at The City University of New York. Joining me today is Matt Sapienza, Chief Financial Officer of CUNY and Dr. Rudolph Crew, President of Medgar Evers College. I am responsible for administering the University's capital program, which includes comprehensive construction and renovation for every campus in the CUNY system. Thank you for prioritizing CUNY and giving me this opportunity to share with you the challenges associated with providing facilities that enable student success at the largest urban university in the country. My remarks today will primarily cover the entire University.

CUNY operates a remarkably large number and range of facilities spread across all five boroughs. Our portfolio includes nearly 300 buildings that total 28 million square feet, distributed over 650 acres. The most significant issues impacting our facilities are the age and extended use of our buildings. A majority

of the inventory is more than 30 years old; with an average building age of 50 years, and some of our buildings were built before 1900.

The University serves 274,000 degree-seeking students, another 269,000 continuing-and-professional education students, and has more than 43,000 faculty, administrators and staff. Almost 600,000 people use our buildings, facilities and services on a regular basis. The campuses are open seven days a week, with classes scheduled throughout the day and most evenings, resulting in significant wear and tear on instructional and common areas as well as building systems and infrastructure. Increases in enrollment are a sign of strength, but they have had a significant impact on the buildings. There is more traffic in, out and through the buildings, taxing the elevators, escalators, bathrooms and environmental systems to their limit every day.

The age and heavy use of our facilities, combined with a history of deferred maintenance due to funding issues, present an enormous budget challenge for the University. In 2007, in partnership with SUNY, we completed a study to determine the amount of funding needed to bring the system to a state of good repair. All of the colleges participated in this effort and each building was investigated. The analysis identified a need in the billions of dollars. We

appreciate very much that, since 2008, CUNY has received over \$1.7 billion in critical-maintenance funding, primarily from the state, but recently with major support from the city as well.

In 2012, we updated this analysis. The results indicated that system deterioration had increased at a faster rate than the 2007 analysis had anticipated, but this was offset in part by a \$700 million reduction in the backlog, due to funding provided and our efforts at addressing the backlog with capital projects. The 2012 update identified a \$2.5 billion dollar backlog of critical maintenance needs, which will grow to nearly \$6 billion if not addressed aggressively over the next 10 years. It is vital that CUNY continue to receive critical maintenance funding from the state and city.

The state provides critical maintenance funding for the senior colleges, and we allocate it based on a pro-rata formula determined by each college's identified backlog. For the community colleges, addressing the state-of-good repair needs takes longer, due to the mandated city-state funding match requirement and differing budget cycles: we need the city funding in the first instance—be it from Council, mayoral, and/or Borough President sources, followed by a state match in

the next state fiscal year. Only then can we use the funds to address identified capital needs.

With the funding we receive we are committed to provide healthy and secure learning and teaching environments, and to upgrade infrastructure and academic space across the University, thus preserving our facilities for years to come. We have about three hundred active projects underway to address items such as roofs, reconstruction of bathrooms including ADA upgrades, reconstructing campus central plants, individual building heating and cooling systems, and improving academic, student and faculty space throughout the University. Here are some examples of what we are doing: we are constructing and leasing space for several colleges in support of the ASAP expansion; we are halfway into a three-year project to replace the \$120 million façade at LaGuardia Community College's Center 3 Building; we are doing \$40 million in work to upgrade science labs at Brooklyn College's Ingersoll Hall; I can go on for a long time telling you all that we are doing. You should know that critical maintenance funding is likewise used to upgrade IT infrastructure and purchase capital-eligible IT equipment university-wide, in order to provide the most current computing environment for instruction and learning, thus contributing to student success.

You have been a wonderful partner to CUNY. In recent years the Council has provided nearly \$200 million to CUNY and funded nearly a hundred projects, in particular at the community colleges where the need is greatest. Because of this support, CUNY has been able to address some of the most challenging critical maintenance issues at these campuses. Our students, and the city, have benefited enormously.

CUNY's capital program is responsible for construction, renovations and infrastructure, and the capital budget is managed centrally. Every year the University produces a five-year capital budget request that outlines our facilities' five-year needs. In recent years we have identified projects totaling more than \$6 billion in each five-year plan. Capital projects take time to plan, design, bid and construct.

Maintenance, on the other hand, is a day-to-day process with expenses covered by operating budgets, which are managed by the individual colleges. Our group attempts to reduce operating costs by improving the systems in our buildings; by constructing modern, efficient central plants that reduce costs and staffing requirements; and by working closely with the colleges to select durable

materials and finishes for capital construction projects so they will last many years.

Every college and university system across the country faces these same challenges that CUNY is facing. At the same time this is happening, we are fortunate in that we will be completing the construction of two new buildings: a new Performing Arts and Arts Instructional Center at Brooklyn College this summer and the new Academic Building at New York City College of Technology in January 2018.

We at CUNY understand very well that we are fortunate to have the City Council as our partners, and we know how dedicated you are to our mission. Over time, when we needed it most, you have provided funding to address many facilities issues across our campuses. Let me say thank you for all of it on behalf of the University.

Robert Farrell, Lehman College
Professional Staff Congress/CUNY
NYC Council Higher Education Committee
January 12, 2017

Thank you, Chairwoman Barron and the members of the Council Higher Education Committee for calling this oversight hearing on the state of disrepair at CUNY colleges.

In 2009, Lehman College submitted its 2010-2011 Capital Plan. It included \$8 million dollars for façade restorations to four original campus buildings. The buildings were seriously leaking. September 2012 was the completion date. Some façade work was subsequently done to the Old Gym, which houses many of our student services. This summer – 2016 – emergency fencing was put up around two of the smaller buildings and work started there. How much additional damage to these buildings occurred since 2009? How much more will it cost to fix them than it otherwise would have? How much more damage is occurring in our Music Building, which hasn't been touched?

I can show you pictures of our Music Building. Walls which were patched prior to President Obama's visit to Lehman last year are now bubbling again with water damage. The ceiling of our recital hall is snowing down in a fine dust onto its floor. Leaks are common. Just last week, a busted water pipe caused a power main to explode resulting in a multi-building blackout for several days. Emergency funding has had to be secured to address the problem.

Across the campus there are classrooms with cracked chalkboards and lecture halls with missing benches, and windows with torn or missing screens. The sidewalks are in such disrepair in many places that they pose a serious hazard to disabled students and are of a number beyond what our single campus mason can address. Lehman's library, a four story building which has been scheduled to have two of its floors renovated for several years now (the project has not yet begun) has skylights in the roof that leak so much during heavy or persistent rains that there are not enough buckets in the building to catch all of the water that comes in. It has been this way for fifteen years or more. We've been told that the repairs have been costed and that there is a plan to fix the situation. But why, even after the *New York Times* showed pictures of these leaks on its front page last spring, are we still waiting for the work to be done?

The University's inability to secure adequate funds from the State along with the absence of a dedicated minor repair fund for CUNY has resulted in this sort of delayed and deferred maintenance. Because the college does not have the money to address problems when they happen, it allows things to get worse to the point where a capital request can be made. Yet state capital for CUNY has gone down every year since 2011. As a result, the list of work to be done is now years long.

Meanwhile, the costs to repair these and many other problems across the campus continue to increase. Each passing year makes it clearer that more of our budget must go not to campus improvements, but to simply dealing with the crumbling infrastructure of existing buildings.

The state Maintenance of Effort Bill passed the State legislature in 2015. We greatly appreciate support from the City Council Higher Education and Labor Committees in October 2015 calling on Governor Cuomo to sign it. Unfortunately, he vetoed the bill which would have been a good first step to address this situation. Disinvestment in the university hasn't just led to embarrassing and, in many cases, dangerous situations. Investments in CUNY's future have also been deferred as limited capital is directed to emergency situations.

For example, in 2010, Lehman had the chance to purchase property to construct an 80,000 square foot building for our School of Health Sciences and requested \$91 million for it. The completion of the school was projected for December 2014. CUNY didn't have the money to get it done and consequently Lehman was left with half of what we needed to build a 40,000 square foot modular structure for our nursing program which is currently located in a "temporary" building, its home for the past thirty years. We still have a \$10 million or more gap in funding to move this forward.

A planned second science facility has itself been delayed by our inability to complete the nursing program move. Additionally, for the nursing building to be moved, the campus bookstore must be relocated. That project has just now gone out on bid. The completion date for the construction of second science building has been pushed back to 2020. No funds have yet arrived. Moreover, Lehman's Fiscal Year 2008-2009 Capital Request listed the cost of the science building at \$207 million. The estimate in the 2016-2017 request is now \$255 million.

We could double our nursing enrollment tomorrow and expand our science offerings if we could get this project done. Can we even put a number on the social and economic costs to the Bronx this situation has caused?

Cindy Bink, NYC College of Technology
Professional Staff Congress
January 12, 2017

Thank you for allowing me to speak today on the topic of “infrastructure disrepair and decay at CUNY”. My name is Cindy Bink. I am the Director of Counseling Services at NYC College of Technology in Brooklyn. While my job is to counsel students, I also serve as a delegate of the Professional Staff Congress, representing Higher Education Officers. We serve in areas such as Tutoring, Financial Aid, Admissions, Registrar, Bursar and Student Affairs.

Our college administration reports that they do not have funds to repair or maintain our buildings. Several years ago the CUNY Central Office stopped providing funding for repairs and maintenance in the yearly amount between \$300,000 and \$400,000. The college administration also reported that they do not have funds to hire more staff to clean and repair. This is a concern as a new building is about to open and the current conditions of our older buildings are so deplorable. Some of the ongoing problems we have observed include the following areas.

Heat and AC Systems Malfunctioning- Regularly some offices report temperatures above 90 degrees. This occurs in both the winter and summer. Other offices are so cold employees wear coats and hats. Employees are becoming sick and others have resigned as a result.

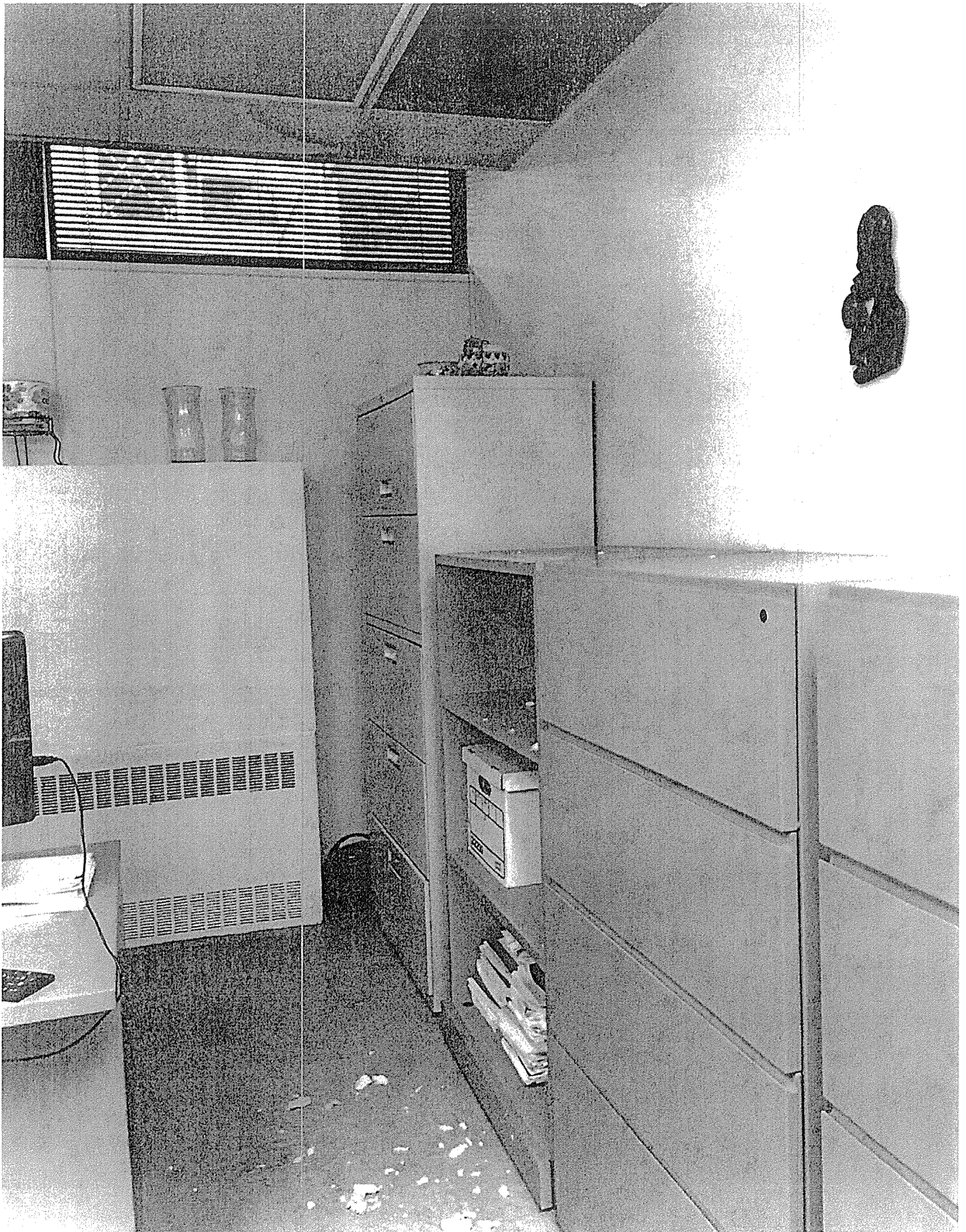
Plumbing Problems- Sporadic and ongoing pipe bursting and water damage are a major concern. Some employees place garbage bags over their desks at night because flooding has often damaged student documents. Employees worry about breathing in mold spores because their offices have been flooded so much. A foul stench on a lower level floor reoccurs every time it rains. In one office, a plastic ceiling tile was designed to collect brown water from a permanent leak that could not be repaired. Water pours into the office when the cafeteria (located on an upper floor) is washed. The brown liquid is funneled into a repurposed water bottle on the floor. This is the same office where for years a sticky black oozing liquid came up from the floor under an employee’s desk. In a Dean’s conference room, a leak had occurred for years causing a stalactite to grow. Some of these issues have been repaired, but others appear daily.

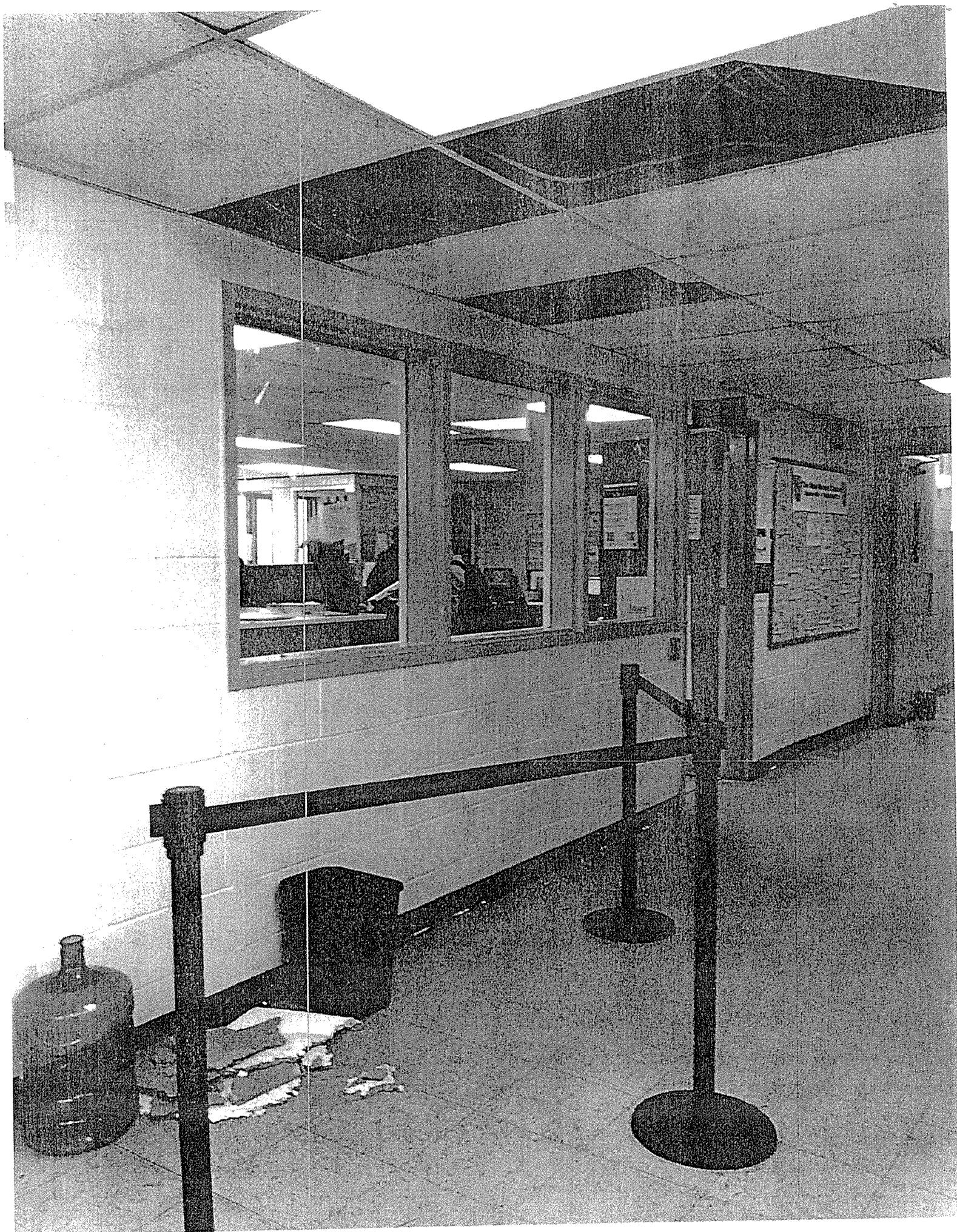
Rats- Over the past 5 years, rats have appeared during counseling sessions causing a major disruption to our services and a terrible challenge for any student attempting to obtain mental health services. Rats have chewed through phone lines and jumped out from a counselor desk drawer. A recent repair may, or may not have solved this issue.

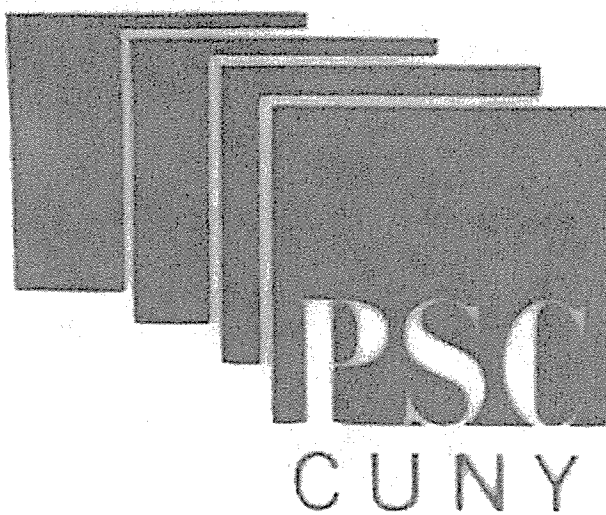
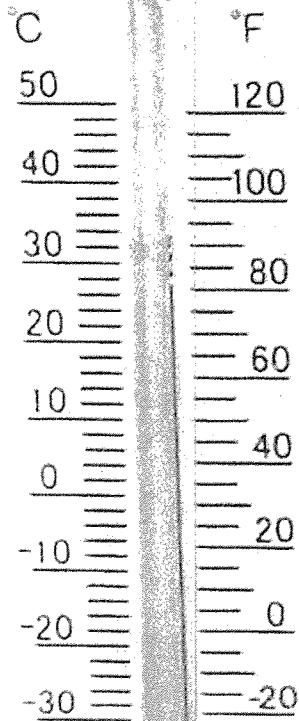
Minor Construction - Lack of funds is delaying the construction of a small wall for a Veterans Mental Health Service Corp office, part of the Mayor's Mental Health initiative. As a result, Veterans may lose additional mental health services at a time when they need it most.

While I am only a counselor and do not know the financial intricacy of the university, I see every day what is happening at City Tech. We want to work and help students, but these conditions distract us from our task. We ask you to explore and review the needs of our college, and support CUNY's effort to secure additional state and city funding. Let us also know how we can better advocate to resolve these problems. Thank you.

A few photos taken within the last year are attached.

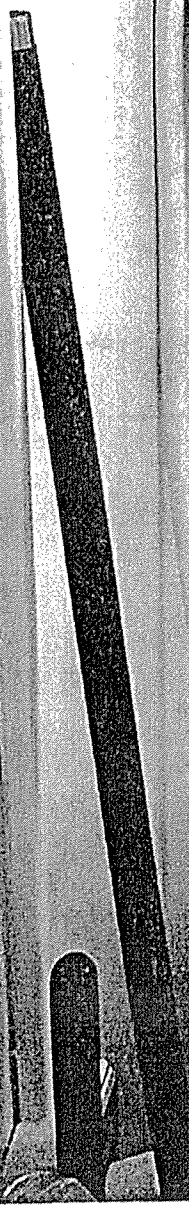
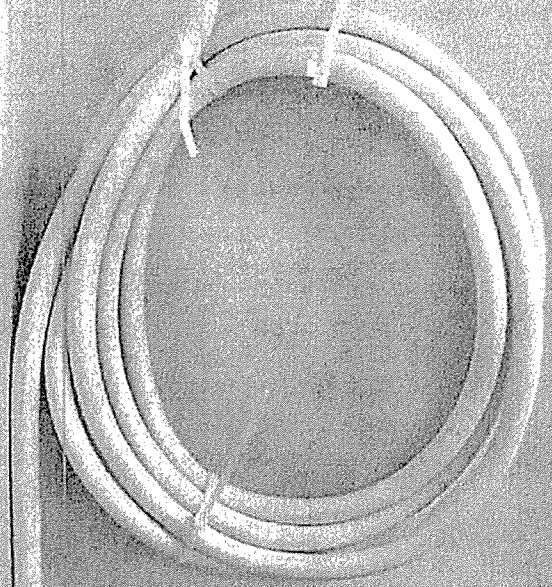






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Deferred Maintenance at Brooklyn College

James Davis

Professor of English

PSC Chapter Chair, Brooklyn College

January 2017

jcdavis@brooklyn.cuny.edu

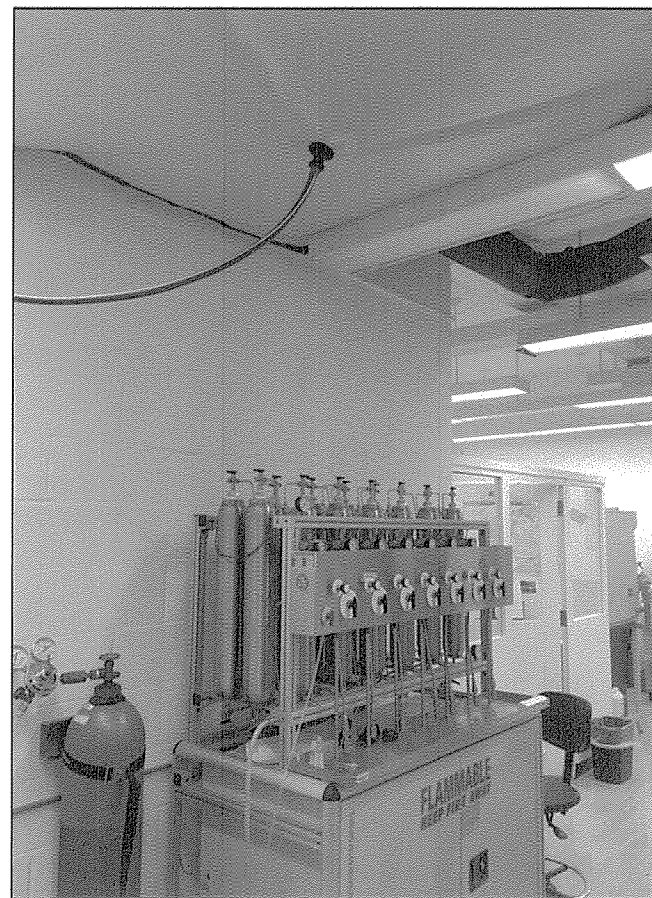
Brooklyn College 2016 – Ingersoll Hall



Brooklyn College 2016 – Ingersoll Hall



Brooklyn College 2016 – Chem Lab ceiling leak “fix”



Brooklyn College 2016 – Chem hall drainage “fix”



Brooklyn College 2016 – Common Sights on Campus



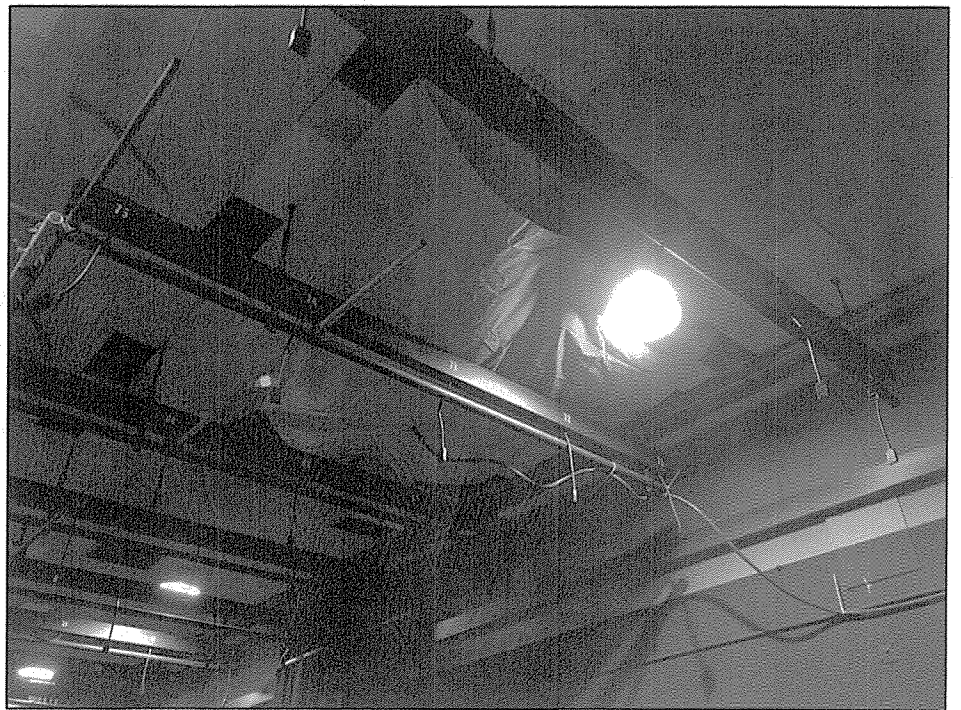
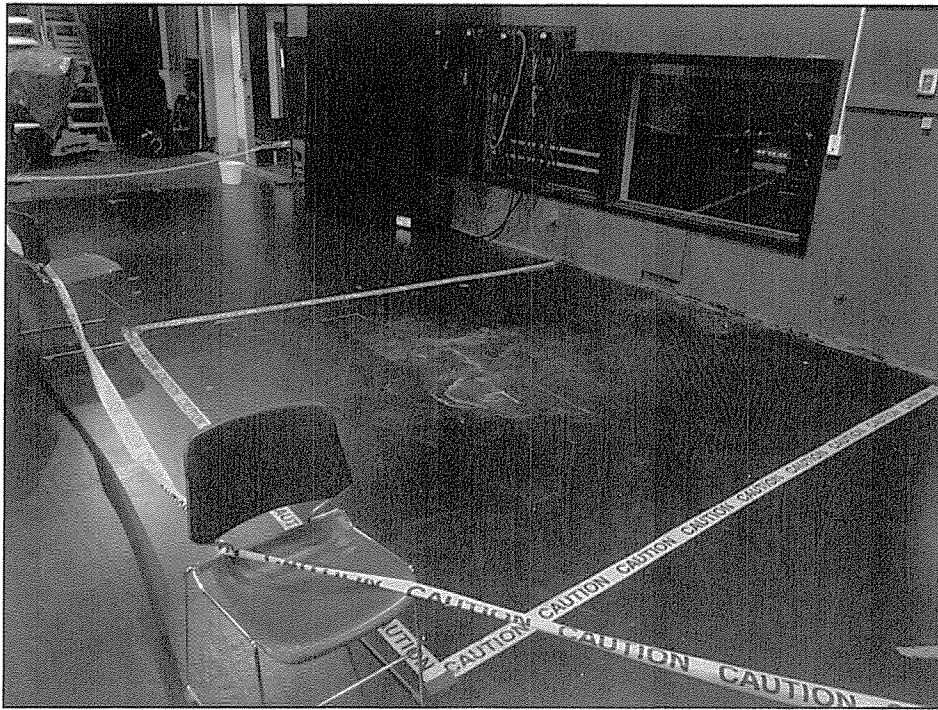
Brooklyn College 2016 – “Wrapped” Sinks & Toilets



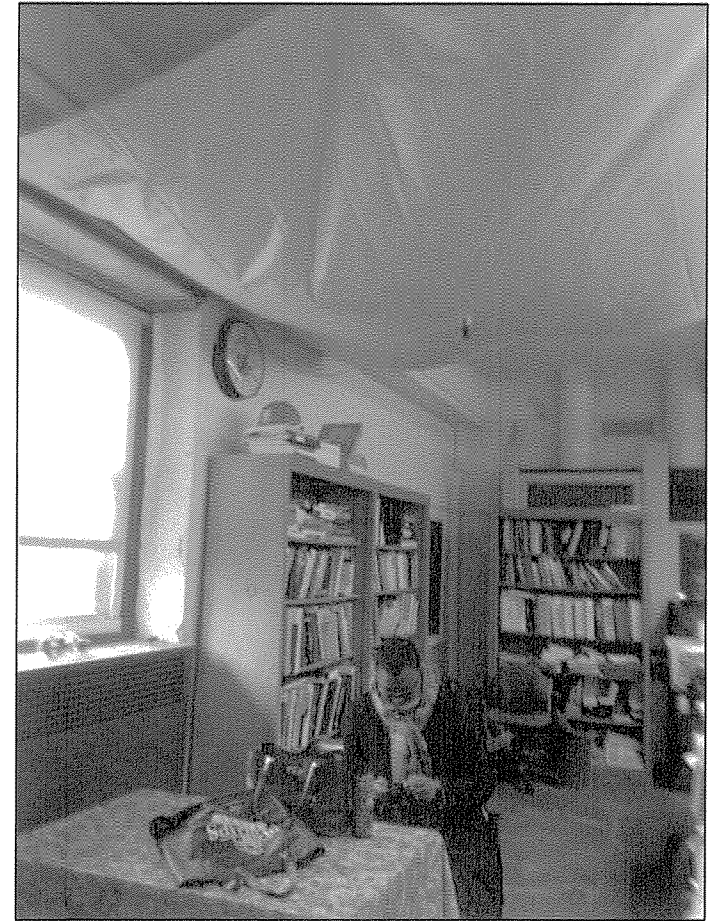
Brooklyn College 2016 – Unsafe Classrooms & Offices



Brooklyn College 2016 – TV Center ceiling leak



Brooklyn College 2016 – Ceiling Tarps over Students



Sometimes Complaints Work...Before + After



Thank you for the opportunity to highlight some of the infrastructure issues that we face at CUNY, and in particular at CCNY, where I have been teaching and where my research laboratory has been located for 12 years. I want to first start by emphasizing that I am not placing blame on the administration at CCNY; like the rest of the failing US infrastructure, our administration has been given a woefully inadequate budget for which they must prioritize academic excellence and infrastructure needs. What I would like to emphasize is that the budget allocations to CCNY and the rest of CUNY have been severely underfunded for the entire time I have been at CCNY.

This continual underfunding and constant budget cuts to CCNY over the past few years are beginning to compromise our academic excellence. In 2013, I became Chair of the College of Liberal Arts & Sciences (CLAS) Faculty Council; this body represents 19 departments out of the 31 departments at CCNY and 54-65% of the undergraduate students. There were so many complaints and worries about what was happening to academic programs that Faculty Council decided to survey all CLAS departmental chairs about the impact of the budget cuts on infrastructure and our ability to maintain academic excellence; 17 chairs responded. The report is included as a supplement to documents that were distributed, so that you can read about the problems in more detail.

The major problem raised by 15 of the 17 chairs was the abysmal state of our facilities.

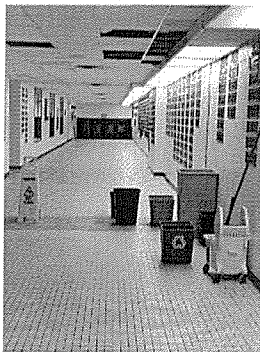


Figure 1. Leaks in hallways.

Department Chairs reported water leaking in hallways and classrooms and having to scurry about waste buckets set to catch the falling water (see Fig. 1). There were vermin problems; one professor mentioned that he couldn't understand why students were doing the wave and jumping up in his classroom until he realized that they were avoiding mice running across their feet. Paint was peeling, unhealthy black mold was growing in classrooms and hallways, and classroom chairs were broken (see Fig. 2) and left in the back of classrooms. Classrooms were too hot or too cold; one summer, the temperature rose to over 90 degrees in some classrooms, particularly putting the health of our Muslim



Figure 2. Broken chair in classroom.

students, who were fasting during Ramadan, at risk. Waiting seven (7) minutes for an elevator in the North Academic Center (NAC) was the normal, not the exception, making it difficult for students, and in particular, disabled students to make it to classes on time. At any given time, some set of escalators in NAC was non-functional. The condition of our facilities was depressing and disrespectful to the students, staff, and faculty and not conducive for learning or scholarship.

A second major concern cited by 13 of the 17 department chairs was the dismal state of our information technology (IT). To be competitive and remain on the cutting edge, students and faculty must have access to information 24/7, which is one of the critical requirements for all of our universities. In fall 2014, CLAS Faculty Council conducted a second survey that focused on IT problems. Within a few weeks, we received over 128 negative responses from users on campus (see supplemental documents). While NYC has managed to provide wifi access to all subway stations, our classrooms and offices have limited wifi capabilities. The cost of upgrading systems to bring main feeds into buildings to expand bandwidth is over \$10 million, a much needed investment for learning and research. In some buildings, data closets currently service

three floors rather than a single floor, so that the system quickly becomes overloaded when many students access wifi simultaneously. CCNY did receive ~\$6 million to upgrade our systems, but this amount only covers Marshak and Steinman, two STEM buildings. Other buildings, such as NAC and Shepard, await further funding allocations. This wait is particularly vexing for non-STEM disciplines dependent on ready access to the internet, such as accessing music scores during class or illustrating advertising schemes in our Branding and Integrated Communications program. CCNY has such limited bandwidth that we have run out of static IP addresses and instead have to use dynamic IP addresses, which limits our ability to download applications for research and during classes.

An issue that directly impacts our science labs is the lack of natural gas piped into our science teaching and research labs. Over 5 years ago, ConEd shut off all natural gas into Marshak because of a gas leak, which would cost over \$1 million to locate and repair. This shut off means that now our students have to sterilize items not with a Bunsen burner, but with propane tanks, which are easy to tip over and pose a potential safety issue to our students. We need the gas lines fixed and natural gas piped into Marshak science labs once again.

Limited resources have limited the ability of our administration to address such immense problems. In a 2015 follow up survey (see supplemental documents), major problems still exist. As one chair so elegantly said: "When you start from far, far below acceptable and improve slowly, it's both possible to see significant change AND to be discouraged and repelled by the state of things, at once."

Lastly, our campus is part of the larger Harlem community. We have a planetarium that needs to be retrofitted with technology for our science-based students. The planetarium is also an important community asset for field trips for nearby K-12 students.

The swimming pool in Marshak has been out of service for several years. Not only is it a much-needed physical fitness resource for our students, but in the past, the swimming pool was also open to the community. Harlem residents, young and old, were able to use this facility and in some small part, address the racial divide in swimming. To deprive the community of such a treasure is a travesty.

My faculty colleagues are outstanding scholars who believe strongly in the mission of CCNY to provide access, opportunity, and upward mobility to the rich and poor alike. However, we are severely hampered by our decaying facilities and decreasing budgets to maintain academic excellence. We need to start investing in our infrastructure, our students, and the future of CCNY and CUNY.

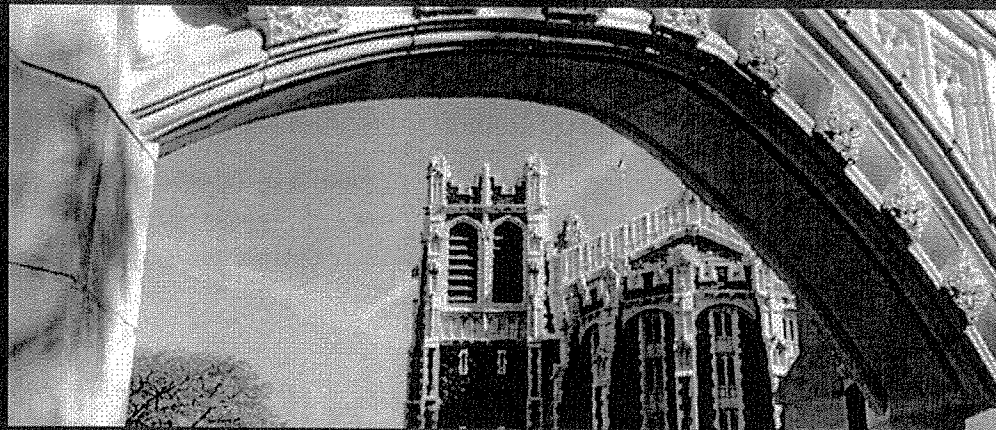
Thank you for your consideration.

Christine Li
Professor of Biology, CUNY-City College of New York

Supplements: Barriers to Academic Excellence Survey (2013-2014: analysis and raw data),
Barrier to Excellence: IT Problems (2014), Follow up to Barriers to Academic Excellence (2015)

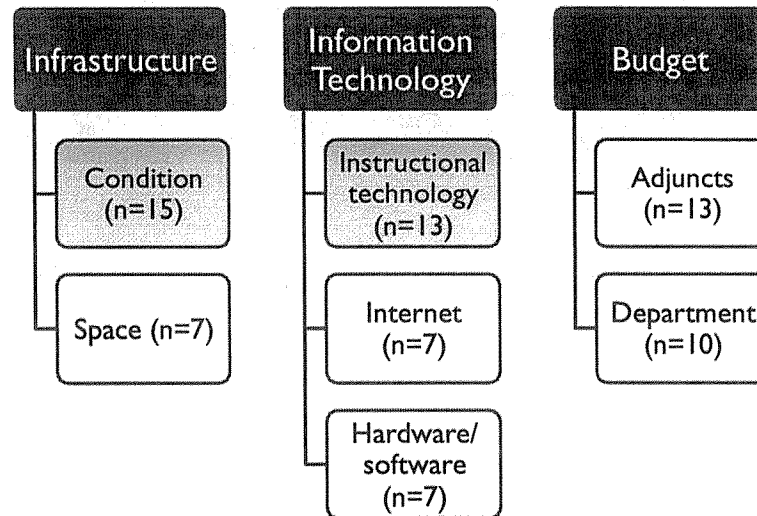
BARRIERS TO ACADEMIC EXCELLENCE – LIST OF PRIORITIES

CLAS FACULTY COUNCIL, 4/3/14



Analysis of Departmental Memos n=17

- *In vivo coding of departmental memos*
- *Recurring codes grouped by issues*
- *Issue categories rank-ordered by frequency*



Infrastructure - condition

1. Overall state of disrepair/neglect (n=14)

Classrooms, hallways, laboratories, elevators, escalators

"The deterioration of the physical plant now presents liability issues."

"This kind of occurrence disrupts the teaching environment and contributes to the extreme negative attitude of both the faculty and students towards the space."

2. Cleanliness (n=11)

Floors, carpets, walls, furniture, bathrooms, garbage

"We have to submit work orders for what should be routine cleaning, e.g. sweeping, mopping, vacuuming, etc. Work orders frequently go unfilled for several months and often require multiple inquiries before they are filled."

3. Broken/discarded furniture (n=9)

"Some classrooms have discarded furniture in the back."

"[S]queezing into small desks and chairs—that are often broken and unclean—is demeaning."

"Most classrooms have mismatched and broken desks."

4. HVAC issues n=5

5. Noise n=3

Instructional Technology

1. Malfunctioning/inadequate/lacking equipment (n=11)

"We currently have one old projector that is shared amongst the courses and must be set up for each class with wires running across the floor."

"[E]xternal reviewers were shocked to discover the lack of instructional technology in our classrooms, and they noted that this deficiency has kept our [...] pedagogy a couple of decades behind-the-times."

"Ultimately, instructors just stop using a/v equipment altogether, because they expect it will not work."

2. Lack of support (n=5)

"There are consistently issues with the equipment in the smart rooms. iMedia can take 20-30 minutes to come to a classroom to resolve technology issues, and generally does not give a window to expect them."

"On a number of occasions faculty have tried to use laptops borrowed from iMedia only to get to class and discover that the machines didn't work."

"The administration wants more hybrid classes but without any support."

Other Issues

Infrastructure - space (n=7)

Shortness of space (includes nonsensical room scheduling) n=7

Internet (n=7)

Poor wifi n=6

Internet too slow to use in class n=6

Hardware/Software (n=7)

Lack of access to computers/other hardware n=3

Access to software site licenses n=2

Slow/outdated hardware n=2

Non-responsiveness of helpdesk n=2

Adjuncts (n=13)

Not enough adjuncts to maintain course offerings n=6

Department budget (n=10)

OTPS/tech/lab fees don't reflect actual needs n=6

Funds not allocated in timely fashion to departments n=4

Departments should have more budgetary autonomy n=3

October 30, 2013

TO: CLAS Faculty Council Executive Committee
FROM: Professor [REDACTED], Anthropology Department

This letter is the reply to your request for our departments' thoughts on budget cuts' impact on our functioning.

FACULTY AND ADJUNCTS

1. 5 faculty, when all are on duty; our number of adjuncts was reduced by 20% to 8. We were told by the dean that our number of adjuncts will be reduced by 20% in each coming year. Soon we will have none. With no adjuncts:
 - a. we will not be able to staff ANTH 10100 (General Anthropology), which is part of the core. Eventually, our and other departments' adjunct reductions will lead to the college not being able to continue its core curriculum.
 - b. With only faculty teaching, we will not be able to offer enough required courses (in the core for the major) and electives for our students to graduate in less than perhaps 6 years.
2. THERE ARE NO SOLUTIONS TO THESE PROBLEMS.
3. Average teaching load of faculty:
 - a. Spears, Presidential Professor and acting chair: 21 credit hours, with one course released (normally) for unsponsored research
 - b. Wall, Professor and chair: 21 credit hours, with one off for unsponsored research. Note that chairs get 3 courses off.
 - c. Silber, Associate Professor: 21 credit hours, with one off for unsponsored research
 - d. Thangaraj, Assistant Professor: 12 credit hours, with one off for unsponsored research
 - e. Samad-Matias, Lecturer: 27 credit hours
4. We need, minimally, 7 faculty, 2 more than we have. Additional faculty needed are as follows. I.e., we have a FACULTY DEFICIT OF 2 NOW, WITH 2 RETIREMENTS LOOMING IN THE FUTURE:
 - a. 1 biological anthropologist: Anthropology has 4 subfields, and we are a 4-subfield department. We now have no biological anthropologist. Prof. Sank, now retired, was our last one.
 - b. 1 cultural anthropologist: cultural is the largest subfield of anthropology. We have no medical anthropologist, even though medical anthropology is one of our longtime concentrations and is critical for our students, Sophie Davis, and other units of the college. The medical anthropologist (Prof. Brandon) not in our department, who did occasionally teach courses our students could take, retired.
 - c. THE SOLE SOLUTION TO THIS PROBLEM IS HIRING MORE FACULTY (see the discussion of adjuncts above).

INFORMATION TECHNOLOGY

1. Many schools throughout the CUNY system have smart classrooms where an IT unit is bolted into the actual classroom and more easily available for teaching. NO SMART CLASSROOMS ARE AVAILABLE FOR ANTHROPOLOGY'S USE. THERE IS NO WAY TO WORK AROUND THIS PROBLEM except by not using contemporary educational technology.
2. Faculty computers. 1 faculty member's office computer does not work and is too old and outmoded to be repaired. THERE IS NO WAY TO SOLVE THIS PROBLEM (without added resources).
3. No scanning capabilities. NO SOLUTION, without added resources.

ADJUNCTS (See above)

INFRASTRUCTURE AND LEARNING TOOLS

1. Library budget. The library has stopped purchasing Anthropology books. We have ordered, but none have been purchased. THERE IS NO SOLUTION TO THIS PROBLEM.
2. Classroom facilities: limited number of left-handed desks, broken desks, desks too small, uncleaned classrooms (sometimes with piles of rubbish)
3. Insurance liabilities. The deterioration of the physical plant now presents liability issues, e.g.,
 - a. worn and torn carpets that people can trip on, in the department office and classrooms.
 - b. wires that can be tripped over on classroom and office floors
 - c. light bulbs not replaced
 - d. trash in the bathroom, which can cause slipping
 - e. stairways in disrepair
 - f. elevators in disrepair
 - g. etc.
4. THERE ARE NO SOLUTIONS TO THESE PROBLEMS without additional resources.

In the case of most of the above problems, it would be a waste of time to propose solutions (that do not involve additional resources) since there are none.

TO: Faculty Council
FROM: ART DEPARTMENT
(contributions from program directors after consultation with all faculty and staff)
RE: Challenges to Maintaining Academic Excellence at CCNY
Date: October 30, 2013

INFORMATION TECHNOLOGY

In addition to the approximately 450 majors the Art Department serves, our classes accommodate a wide variety of students across the college who take our courses. 500 students per semester are enrolled in our general education course (Art 10000). According to enrollment caps and numbers of sections offered this semester, approximately 2,600 students circulate through our classrooms.

The art department fundamentally depends on both basic and cutting-edge technology to teach CCNY students how to think visually, creatively, and analytically about the world around them. It is not possible to teach our students about global cultures or how to become practicing artists/designers without access to a combination of basic and latest technologies. We do not have the budget to support the purchase and upkeep of the essential technologies necessary to fulfill our educational goals. Several of our programs teach students to become leaders in the arts and other fields by teaching the technology itself. Other programs depend on technology to teach students about the world, their creative process, and to think visually. Yet, computers break down during midterms, lectures, and student presentations. Projectors display images with poor color, severely reduced contrasts and lacking essential detail: teachers have sometimes had to invite students to walk up to the small computer screen on the podium to see a better approximation of what the image looks like in order to convey their points. Guest speakers are frequently invited to share their experiences with our students. Time and time again, our old equipment has broken down or been unsuitable for presentations of video or even large professional files, seriously impacting the students' education.

One salient anecdote: a student offered to donate his personal computer to the art department because the outdated technology in the classroom was preventing his ability to learn in his course.

Problems

- Lack of smart classrooms and dedicated space for advanced digital instruction
- No regular guaranteed budget for classroom computers, digital projectors, printers, software, advanced equipment, etc
- Little staff to maintain equipment and assist students.
- No budget for regular replacement of outdated digital technology
- No budget for regular maintenance of classrooms, including shades, clocks, lights etc.
- No budget for consumables: ink, paper, bulbs, etc besides material fees.

ART ED: Students in all Art Education courses cannot view high quality images/videos about artists and teaching without a working projector, computer, and speakers. We currently have one old projector that is shared amongst the courses and must be set up for each class with wires running across the floor. Our speakers are all partially functioning. Additionally, students should have access to up-to-date design and image/video editing software (and computers) as well as video and still cameras to practice teaching as they will be expected to teach these media once they are in the school system. Without training in technology, our students are ill equipped to be hired as art teachers in today's classrooms.

ART HISTORY:

The art history program offers 37 courses of which 15 are general education courses. We teach 1000 students a semester and are in need of three computers and three projectors. Students cannot learn art history without digital projectors and computers in the classroom. We are experiencing a series of ongoing emergencies as we struggle with the failures and inadequacies of our current technological tools. Computers with the capacities to show high-resolution images and videos are of utmost importance. Projectors need to be updated frequently as they are continuously in use throughout the day. Bulbs must be changed to prolong the lifespan of a projector, as well as secure the correct color scheme. Most crucial is the addition of a CLT or support staff, who would contribute to the successful operation and maintenance of these instructional computers and whose presence would allow faculty to concentrate on teaching, our students, and developing the program, rather than frequent technological crisis-management.

DIAP:

Students in the Digital and Interdisciplinary Art Practice MFA (DIAP) need digital tools to produce work, for classroom instruction, and for demonstrations. In order to plan for classes, upgrades and necessary new equipment, a reliable budget needs to be implemented. Currently DIAP is, like EDM, part of the DAC (Digital Arts Consortium) and its funding sources. These sources have been unreliable and are not guaranteed.

With the expansion of DIAP, more equipment needs to be maintained and updated. Some of it is done by the Art Dept CLT staff, which is already understaffed, but the majority of the equipment is purchased, installed, and maintained by the program director or a student helper who is paid hourly through OTPS, or if possible as work study. This leads to a continuous training on behalf of the staff or the program director and is taking away time that is needed to advance the program academically.

EDM: which is wholly tech-dependent for technology used by students, has had funding first through Tech fee and later on an ad hoc basis through the Digital Arts Consortium. Regular and predictable funding is essential so that equipment is upgraded on a 3-5 year cycle and usable equipment can be repurposed to other areas of the department.

- We need to expand the equipment available for checkout so that students who need to borrow equipment for projects have more options available. Many students depend on us for loaners.
- The EDM Techs serve the department and college as well, so as those demands on them grow, they have increasing difficulty managing all of their contractual demands
- OTPS is inadequate for small repairs, purchases and supplies not covered by materials fees. A small fund covers some of these expenses but is not sufficient for major outlays. The small amount of money potentially generated by the print center can augment supplies, but won't be sufficient for larger needs.

MFA Studio:

- the program has one up to date computer in the studio space for 13 students. They need access regularly to computers outside of department lab hours. The studio could use 3 computers total to service the needs of the graduate students working late at night and on the weekends.
- they do not have access to check out equipment such as video cameras, high end still cameras and projectors. These tools are essential to making contemporary art and are an essential part of all MFA programs.

PHOTOGRAPHY: Area course offerings rely heavily on digital and analog technology, and upgrades. An overhaul of the 20-year-old darkroom is long overdue. The Photography area offers 20-24 courses/semester and the facilities are used by students to complete their coursework when the labs and classrooms are not being used for classes.

- Upgrades are needed for both digital and photography facilities. More space is needed for digital instruction & production. Lab and checkout equipment upgrades are needed for student learning. Improved digital projectors are needed in the classrooms for teaching. Photography does not currently have a funding source for equipment.
- OTPS increase is needed to include repairs. Repairs to photographic equipment are expensive; most serious maintenance and repair has been deferred for the last 5 years. Studio lighting, scanning/capture and darkroom equipment of all kinds require greater OTPS funding to remain in use. The area's courses constitute a heavy user load in this discipline. OTPS increase will also provide for evening and weekend staffing of the facilities, which students desperately need.

PRINTMAKING:

- the curriculum in printmaking is a balance between new and old technologies. Students rely on the computers to push the boundaries of traditional printmaking. Computers and scanners are necessary tools for image manipulation. Large format printers allow students to go beyond preconceived ideas of prints being small.
- OTPS is inadequate for small repairs, purchases and supplies not covered by materials fees.

- digital projectors/bulbs are needed for classroom instruction and for demonstrations.

SCULPTURE:

- The sculpture area also has a curriculum that aims to balance the old and the new technologies.
- The addition of a ceiling mounted projector would be a very helpful for student and faculty presentations.
- 2 printers preferably laser for output of patterns, diagrams, and designs
- A medium size CNC machine and a suitable computer to run it would enable us to do digitally-aided fabrication.
- An OTPS budget that will allow for the upkeep and upgrade of equipment, software, projector bulbs and necessary repairs.
- We have welding equipment and would like to introduce this process safely. To this end we need support to upgrade our equipment as well as reconfiguring our small space to accommodate this process.
- We desperately need to upgrade some of our analog equipment that also utilizes computer circuitry, machines such as lathes and the Saw Stop table saw system that stops instantly when it detects flesh too close to the blade. In other words, this is not only an issue of academic excellence but basic safety.

ADJUNCTS

- 70 adjuncts (including 3 GTFs @ 2 courses each) are teaching 110 sections
- 21 FT Faculty total
- 18 FT faculty teaching 48 sections this semester
- In any given semester:
2-4 FT faculty on sabbatical/medical leave

Individual attention to the students is key. All students receive feedback and responses on their individual projects during class time. Increasing class sizes in introductory courses makes it next to impossible to reach all students and retention will naturally fall as a direct effect. Students in need of extra help and support may not be reached in time and are likely to drop out. Field trips, an essential component of our program, are virtually impossible with such large groups. Graduate students suffer with increased class sizes. Student presentations have to take place less frequently, making it difficult for students to take full advantage of discussion-based graduate seminars.

Average teaching load of FT Faculty: 3 courses

Necessary FT faculty for a department with approximately 450 majors and several general education courses: 30 Deficit: 9

The art department offers a rich array of courses in all areas: studio art, art education, art history, and digital design. Although it is our aim to increase our FT faculty, in order to continue our mission of delivering a comprehensive curriculum we will continue to rely on adjuncts.

Art Ed: Almost all courses are taught by adjunct faculty because we have only one full-time faculty member for 30 graduate students and 30-40 undergraduate students. This faculty member also manages admissions, advising, and all program logistics including student teaching placements and state certification processes in collaboration with the School of Education.

Art History: Of the 37 courses offered, about 50% are taught by adjuncts/GTFs. More full-time faculty members would help reduce the adjunct budget.

DIAP: Fall, 4 DIAP courses are taught by full-time faculty and 6 are taught by adjunct faculty

Spring, 4 DIAP courses are taught by full-time faculty and 3 are taught by adjunct faculty.

DIAP will always rely on adjuncts teaching a variety of courses in order to expose students to a multitude of opinions and views, as well as to promote the program.

In its original proposal, an additional faculty member in the area of new media art history/theory (an area we can't staff with current full-time faculty members) and administrative staff was requested to support the program's growth and to allow the program director to focus on the program and its academic success and integrity.

EDM: generally runs 35-40 sections/semester of which 50% are typically taught by adjuncts. Due to one FT faculty member now primarily teaching in DIAP and two faculty members who still have contractual releases, we rely heavily on adjuncts. It would be advantageous for students if EDM could add a lecturer and one professorial title so that the proportion of adjunct courses was cut to no more than 25%. We will of course still need adjuncts for individual, highly specialized courses.

MFA Studio: generally one or two adjuncts per semester. Rotating FT teach majority of the MFA Studio classes.

Photography: High volume of adjuncts compared to full time faculty: 20-24 photography course sections/semester; two FT faculty members teach a total of six course sections per semester, the remainder (14-18) are taught by adjuncts. One FT Lecturer in photography resigned in Spring 2012, and was not replaced, an additional faculty (photography or interdisciplinary studio art) would restore this load to closer to 50%.

Sculpture:

1 Full Time faculty and 5 adjuncts per year teach 12 classes.

Additional FT faculty would cut back on the number of adjuncts.

Printmaking: usually one or two adjunct classes per year.

INFRASTRUCTURE

As we are an art department, our instruction is shaped by and dependent on very particular space/facilities needs: studio space for students, laboratory spaces for classrooms, and collaborative spaces for students to work. Students cannot learn the particulars of our discipline without adequate space and well-maintained facilities.

Several areas within the department have not been updated/painted since 1990 when we moved into our present space in Compton-Goethals. Several areas were renovated in 2003/4, but already experiencing serious neglect.

The underlying issue is that Facilities is understaffed.

-Classrooms are not being cleaned on a regular basis.

-We have to submit work orders for what should be routine cleaning, e.g.

sweeping, mopping, vacuuming, etc.

-Work orders frequently go unfilled for several months and often require multiple inquiries before they are filled.

-On multiple occasions, work orders have been edited in the system to indicate that they have been completed when they have not.

Some specific instances:

-The ceramics floors are not being cleaned creating a health hazard.

-Ventilation filters need to be cleaned in Photo and Printmaking

-The filters in the spray booth in the grad studios in CG need to be replaced

-Mouse droppings litter classrooms and the entire building.

Students consistently give the department high marks for our courses, specifically for the individualized attention they receive. However, one problem students consistently complain about and that they feel impacts their ability to learn is the lack of adequate resources in the classroom, clean/functioning spaces, and basics such as functioning curtains, proper lighting, etc.

Art Ed: The state of the main art education classroom is dismal: the ceiling leaks regularly; a fan constantly blows that requires everyone to speak at high volumes to be heard; projectors are not installed, so wires must be run across the floor--posing a hazard to students; there are constantly mice; there's a hole in the floor; tables are all uneven so wobble constantly. In addition, the room is small and there is no space for students to work easily on large studio art projects.

Art History: Classrooms are often filthy due to a high volume of students. Shades have fallen off the windows and have been taped back up. Lights flicker or are simply not on when needed. Chairs have fallen apart and are frequently thrown out, though no new chairs are purchased. The temperature is frequently if not always either too cold or too hot due to an ancient heating/ac structure; students suffer. The grad seminar room has a loud fan that makes it impossible for students to hear the instructor and often curtails discussions/presentations.

EDM: classrooms and labs are high traffic areas and are only cleaned superficially. Several rooms have longstanding HVAC issues with such loud fans/compressors that instructors have asked for microphones.

DIAP: Since the space DIAP is currently occupying has been reallocated/divided, the greatest and most pressing challenge is the need for adequate space.

The current situation as it was proposed to DIAP, is very concerning, as a space that will be shared by two unrelated graduate programs will bring a lot of disruption to the studio practice of DIAP's graduate students and raises issues of security, sound and privacy that haven't been addressed.

A large space that is used as a collaborative studio space as well as for lectures, exhibitions, performances and workshops is what would be best suited for a program that emphasizes collaboration, exchange, community and interdisciplinary work. To address this, either a new home/space for DIAP is needed or adequate separation between the two programs need to happen in addition to providing permanent space for classroom, a black box and lectures. The size of the required ideal combined space is estimated to be around 3600 sq ft.

MFA Studio: In order to accommodate increased class sizes mandated by the administration, we need more studio spaces to make that happen. Currently we have 16 studios. Overall we need to have at least 24 studios.

Photography:

The photography darkroom facilities have not had a significant upgrade in more than twenty years. An overhaul of this popular but over-taxed facility is badly needed. There is a need for space to accommodate digital instruction.

OTPS is inadequate to support area technology needs of all kinds. Much of the area's equipment and facilities are in nearly constant use during school hours, either for classes or 'open lab'

hours. A half-decade of budget cuts now shows its toll in broken and run-down equipment throughout the area. An initial investment in overhaul and ongoing funding for repair is badly needed to continue serving large numbers of students in this busy facility. Increased OTPS would also allow better coverage of staffing in the facility.

Printmaking:

- high traffic area and the walls and floors should be painted on a biannual basis.
- room needs paper towels and soap dispensers installed and filled regularly, currently this comes out of OTPS and materials fees.
- janitorial staff does not currently clean or sweep the shop. Could be done on a weekly basis.
- overall the shop is small for the number of students per semester. The curriculum and classes offered could be expanded with more space. Often students have to wait for work space during high volume times such as midterms and finals.
- work hours are also limited with the lack of a CLT. Good students are hired through work-study to open the lab however the number of students and hours fluctuates every semester. A CLT would help provide regular maintenance on aging equipment and more open lab time in the small space.

Sculpture:

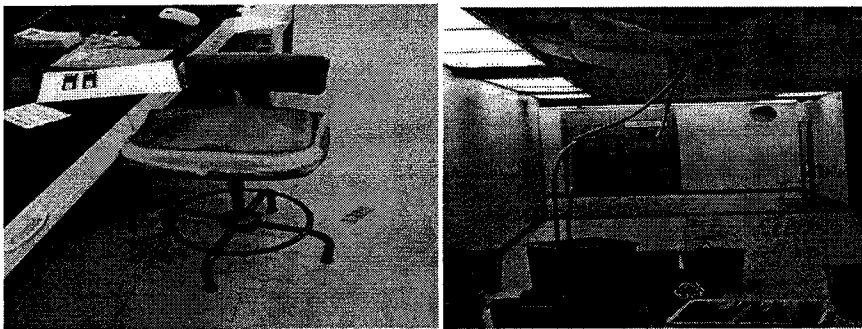
- We need to construct an adequate welding area that safely allow the use of forging and welding separate from the flammable items in the area.
- The area is a facility that generates dust we need general cleaning of the lights at least once per semester. This will make a huge difference in the visibility in the rooms.
- Inexpensive Overhead air cleaners they automatically kick on and clean the air of fine dust particles. Paper towels, soap dispenser, eye wash.
- We fabricate objects, we need some storage space. This would free up the space for fabrication and store projects for our annual 3D Area exhibition.

TO: Executive Committee of the Faculty Council
FROM: Biology Department
RE: Budgetary Challenges and Proposals
DATE: October 30, 2013

There are two critical items that are critical barriers to teaching in biology and I will list them here briefly so that you add it to the Meeting agenda.

Teaching laboratories inadequate: The biology curriculum involves a number of core courses with a significant laboratory component. The current state of the laboratories is dismal and disturbing. There are two aspects to this:

- A. The physical state of the laboratory rooms and the furniture in there is dilapidated and almost dangerous in some cases. Second the equipment used in the laboratories are all old. All of this makes any effective teaching and training nearly impossible. So these laboratory need to be renovated and reequipped.
- B. The OTPS funds which are used to run these laboratory classes is continuously decreasing. With steady increase in enrollment supplying the labs even the basic things is not feasible. The OTPS budget for these courses has to be increased and funds allotted in a timely manner so that the classes can be planned ahead and taught effectively.



Left: Representative chair from the Introductory Biology laboratory course. Right: Entrance hallway in Marshak Building.

TO: Executive Committee of the Faculty Council
FROM: Chemistry
RE: Budgetary Challenges and Proposals
DATE: October 30, 2013

The impact of deficiencies in 1) information technology and 2) infrastructure of learning space on the teaching activities of the Chemistry Department:

Comments on the above topics were solicited at the recent departmental meeting. Multiple professors felt that the computer system of MR-2 was badly in need of an upgrade/repairs. The screen has lost definition, which makes some images difficult to view. It was suggested that repairs would cost around \$5K, while an upgrade would cost even more. However, these costs are much lower than replacing the entire system (ca. \$80K). There has been an increase in faculty interest in using tablets to conduct lecture. In this case, the projector system would only be required.

Asking students to pass by the tubing and trash cans on their way to all rooms in Marshak is demoralizing and embarrassing. Since the roof may be unfixable, one SOLUTION might be a more decorative arrangement of those items -- wish we had a better suggestion.

Broken chairs in the lecture halls of Marshak seem to be a common problem. This is particularly bad in smaller lecture halls such as MR-1 where class size commonly approaches or surpasses the number of functional chairs. This also impacts the ability of the faculty to administer exams since students are practically on top of each other in these instances and are unable to spread out.

We feel that a larger proportion of the Tech Fee money should be allocated to individual departments or divisions for upgrades rather than letting the upper administration fund large and unvetted initiatives before we get the remaining crumbs. In this case, we would be able to address problems such as those described with the computer system in MR-2.

**DEPARTMENT OF EARTH AND ATMOSPHERIC SCIENCES
CITY COLLEGE OF NEW YORK**

October 30, 2013

To: CLAS Executive Committee
From: [REDACTED], EAS Representative to CLAS Faculty Council
Subject: Barriers to Teaching Effectiveness in EAS

This memo is being written in response to the request of the CLAS Executive Committee for information on those things that inhibit teaching effectiveness in the CLAS Departments. Discussions with various people in the EAS Department have identified the following issues. Many of these would be expected to be applicable to other Departments, at least within the Science Division.

1. Information Technology

- a. **Problem:** The EAS Department makes use of the Divisional computer classroom MR 044 for our computer-intensive courses. However, the computers in MR 044 are too slow to allow them to be used for many exercises involving remote sensing. Also, there are currently only about 15 computers in the room that will run the geophysics CD's, used in EAS 565, without freezing. (EAS 565 is cross-listed with EAS B6500 and EES 79903, producing a total of 26 students.)

Solution: We are currently using one of the Student Training Center (STC) rooms in the Cohen Library for EAS 565; however, it is not clear that these rooms will always be available when we need them. Moreover, it is not clear that they will be adequate for the GIS and remote sensing courses (EAS 330 and EAS 426) that we have scheduled for next spring. The computers in MR 044 need to be upgraded and better maintained.

- b. **Problem:** The transition to CUNYfirst has caused delays in ordering lab supplies using OTPS money. The problem is that there are numerous approvals needed for even the smallest order. In one case, a faculty member had to buy lab supplies for an undergraduate course from his research grants to get them in a timely fashion.

Solution: Change CUNYfirst so that orders below a certain cost (say \$500.) can be placed with only the approval of the Department Chair.

- c. **Problem:** Migration of student records from CCNY to CUNY during this semester resulted in some students losing access to Blackboard. A bigger concern is that some

grades for these students, which were being kept in Blackboard, were lost. We are currently trying to recover these.

Solution: In the future, major changes to student records should be made between semesters, if at all possible. If this is not possible, all faculty, including adjunct faculty, must be notified well in advance; and the possible effects of planned changes on teaching need to be considered.

2. Adjunct Budget

In response to the questions in the memo from the Executive Committee, the adjunct situation in EAS is as follows:

- a. For Fall, 2012, which is the most recent semester for which information is readily available, EAS had 7 faculty members. In that semester, there were 12 adjuncts covering 19 labs and introductory courses, for a percentage of 63%.
- b. The average teaching load for tenured faculty in EAS is 2 courses per semester. Historically, faculty have not been allowed to buy out their courses with grants; however, there is a good chance that this will change in the future.
- c. To reliably offer enough advanced electives to satisfy the needs of our undergraduate juniors and seniors and our graduate students, we estimate that we would need 14 faculty members. We currently have 8 tenured or tenure-track faculty, with a 9th person starting in January, 2014. This gives us a faculty deficit of 5 people. (Note that we also have one permanent and one temporary Ph.D.-level lecturer, who teach primarily introductory courses and labs. The temporary lecturer is a replacement for one tenured faculty member, counted above, who is on leave for 2 years to take a rotator position at the National Science Foundation.)

3. Infrastructure of Learning Space

- a. **Problem:** MR 044, an EAS room on loan to the Science Division for a Divisional computer laboratory, is in poor shape. The condition of the computers in that room was mentioned above under Information Technology. In addition, the remote controls for the computer projectors are worn out and do not work reliably. At times, it has been necessary to stand on the tables and turn the projectors on by hand. In addition, someone has written on the white boards with non-eraseable magic markers to the point where they are unusable. Finally, the room is not being cleaned by Facilities, despite repeated requests.

Solution: The whole room needs to be renovated and updated. If the College cannot pay for this, perhaps the Division could seek a grant to do the work. In addition, it needs to be better maintained.

b. **Problem:** The EAS Department does not have reliable access to enough large lecture halls. At least one course (EAS 328) has to be taught in two sections, due to lack of classroom space.

Solution: Classroom space has repeatedly been converted to other uses. This needs to stop, and additional smart classrooms need to be identified and equipped to serve Divisional needs. A special need in EAS is for classrooms that have tables for the students, rather than chairs with writing arms, so that large maps and other teaching aids can be used in class by the students.

c. **Problem:** The elevator lift in MR 047 stopped working some time ago. This lift is the only way to transport heavy equipment and supplies from the rest of Marshak to MR 044 and the EAS teaching laboratories in the basement. It also provides the only handicapped access to these rooms for disabled students. Our technician and the lab instructors have rigged up a ramp to get supplies to the labs, but this is too flimsy to be used for wheelchairs. At one point, a lab instructor was forced to provide personal instruction to a handicapped student, who could not attend the regular class.

Solution: Fix the lift.

In summary, I would say that the barriers to teaching effectiveness in EAS tend to fall under the categories of maintenance issues, sometimes related to budgetary problems; bureaucratic barriers; insufficient faculty; and problems with computer infrastructure. Making improvements in these areas should benefit other Departments, as well as EAS.

TO: Executive Committee of the Faculty Council
FROM: Economic and Business Department
RE: Budgetary Challenges and Proposals
DATE: October 28, 2013

As per the Faculty Council's request, input from all faculty members was solicited during a departmental meeting. The issues raised in this memo are not exhaustive, but appear to be the most pressing with regards to teaching and learning.

Information technology

Problems

- The IT department is out of touch with the needs of faculty and students: they don't know what programs are being used, they don't know what students do in classes, they don't know what faculty need for research. Most IT decisions seem to be made from the perspective of what would be easiest or most convenient for the IT staff, not from asking what would help students get the best education. Since most IT managers are fundamentally a stranger to classrooms at CCNY, this is probably not a surprise.
- There is a responsibility/accountability problem. Too many decisions are taken by the ill-defined "somebody else," and often decisions are swept back to CUNY from the college, whereupon no person from IT here has any responsibility, not to advocate for local users, not even to communicate to CUNY what are the local needs. This is especially a problem with Blackboard and ePermit, which we have no choice but to use. In general, since most of our needs are not in anybody's job description, it can be difficult to find people willing to volunteer to help.
- Software licensing decisions are often made by CUNY, and the process to obtain them is cumbersome. Even programs that are licensed here, are fraught with restrictions and complications to even just renew a license. It can take days or even weeks to get even the simplest update; during that time we can't do research or teaching with that program.
- The CETL has good people on staff but is poorly integrated with the rest of IT. They challenge faculty to use more technology for exciting teaching but then there is not even basic support (eg videoconferencing), or the required program is installed on just a single computer in the CETL. The administration wants more hybrid classes but without any support.
- The Help Desk is dismal. Until a couple years ago, they were focused on solving problems, not bureaucratic process. Now any conversation with staff there seems to be a game, where they come up with new procedures and rules that postpone the actual problem solving work. The staff over-promise and under-deliver. This is not a function of a few bad apples: when it is the vast majority of the staff it is clear that the problem is mismanagement.
- The combination of faculty without admin privileges on their own computers – in the words of one, "treating us as incapable minors!" – with a lack of basic services for even routine updates, creates many additional problems.

Solutions

- (1) Make a list of our requirements from IT, in terms of specific actions (e.g., update equipment in NAC 6150 to such-and-such standard, maintain in such-and-such a way on a [monthly? quarterly?] basis, etc.), given the basis for these requirements (e.g., to meet specific needs for instruction of computer-intensive courses during the Spring 2014 semester). (2) Provide these requirements formally to the IT department and provide them with a specific timetable and set of deliverables re follow-up. (3) Obtain "buy-in" that follow-up will be delivered per expectations (i.e., a "handshake"); (4) if follow-up fails to meet designated specifications, or if the follow-on deliverables based on agreed-upon requirements and execution do not pan out, document the failings. Use this documentation as a basis for "escalating" the request for remediation.
- For the division intermediary: it would be desirable to (1) make a list of responsibilities - e.g., things that need to go thorough him/her vs. things that faculty should do on their own, interacting directly with the IT people; (2) designate a quality of service expectation (i.e., turnaround within xx hours); (3) designate a process by which the person handles requests. A simple excel sheet would do the trick:

<i>Faculty Name</i>	<i>Help Requested</i>	<i>Date Requested</i>	<i>Person Requested</i>	<i>Resolution Time</i>	<i>Comments</i>

- We use open-source software such as R and free versions of programs. College can't provide network drives so there's Dropbox and Google Drive. College can't provide registration help so we create our own spreadsheets. College can't provide a way to communicate to majors, so we cobble together our own (even though it often gets caught in spam filters). College can't provide functioning email so we go Google. College can't provide wifi so we work at Starbucks.
- Buy computers with research funds, keep administrator privileges, and ensure that there are no CCNY accounts for help desk. The only efficient solution is to cut CCNY IT out as much as possible.

Adjunct budget

Problems

- The department does not have a budget; decisions are made by division with input from the department.
- There is no rational system for allocating adjuncts therefore any systematic forward planning is nearly impossible. Each semester is a new show, based on new principles

that most of us have stopped even trying to learn, since we know that the rules will be different next time. Students cannot plan their course of study since there is no guarantee of which courses will be available nor when; this term MA courses were cut even once they had begun meeting.

- The ECO department is one of the very largest and most under-resourced, as judged by majors (around 560) per faculty (we have 15 full-time faculty members). Non-tenure track faculty teach over half of the class sections so it is not uncommon for a major to graduate without having taken more than one or two classes with a tenure-track faculty person. Unfortunately budget pressures necessitate putting GTFs as instructors. The average teaching load of full-time faculty in our department is 2/2.

Looking at ECO's recent use of FT/PT instructors:

ECO	FT tenure track	adjunct	lecturer	GTFs	majors (ug & MA)
Spr 2014 (planned)	24	14	4	5	
Fall 2013	23	18	5	5	556
Spr 2013	19	25	4	5	565
Fall 2012	28	21	5	5	590

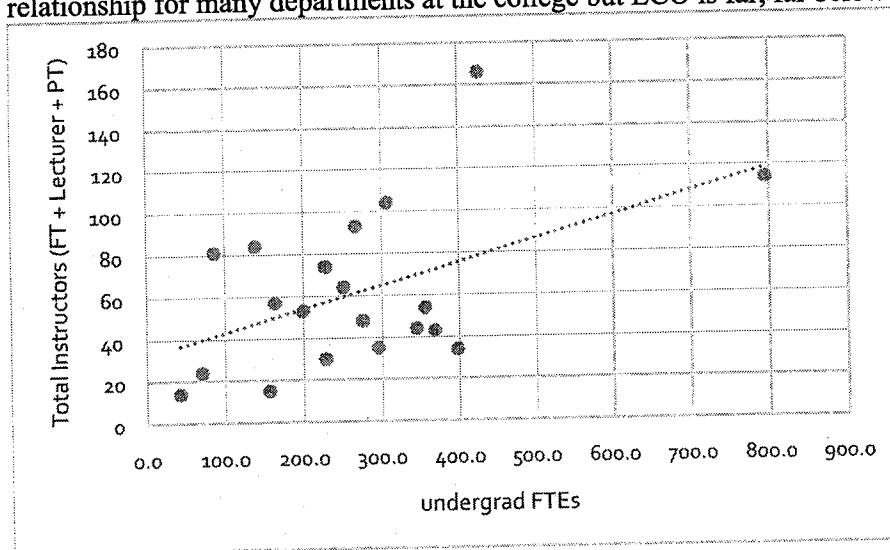
There is a clear downward trend in sections and therefore majors. From Fall 2012 to Fall 2013 there was a 14% cut in sections; Spring 2013 – Spring 2014 there is a 11% cut planned. This has already led to decreases in the number of majors since students who cannot get their classes change majors or leave the college. Pushing away students is bad for CCNY by a variety of measures such as retention as well as deleterious to the immediate budget. Current college policies must be forecast to further diminish enrollments.

- There is no rational incentive structure for faculty teaching doctoral classes; the VP for Finance admits that the current system has only perverse incentives and leads to poor outcomes. Currently the department has zero faculty teaching at Grad Center; if 2 faculty were to teach there the college would receive additional funds of \$32,000; these classes could be covered by adjuncts at a cost of under \$8000. VP Posman's current policy therefore is costing the college money as well as depriving faculty of positive interactions with PhD students, hurting research and future recruiting.
- Finally from the Chair's perspective, the regular scramble to either cut classes at the last minute (and try to accommodate those students who get their classes cut), or add a section or two at the last minute (trying to find a new adjunct with under a week before classes), adds a significant burden to the managerial task. This is time away from more

productive tasks such as planning ahead, mentoring junior faculty, advising students, and research.

Solutions

- **Faculty Deficit:** Since the department is so desperate for faculty it is difficult to judge just how many are needed. For a quick analysis (see spreadsheet attached), we take undergraduate FTEs and number of department faculty. There is clearly a rough relationship for many departments at the college but ECO is far, far below trend.



To get ECO to trend would require doubling the number of instructors; looking at just FT faculty this would imply a 50% increase.

[Note: the difficulty of finding this information, along with the history of conversations about various versions presented, leads us to infer that most faculty and administrators don't consider the problem in this way. Of course this is a simplification and other numbers could be judged to be more informative, but this would seem a useful beginning.]

- More classes could be filled if offered. The department keeps a spreadsheet of overtally requests; each semester there have been over 500 overtally requests. Average enrollments (in both undergrad and MA classes) were 36 in Fall 2013, 38 in Spring 13, and 35 in Fall 2012.

Infrastructure of learning space

Problems

- As for facilities, the pictures below of NAC 6150 tell it all. Housekeeping won't go in because of the farrago of cables that swathe the room. There is a network appliance jammed in back with fans that run very loud making it impossible for anyone in the back of the room to even hear.
- In addition, like everybody else in the NAC, we constantly operate in an environment of broken escalators, dirty windows, broken blinds, non-functioning wall clocks, antiquated and damaged classroom furniture, temperature extremes, dirty student bathrooms, heavy fire doors with malfunctioning (or broken) panic handles, etc

Solutions

- Similar to our solutions for IT, we suggest a simple procedure to communicate with facilities that holds them accountable for service requests and housekeeping.





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Department of English

To: CLAS Faculty Council Executive Committee
From: [REDACTED], Chair, English
Date: 30 October 2013
Re: Challenges to Teaching Excellence

In the interest of time and clarity, I have focused on only the most prominent challenges that the English department faces.

I. Information Technology

- A. Non-responsiveness to faculty member requests for tech support. A year ago, the Division lost its designated tech support staff. I have a folder full of faculty complaints about unresponsiveness by the centralized tech staff. Local support, tailored to the needs of the division and responsible to the dean would be more effective.
- B. My panel of five external reviewers were shocked to discover the lack of instructional technology in our classrooms, and they noted that this deficiency has kept our composition pedagogy a couple of decades behind-the-times. Smart Boards would enable us to do amazing work in lower-division composition classes and the college would see an improvement in student writing as a result. Such technology would be particularly effective in the workshop-model pedagogy that is central to FIQWS. The English Department should also have a couple of its own computer rooms for composition class use.

II. The Adjunct Budget

English has 110 adjuncts and 32 full-time faculty, which means that our staffing model aligns more closely with a Ph.D.-granting institution that relies on Ph.D. students to teach lower-division courses, than with our peer MA-granting institutions, even though we do not have Ph.D. students of our own as our adjunct corps. We simply need a better balance of full-time and part-time faculty.

Such a preponderance of part-time faculty poses serious problems with management and supervision.

To put this in context, we teach more sections of lower-division classes than any other department on campus. Our approximately 5900 annual enrollments in lower-division courses include the writing portion of the Freshman Inquiry Writing Seminar, a stand-alone Freshman Composition class, Writing-in-the-Disciplines classes (ENGL 210s), and a pair of World Humanities courses. Of the nearly 12,000 FTEs generated by the college each semester, the English department generates approximately 1,100. Yet all of this is supported with only 32 full-time faculty, and the vast majority of our lower-division classes are taught by adjuncts.

III. Infrastructure of Learning Space

- A. See technology, above.
- B. English's external reviewers were appalled by the condition and uncleanliness of classrooms, citing them as a likely source of low morale for both faculty and students. Prior to the start of the fall semester, I surveyed a random sample of 6-8 NAC classrooms used for English undergraduate classes. The following conditions were common to all of them:
 - 1. a smudge all around the room where shoulders and heads are against the walls, as well as scuffed and dirty walls;
 - 2. filthy floors;
 - 3. missing chunks of plaster;
 - 4. mismatched furniture;
 - 5. broken furniture (one classroom had a pile of desk tops in the corner);
 - 6. technology wire boxes dangling off the walls;
 - 7. missing acoustic ceiling tiles, sometimes with insulation batts hanging down from the opening.

TO: Executive Committee of the Faculty Council
FROM: French Department
RE: Budgetary Challenges and Proposals
DATE: October 28, 2013

My concern about classrooms is simple: most classrooms are dirty, if not filthy. They are rarely vacuumed, garbage is everywhere, etc.

Most classrooms need a coat of paint.

Most classrooms have mismatched and broken desks.

Most classrooms are dusty. Their floors are damaged and stained.

Many classrooms look like storage rooms (discarded furniture in the back, etc.)

I believe a weekly and thorough cleaning would do wonders (along with a quick daily cleaning for maintenance). Classrooms should be repainted every other year. All broken or discarded furniture should be thrown away.

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City College and Graduate Center, CUNY



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PROFESSOR & CHAIR OF HISTORY

MEMO TO FACULTY COUNCIL ON ISSUES AFFECTING TEACHING

Information technology

In history, information technology will not enable us to save money. We teach critical thinking, and that is necessarily a labor-intensive process. Consequently it is important that we retain small class sizes where faculty can work closely with students, encourage discussion and analysis, and devote time to developing students' writing skills both in class and through writing assignments.

That said, there are several important issues with our information technology that make classroom teaching more difficult:

- 1) Poor wireless system: the wireless system rarely works M-Th, making it virtually impossible to use the many free features of the web in the classroom, from the projection of images and digitized sources to the streaming of films, a simple impasse that greatly impoverishes our possibilities in the classroom.
- 2) There are consistently issues with the equipment in the smart rooms
- 3) iMedia can take 20-30 minutes to come to a classroom to resolve technology issues, and generally does not give a window to expect them. This interrupts a class's flow and leaves the professor unable to follow his/her lesson plan
- 4) We are being encouraged by the administration to develop hybrid courses but have concerns about the viability of this push given the technology issues facing the college.

Solutions

- 1) Install ports in classrooms to connect to the Internet through an Ethernet cable.
- 2) Expand the wireless network
- 3) Assign wireless networks by department; install a separate wireless network in departmental offices to be used for seminar rooms and nearby classrooms
- 4) Appoint a point person in iMedia for each department or division, and have that person provide a clear timeframe for when they are coming to resolve an issue. This gives the

instructor something tangible to work with, as opposed to “be there soon” which could mean anywhere from 5-45 minutes.

- 5) Ask iMedia to run short tutorials during faculty department meetings on how faculty can “quick fix” common equipment errors.

Adjunct budget

We have 25 full-time faculty members, of whom in any given semester approximately 5 are on leave or assigned elsewhere, and 20-25 adjuncts, depending on enrollment in the Gen Ed classes we offer (USSO and WCIV).

Currently we are being asked to cut our adjunct budget and this has raised a number of concerns. Cuts in the adjunct budget mean the elimination of course sections. Elimination of course sections means larger class sizes. Larger class sizes mean a different teaching approach, which will be detrimental to the students.

Larger class sizes and heavier teaching loads also prevent faculty from doing the research and writing that help the college maintain its stellar academic standing. Consequently, the reduction of the adjunct budget and a move to larger classes will result in the loss of research time for full time faculty and, in the long run, damage to the college’s reputation. This will have an impact on recruitment and retention of faculty members. Younger, talented faculty will look to leaving the college for places with more consideration of their needs.

Thus for the history department, the “adjunct budget” issue goes hand-in-hand with questions about class sizes. The history department recognizes the importance of having full-time faculty teach core classes and has asked each tenure-line faculty member to do so on a rotating basis in order to provide all students with access to full-time faculty and assist in cutting back the adjunct budget. However, increasing class sizes will make this tactic less viable for maintaining our current pedagogical standards—i.e., focus on writing, small group work, oral presentations, and discussion. A humanities faculty member cannot give students individual attention necessary for the development of writing and critical thinking, in a class of 50, let alone in a class of 80. The larger class sizes necessarily require a shift to traditional lectures, less writing and critical thinking exercises (or their elimination entirely), and less direct interaction between faculty and student.

Solutions

- 1) Include more history electives in the Pathways curriculum, which would enable full-time faculty to continue teaching the electives in their fields, and encourage students to take these courses for Pathways credit. This could then shift the focus from WCIV/USSO,

staffed mostly by adjuncts, to smaller history electives staffed by full-time faculty, in which students receive individual attention.

- 2) As we move to reduce the adjunct pool, we should simultaneously give consideration to full time faculty who are productive scholars in terms of release time, so that they can be both effective classroom teachers and continue to produce the first-rate scholarship that gives City College its outstanding reputation.

Infrastructure of the Learning Space

- 1) We have a shortage of lecture halls and seminar rooms -- and virtually no lecterns, anywhere.
- 2) The projector is often placed in the center of the room and shines directly into the eyes of the lecturer. A podium on the side of the room would make lecturing easier.
- 3) Temperature control (NAC rooms are often extremely hot or cold, and faculty have no means of adjusting temperature). The hot rooms are especially not conducive for learning, because students find it more difficult to stay awake.
- 4) Chairs/desks: there are often not enough of them in a room.
- 5) Room size and class sizes are often not equivalent: classes with 25 students are often assigned to tiny rooms that barely can fit 15; and classes with 50 students have students who have to sit, literally, on the floor or steps.

To: CLAS Faculty Council Executive Committee
From: Department of Interdisciplinary Arts and Sciences (at CWE)
Re: Budgetary Challenges and Proposals
Date: November 5, 2013

TOPIC 1. Information technology

Because of its location at the Center for Worker Education (CWE) at 25 Broadway, the Department of Interdisciplinary Arts and Sciences has excellent resources for technology. CWE has state-of-the-art classroom podiums and computer labs, which means that faculty can integrate technology into our classes in innovative ways and that students have access to up-to-date computers and adequate IT support. Additionally, due to funding from CCNY's Title V grant, we have been able to run a faculty development workshop series for faculty interested in teaching online or hybrid courses; this program has been very successful. The Title V grant has also funded a technology specialist, who works one-on-one with students who need assistance using Blackboard or need to learn computer basics and with faculty interested in using Blackboard or otherwise integrating technology into their courses.

TOPIC 2. Adjunct and instructional budget

The recent round of adjunct budget cuts magnifies a problem that has affected our small department for some time. The problem is that, when faculty members get release time or are on leave, the department is often not reimbursed for the cost of the adjuncts needed to replace them. For example, this year, we have 12 full-time faculty members, two of whom are on leave (sabbatical and scholar incentive award), five of whom are receiving PSC new faculty release time, one of whom is teaching a course at the Grad Center, and one of whom is getting a course release from the Title V Grant. This does not even take into account faculty members serving as program heads or getting release time for other projects. But the release time/leaves listed are all ones for which the College receives some reimbursement (or should), and it seems that the department should get at least some of that reimbursement to cover the cost of replacement adjuncts.

The release time mentioned above is the equivalent of 20 classes over the course of the year (keep in mind that at CWE, most of our classes are 4 credits, so uptown it would = 26-27 classes). As we usually offer roughly 75 classes per semester, the loss of full-time faculty teaching hours without replacement funds has quite an impact, one that is only compounded by the recent adjunct budget cuts. We have had to reduce the number of course offerings for the Spring semester, and I have had to limit the number of adjuncts teaching two courses, as we cannot afford the office hour that adjuncts get for teaching 6+ hours. This makes it more difficult to retain our more experienced and successful adjuncts, and forces many of them to take

on an additional adjunct course elsewhere, which means they are stretched thinner and gives them less time to devote to their CCNY classes.

This situation raises several questions. For example, when the Grad Center pays money directly to the College when a faculty member teaches at the GC, shouldn't some of that money be directed to the department's adjunct budgets? Does the College receive funds from CUNY for the PSC new faculty release time, sabbaticals, and scholar incentive awards? If so, shouldn't some of that money be added to the department's adjunct budget? If the money does not come directly to the department, it seems to me that the % of faculty who are on leave or getting new faculty release time should be taken into account when the adjunct budgets are determined.

TOPIC 3. Infrastructure of learning space

As in Topic 1 above, due to our location at 25 Broadway, we do not experience the infrastructure problems common on the uptown campus. We moved into a newly renovated space in 2007, and our classrooms are clean, freshly painted, and adequately appointed. The cleaning services are regular and thorough. Student and faculty satisfaction with the space is high, which fosters a positive learning environment.

TO: Executive Committee of the Faculty Council
FROM: MCA Department
RE: Budgetary Challenges and Proposals
DATE: October 28, 2013

The MCA Department is made up of six communications programs and the Journalism minor. Of these, three were approved by both Faculty Council, CCNY and CUNY administrations over the past 5 years.

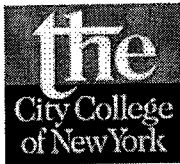
To say that these programs are operating with "one hand tied behind its back" is an understatement. How can a communications department provide the necessary services to both faculty and students when the information technology is barely functioning? The result has been particularly embarrassing as the BIC Graduate program, which began classes this semester, could not provide appropriate tech services and, as a result, a class had to be moved to the Adjunct's workplace.

Specifically this lack of tech support in addition to the current cutback in adjuncts and on-going infrastructure problems has resulted in the following:

1. **Internet at Shepard:** Ad PR faculty have either NO internet connection in their offices, or it goes at a snails pace, which makes waiting impractical. The email in faculty offices takes anywhere from twenty minutes to an hour to load. Consequently, faculty choose not to be in their offices since they can't work! This is not good for their productivity, students or our program.
2. **Internet Access:** Using Internet-housed info in classrooms is also severely hampered by no or slow Internet access in Shepard. It is frustrating to students and faculty alike. Using either the wifi on their laptops or the connection at the Instructor's station, students have been unable to download presentations from our online course platform. Note: these were NOT large files. Our new end-run has been to ask students to upload from home (or NAC) a day before class and bring material on a flash drive. In Shepard 310, the room was designed as a "smart classroom." Yet nothing works correctly resulting in professors not being able to present prepared material.
3. **Software:** We have no budget to provide students in the Ad PR program (BA in Communications) access to current software programs that are industry standard. The programs we have are out of date and the system does not have the speed to quickly download necessary apps which enable certain sites to work. Flash, for instance, took over an hour to load (should take a few seconds). And then Flash needed to be downloaded again the following week for some reason. No big hassle except that the system is unable to load it quickly enough -- class is over by the time it loads! YouTube won't run without it.

It would be nice if we actually got a tech fee budget that reflected our legitimate needs. In fact, what tech fee budget that had existed is now being parsed among other departments. Being that it is so inadequate, internecine warfare is erupting between departments.

4. **Adjunct Budget Cut:** We are no longer able to provide electives that expose students to the expanded industry shifts happening at lightning speed in communications. Further, required course sections for our required gateway course (MCA 101) are being severely cutback. There's lots to teach, but no money to do it.
5. **Infrastructure-Learning Space:** For the film/video programs this is huge. Because of the rapid growth of other programs in our dept., they no longer have designated screening rooms for film/video. Those two rooms (291 and 491) are booked solid by other programs for use as lecture halls. Also 291 is not soundproofed or lightblocked, has HVAC issues and is unreliable for internet-streaming. Then there are lab issues. BFA and MFA editing need a necessary updating of their labs, due to the changing technology and the need to migrate over to AVID, which will mean some renovation on the fourth floor for security purposes. But the biggest problem with labs is simply lack of space, or more accurately the way the space is designed is no longer the best utilization of it.
6. **Infrastructure-Ad/PR and BIC:** While BIC began operating this fall, the program does not have adequate space for faculty and new grad students. The noise from the external work on Shepard has been a huge detriment to our learning environment with the drilling and closed off windows. Professors have had to cancel classes as a result. While the first floor of Shepard, the Great Hall and Sh 250 are impressive and well taken care of, the remaining classrooms and offices are filthy and an embarrassment. Mold and water issues continue to be a problem effecting equipment and jeopardizing one's health. You really have to question how CCNY could be rated among the top colleges by Princeton, Forbes, or whomever.



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October 30, 2013

TO: [REDACTED]
FROM: [REDACTED], Chair FLL
RE: The impact on teaching excellence, in the Department of Foreign Languages and Literatures, of:

I. INFORMATION TECHNOLOGY

A. Existing Problems

1. Making sure that the laptops and the hardware involved with it for the use of the computer in the classroom are always in good condition. Many times there are many minutes wasted putting it together when some of the computers are damaged.

2. Wi-Fi is too weak in classrooms and drops often. This is very disruptive and discourages instructors from using it.

3. Faster computers are needed.

B. How Problems Inhibit Teaching Excellence in FLL

1. Instructors end up wasting time in class, trying to get equipment to work.

2. Ultimately, instructors just stop using a/v equipment altogether, because they expect it will not work.

C. Creative Solutions

1. I.T. must be upgraded. There is no creative way around this.

II. THE ADJUNCT BUDGET

A. How many faculty and how many adjuncts do you have in a typical semester (i.e. what is the percentage of adjuncts?)

1. FLL has 24 full-timers in a typical semester (teaching 37 sections) and 34 adjuncts (teaching 34 sections).

2. 52% of our courses are often taught by adjuncts (almost all of these are Gen Ed requirements).

3. Adjuncts typically make up 58.6% of our total faculty.

B. The average teaching load of the faculty.

1. Almost all adjuncts teach only one 5-hour course per semester.

2. On average, our professors teach 18 hours per year.

3. On average, our lecturers teach 24.6 hour per year.

C. How many full-time faculty do you believe your department needs (not wants) to adequately run your departments (in other words, what is the faculty deficit?).

1. FLL needs 4 more full-time faculty to run our department (1 in Asian Studies—South Asian lit/cult; 1 in French—Medieval/Early Modern; 1 Italian—(Modern lit/cult; and 1 in Spanish—Latin American lit/cult).

2. FLL also desperately needs a CLT. We have a very active language lab, but no one to run it. We have been making do with work-study students and rotating our departmental assistants—a woefully inadequate solution.

3. FLL desperately needs a “HEO” line of some sort. Our highest ranking assistant is an “aHEO.” We then have a college assistant. The skills of our staff are not current (our main person does not know how to send or forward email!!).

III. INFRASTRCTURE OF LEARNING SPACE

A. Existing Problems

1. The number of the computers in the FLL language lab should be equal to the number of students in a given class. We have 24 computers (four of which freeze). Students always have to double up currently.

2. The FLL language lab has several computers that do not work or that freeze once started. The computers also have very old software installed (ca. 2000).

3. Elevators do not always work properly or are too slow. When wheeling a/v equipment to class, this makes the instructor arrive late. Often our classes are back-to-back, so we cannot build in extra time for this.

4. Class room space is too small for 40-student classes. It is unsound pedagogy to have more than 25 students in a language course. It is practically impossible to use the communicative approach in a class of 40 students. It is also a fire hazard.

5. Need for more smart classrooms.

6. Most classrooms are dirty (need vacuuming, painting, and boards washed).

7. Many desks are broken, mismatched, have missing parts.

8. Some classrooms have discarded furniture in the back.

B. How Problems Inhibit Teaching Excellence in FLL

1. The large enrollment caps in FLL of 40 inhibit teaching excellence. The various CUNY colleges representatives reported at the CUNY Council on World Language Study meeting (October 25, 2013) that, at their respective colleges, the caps were as follows:

- Hunter 30
- Baruch 33/35
- Hostos 30
- Lehman 22 (even though sometimes they place 25)
- Brooklyn 30
- York 25
- La Guardia 25
- CSI 30
- Queensborough CC 30

2. Dirty and broken furniture/classrooms lower morale and create an atmosphere of low expectations.

3. Large class enrollments make teaching ineffective. Students will not learn well or enough. Also, it makes them want to transfer to other colleges where enrollments are lower.

C. Creative Solutions

1. A creative solution to the number and age of the computers in the FLL language lab is to have our techs take the computers apart and install more memory. Also, we could designate an office at CCNY to receive older computers whenever an instructor gets his/her computer upgraded. Some of these older computers are still much newer than the computers in the language lab. In general, we could recycle our hardware more and not throw it out. We could also have our techs recondition it rather than spending money on new equipment.

TO: Executive Committee of the Faculty Council
FROM: Music Department
RE: Budgetary Challenges and Proposals
DATE: October 28, 2013

1. The Music Dept OTPS budget is 2% smaller than ten years ago when I insisted that it be established rather than begging the dean for money every week when bills needed to be paid.
2. As part of the Leonard Davis Center activities we used to partially subsidize the private lessons of our BFA students to the tune of 50%. Over time the price of lessons has gone up but the stipend has stayed the same so now we are only subsidizing about 30%.
3. Because we cannot save any money from year to year we are unable to establish a savings account to refurbish our pianos in a timely fashion. We have 37 pianos some of which need to be replaced, others need major overhauling, and about half just need timely refinishing.
4. The carpeting in our classrooms is now 20 years old and in serious need of replacement because they are all filthy, ripped, and moldy.
5. We need more full-time faculty members. For example, our senior music historian left three years ago and has not been replaced. Our Sonic Arts program has grown into the premier program in CUNY but still only has two professors and a whole bunch of adjuncts.

This will give you an idea of what we live with on a daily basis. If you want more, just ask.

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TO: Executive Committee of the Faculty Council
FROM: [REDACTED], Department of Philosophy
RE: Budgetary Challenges and Proposals
DATE: October 28, 2013

TOPIC 1. Information technology.

Majors. More than one member of Philosophy has experienced difficulty getting an accurate list of majors. We have to request that information. Why doesn't IT put us in touch with it directly? And why do double majors not count? We want a way of getting access to a total list of Philosophy majors including those for whom Philosophy is the second major. This is a well-defined matter of information technology that the College ought to be able to budget for.

TOPIC 2. Adjunct and instructional budget.

General Information. This semester (fall 2013) full-time faculty members in Philosophy are teaching 54 credits, or 6.13 credits per instructor. Adjuncts are teaching 81 credits, or 60% of the total.

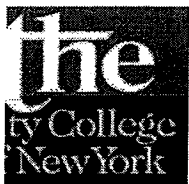
Even this is a misleading figure inasmuch as many adjuncts have classes of 35 students per section. These sections are too large; but then, if they were more moderate (28-30 students per section) the percentage of credits being carried by adjuncts would only increase.

Prospects. In point of fact the situation is more positive than it might appear, as Philosophy will hire new people this year. Assuming a happy outcome to our search process, we should be able to bring the percentage of sections taught by adjuncts down to 40-45%, with smaller sections.

TOPIC 3. Infrastructure of learning space.

Larger lecture rooms. For over a decade, Philosophy has used jumbo lecture settings for its introductory courses. These have many advantages for students, above all the advantage of being taught by a full-time faculty member. And faculty members like organizing their material into lectures more formal than usually found in lecture courses. But the College has neither enough lecture halls, nor enough space in the existing ones. We need regular access to classrooms that seat 100 – 250 students, or our own good-faith efforts to staff jumbo sections will have been in vain.

Better classrooms. More generally we face the problem of inferior teaching conditions: Overheated or stuffy classrooms, classrooms without windows, classrooms with whiny loud ventilation, classrooms with acoustics reminiscent of *Get Smart's* Cone of Silence. Money would be well spent on seminar rooms with a large table around which to sit.



Department of Physics

██████████, Chair

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Issues affecting teaching excellence

A compilation of the issues that are currently affecting or are likely to affect in the future the quality of teaching in the Division, and specifically the Physics Department, is presented below, along with discussion or suggestions on how to deal with them. The items have been contributed by Cory Dean and James Hedberg (the majority), as well as Marilyn Gunner and Hal Falk.

1) Unacceptable conditions of the large lecture rooms located on the entry level of Marshak building.

Importance of the Marshak Lecture Halls.

MR1, MR2 and MR3 provide a critical teaching space for the CCNY community. Due to the large seating capacity of these rooms, they provide an essential space to accommodate large enrollment classes and are therefore heavily used by all departments. Physics and Chemistry for example use these lecture halls for all of their freshman level courses for classes taught to both the Science and Engineering schools. Table 1 shows an approximate estimate of the student use of these rooms, based on yearly enrollment.

Table 1: Estimates of Marshak lecture Hall usage by department (numbers are approximated by maximum student enrollment allowed each year)

Department	Course	Room	# sections	total students
Chemistry (fall semester)	Chem 103	MR2	5	720
	Chem 104	MR2	3	450
	Orgo 1	MR2	1	150
	Chem & Society	MR2	1	100
	Biochemistry	MR1	1	50
	Physical Chemistry	MR1	1	50

Chemistry (spring semester)	Chem 103	MR2	5	720
	Chem 104	MR2	3	450
	Orgo 1	MR2	1	150
	Chem & Society	MR2	1	100
	Orgo 2	MR1	1	140
Physics (each semester)	Chem & Society	MR1	1	70
	Phys 207	MR2	3	300
	Phys 208	MR2	3	300
Biology (each semester)	Bio 101	MR2	16-19	299
	Med 102	MR1	1	60
Sophie Davis Medical School (each semester)				

Given that several thousand student bodies cycle through these lecture rooms, often to participate in mandatory introductory courses, it would be difficult to find any student attending the CCNY campus who has not experienced a class in at least one of the Marhsak lecture Halls, particularly at the first year level.

Given the enormous use of the space, the rundown, decrepit and generally unpleasant nature of these lecture halls is surprising and unacceptable. These rooms represent a teaching space that services the entire CCNY community, and the courses taught in these spaces at the freshman level often set the tone of the education the students will expect to receive throughout their time on campus.

Issues with the current space

The lecture halls are currently in an embarrassing state of disrepair. A brief survey amongst physics faculty who teach in these rooms quickly identified the following issues.

- **Non-functioning control panels are scattered across the stage.** These large, electrically unsound, and out-dated remnants of a non-working AV system cause visual obstruction and distraction to both the instructor and student, prevent a full range of motion on stage and inhibit the instructor during class, and obstruct classroom demonstrations. Furthermore, these electrical panels contain exposed wiring and gas lines with leaky valves, presenting a clear safety hazard.
- **Audio/Visual:** The AV equipment is out of date and poor quality. Modern, high resolution projectors are needed.
- **Seating:** Several chairs in the rooms are broken and unsafe to sit in. In at least one room, the entire first row of seating is unusable as the view to the blackboard is completely obstructed

- **Flooring:** The floors are covered with a carpet that is in drastic need of removal. It is torn, stained, and generally disgusting. One faculty member commented, "I hesitate to touch it with my bare skin".
- **Rodent control:** Several faculty have reported the appearance of a rat on the lecture stage during class. Not only is this disgusting and unsanitary. This kind of occurrence disrupts the teaching environment and contributes to the extreme negative attitude of both the faculty and students towards the space.

Why these issues matter

The United States Department of Education conducted a survey in 2000 to examine the effects of poorly maintained and decaying building infrastructure on student education. Some highlights of their reported findings are given below

Impact on students

- ...after controlling for other variables such as a student's socioeconomic status... **students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition.** (Edwards, 1991)
- Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to **5 percentile points lower in buildings with lower quality ratings.** Achievement also appeared to be more directly related to cosmetic factors than to structural ones (Cash, 1993)
- Hines found that student achievement was as much as **11 percentile points lower in substandard buildings as compared to above-standard buildings.** (Hines, 1996)
- ...concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. **Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems** in one cited study. (McGuffey, 1982)

Impact on Teaching

- ... teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors [affecting their teaching] (Lowe, 1988)
- Physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment.... **Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on**

that building." (Corcoran,1988)

- **In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration**, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning. (Corcoran,1988)
- "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. **Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility.**" (Corcoran,1988)
- "The tacit message of the physical indignities in many urban schools is not lost on students. **It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them.**" (Carnegie Foundation, 1988)

Solutions:

Our request is to provide resources to revitalize the infrastructure and aesthetic environment of the Marshak lecture Halls. A relatively small effort in this regard would have substantial positive impact on the attitude of both the students and faculty using this space on a daily basis, and potentially improve drastically the overall quality of education students receive at CCNY.

To be clear, this is **not a call for a major renovation, or 'technological upgrade'** for the classrooms, rather this is a simple request to **bring the lecture halls up to a standard of cleanliness and order** that both we as faculty and our student body would be proud to call a space for the pursuit excellence in education.

References

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Edwards, Maureen M. (1992). Building Conditions, Parental Involvement and Student Achievement in the D.C. Public School System. Unpublished Master Degree Thesis, Georgetown University, Washington, D.C. (ED 264 285).

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Lowe, Jerry M. (1990). The Interface Between Educational Facilities and Learning Climate. Unpublished doctoral dissertation. College Station, TX: Texas A&M University.

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2. The Adjunct budget

The adjunct budget for the summer session needs to be separated from that of the rest of the year, or we should look at money in vs. money out for the summer. Thus, we should not lose money in the summer but adjunct budgets in a successful summer session should not absorb money from the rest of the year.

In science we use adjuncts in fall/spring semester to teach labs and run recitations/tutoring. They are not used very much to teach classes. In addition, most of the money (at least in physics) goes towards our required support for PhD students. We train the graduate students to teach here. Thus, the adjunct budget has 2 roles to support undergraduates and graduate education.

3. Equipment, technology and infrastructure

Right now the CCNY internet is so slow that it is very difficult to use any web resources during teaching. There are few resources for bringing computers or needed scientific technology into Physics labs. For labs, technology is not just computers and there is essentially no support for replacing equipment. CLAS voted last year for lab fees, which hopefully will be collected this spring. The challenge will then be to have the flexibility to spend this money on needed equipment (the CUNY rules for spending lab fees is extremely restrictive).

4. Library

If the CCNY Budget stopped not the CCNY Library being able to maintain subscriptions to e-journals, and, in particular, to SpringerLink, that would have substantial negative impact. During any semester, the CCNY Library should have in its reserve book collection, one copy of the primary text adopted for each course for that semester. A CCNY Library book budget barely exists. For example, it was previously the case that CCNY Physics Department was invited by the Library, on an annual basis, to propose book titles for purchase. The budget for that was roughly \$1500. In recent years that budget seems to have vanished.

5. Mathematica licenses

Undergraduate students are able to benefit from the CUNY Mathematica Site License. Continuing funds should be provided so as to maintain that Site License.

TO: Executive Committee of the Faculty Council
FROM: Political Science Department
RE: Budgetary Challenges and Proposals
DATE: October 28, 2013

Dear Executive Committee Members:

As required by the CLAS Faculty Council Resolution, the Department of Political Science solicited faculty input on how the status of information technology, classroom infrastructure, and the adjunct budget affect the delivery of the curriculum. Requests for input were made by email and at a one department meeting. The following memo distills the general sense of the department.

I. Infrastructure

The Political Science Department's top concern is infrastructure. We cannot teach students well if we don't provide comfortable, tidy, well maintained classrooms with good climate control and AV facilities. Nor can we recruit/retain our best students, who will be drawn to places that provide a better setting for learning. Students, particularly graduate students, feel that the environment is not respectful toward them.

Some specific examples cited by faculty were:

1. Many classrooms are dirty and shopworn and hence not conducive to professional, orderly, and scholarly discourse. A large rat ran through one class disrupting it.
2. Large classrooms for our jumbo courses (100-220 students) are not available or not ideal for such courses.
3. Insufficient seating resulting in classroom interruptions as students must drag chairs and desks from other classrooms into their own, or as students from other classrooms interrupt classes in progress to drag out chairs.
4. The available chairs and desks are poor quality and in most classrooms appear to be sized for high school rather than college students. Graduate students in the professional MPA and IR MA programs feel that squeezing into small desks and chairs—that are often broken and unclean—is demeaning.
5. Ventilation is inconsistent and causes rooms to frequently become extremely hot and humid. Students are visibly uncomfortable and this distracts them from learning.
6. Chalkboards are infrequently and ineffectively cleaned and maintained. There is often no chalk or erasers.

The Department suggested the following ways to address the problems:

1. Make this a priority in the strategic plan.
2. Examine the adequacy of budgets for the relevant offices.
3. Commit to a triage-based plan of action, which specifies targets and dates for reaching them.

4. Include criteria for evaluating administrators, especially in the Facilities Department.

II. Information Technology

Many members of the department noted that Internet speeds are so slow in some "smart classrooms" that the Internet is effectively inaccessible. No one in the department has ever been able to get the audio to work. In short, the AV systems prevent the delivery of much classroom content—the sort of content available today at most other institutions.

Furthermore, many faculty felt that iMedia did not serve their needs well. Some complained that the staff were unhelpful and rude. Others noted that cumbersome procedures wasted time. On a number of occasions faculty have tried to use laptops borrowed from iMedia only to get to class and discover that the machines didn't work. Most of our faculty now bring their personal laptops from home and use them instead.

Solutions:

1. Desktops are a lot more reliable than laptops, and often cheaper. The college should scrap the cumbersome laptop-rental system and put desktops into the classrooms.
2. Could the Internet be made to work at least in one building, say the NAC?

III. Adjunct Budget

Between 33 and 50% of all courses offered by Political Science during a typical semester are taught by adjuncts. This is primarily the result of inadequate faculty lines, faculty vacancies caused by retirement or death, and the assignment of faculty to assist other programs such as FIQUIS, International Studies, the Honor's College, the master's Program in Public Service Management, the Master's Program in International Relations, and the CUNY Graduate Center. Typically Political Science offers 30 classes (including two jumbo classes) per semester, capped at 30-33 students per class. The two jumbo courses are required of all majors and also serve to meet the college Perspectives requirement: American Government and Politics (approximately 220 students per semester) and Ideas and Issues (approximately 180 students per semester). Virtually all Political Science courses fill to capacity with a relatively long waiting list of students hoping to obtain an open spot when students withdraw from the class.

The recent 20% cut in the adjunct budget forced the department to slash its course offerings for the spring by three classes and consolidate what used to be smaller classes (Ideas and Issues) into larger jumbo courses. We have had student needing classes to graduate in the major being closed out. If the department is not granted additional faculty lines and the cuts in the adjunct budget continues, we will be forced to cease participating in FIQUIS, the CUNY Graduate Center, and other "service" courses that help the college and CUNY system.

TO: Executive Committee of the Faculty Council
FROM: Psychology Department
RE: Budgetary Challenges and Proposals
DATE: October 31, 2013

- Too great a reliance on adjunct instructors to teach major requirements.
- No departmental control of adjunct budgets, thus giving departments little incentive to reduce adjunct costs.
- Insufficient number of lecturer lines to hire full-time faculty devoted to undergraduate education.
- Dearth of College-wide training and professional development for adjunct instructors.
- Inordinate delays in providing office space to incoming faculty members (e.g., in Psychology, the last three faculty members hired waited over one year before offices were made available to them).
- Poorly staffed and inadequate system of student advisement, which provides students with inadequate guidance in course selection and career planning.
- Inadequate faculty staffing to support student internship opportunities.
- Inadequate procedures for maintaining and replacing faculty office computers.
- Intermittent access to Blackboard.
- Poor wireless access in Aronow Theatre.

TO: Executive Committee,
CLAS Faculty Council
FROM: Department of Sociology
DATE: November 24, 2013
RE: Teaching problems related to classrooms/facilities and adjunct budgeting.

Sociology faculty teach largely in NAC, Shepard, and Harris and described a number of problems with classrooms and facilities that affect teaching.

General disrepair, maintenance, and space issues:

- noise from corridors because they are used for socializing, phone calls, etc. during class periods
- temperature control/extremes (often requires open classroom doors and thus noise)
- carpets (filthy and/or trip risk)
- vermin (cockroaches and mice)
- clocks (none or broken)
- broken ceiling tiles
- leaks
- uncollected garbage in the rooms
- warped chalkboards in some rooms
- absence of dry erase boards

Classroom furniture.

Faculty furniture. Desks are often makeshift and unsuitable, broken, or unmovable. Some are full size, with drawers rather than simple tables on casters (easily rearranged to avoid a common disruption at the start of class). Chairs for faculty desks are sometimes unusably broken or, from one class to the next, have been removed.

Student chairs (chair-desks). The constant shortage of student chairs is a serious problem.

Apart from the often broken and unusable chairs, there are constant shortages of chairs in most classrooms, sometimes from one class to the next. Sometimes there are too few chairs because they have been poached by neighboring classes or for use by students in hallways (which, as public spaces, creates a noise problem for teaching). When the scramble for chairs is unsuccessful, disruptive in itself, students resort to sitting on radiators or window ledges.

While there are too few chairs overall, a few classrooms have so many that it's uncomfortable and a real problem for giving examinations. There is apparently no rational assignment of chairs to rooms: almost all rooms could accommodate more chairs (and for many rooms, many more chairs).

Overall number of student chairs and overtalls.

The assignment of chairs to rooms as indicated in the registration systems is used inaccurately as a measure of a room's capacity. This is a problem because the "number of seats" is the basis for decisions about overtallys. Faculty have no authority over these decisions. They are made exclusively by the dean's office, we are told, because of space limitations. Yet the dean's staff does not use accurate information about room capacity.

Overtallys are conventionally the discretion of faculty and should be removed from the dean's office. If there were an adequate number of chairs overall there would be less disruption of class scrambling for chairs or resorting to ledges and radiators. Also, an adequate number of chairs would remove the questionable assertion by the dean's staff that the limited "number of seats" in each course requires control of the overtally process. This would allow the authority for overtallys to be returned to faculty, which would also allow us to address, however slightly, the overwhelming student demand for classes (described below in relation to the adjunct budget).

Technology in the classroom.

Some faculty are discouraged to the point of giving up using technology in their classes. Those who still do are unhappy with the services and facilities.

Internet use is virtually impossible in many classrooms because of poor Wi-Fi and the punishingly slow hard line connections, even in "smart" classrooms. Even so-called smart classrooms do not have all the necessary equipment on-site and faculty must deal with I-media. (Some lecture halls with equipment are absent remote controls.)

I-media makes getting computers, projection equipment, and so forth, too onerous. Having to retrieve and return the stuff is a tremendous inconvenience and with some courses, given the schedule, simply impossible.

The I-media procedures are burdensome and the office often seems unconcerned about faculty needs and schedules. Some faculty complained that the recent long overdue implementation of a web-based request system is far more burdensome than it need be, in part because of what appears to be a gratuitous emphasis on security issues. In person, I-media staff are often curt and unresponsive.

Other CUNY colleges have a staff of work-study students who deliver and pickup equipment from classrooms and, if needed, help set it up. This would be particularly sensible at CCNY because getting equipment to and fro requires a great deal of time, especially in the NAC.

Department issues.

There are a number of space and facilities problems in the department. Some are listed below. Efforts to address various problems have not been successful.

- lack of a common space for students
- a dedicated computer lab (for student use and as a classroom)
- inadequate faculty computers and in some cases, as with the chair, no computer at all

- telephone line capacity to enable the copy machine to function as a scanner
- suitable faculty office chairs. Some faculty resorted to purchasing their own ergonomic chairs after unmet requests.

Adjunct budget.

The recent reduction of the adjunct budget has exacerbated extant problems in sociology. Our classes fill as soon as registration begins and spring 2014 is no exception. However, the possible reinstatement for spring 2014 of one of the two adjunct lines lost is still inadequate to student demand (for courses at all levels and for major requirements). For years, students have complained about being shut out of courses which affects the progress toward completing major requirements and graduation. Although there are other factors that have contributed over time to way the department has aimed to meet student demand, we simply do not have the teaching resources to offer enough courses or enough slots in offered courses (as above, a problem that would be eased slightly if faculty controlled overtally).

The longstanding problems posed by severely limited teaching resources have become particularly apparent now that the department is attempting to address a number of persistent internal issues. We have undertaken an effort to overhaul the department's unique offerings, including connecting with other departments and programs as the Powell School takes off, to address fairness in distribution of faculty duties, to develop for the first time systematic advising and student support systems. These goals could be more readily achieved with more teaching resources and the time frame of implementation is affected by even more cuts in the adjunct budget.



THE CITY COLLEGE
of
The City University of New York
Convent Avenue at 138th Street
New York, New York 10031

Professor [REDACTED]
Chair, Department of Theatre & Speech

Tel: 212 650-7043/6666
Fax: 212 650-5934
Email: [REDACTED]

Dear CLAS Executive Committee:

Again, apologies for the delays in getting this memo to you.....and I hope that I'm conveying the kind of information that you're gathering....

There are a number of impediments to excellence that we face in our Department, and like many other Departments, our first concerns regard the **Facilities**. For example:

1. Many of the classrooms in Shepard where we teach Speech have such terrible acoustics that it is a burden to teach there.
2. We simply do not have ENOUGH space to do the work that we do. In addition to classroom teaching, our Theatre students are perpetually requiring space to rehearse material for Acting and Directing classes, and all of our studio spaces are usually taken up with classes that are being taught.
3. The number of weeks that we used to be assigned in Aaron Davis Hall in order to mount our production season has been cut back, making it difficult to accomplish the physical elements of our productions.
4. A coat of paint, and the replacement of broken furniture would, I believe, be a small but significant contribution to recruitment and retention.

The second area, tangential to Facilities, is **Staff**:

1. We used to have a CLT assigned to the Department, who was responsible for – among other responsibilities – maintaining our lighting and sound equipment; training and mentoring students in technical aspects of the theatre; supervising and maintaining classrooms, prop rooms, rehearsal and performance spaces; and designing lights and

- sound for certain productions....but he was not replaced after he left in the summer of 2012. As a result, much of our equipment has fallen into disrepair.
2. There used to be a dedicated technical staff at Aaron Davis Hall for our productions, but the number of people available to us has dwindled, and now those staff members have additional Aaron Davis Hall responsibilities that take their time away from accomplishing what needs to be done in order to make our productions happen.

And third, needless to say, is **Budget**.

Our Department has more Theatre Majors and Minors combined than we ever have, and while the price of physical items (such as lumber to build the sets for our shows) has increased, our Department budget has been cut on a yearly basis.

I wish I had more creative solutions to these challenges, but the simple and uncreative solutions would be: Additional space; staff to maintain those spaces; and an end to the yearly cutting of our Department budget.

Please contact me, if you need more or different information; and good luck carrying the good fight forward!

All my best,

[REDACTED]

Chair, Department of Theatre and Speech

[REDACTED]

Barriers to Excellence: IT

The Faculty Council sponsored a short online survey of instructors to assess the relevance of aspects of IT as a barrier to excellence in teaching and research. In a few weeks we received 128 survey responses after our email invitation delivered via department chairs. This is about a 14% response rate (of approx. 300 fulltime and 600 adjuncts) as of Nov 20, 2014. In spring the Faculty Council highlighted responses from department chairs who lamented the poor quality of IT; this survey demonstrates that the concern is widespread.

We asked instructors to give letter grades (A to F, without plus or minus) to aspects of IT. These responses are tabulated below, on the usual 4-point scale of GPA.

How would you rate ...	GPA	N
the quality of wi-fi in classrooms?	1.5	114
the quality of wi-fi in your office?	1.7	110
your experience with CCNY's email?	2.0	124
your discipline-specific support?	2.3	96
your experience with 'smart' classrooms?	2.3	107
your most recent experience with IT's Help Desk?	2.3	111
your experience with Blackboard?	2.6	115
your most recent experience with iMedia?	2.7	98

"For most of our students, the first step toward getting ... work done is to get off campus. That dynamic is bad for every aspect of the College's culture."

There was a section for additional responses as well.

The overwhelming anger was at the dreadful quality of wi-fi on campus although other aspects of the tech experience were flagged as problems. Many instructors reported that the low quality of IT on campus has a substantial negative impact on the quality of instruction. They also pointed out that the college's inability to provide basic services has the effect of sending students off campus (see comment in table). Faculty noted that the low quality of IT also impairs their ability to conduct research.

This failure of IT is not necessarily a reflection on individuals in IT services. Many faculty sympathize with the plight of trying to serve tremendous needs with drastically insufficient resources and several

commented favorably about particular staff members. The problem is structural. Many instructors compared their experience at CCNY unfavorably to other CUNY schools.

While the college once had a more transparent account of how student Tech Fee revenue (\$3-4 million/yr) was allocated and departments were allowed to submit proposals for allocations, we currently have no accounting of the Tech Fee budget and no submission of Tech Fee proposals, thereby negatively affecting our academic excellence. Furthermore, the divisions once had dedicated IT support staff, but these staff members have now been centralized and are no longer responsive to the diverse needs.

Report and analysis by for the Faculty Council of the City College of New York

BARRIERS TO EXCELLENCE FOLLOW-UP SURVEY RESULTS 2015

March 5, 2015

Background

- Update from last year's survey
 - Focus on infrastructure, A/V issues, classroom space/scheduling, and adjunct/budget issues
 - Not on IT
- Total number of surveys completed: 57
- Total number of departments represented: 14

The improvements

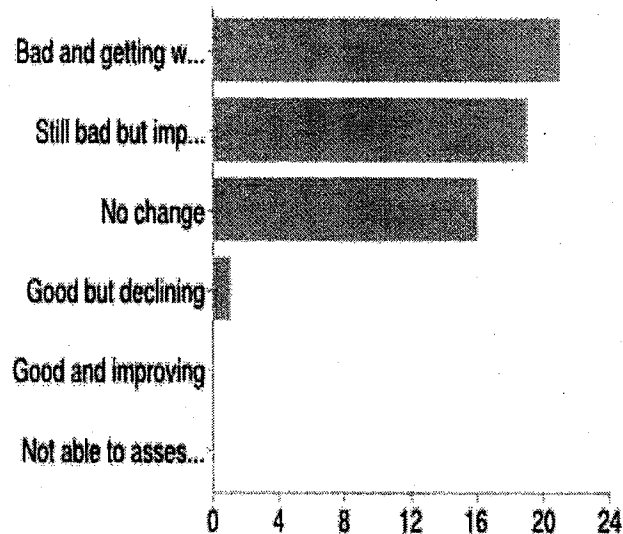
- Renovations from last year
- Specific staff (Kofi in AV and the janitorial staff – particularly Mark – in Shepard)
- AV getting new equipment/on-line request system

And yet...

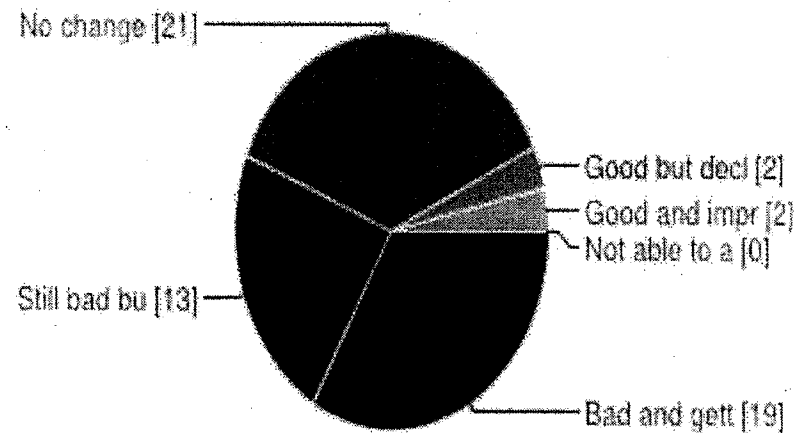
- Renovations from last year
 - Not complete (renovated classroom with leaky ceiling and/or temperature/insect issues)
 - Negatively affect teaching capability (smartboard replacing whiteboard in Marshak 117)
 - AV check-out system and service still problematic

Infrastructure

1. How would you compare the overall current state of the classrooms, hallways, labs, elevators and escalators to last year?

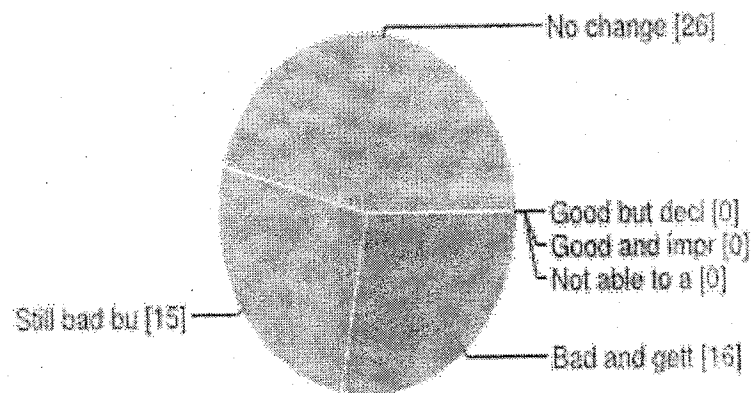


2. How would you assess the cleanliness of the floors, carpets, walls, furniture, bathrooms, as well as timely garbage collection, as compared to last year?

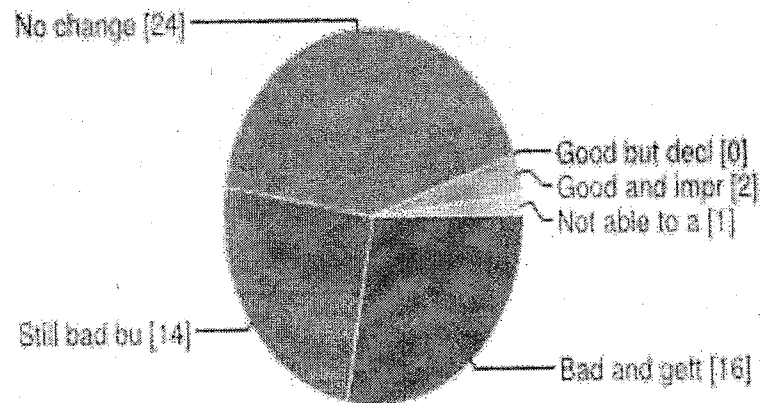


Infrastructure

3. How do you find the condition of the classroom furniture (e.g., broken/discarded, not enough chairs) as compared to last year?

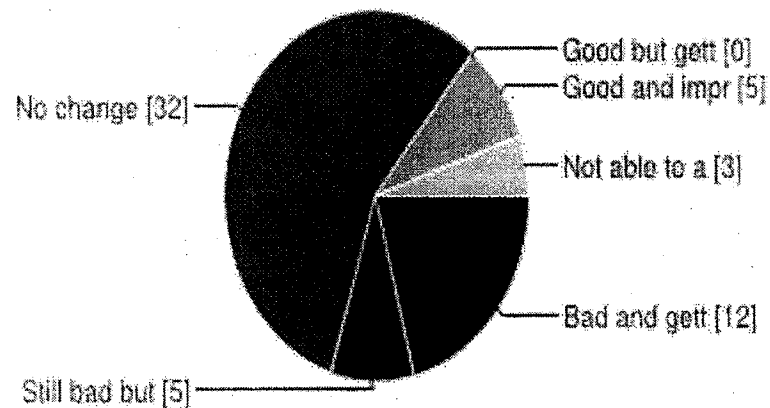


4. How would you assess the HVAC and noise issues as compared to last year?

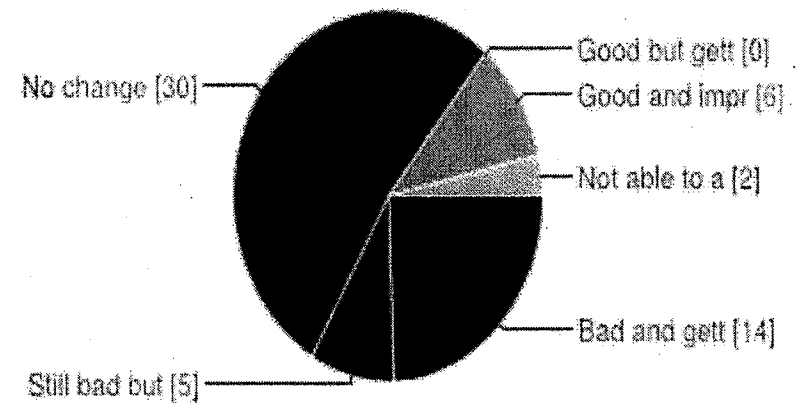


AV issues

5. How would you rate the availability and quality of a/v equipment on campus, compared to last year?

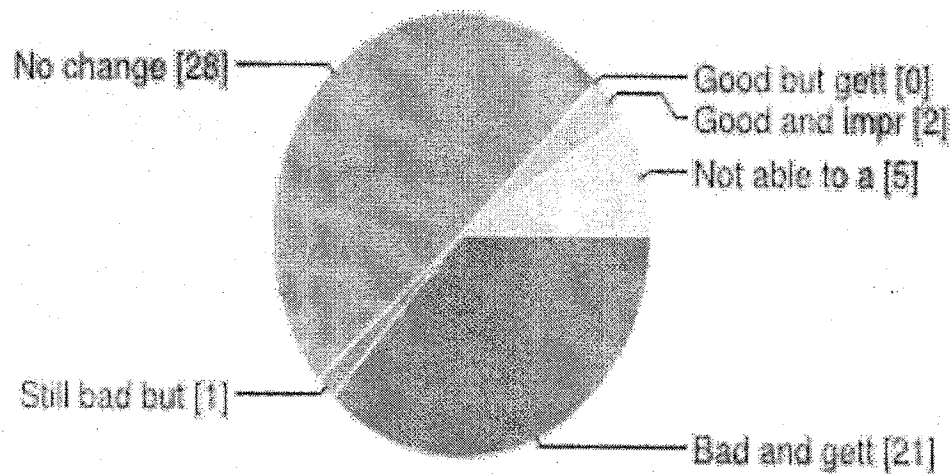


6. How would you assess the availability and quality of a/v support for teaching as compared to last year?



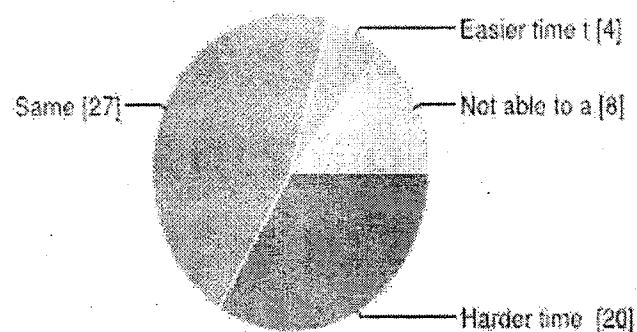
Classroom Issues

How would you rate the availability/scheduling of classroom space compared to last year?

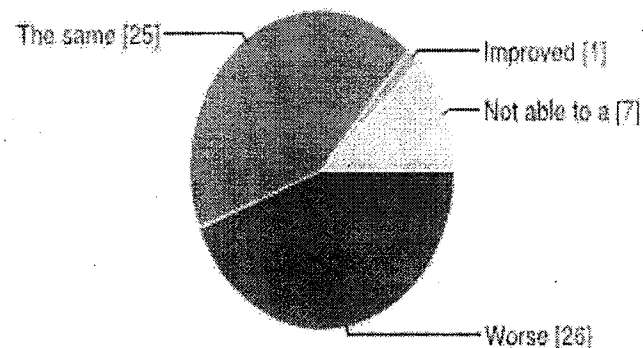


Adjunct and Budget Issues

How would you assess your department's current ability to use adjuncts, as compared to last year, to maintain your course offerings?



How would you rate your department's timely receipt of funds and control over its budget, compared to last year?



To summarize...

- “When you start from far, far below acceptable and improve slowly, it's both possible to see significant change AND to be discouraged and repelled by the state of things, at once.”

**THE COUNCIL
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Name: Christine L

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I represent: CUNY-CUNY

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Name: Cindy Brink

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I represent: PSC Brooklyn

Address: _____

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Panel

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Name: Judy Bergtraum

Address: Vice Chancellor for Facilities

I represent: CUNY

Address: 205 E. 42nd St.

**THE COUNCIL
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CUNY Panel
2 of 3

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Name: Matthew Sapientza

Address: Chairman Chief Financial Officer

I represent: CUNY

Address: 205 E. 42nd St.

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Name: Dr. Rudolph Crew

Address: President - Medgar Evers College

I represent: Brooklyn

Address: _____

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Date: 1/12/2017

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Name: Robert Farrell

Address: _____

I represent: PSC at Lehman College

Address: 61 Broadway, NYC 10006

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Name: James Davis

Address: _____

I represent: PSC at Brooklyn College CUNY

Address: 61 Broadway, NYC 10006

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☐ in favor ☐ in opposition

Date: 1/12/2017

(PLEASE PRINT)

Name: Barbara Bowen

Address: _____

I represent: PSC

Address: 61 Broadway, NYC 10006

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: ~~1/12~~ 1/12/2017

(PLEASE PRINT)

Name: Lindy Bink

Address: _____

I represent: PSC at NYC Tech College

Address: 61 Broadway, NYC 10006

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☐ in favor ☐ in opposition

Date: 1/12/17

(PLEASE PRINT)

Name: Diana Barington

Address: 515 W 15th Street

I represent: CUNY University Student Senate

Address: 146 W 37th St

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL CUNY
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 1/12/17

(PLEASE PRINT)

Name: Robert Lemieux

Address: Executive Director, Facilities Mgmt

I represent: CUNY

Address: 20

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