

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON HIGHER EDUCATION

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HELD AT: Committee Rm-City Hall

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[gavel]

CHAIRPERSON BARRON: Good morning. I'm

Inez Barron, the Chair of the Committee on Higher Education and I would like to welcome you to our hearing on the fiscal 2018 preliminary budget and the fiscal 2017 preliminary mayor's management report for the city University of New York. We are joined by Mathew Sapienza, CUNY's Senior Vice Chancellor and Chief Financial Officer; Judy Bergtraum, Vice Chancellor for Facilities, Planning and Management, we'd like to thank you for being here today. Well before we get into the meat of today's hearing, it is Women's History month and I would just like to share with you a brief vignette of one of my hero's, one of my shero's [phonetic] and that person is Mary McLeod Bethune, she was an educator, a statesman, and humanitarian and became part of the black cabinet as it was called and one of the reasons that I'm so impressed by her is that she was one of 17 children, most of her siblings had been born into slavery but in 19... in 1897 with just one dollar and 50 cents and a commitment to raising the educational opportunities for black children she started what has become Bethune

Cookman College in Florida. So, I just wanted to take that time to highlight her during this time of Women's History month. To the topic for today, the fiscal 2018 preliminary budget of 1.1 billion dollars covers operating expenses for CUNY's programs at the seven community colleges; Medgar Evers and city college as well as two Hunter College campus schools. Our focus today is on the city's proposed budget for our community colleges. CUNY sees a 51.6 million dollar increase from the fiscal 2017 adopted budget thanks to its collective bargaining agreement with a professional staff congress. The preliminary budget supports an overall head count of 6,348 pedagogical and non-pedagogical employees across the community colleges and Hunter College campus schools. It includes 1.1 billion dollars for operations at the community colleges and 17.6 million for the elementary and high school plus 35 million in state aid for the senior colleges. The preliminary budget recognizes no tuition increase for fiscal 2017 however the state's fiscal 2017-18 executive budget proposes to instate a new... institute a new tuition increase schedule allowing SUNY and CUNY to raise in-state

tuition by up to 250 dollars a year over the next five years contradictory at the... for me at the same time, the governor has also proposed a new Excelsior Scholarship Program that is supposedly going to eventually cover tuition for all New Yorkers with a family income below 125,000 dollars. As an advocate for the return to free tuition for all CUNY students and looking forward to the task force that's going to be implemented to look at that program I'm perplexed by the seemingly in congress proposals and I look forward to discussing them both with CUNY today. Of course, we are primarily here to discuss the city budget, I'm interested in hearing updates regarding variety of CUNY programs ranging from the university's highly regarded ASAP Program to the council's Merit Based Scholarship Program. As always, I look forward to discussing faculty and staffing issues including questions about efforts to hire a more diverse body of instructors. We are also here to discuss CUNY's fiscal 2017-2020 capital commitment plan and its ten-year capital strategy. The capital commitment plan includes 489.9 million dollars to support campus renovations whereas the ten-year capital

strategy only includes 358.8 million dollars. We recently had an oversight hearing dedicated to capital planning and issues in CUNY campuses and I'm pleased to have the opportunity to follow up now. Before we begin I would like to take a moment to thank my staff particularly Indigo Washington, my legislative director; Joy Simmons, my chief of staff and CUNY liaison; Jessica Ackerman, senior finance analyst to the committee; committee policy analyst Chloe Rivera; and our council for today, Aminta Kilawan, thank you so much and we have member... Council Member Cabrera, who is a member of the committee whose here as well. And at this time, I'm going to ask Counsel to give you the oath.

COMMITTEE COUNSEL KILAWAN: Would you both please raise your right hand, do you affirm to tell the truth, the whole truth, and nothing but the truth in your testimony before this committee and to respond honestly to council member questions? Thank you.

CHAIRPERSON BARRON: Thank you, you may begin.

MATTHEW SAPIENZA: Thank you. Good morning Chairperson Barron and members of the

higher education committee. I am Mathew Sapienza, CUNY's Senior Vice Chancellor and Chief Financial Officer. I'm joined by Judy Bergtram, Vice Chancellor for Facilities, Planning, Construction, and Management and we're also joined here today by our very talented CUNY colleagues who are here to help us respond to any questions that committee may have. We appreciate the opportunity to speak with you about the Mayor's fiscal year 2018 preliminary budget and its effect on the city University of New York. We are at a pivotal moment in our history and one of opportunity and great optimism, we are embarking on a new strategic framework, a comprehensive vision, and set of strategies that will result in better performance and even greater success for our students. The strategic framework is called Connected CUNY because our future success depends on how well we collaborate across the university and with our many partners including government, the public schools, other universities in the private sector. We have designed and will be launching new initiatives that will increase the number of high school students prepared for college level studies, get the large numbers who aren't

1 fully ready through our remediation programs more
2 effectively, improve graduation rates at our
3 colleges so that more New Yorkers will enjoy the
4 benefits of a quality diploma, and we will offer
5 more internships and other experiential learning
6 opportunities so that CUNY graduates will enjoy
7 improved career prospects. Chairperson Barron and
8 members of the committee your strong and continuing
9 advocacy for our students who are attending in
10 record numbers and graduating at increasing numbers
11 is more vital than ever. We very much appreciate
12 and need our partnership with both the city and
13 state as we persistently strive to fulfill CUNY's
14 historic mission to provide a broadly accessible,
15 affordable, high quality education to all New
16 Yorkers but especially those from low-income and
17 underrepresented groups and immigrant populations.
18 We are very grateful that our funding partners
19 share these goals. The city council merit
20 scholarships and funding for the application fee
21 waivers for New York City public high school
22 students illustrate this commitment. From the
23 state, we fully support the governor's proposed
24 Excelsior Scholarship Program which will make
25

college more affordable and reduce debt for middle class students and the passage of the State Dream Act which will extend financial aid and other benefits to CUNY's many undocumented students. Our efforts continue to bear positive transformational results. A recent groundbreaking study by a group of respected economists part of the Equality of Opportunity Project ranked universities by economic mobility and quantified the opportunities that CUNY students enjoy as summed up in a New York Times article quote, "The new data shows, for example, that the City University of New York system propelled almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined", end quote. In addition, a new report from the Education Trust also recognized the efforts at CUNY to close gaps for underrepresented groups. The Education Trust is a non-profit organization that advocates for minority and low-income students and found that nationally graduation rates of black students lag behind those of white students by 22 percentage points. The report also described what some

institutions are doing to close this gap and specifically cited John Jay College which graduates black students at rates higher than white students. CUNY's nationally acclaimed accelerated study in associate programs, ASAP is the universities most successful initiative in raising degree completion rates and positioning students on the path of upward mobility and if I could editorialize for a second, I'd just like to say it's not only the university's most successful initiative in raising degree completion rates at community colleges but it's also the nation's most successful initiative in doing, in doing so. ASAP offers comprehensive support services and financial resources that remove barriers to full time study, build student resiliency and support timely graduation, results have been remarkable. To date the average three-year graduation rate among ASAP students is 53 percent compared to 23 percent for similar students. The national urban community college three-year graduation rate is 16 percent. Seven years after beginning 64 percent of ASAP students had earned an undergraduate degree compared with 42 percent of similar students. The Wall Street

Journal just last week published an article about replication efforts at colleges in Ohio, California, and Indiana and we are in the midst of an expansion of the program to 25,000 students including transforming Bronx Community College into a fully ASAP college. There are many more examples of CUNY's efforts to effectively serve a diverse student population. Just this past week the New York Times described the work going on at Brooklyn Colleges Feirstein Graduate School of Cinema which is located at Steiner Studios in the Brooklyn Navy Yard. It is the only school in the country built on a working film lot, the tuition at Feirstein costs about a third of other film schools and as the Times reported quote, "Though the Feirstein tuition is low budget the facilities are not", end quote and just as importantly the schools mission is to serve women and minorities. Women make up half the student population and typically underrepresented groups make up 45 percent. Now let me speak to the city's preliminary budget, we are very pleased that the city's financial plan includes significant and ongoing support for our collective bargaining agreements with our faculty and staff. These

agreements are critical to our ability to recruit and retain top notch faculty and staff. This additional funding combines with prior plan increases for ASAP expansion and new programs to improve and enhance access is a key factor in our efforts to increase retention and graduation rates. We are extremely grateful to the city council particularly the higher education committee for securing resources in this year's budget for the city council merit scholarships. We will ask for your advocacy again as funding for this critical student support program was not including in the FY '18 preliminary budget. This initiative provides financial aid to students who graduated with an 80 average from New York City high schools and who maintained a B average at the University. These merits based awards are available to deserving students at both the senior colleges and community colleges and are a significant contribution to our efforts to speed time to degree. They demonstrate to our students in a tangible way that their city makes it possible to pursue an excellent post-secondary education right here at home. We look forward to working with you in ensuring that these

financial aid awards are protected. Additional needs to support CUNY's ongoing efforts to complete... to increase completion rates are highlighted in our fiscal year 2018 budget request. We are seeking city investment and significant endeavors, the first is related to support for associate degree programs at our comprehensive colleges. The amount provided for these programs has remained constant at 32.3 million dollars since 1995. Simply applying the higher education price index over that time period would have meant an additional 28 million dollars in annual recurring support. We are also requesting 35 million dollars for our faculty partnership for student success initiative. As part of the recent collective bargaining agreement with the Professional Staff Congress the union and the university agreed that it is committed to a shared goal of reducing the annual undergraduate teaching contact hour workload for full time classroom teaching members of the instructional staff by three teaching contact hours. A labor management committee has been convened to develop a plan to reduce the contractual teaching load by three hours. The

reduction to contractual teaching load is designed to allow faculty more time for mentoring, student and academic advisement, office hours, and research. Enhancing support for faculty to mentor and to interact with students in small groups to provide both academic and career advisement is critical to enhancing completion rates and student success. Our request also includes the bridge to completion student affordability initiative. While New York's tuition assistance program, TAP program is one of the best financial aid programs in the country it is generally limited to only eight semesters. Due to work and family obligations many of our students are not able to complete their degrees in eight semesters. This is also especially true for students who start at a community college and articulate to a senior college as a result thousands of CUNY students are in good academic standing, are close to graduating but yet no longer TAP eligible. The, the Bridge to Completion Initiative will provide financial support to those students who have lost their TAP eligibility or are within 30 credits of graduation. While financial assistance is often critical in our student's

abilities to complete their programs adequate preparation for college is equally essential. While the city Department of Education has raised its graduation rates substantially since the turn of the century many new graduates are not yet ready for the academic rigor of college courses. While all students who have been able to attain a high school degree or a GED have a place at CUNY, true access is impeded by the inability of many of them to begin taking credit bearing courses. We are committed to improving our remediation programs using innovative evidence based best practices. As CUNY refines its approach to developmental education it will work closely with city DOE leaders, policy makers, and school level staff to ensure that the new approaches are understood by students and those who support them. Improving the effectiveness and rigor of developmental instruction and thereby eliminating some barriers to degree completion will be a major area focus in the years ahead. CUNY has a long history of innovative practice and continues to engage in research that is leading to significant pedagogical and curricular improvements. Outcomes from these

educational innovations and developmental instruction have garnered national attention and adoption of CUNY created programs across the nation. Let me turn now to the state budget, CUNY's request to the state includes a three-year community college base aid funding increase of 250 dollars per student full time equivalent each year. The current base aid level is 2,697 dollars per FTE down 382 dollars in inflation adjusted dollars from the fiscal year 2009 level of 2,675 dollars. So, the current year base aid level from the state for community college students is only 22 dollars per student higher than it was in 2009. The increase that we're requesting coupled with enrollment changes would generate an additional 10 million dollars in fiscal year 2018. This request is a multiyear effort to restore state funding and increase it to a level that will enable it to adequately support community college operations and provide funding for strategic investments that will improve student outcomes and we are also hopeful that the senate and assembly will restore funding for ASAP in child care centers. CUNY's financial plan for fiscal year 2018 approved by a board of

trustees includes an extension of the predictable tuition policy. No one likes tuition increases, however a predictable tuition plan helps ensure financial stability for the university, allows families to plan ahead, and provides important funding for academic programs and student services. CUNY used the revenues from the previous predictable tuition plan to directly benefit students, over this time frame approximately 1,000 new faculty lines were created. The benefits of these investments are clearly evident as both enrollment and graduation rates increased. Even with these increases that, that we're proposing CUNY's instinct tuition will continue to be well below the average for public universities in the country and combined with New York's TAP program it will keep college affordable to all our residents. In order to support those in need it is the university's intent to limit tuition increases at the community colleges to 100 dollars per year however for the second straight year we are committing to a freeze on community college tuition rates if our funding request is met through other sources. CUNY serves 274,000 degree students and

269,000 adult continuing education students. 58 of our... 58 percent of our students receive federal Pell Grants, 39 percent are from households whose incomes are less than 20,000 dollars, and 42 percent are the first in their families to attend college. Chairperson Barron and members of the committee the university deeply appreciates your continued commitment to a high-quality community education which is the vehicle that these students rely on for the path of upward mobility. We look forward to working with you as the budget for fiscal 2018 is developed. I'd now like to ask Judy Bergtram, Vice Chancellor for Facilities, Planning Construction Management to talk about CUNY's capital budget.

JUDY BERGTRAM: Good, good morning. I'm Judy Bergtram, Vice Chancellor of Facilities, Planning, Construction, and Management at CUNY. It's a pleasure to be here today and I'm happy to have this opportunity to discuss with you our capital budget. The city council's been an outstanding partner to CUNY and especially, especially to our community colleges by providing support for critical maintenance work in major

new buildings. In recent years, your support has been instrumental in helping CUNY to complete the north hall new quad at Bronx Community College, a major expansion of the Medgar Evers's Library, creation of a new dining facility at Queensborough Community College and the creation of the Feirstein Graduate School of Cinema, Brooklyn College, all projects that are much added space and enrich those campuses with modern, well designed facilities that inspire students. Also with your support we've been able to start new designs on the Allied Health and Science building, a Hostos's Community College. This major facility will provide modern classrooms and science labs for the college's, college's Allied Health Program which provides essential work force development. In addition, it will house a dental clinic that will provide students with practical experience and furnish the community with expanded service. In recent years, the council has provided over 250 million to CUNY and funded over 100 projects in particular at the community college where the need is the greatest. Because of your generous

support of critical maintenance funding, funding CUNY has been able to address some of the most challenging critical maintenance issues at these campuses. As you all know from our previous discussion achieving a state of good repair with the system is the ultimate priority for us. All of this is important timely because as we improve our physical facilities CUNY is implementing a new vision, our strategic framework which will significantly improve performance for New Yorkers. Through a broader ray of initiatives, we will make sure more high school students are prepared for college, we will ensure that far more students get their diplomas in a timely manner and we will provide more internships and other opportunities for CUNY graduates to receive invaluable work place experience which will help launch them on promising careers as soon as they leave our campus. We are also expanding our capacity for offering online courses for adult, adult learners so they will be able to obtain the skills needed to advance or change careers. It is an exciting optimistic time at CUNY but the work on our facilities continue it is integral to

realizing those important goals. For instance, we are making excellent progress on one of our largest critical maintenance projects, construction of the new façade at LaGuardia Community College center three building. This enormous building is 100 years old and its façade must be replaced if the building is to, to be preserved. I'm happy to report that we expect the complete construction of this 123-million-dollar project by the beginning of the year... of next year, I believe... of what will be a community treasure. We will also... we are also near completion with phase one of the major library expansion at LaGuardia. Other critical maintenance projects that have benefited from council funding are the ongoing campus wide utility at Bronx Community College, we are in, in phase four, only two more to go, a complete replacement of the electrical system at Queensborough Community College so that they no longer have blackouts in their buildings. The phased renovation after completing the fifth floor and bathrooms and numerous other roof replacements, correction of ADA's deficiencies,

central plant upgrades, and heating and cooling system upgrade. The council has been generous to our senior colleges as well by providing funding for new programs, special initiatives and equipment. Recently you provided support for phased library renovations at Lehman College; equipment for our science lab at City Tech; upgrade of student lounge space at Medgar Evers; upgrade to IT infrastructure at the city college, and soccer field improvements at both Staten Island Queens. We thank you for these commitments and hope you, hope you appreciate how they will, how they will do to support our new vision and approved performance on behalf of our students. One of the great innovative programs improving graduate rates at CUNY is the ASAP Program. I want to provide you with a brief update on the status of implementing ASAP Program space at the community college and the participating senior college. Last year we received seven million... a seven-million-dollar contribution from the Mayor which we anticipate receiving a state match this year. In addition to the... another 1.5 in the January plan. We will use these funds for

renovations that will provide space for counselors who will assist students in studying on track including homework assistance, study groups, and scheduled review sessions for individual courses. Construction of dedicated space for ASAP continues to move forward thus far the phase one projects have been completed at Bronx, CSI, Kingsborough, Medgar Evers, City Tech, and LaGuardia. Work is underway to lease and renovate 26,000 square feet for the BMCC and 25,000 square feet for Hostos. At Queensborough ASAP's second phase will construct a four thousand square foot addition to a building on a campus to house this program. Why is that support so important, as you may know ASAP improves a three-year graduation rate by more than double to about 55 percent and now other community colleges from Ohio to California have asked us to help replicate that program. The Wall Street Journal just published a fascinating article on the growing awareness of the ASAP's strength. I am also pleased to tell you that we are planning to expand our space in Inwood for CUNY in Heights Program associated with Hostos Community College

and the Borough of Manhattan Community College. This expansion will allow us to continue to increase vital higher education services to the community providing many career ladders to educational attainment and careers. We are happy to report all this activity but must emphasize that critical maintenance continues to be a major capital priority at our community college campus and we are still in need of your support. We have over seven million square feet of community college facilities, three quarters of which is 40 years old. The most serious needs remain infrastructure system that supports facilities operations. Continued degradation of these systems can lead to costly emergency repairs and in some case major system failures. 750 million is needed to keep the backlog of deferred maintenance from growing so you will continue to see requests for critical maintenance funding from our college. This year approximately 200 million in identified projects need funding to cover critical maintenance items such as fire alarms, roofs, boilers, heating, ventilation, and air conditioning and facades and windows. In

addition to critical maintenance funding we are seeking additional city and state funding for the Hostos Allied and Science Building that I mentioned. Additionally, we're requesting funding for another important initiative, we're requesting 50 million for a new facility for Guttman Community College. On behalf of all of us at CUNY let me thank you again for your support of our capital program, a critical element in helping us achieve the great success rate for our students under the new strategic vision, vision. The funding you have provided is helping us work towards the state of good repair on our campuses and is also helping us to ensure that we provide facilities to support strong academic programs that meet the needs of the student in the city. We look forward to working closely with you on the budget in the weeks ahead, thank you.

CHAIRPERSON BARRON: I want to thank the panel for coming and for their testimony and we do have questions and I'll ask my colleagues to join in as well. In regards to the 2017-18 state executive budget which the governor has proposed and he's talking about providing for

families at 125,000 dollars or less, what is the impact that TAP has in regards to assisting students in particular categories, income levels? We know that there are income cut offs for TAP so what is the impact on TAP in terms of addressing what the Governor is proposing?

MATTHEW SAPIENZA: Well right now Chair and the, the maximum, the maximum income to be eligible for TAP is 80,000 dollars...

CHAIRPERSON BARRON: Okay...

MATTHEW SAPIENZA: So by including in the Excelsior proposal families whose incomes are 100,000 dollars' students who are not now eligible for TAP will be eligible for the excelsior scholarship and that income level will raise to 125,000 dollars in two years, it'll, it'll grow... it'll be a phase into 125,000 dollars. So, what the Excelsior Program will do is students and their families who are not now eligible for TAP will be eligible to receive the Excelsior Scholarship and help defray the costs of tuition and, and fees.

CHAIRPERSON BARRON: So this... do you see any benefit in the Excelsior Program for

students who are getting TAP and who are getting Pell when we consider the fact that there's an extensive cost that's associated with textbooks, with travel... [cross-talk]

MATTHEW SAPIENZA: ...uh-huh... [cross-talk]

CHAIRPERSON BARRON: ...with meals, with housing, is there any benefit then to students who are making... in, in that income range getting TAP, is this excelsior program bringing any benefit to them at all?

MATTHEW SAPIENZA: It, it is because those, those students who receive TAP especially as you get close to that 80,000 income level they're not receiving the full TAP award, the full TAP award currently is 5,165 dollars so some students are only receiving a partial TAP award, some students are only receiving a, a partial Pell award depending on their income level and the... their net assets of, of the student and their family so excelsior will help provide supplements to those students who are getting partial TAP and Pell awards so it, it will be beneficial to those students as well.

CHAIRPERSON BARRON: I'm going to come back to that but how many students in CUNY are currently receiving enough assistance through Pell grants and TAP grants or other scholarships to attend tuition free?

MATTHEW SAPIENZA: So right now about 57 percent of our undergraduate in-state students, so these are undergraduate resident students receive a sufficient amount is... as you said Chair Barron; Pell, TAP, other scholarship awards to attend tuition free, it's about 57 percent. Now if you also consider that many of our students receive federal tax credits because they are paying tuition out of pocket and you include that as an offset to tuition the number increases to about 65 percent but 57 percent currently are getting enough Pell, TAP, and other scholarship awards to attend tuition free.

CHAIRPERSON BARRON: And can you explain what's meant by the term first dollar in as opposed to last dollar in?

MATTHEW SAPIENZA: Sure, so when a student gets their tuition bill the assistance that a student will receive whether it's TAP or

Pell will be applied to that, what the Excelsior Scholarship is proposing to do is to be the last dollar in so after TAP is considered and after Pell is considered whatever is outstanding would be covered by the Excelsior Scholarship and that's where the term last dollar in comes from.

CHAIRPERSON BARRON: Which is... be... which would be more... which would be more beneficial to students who are low income in terms of benefiting from the scholarship, tuition assistance?

MATTHEW SAPIENZA: In terms of last...
[cross-talk]

CHAIRPERSON BARRON: ...first dollar in or last dollar in?

MATTHEW SAPIENZA: Well you know last dollar in will be beneficial to the sense because it will help them get across the finish line, you know whatever's left go over that TAP and Pell or not covering it as I said earlier TAP... you know we certainly feel that there can be improvements to the TAP program and, and as I mentioned in my testimony the limitation of eight semesters is something that we've recommended in the past to

be looked at but it is one of the most generous programs in the country when you look at other state financial assistance for higher ed..

CHAIRPERSON BARRON: Go ahead..

MATTHEW SAPIENZA: So, so, so TAP is a very generous program, you know many of our students receive Pell but as I said there are limitations to both TAP and Pell not only from.. for semester based but also in income based and so excelsior will help fill that gap and get them, get them across the finish line.

CHAIRPERSON BARRON: And do graduate students get any of the benefits from TAP, are they allowed to.. [cross-talk]

MATTHEW SAPIENZA: No, they.. [cross-talk]

CHAIRPERSON BARRON: So it does not apply.. [cross-talk]

MATTHEW SAPIENZA: ...do not... [cross-talk]

CHAIRPERSON BARRON: ...to graduate students?

MATTHEW SAPIENZA: Correct.

CHAIRPERSON BARRON: And how many students graduate from CUNY without ever having directly paid tuition on a percentage basis or do you have that for last year or the previous year?

MATTHEW SAPIENZA: I'm not sure if we have that data but... [off-mic] thank you...

CHAIRPERSON BARRON: Thank you. The Counsel will swear you in.

COMMITTEE COUNSEL KILAWAN: Would you please raise your right hand. Do you affirm to tell the truth, the whole truth, and nothing but the truth in your testimony before this committee and to respond honestly to Council Member questions?

JIM MURPHY: I do.

COMMITTEE COUNSEL KILAWAN: Thank you.

JIM MURPHY: So in answer to your question it's very difficult to determine how many students actually graduate in four, five, six years without ever having to pay tuition because many of them run out of financial aid along the way, which I think Vice Chancellor Sapienza covered in his budget. We do know that only about 20 to 21 percent, slightly up this

year, students who graduate from CUNY, graduate with student loan debt.

CHAIRPERSON BARRON: Okay, could you explain that to me again why it's difficult to determine the number of students... [cross-talk]

JIM MURPHY: It's... so TAP for instance is, is a four-year program... [cross-talk]

CHAIRPERSON BARRON: ...right... [cross-talk]

JIM MURPHY: ...and students... many students attend longer than four years so even though they had four years of TAP coverage... [cross-talk]

CHAIRPERSON BARRON: ...right... [cross-talk]

JIM MURPHY: ...their fifth year they may not have TAP coverage, Pell is extended for six years but sometimes the Pell alone would not give them the benefit of covering full tuition.

CHAIRPERSON BARRON: And we don't have a way to calibrate and count the... [cross-talk]

JIM MURPHY: ...it... [cross-talk]

CHAIRPERSON BARRON: ...number of... [cross-talk]

JIM MURPHY: ...it would... [cross-talk]

CHAIRPERSON BARRON: ...students...

[cross-talk]

JIM MURPHY: ...be extremely difficult to do that, I mean extremely difficult, it would take a lot, lot of work, we... a lot of man hours, I don't know that we could do that.

CHAIRPERSON BARRON: I have always think that since we're in the age of technology and we can fly to the moon and we can do all kinds of great things and come back and... that we can do anything here on earth that can be done, we can have the technology to do that so we'll, we'll perhaps to look to see how city council might be able to assist you in finding out what that would be but thank you so much for that.

JIM MURPHY: Thanks.

CHAIRPERSON BARRON: Hold on... I'm sorry, we need you to state your name for the record, we didn't get your name for the record please, I'm sorry.

JIM MURPHY: Jim Murphy.

CHAIRPERSON BARRON: [off mic] Jim Murphy, okay, thank you. If the state budget

ultimately includes the excelsior scholarship program the first year of implementation would begin in September and would apply to student's whose families who earn less than 100,000 dollars by the universities estimate how many students would qualify for the scholarship in that first year?

MATTHEW SAPIENZA: Right, Chair Barron we don't have that data yet, we are working on that to try to identify how many of our students would be eligible in year one and as soon as we have that data, you know we'll share it with, with council and, and with finance staff and we're also hopeful that it'll also create a behavior change in that more students will register for 15 credits because that's one of the, that's one of the provisions of the excelsior scholarship and we certainly want to encourage students to take 15 credits to help improve time to degree rates so we're working on... in terms of... looking at our current population how many of those would be eligible so as soon as we have that data we'll share it with you.

CHAIRPERSON BARRON: Then I guess the next question is how many more students can CUNY accommodate in September, what kind of provisions have to be made to hire staff, we... I'm sure bursting at the seam as I've seen it... as I've seen in visits to colleges so how many more students can you accommodate beyond what you projected to be there?

MATTHEW SAPIENZA: Right and it...
[cross-talk]

CHAIRPERSON BARRON: ...in the facilities... [cross-talk]

MATTHEW SAPIENZA: ...and... [cross-talk]

CHAIRPERSON BARRON: ...that are presently open?

MATTHEW SAPIENZA: No, I understood and I know that's a concern that's been raised as part of this, part of this proposal but, you know my opinion is this, this, this would be a good problem to have, we want more students to come to CUNY, you know we've had record enrollment and, and certainly from 2011 to 2016 our enrollment increased by five percent, we had 13,000 students come into the university more than what we had in

2011 so again this is a good problem to have. One of, one of our mission... main missions at the university is access, we want more students to come to CUNY. The more students that come, the more revenue that we, we get as well but you raise a good concern Chair Barron about we certainly have some campuses that are getting to their capacity levels but others have room and so that's something that we'll have to try to manage with our campuses but again we, we want more students to come to CUNY so if they come they bring revenue with them and we'll use those revenues to try to offset some of the costs that you mentioned. The other thing I want to mention about, about the, about the potential issue you raised about growing enrollments is we have many strategies in our strategic framework that will be used to help combat the concern about growing enrollment. So, one of them is we want to create more online opportunities for our students which will help reduce the impact on our facilities. We're also looking at ways that we could be more administratively efficient in our facilities to maximize the use of the facilities in terms of

things... hours that might be off hours now. So we are looking at ways and we do have strategies as part of our masterplan initiatives, as part of our strategic framework that will help in terms of making sure that we have the facilities and other needs to serve the students and then one other thing, I'm sorry, just about the strategic framework that I want to mention is one of our key initiatives is to continue to hire more full time faculty and so again we'll hope... we're hoping that we'll have the resources to continue on that trajectory.

CHAIRPERSON BARRON: If there... if some of the campuses are at capacity and others aren't and if a student wants to go to a particular campus and that campus is at capacity does that then mean that that student will get bumped and won't be able to go to the campus facility that they wanted?

MATTHEW SAPIENZA: Yeah, not necessarily. We... you know we always say that every student that wants to come to CUNY we will find a home for somewhere at CUNY. When students apply to CUNY they can apply up to six choices,

it's one fee for... to apply to six colleges which is something unique about CUNY... [cross-talk]

CHAIRPERSON BARRON: ...yes... [cross-talk]

MATTHEW SAPIENZA: ...and I think very beneficial to students so we will always find a home for, for a student at CUNY, you know I, I, I point to a great example of a college that's closest to where we're sitting right now which is BMCC which is right, right down the, the block here on Chamber Street, you know the folks at BMCC are amazing and they... I think they're serving 27,000 students this semester and they are just, just incredible at the way they, they schedule their classes, it's, it's a seven day a week school, they have classes early in the morning, they have classes late at night and so they, they figure out a way to serve the students that, that come to them and so we, we want to make sure that all of our campuses are applying those similar approaches.

CHAIRPERSON BARRON: And also they have a fantastic extensive child care program that they offer but in terms now of the impact on

the building we had a hearing recently we talked about critical maintenance that's been deferred for years... [cross-talk]

MATTHEW SAPIENZA: ...right... [cross-talk]

CHAIRPERSON BARRON: ...so what kind of reflections to address that would we see in the budget?

JUDY BERGTRAM: Well as I testified for... let's... BMCC which Matt just talked about we're going to add in the next eight or nine months we're going to add 30,000 square feet so that's going to, that's going to help BMCC, for Hosto's we're going to add 25,000 square feet. So... and then the other schools we're going to look at it, we'll look at what their programming is, I think CUNY's gone through this for the last whatever number of, of years and if we have students we will work it out but the schools that are most overcrowded we're adding space.

CHAIRPERSON BARRON: Okay, at full capacity how many... do you have any idea of how many students would be participating if the Excelsior Scholarship went in over the four years

I think it is that it is slated to be and what kind of... [cross-talk]

MATTHEW SAPIENZA: ...yeah, we don't, we don't have that information yet Chair Barron as soon as we do we'll, we'll, we'll share it with you.

CHAIRPERSON BARRON: Okay, but I still then would like to... for us to look at how we can see how many students... how we can get that algorithm going to find out how we can calculate the number... [cross-talk]

MATTHEW SAPIENZA: ...We're, we're working very hard on it...

CHAIRPERSON BARRON: ...of students... The 2017-18 state executive budget includes the governor's proposal to issue a new five year tuition plan loosely modeled on the original SUNY, CUNY plan which they first had the audacity to call, I think they called it the rational tuition plan but they got so much push back that they changed under this proposal the state would allow SUNY and CUNY Colleges to increase in-state by up to 250 dollars a year over the next five years beginning with the 2017-18 school year to

confirm the proposed tuition increase would effect students at both Community Colleges and Senior Colleges?

MATTHEW SAPIENZA: So when we went to our board with our budget request back in October we had proposed an extension of predictable tuition policy for the senior colleges for 250 dollars a year for four years and for the community colleges up to 100 dollars a year for four years. What's proposed in the state executive budget would only apply to the senior colleges, the, the 250 dollars per year and the state proposal takes it out for five years. As I said in my testimony our board approved an extension of predicable tuition policy for the community colleges for 100 dollars a year for four years but we are committed if the funding request that we have from the state and city for our community colleges if they are met we are committed to freezing community college rates for next academic year, we made a, a similar commitment this past year and we kept the community college rates frozen at the current level which is 2400 dollars a semester and we're

certainly willing to continue that commitment next year depending on the resources that we receive from the state and city for our communities.

CHAIRPERSON BARRON: So to clarify exactly how much additional funding do you need to extend tuition freeze at the community colleges next year?

MATTHEW SAPIENZA: We're requesting a 250 dollar base aid increase at our community colleges from, from the state which would generate about 10 million dollars, we also have some requests for city support as well but the base aid increase is, is the big one so we're hopeful that we'll receive that, we've been very fortunate the senate and the assembly over the last four years have provided incremental increases to base aid and so we're hoping for another increase this year, we're requesting 250 dollars and it... if that comes in and the other supports that we have for our community college budgets enable our community colleges to have stable budgets next year we will commit to

freezing tuition again for next year at the community colleges.

CHAIRPERSON BARRON: I have lots more questions but I'm going to defer to give... pass the mic to Council Member Cabrera and I want to acknowledge we've been joined by Council Member Rodriguez.

COUNCIL MEMBER CABRERA: Thank you Madame Chair and I apologize for my voice but I'm under the weather but this is an important preliminary budget hearing but I have just a few questions, you know what my first question's going to be... it's regarding Bronx Community College so happy to hear that we are in the fourth stage and from what I've read in testimony that we have two more so my question is, is the money in for those next two stages or do we need more funding for the next two stages?

CHAIRPERSON BARRON: If you would like to have some testimony on the record we invite you to join the panel and if you would raise your right hand. Thank you, just one... [cross-talk]

GWEN PERLMAN: ...we need... [cross-talk]

2 CHAIRPERSON BARRON: ...second, we'll
3 ask you to raise your right hand to take the
4 oath.

5 COMMITTEE COUNSEL KILAWAN: Do you
6 affirm to tell the truth, the whole truth, and
7 nothing but the truth in your testimony before
8 this committee and to respond honestly to Council
9 Member questions?

10 GWEN PERLMAN: I do.

11 CHAIRPERSON BARRON: Would you give us
12 your name and your testimony?

13 GWEN PERLMAN: So the fourth... [cross-
14 talk]

15 CHAIRPERSON BARRON: Did you get the
16 name... [cross-talk]

17 GWEN PERLMAN: fourth phase... [cross-
18 talk]

19 CHAIRPERSON BARRON: Could you state
20 your name one more time, we didn't... [cross-talk]

21 GWEN PERLMAN: Oh I'm sorry, it's Gwen
22 Perlman.

23 CHAIRPERSON BARRON: Thank you.

24 GWEN PERLMAN: And so the fourth phase
25 is in construction and the fifth phase is pending

the state completing their budget will be fully funded because they will provide the match to the city money that we received last year, no we do not have the funds for the sixth phase and I believe the estimate is 25 million for the, the sixth phase but I... but that... that's pending the design.

COUNCIL MEMBER CABRERA: And you're anticipating that you are going to get the state matchings?

GWEN PERLMAN: Yes, yes, we... [cross-talk]

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

GWEN PERLMAN: ...put in a proposal for what would be matched, it was recommended in the state budget, in the executive budget and so it's... you know I never say it's over until it's over and... but there's every reason to be optimist... [cross-talk]

COUNCIL MEMBER CABRERA: That's very good, appreciate that. My second question is in regards to what kind of positions you're hoping to fill at the faculty level... [cross-talk]

MATTHEW SAPIENZA: ...uh-huh... [cross-talk]

COUNCIL MEMBER CABRERA: ...you're asking for an extra 35 million dollars and if you could let us know if these are going to go specific campuses or is it all across all campuses?

MATTHEW SAPIENZA: Yeah, thanks Council Member Cabrera for asking that question, the, the 35 million for our faculty partnership for student success initiative would go to all of our campuses. So, the... what that proposal would do would be to reduce the workload by three hours for our instructional faculty throughout the university...

COUNCIL MEMBER CABRERA: And what is it right now?

MATTHEW SAPIENZA: Excuse me?

COUNCIL MEMBER CABRERA: What's instructional...

MATTHEW SAPIENZA: I'm sorry, at... [cross-talk]

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

MATTHEW SAPIENZA: ...community colleges the contractual workload right now is 27 contact hours and at the senior colleges it's 21 contact hours.

COUNCIL MEMBER CABRERA: Why, why, why the disparity between 21 and 27...

MATTHEW SAPIENZA: Main difference is because that senior college faculty are expected to do more research than community college faculty, they are more research-intensive programs that's the main difference but if you look throughout the country at what contractual workloads are, 27 for community colleges, 21 for senior colleges is very high. So when we agreed to our new contract with our faculty this past summer we had a joint commitment between the university and the union that we would look for ways and we would convene the labor management committee which is already had, had some meetings to find ways that we could reduce that workload by, by three hours in both the communities and at the senior colleges and those hours would be used instead of it being instructional hours faculty would have time freed up to spend time with

students on both mentoring, on academic advisement, career advisement, have more office hours, have the ability to do more research projects with students as well so we think it's something that would, that would really benefit our students and so we're seeking 35 million dollars to help cover the costs of as you mentioned the new... the additional faculty or adjuncts that will be needed to replace those lost instructional hours.

COUNCIL MEMBER CABRERA: So just for point of clarification the 21 hours is per year or per semester?

MATTHEW SAPIENZA: Right, per year.

COUNCIL MEMBER CABRERA: Per year...

MATTHEW SAPIENZA: Per year.

COUNCIL MEMBER CABRERA: Okay and those are instructional hours?

MATTHEW SAPIENZA: Those are instruction hours, correct.

COUNCIL MEMBER CABRERA: How many hours above the instructional hours are professors required to, to, to work?

MATTHEW SAPIENZA: Well those are the, those are the contractual instructional hours but certainly you, you raise a great point Councilman that our, our professors are certainly doing a lot more work than just those things in the, in the, in the classroom, you know they have to prepare, they have to read papers, they have to spend time with students, they're doing research so those are the contractual instructional hours but there's certainly a lot more that goes into it than just the classroom.

COUNCIL MEMBER CABRERA: And my last question is kind of an odd one, I don't think anybody has ever raised this question but I'm just really curious, I'm always into saving and being frugal, has anybody considered ever done some kind of an assessment as to the savings if we were to put solar panels above most of your buildings, I mean you, you have a lot of, lot of roof space and a lot of open space not every roof is suitable for solar power but I'm curious as to what is the cost, what's your Tom Edison cost every year and if there will be a substantial

savings or actually profit since you have so much roof space that you could actually make a profit?

JUDY BERGTRAM: That's, that's an interesting question and we are working with the city and we are looking... we're actually looking at our roofs and we are putting solar panels on BMCC so we're going to look at every single... every single community college, every single senior college and working with the city so we, we started there. The analysis of what's it's going to save I, I really have to get back to you but I think there is some analysis.

COUNCIL MEMBER CABRERA: I think that's a, a, a wise step forward and I commend you for it because any ways that we could cut in cost and we could use those funding's into something... actually make money, I believe that you have enough roof space to actually make a substantial amount of money from Tom Edison... [cross-talk]

JUDY BERGTRAM: We'll still... [cross-talk]

COUNCIL MEMBER CABRERA: ...and Tom will be happy because they don't want to... they don't

want to be building more plants, electrical plants.

JUDY BERGTRAM: We're also looking at and this is in the beginning stages, looking at the... our campuses that have parking lots to put up, to put up solar rays so we have started and BMCC is the, the, the first that... the issue that we have which complicates it is that if you have an issue with the roof you have to do the roof repair before you can put on the... [cross-talk]

COUNCIL MEMBER CABRERA: Got you... [cross-talk]

JUDY BERGTRAM: ...the... so, so many of our campuses while we are repairing roofs so it's a little complicated to, to figure out first you have to repair it and then you put the... [cross-talk]

COUNCIL MEMBER CABRERA: ...and I will put up... [cross-talk]

JUDY BERGTRAM: ...but you bring up a really good point...

COUNCIL MEMBER CABRERA: And if I could put a plug into Bronx Community College they have an excellent solar panel training room

we visited some years ago, maybe could utilize some of those students to be able to do some, some of the work. Thank you so much and thank you again CUNY for all the good that you do.

MATTHEW SAPIENZA: Thank you..

COUNCIL MEMBER CABRERA: Madame Chair, thank you for the time.

CHAIRPERSON BARRON: Thank you Council Member. I have a follow up question on the 35 million dollars before I go to my colleague.

MATTHEW SAPIENZA: Sure.

CHAIRPERSON BARRON: You said the 35 million dollars was for the senior and community colleges our interpretation was that it was just for the senior colleges so can you clarify that?

MATTHEW SAPIENZA: Yes and, and, and my apologies for any confusion before, the 35 million that we are requesting for funding would be for the senior colleges however the initiative that we are working jointly with our union on would be to reduce the hours for all faculty... all instructional faculty including the senior colleges and the community colleges but the 35-

million-dollar request that's in our budget request is just targeted for the senior colleges.

CHAIRPERSON BARRON: So then those... the senior colleges then are we saying that they would be the sights where additional staff would be needed what about the community colleges which are bursting at the seams with student's enrollment?

MATTHEW SAPIENZA: Right, we'll, we'll have needs at the community colleges as well and that'll be something that, you know we'll work with the administration on it at the city as part of the executive budget to try to identify what those needs are but the 35 million that's in our budget request is for the senior colleges.

CHAIRPERSON BARRON: And you're asking that 35 million just of the state?

MATTHEW SAPIENZA: No, we're asking that from the city as well.

CHAIRPERSON BARRON: From the city as well, so you want... [cross-talk]

MATTHEW SAPIENZA: ...Yes... [cross-talk]

CHAIRPERSON BARRON: ...the city and the state to each...

MATTHEW SAPIENZA: Just the city,
we're just ask... that's just a request from the
city.

CHAIRPERSON BARRON: So you're
requesting 35 million from the city but that 35
million is going to be used for the senior
colleges... [cross-talk]

MATTHEW SAPIENZA: ...for the senior
colleges, correct...

CHAIRPERSON BARRON: And this...
community colleges will...

MATTHEW SAPIENZA: The community
colleges, you know we're fortunate enough to have
a... an agreement with our union to reduce the, the
three hours which is what we're working towards,
we will identify what the need is for the
community colleges and, and try to identify those
resources and work with the city to... [cross-talk]

CHAIRPERSON BARRON: ...in each instance
both at the senior college and the community
college there'll be a reduction of three hours
of... [cross-talk]

MATTHEW SAPIENZA: ...correct...

CHAIRPERSON BARRON: ...contact with
students... [cross-talk]

MATTHEW SAPIENZA: ...correct, correct...

CHAIRPERSON BARRON: But yet... and
still only the senior colleges are going to be in
the, in the... have the capacity to have additional
staff?

MATTHEW SAPIENZA: No, you... we haven't
identified a number yet for the community
colleges, we identified 35 million for the senior
colleges in our budget request, we haven't
identified the need for the community colleges
yet but when we do that'll be something that we
will also be requesting from the city.

CHAIRPERSON BARRON: I would have
thought that you would do it simultaneously so
that both the senior colleges and community,
community colleges would have equity in terms of
having the ability to hire staff to be able to
address the needs that you're talking about..
[cross-talk]

MATTHEW SAPIENZA: ...right... [cross-
talk]

CHAIRPERSON BARRON: ...and certainly we don't want to perpetuate any gaps... [cross-talk]

MATTHEW SAPIENZA: ...sure... [cross-talk]

CHAIRPERSON BARRON: ...and we don't want to perpetuate the tiers that do exist in CUNY... [cross-talk]

MATTHEW SAPIENZA: ...right... [cross-talk]

CHAIRPERSON BARRON: ...in terms of the top tier and the other tier so I would be very concerned about how we're going to bring those funds into the budget and have it distributed equitably.

MATTHEW SAPIENZA: Understood... [cross-talk]

CHAIRPERSON BARRON: ...okay... [cross-talk]

MATTHEW SAPIENZA: ...and that's, that's not our intent.

CHAIRPERSON BARRON: I have more questions but I'm going to ask now Council Member Rodriguez to share his questions.

COUNCIL MEMBER RODRIGUEZ: Thank you Chair. Thank you for the great job, you know that

the whole leadership at CUNY is doing. As...

[cross-talk]

MATTHEW SAPIENZA: ...Thank you... [cross-talk]

COUNCIL MEMBER RODRIGUEZ: ...we only have to say like... most of us, I say most of the council members here that are serving in our city we come from CUNY and that's, you know the same legacy that we want to keep building for the present and future generations. I was not on time here because I was in the other hearing about the fast food workers and one thing that I was sharing to them it was my second job here was working in a cafeteria that's why when I see any workers behind the counters in Domino Pizza I see the next mayor, the next council member because it only takes for us to put a pipeline and support our institution and CUNY been doing this job for decades of course like I think that many of us we have a legitimate concern which is when I was at city college in 1980's the black and Latino student population was close above 80 percent. Today population is, I believe it's only 60, if it's under 70 it's in the lower 70, is

that accurate that we have seen a reduction or do you have any different numbers?

MATTHEW SAPIENZA: For fall 2015 it... the black and Hispanic population at a senior college is about 50 percent and at... [cross-talk]

COUNCIL MEMBER RODRIGUEZ: What percent?

MATTHEW SAPIENZA: 50.

COUNCIL MEMBER RODRIGUEZ: 50 percent?

MATTHEW SAPIENZA: Yes, the black and Hispanic at our senior college is about 50 but our... at our community colleges it is about 68 percent.

COUNCIL MEMBER RODRIGUEZ: Yeah, I know well we know is... and again I want to build a New York City for all, you know for the generation that you work because when people think about the student who need remedial courses they think about the new coming student, the immigrant's reality is that a larger percent is all those kids who need remedial courses they are third generation of a student born here. So it's not only the new kid who arrive from former Soviet Union or from Asia, Africa, or Latin

America, it's a third generation student who are being born here and getting to in this case community college who need remedial courses so of course there's something that is not working, you know in, in... from the public schools to the pipeline that we are using and that's why I... and I know that you've been doing the best you can to a star working in pre-college initiative not only when the student are nine graders, they have to be taking since elementary, that's what we... that's when we can guarantee and... but that number at that time when I was there was in the 80's and then today he was saying that is under 50. So how can we put together the best plan like I, I'm happy to see, you know we're doing better. Last week I was at city college having a meeting with the president and some members of the transportation committee and I was sitting in the cafeteria and I said this is not a college that I was a part of, there's not a diversity in the cafeteria. Now we can say we are in the equal number or the diversity that we have in New York City and of course like you know sometimes I get

tired, fed up that we come and do business as usual... [cross-talk]

MATTHEW SAPIENZA: ...uh-huh... [cross-talk]

COUNCIL MEMBER RODRIGUEZ: ...that we can come and you know share the number, the data but it's like the movies that we have been seeing year and year, when is it we can say that there's a plan, that we are advocating together say that 50 number should be 65 in ten years and this is the plan that we have like that's my... you know my... and again I'm not saying it's you because we need... I've been speaking to... you take double for the precedence who have a student in the school of engineer, to graduate that student so how and when can we advocate together so that those precedence get reimbursed by the funding that they need to graduate because we have two choices, you know city college using as an example as far, as far as... number changes, this is a college that graduates the largest numbers of student of color in the nation in the school engineer so the choices that the president have is review the student population or we have to

1
2 reimburse that precedent for the span that he or
3 she have to graduate the students so how is that
4 central office in working together with us can
5 come together, lets pull the number on how much
6 it take for the precedent, let's use city college
7 who spend much more to graduate that student who
8 will become an engineer for that person to say I
9 get a support, I get a reimbursed for those
10 students?

11 MATTHEW SAPIENZA: Well Council
12 Member... Council Member Rodriguez rather, I'm
13 sorry, you, you raise a, a terrific point and we
14 do have a plan but a couple of things I want to
15 say one is that going back to my testimony if you
16 look at the, the recent studies that came out
17 independent studies, these are not studies that
18 the university did from the equality of
19 opportunity project in the education trust, you
20 know I would say that there's no university
21 system in the country that's doing more to help
22 underrepresented groups move up the ladder of
23 social mobility than, than the university and,
24 and again these independent studies have, have
25 shown that. Second thing that, that I'd like to

say is one of the things that we're really proud of at CUNY and I think one thing that's really unique for CUNY is we really are representative of the city that we serve in terms of the demographics so again I'll, I'll give you some data in terms of our student... the ethnicity of our student population from fall 2015. So, our senior colleges black students were 24.8 percent, Hispanic was 25.6, Asian was 23.2, and white was 26.2, so a very, very even distribution in our senior colleges. At our community colleges, black students were 28.4, Hispanics were 39.9, Asians were 16 percent, and whites were 15.3 percent. So again, I think CUNY is very representative of the demographics of the city that, that it serves but in terms of the plan in our strategic framework if... with the Chairs approval I'm going to ask if our Senior University Dean John Mogulescu can come up and talk about some of the academic initiatives that we have.

CHAIRPERSON BARRON: Just before the next question could you give me those numbers again, I want to note them down?

MATTHEW SAPIENZA: Sure, this is for fall 2015 at our senior colleges on the ethnicity rates for our undergraduate students was 24.8 percent for black students, 25.6 for Hispanic, 23.2 for Asian, 26.2 for white students... [cross-talk]

COUNCIL MEMBER RODRIGUEZ: ...what, what percent sir, the last two, what percent... [cross-talk]

MATTHEW SAPIENZA: ...23.2 percent for Asian, 26.2 for white. At our community colleges, it's for fall 2015, 28.4 percent for black, 39.9 percent for Hispanic, 16 percent Asian, 15.3 percent white.

COUNCIL MEMBER RODRIGUEZ: So you know my... to go around and look for CUNY for study for initiative and ask CUNY can you please help us to do this initiative and I ask to pull the funding that CUNY needs, expanding CUNY. So, in this case my question and concern isn't about is blaming CUNY or putting CUNY against the wall... [cross-talk]

MATTHEW SAPIENZA: I understand... [cross-talk]

COUNCIL MEMBER RODRIGUEZ: ...it's about how is it that we as a city will one day realize that, you know we can, we, we have, we have the obligation, responsibility to provide this opportunity to all like the population in New York City is unless you have any changes like 53 percent is black and Latino and when you look on how again the number is look at the number, not right now, let's compare the number in 1970, 1980, and the number today and I believe one area what I hope and you know it's going to be one of my next question is when I used to be a teacher for 13 years, it was unfortunately after Herman Badillo came out with a whole new idea which was let's let's throw all the students who need remedial courses to community college... [cross-talk]

MATTHEW SAPIENZA: ...right... [cross-talk]

COUNCIL MEMBER RODRIGUEZ: ...and let's only work with the best of the best at the senior college. With that policy, I would not be able to get into city college because I just came out from getting my GED after washing dishes, working

1 in factories and I started city... in city college
2 from zero and the support that I received I got
3 my BA, I became a teacher, I taught for 13 years,
4 I got my Master Degree from city college and here
5 I am and it is the expectation that I have for
6 every single child... [cross-talk]

8 MATTHEW SAPIENZA: ...sure... [cross-talk]

9 COUNCIL MEMBER RODRIGUEZ: ...in that
10 time community college used to be the colleges
11 for our lords, many of them they were the
12 immigrant who came and the only goal that they
13 got was getting to community college. Today it's
14 a completely different history, we've been
15 sending kids that they could be in senior
16 colleges to community college yet because of the
17 changes that we make in the standard and I know
18 by fact that city college... and we highlighted
19 that concern because we know that when we're...
20 when we were at city college... and we highlighted
21 that concern because we know that when we're...
22 when we were at city college... at... there were a
23 student with an 85 average but yet because of the
24 formula to how their mission calculated what they
25 needed to recruit the student, the SAT were so

1 heavy on the demand and those were a kid that
2 they were a 85 student and they were not able to
3 get a chance, I know that in city college that
4 mission office they did a pipeline which was
5 working with selected group of students who were
6 there in that category, 85 they did not do well
7 in the SAT, they got into city college and that
8 group graduated from city college with three
9 point average. So how can we expand an expansion
10 of that pilot project, how... and how does that
11 reflect because it also come... city CUNY looking
12 at the model that's working. I want my kid to be
13 working at Hunter College, I want my kid to be
14 working at city college and again I'm all about
15 diversity in New York City for all. So, that
16 program needs working, that pilot project work at
17 city college. Some of those students that was
18 sent to community college got the opportunity and
19 after city college tracked that group they got
20 graduated with three-point average. So how can we
21 expand similar opportunity?

23 JOHN MOGULESCU: Thank you. So, if, I
24 might and I guess I need to introduce myself as,
25

as well, I'm John Mogulescu and I testified
before you... [cross-talk]

CHAIRPERSON BARRON: And just before
you do that... [cross-talk]

JOHN MOGULESCU: ...sure... [cross-talk]

CHAIRPERSON BARRON: ...we have a new
Counsel, Nicole Abin, she's going to ask you to
be sworn in.

COMMITTEE COUNSEL ABIN: Yes.

CHAIRPERSON BARRON: Thank you.

COMMITTEE COUNSEL ABIN: Will you
please raise your right hand. Do you affirm to
tell the truth, the whole truth, and nothing but
the truth in your testimony today and to answer
Council Member questions honestly?

JOHN MOGULESCU: I do.

COMMITTEE COUNSEL ABIN: Thank you.

CHAIRPERSON BARRON: Give, give us
your name please and your testimony... [cross-talk]

JOHN MOGULESCU: I... I'm John
Mogulescu, I'm the Senior University Dean for
Academic Affairs, I'm also the Dean of our School
of Professional Studies. Council Member Rodriguez
we, we share your, your goal and as you know I've

been before your committee when you were, were Chair many a time to talk about many of the things that, that we have done. Let me start by just referring to what Vice Chancellor Sapienza said in his opening remarks about our strategic framework and actually let me read you just one sentence from the framework directly related to what you were talking about and it says as follows, CUNY will increase diversity at its most selective institutions and, and at its highest levels of degree attainment. So right now, up front as one of our top priorities within the framework that the Chancellor has put out as his vision for the future is to do that as one of our top priorities. I just want to say that as a start that we share your vision of that as well. The second priority and, and more importantly even than bringing folks into the university is to see that they graduate and we have already talked about our ASAP Program but within that same framework are two goals related to graduation, one to double the three-year graduation rate at our Associate Degree Programs but also to raise by 10 points the graduation

rate at our senior colleges. Now if you think about that just by doing the numbers when that many more people will be graduating large numbers of students of color will be, will be graduating as well. The third thing I will say has to do with, with the success of the ASAP Program, the doubling of the graduation rate at the Associate Program level and the number of students who then transfer into our senior colleges from our community colleges at exceedingly high rates and the, the, the analysis that we have done of ASAP and the transfer rates and I, I think Donna Linderman is here, our Dean who oversees that program is that in many respects ASAP has begun to eliminate the achievement gap when it comes to underrepresented groups as, as well so... and... I want to say that as well and then the fourth point and I, I... perhaps later in the testimony we'll be able to talk a little bit more about the work we're doing with the Department of Ed. You're absolutely right that, that if we are able to work with the Department of Ed. and, and have less students necessary needing remediation coming in and having students better prepared. We

1
2 clearly will have the opportunity to have more
3 students from underrepresented groups go directly
4 into our, our, our flagship and most select
5 colleges. We share your goal, we, we... all of the
6 things that I talked about are within the
7 framework of our plan going forward and you
8 should judge us in the years to come by, by how,
9 how we are accomplishing these goals which we as
10 I said share with you.

11 COUNCIL MEMBER RODRIGUEZ: and, and
12 with a, with a whole new... I'm happy that we will
13 have similar to free tuition to our middle class,
14 it will be the sector that will be benefiting the
15 most but also you will increase the need... the
16 CUNY population big time and again I, I believe
17 that all groups, every single student regardless
18 their social, economic, any background, they
19 should be treated equal and having the same
20 opportunity but the reality is also that the
21 staff, I mean one question is left for me do you...
22 do we expect to see a big in... enrollment increase
23 when we start implementing the new free tuition
24 for those particular group of students who will
25 qualify and if so is the state ready to increase

the funding so that we can increase more staff
and to build new facility?

MATTHEW SAPIENZA: Uh-huh, the answer
to your question is it's unknown whether it will
but you, you certainly raise a good concern in
something that we have to plan for, for the
possibility that the fact that if, if there are
more financial supports in place for students and
enrollment does grow we have to plan for that
possibility and certainly things that again we've
built into our strategic framework, hiring
additional faculty and having more efficient use
of our facilities and developing more online
courses that, that will really help in terms of
serving increased capacity of students. So, so
we're... those things again are, are in strategic
framework, things that we're, we're planning on
but again we, we share your, your, your goal
Councilman about we want to serve every student
that wants to come to the university and we don't
want to turn any students away so we will work
with our campuses in, in, in doing that and we
certainly hope that there will be additional
support in place from both our funding partners

at the state and city to help us do that but our mission is to serve anyone that wants to come and find a home for them at, at CUNY.

[off mic dialogue]

COUNCIL MEMBER RODRIGUEZ: Or the city, municipality they use a public university to spend money to do a study, research and survey. I don't believe from the outside that this is the practice that we have in New York City for non-administrations. I think that we use CUNY again when we as a city have the need to highlight any particular initiative but in previous administration and I don't know if there's a new change in now we are spending millions and millions in dollars in a study, research, survey where CUNY had a capacity different school to be able to... to do it like... and that's happening in other places like East... and I just see as a... an additional source of revenue, do you see there's any practice, is there any particular even a smaller scale on how we can say the city's... and I not addressing as a core administration but the city's also, also

CUNY to spend their money to do research, to do a study, to do a survey?

MATTHEW SAPIENZA: John you want to try this?

JOHN MOGULESCU: You know there, there are any number of faculty at CUNY who have done serious research in all elements of, of city life, you know and I, and i... you know from, from people like John Molencolf for example and, and Andy Beveridge in... at Queens College and, and others, you know we, we are absolutely committed to both doing research that will help the city and also to do the kind of research that will evaluate all of what we're doing to see that, that what we're doing is... makes sense and has, has good conclusions some, some of that research is funded nationally by, by the federal government and, and some is part of the responsibility of our faculty and what, what they want to do so we're, we're committed to that, I don't know that we have gotten special money from the city if that was one of your questions particularly for research but by funding the university as you do the expectation is that our

COUNCIL MEMBER RODRIGUEZ: I, I, I understand that the city had nothing in the past, we know there are now... and that's not our vision for the future. I think that we... like we did... we had done a study about horses in Central Park, they were spending millions of dollars, we had done research on, on the previous administration on the... all the things that we pay for, the private sector and what I say we have the business school and borough college, we have the, the central transportation and city college, we have different colleges that they have the expertise what I believe is that CUNY and we should be engaging the present and future administration to spend our money that we are spending in the private sector to do research that we need on CUNY so that CUNY so that CUNY became another sources on how we also put the money back where we need it for the students.

JOHN MOGULESCU: Thank you very much.

COUNCIL MEMBER RODRIGUEZ: Thank you.

CHAIRPERSON BARRON: Thank you.

[clears throat] excuse me... and the Council Member brings up an area that I'm very concerned about, diversity... he talked about diversity in the student population and I heard you say judge us on our record, data that I have looked at says that over the last 20 years there's only been a one percent increase in the number of faculty who are black and Latino. What I have found is that at the grad school there are approximately 14 percent black and Latino faculty as, as compared to 69 percent white. At the School of Journalism, its' 16 percent black and Latino as compared to 71 percent white. At the School of Law, 25 percent black and Latino as compared to 56 percent white. At the School of Professional Studies, 20 percent black and Latino faculty as compared to 66 percent white. That's alarming, disturbing, and unacceptable. I know that the Chancellor has said that he's looking to have a sensitivity to cultural perspective and that we want to have an impact on recruiting more

1
2 information about faculty separation, faculty
3 that leaves us and to target those departments
4 which have, which have no representation or... no...
5 or high underutilized staff that are black and
6 Latino. So, what is it that CUNY is doing, I've
7 asked this question before, what are your efforts
8 in targeting those underrepresented faculty
9 groups?

10 MATTHEW SAPIENZA: Uh-huh. Chair
11 Barron certainly I, I want to underscore the
12 Chancellors commitment and the whole university's
13 commitment to improving our diversity numbers for
14 our faculty and staff and I also want to point
15 out that our new board leadership has taken a, a
16 great interest in this issue and we've been doing
17 a lot of work together with our new board
18 leadership in providing information and, and
19 developing strategies for improving that and
20 Chair Barron with your, with your approval I'd
21 like to ask our University Dean for Diversity,
22 Arlene Torres to come up and describe some of the
23 ways that we are working on this.

24

25

CHAIRPERSON BARRON: Thank you. we've been joined by Council Member Vanessa Gibson, I'm going to ask the Counsel to swear you in.

COMMITTEE COUNSEL ABIN: Please raise your right hand. Do you affirm to tell the truth, the whole truth and nothing but the truth in your testimony today and to answer Council Member questions honestly?

ARLENE TORRES: I do.

COMMITTEE COUNSEL ABIN: Thank you.

CHAIRPERSON BARRON: Please give us your name and you might also want to address the fact that I left out that in the academic leadership you brought up the Board of Trustees, at the academic Leadership level there are 24 percent black and Latino as opposed to 71 percent white so it's a white dominated structure at the top, what are we going to do about that?

ARLENE TORRES: Arlene Torres. So, thank you Chairperson Barron for providing me with an opportunity to speak to you about these issues. I share your concern, in the year that I have served as University Dean for Recruitment and Diversity we have been engaged in critical

1 studies to try and understand the recruitment and
2 the retention of diverse faculty over the long
3 haul. Much of the information that was available
4 to us either gave us a one or two-year snapshot,
5 sometimes a three-year snapshot and what I have
6 asked the campuses to do together with the Board
7 of Trustees is to provide a much longer snapshot
8 to see whether or not we have really engaged in
9 substantive change and the kind of information
10 that you provide today is quite correct. Over the
11 course of a five-year period there has only been
12 more or less a one percent change...

14 CHAIRPERSON BARRON: My data says 20
15 years, okay.

16 ARLENE TORRES: So I looked at the
17 five-year snapshot and I'm beginning to look at
18 the ten-year snapshot and the figures are
19 comparable and I appreciate that your 20-year
20 overview is indicating the same problem. So now
21 that we know that that is the case we also have
22 to create consciousness among the campuses, among
23 the campus president, the provost, the deans, at
24 every level, to the department level that these
25 numbers exist. We have challenged together with

the Board of Trustees, the campuses to think critically about what kinds of plans of action they are going to take to remedy what we are now seeing over the long haul and the Board of Trustees has asked us to submit quarterly reports about the kinds of changes that are occurring among the faculty and the staff. In January we completed the faculty staff assessment and we looked at the five year overview as I indicated earlier but we also looked at the percentage of individuals who are being hired from underrepresented groups and the percentage that are separating from the university and what we found was that it's in near equal numbers so what we know now is that we have to engage in a much more robust effort to increase the number of faculty from underrepresented groups to offset those that are separating from the institution. In an effort to do that what we're engaged in now is in conversations with the academic counsel, with the faculty staff senate, with the campus presidents to develop what we're referring to as a faculty diversity partners where faculty might support the training of members of search

committees on recruitment, on the search process and on unconscious bias and additionally to increase their understanding of the assessment of that recruitment and search process so they have a realistic sense of what has taken place and that that information then could be related again all the way up the pipeline that adequately reflects the kinds of changes that need to take place.

CHAIRPERSON BARRON: Thank you and I'm glad to hear you reference the unconscious bias because many people don't even acknowledge it much less understand it so I'm glad to know that that's a part of what the stress is going to be and I look forward to seeing concrete improvement in that regard. I do have other questions. [off mic] Do you have questions? Okay, I'm going to defer to my colleague, to Vanessa Gibson so that she can ask questions.

COUNCIL MEMBER GIBSON: Great. Thank you very much, good afternoon, thank you Chair, good afternoon, great to see all of you. I wanted to ask a question, I know a lot has been talked about with the CUNY Capital Plan so representing

the County of the Bronx we are excited about the work that's being done at Hostos Community College but I do remember last year's conversation Hostos has a challenge with space as many of our CUNY schools do but we were looking at, you know the phase in of the new arts and sciences building, there were other locations around Hostos on the Concourse, the old Bronx General Post Office, the school that was ultimately demolished across the street, can you give me a sense of where we are with, with Hostos and the, the phase in of, of the work that's being done there?

JUDY BERGTRAM: Well last year we discussed that we needed additional space for ASAP and I'm happy to report that we are looking at the Post Office and we are in negotiations with a developer for that Post Office and we're looking for... at 25,000 square feet... [cross-talk]

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

JUDY BERGTRAM: ...to add to Hostos so that's going to make a significant difference

adding that space. So, that's a really... that's a really good story.

COUNCIL MEMBER GIBSON: Okay, so when that does happen have you factored in, in terms of what the cost would be because I know there's probably a considerable amount of work that needs to be done at the GPO in order for it to be a viable entity for classroom space for our students at Hostos?

JUDY BERGTRAM: We, we are working with the developer on the cost... [cross-talk]

COUNCIL MEMBER GIBSON: ...okay... [cross-talk]

JUDY BERGTRAM: ...for the lease and we're working with the developer on the cost for... [cross-talk]

COUNCIL MEMBER GIBSON: ...okay... [cross-talk]

JUDY BERGTRAM: ...the, the construction and the city has, the city has last year gave us money for this so they... [cross-talk]

COUNCIL MEMBER GIBSON: ...okay... [cross-talk]

JUDY BERGTRAM: ...they gave us seven million dollars which we think will be matched by the, by the state which will give us 14 million dollars to do construction there and at BMCC...

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

JUDY BERGTRAM: ...so we've got... we have been, we have been funded for the lease and we have been funded for the capital construction.

COUNCIL MEMBER GIBSON: Okay, do you have a time frame that's been finalized just yet?

JUDY BERGTRAM: Well we're, we're negotiating with the landlord at the present time and depends on how quickly it... that goes.

COUNCIL MEMBER GIBSON: Okay and... [cross-talk]

JUDY BERGTRAM: ...but, but we are... part of that space is for ASAP and ASAP's going to need that space so I'm hoping that we can do it very quickly.

COUNCIL MEMBER GIBSON: Okay and, and my other neighbor I live near Bronx Community College doing great work there, ASAP Program, the Childhood Center that's there, the incredible

1
2 investments we've made I do know BCC has a
3 capital request before us at the city council on
4 the Bronx Delegation so I wanted to find out do
5 you have any plans for BCC in terms of some of
6 the ADA compliance, a lot of the buildings are
7 old, some of them are landmarked but many of them
8 are not ADA compliant so we do have to get many
9 of those buildings into compliance.

10 JUDY BERGTRAM: Well what we do is
11 anytime we touch any building anywhere we make
12 them ADA compliant and right now what we're doing
13 for ASAP is that the building that we're working
14 in we're providing space for counsels for ASAP
15 and we... [cross-talk]

16 COUNCIL MEMBER GIBSON: ...uh-huh...
17 [cross-talk]

18 JUDY BERGTRAM: ...will be making
19 changes for ASA... for what you're talking about
20 but anytime we touch anything in any, any, any
21 place in CUNY that's what we do.

22 COUNCIL MEMBER GIBSON: Okay, well
23 thank you, I look forward to working with you
24 certainly my Chair all of the work we've done, we
25 want to continue to invest in, in CUNY, I'm a

1 CUNY grad myself so I know the value of an
2 education, I'm a two-fer [phonetic], I went to
3 SUNY and CUNY because I wanted to keep my talents
4 in New York and I encourage all of my young
5 people, the delegation is very supportive of our
6 three Bronx institutions so moving forward
7 through this process whatever you guys need from
8 us certainly my Chair and I, former assembly
9 members I know it's critical that we get the
10 funding, the base aid, the operating aid, CUNY
11 child care is another program I've always fought
12 for as long as I can remember so that our parents
13 can go to school while we have proper daycare for
14 their children so any of those measures please
15 let us know how we can be helpful during the
16 conversations throughout the budget process.

18 JUDY BERGTRAM: I'd just like, like to
19 thank you very much because if you look at Bronx
20 Community College and you look at their new
21 building and the infrastructure we have spent 200
22 million dollars and half of that is from the city
23 so your discussions and whatever have made a very
24 big difference there and have made a very big
25 difference not just in the Bronx but all over.

COUNCIL MEMBER GIBSON: Thank you...

[cross-talk]

JUDY BERGTRAM: Thank you...

COUNCIL MEMBER GIBSON: Thank you very much, thank you Chair.

CHAIRPERSON BARRON: Thank you. I have lots more questions but I'm going to do the quick version. So, if you can give the quick version answer I, I would appreciate that, I do want to respect the other panels that will be coming forward.

MATTHEW SAPIENZA: Sure.

CHAIRPERSON BARRON: There... the 2018 preliminary budget report says that there's a head count of 2,000... 6,348, 17 more staff then are currently supported can you tell us what these 17 new non-pedagogical positions are?

MATTHEW SAPIENZA: Chair Barron it's basically a technical adjustment that the city office of management and budget made in the plan to make the plan closer to what our actual head count is but in terms of the increase most of the increases related to an increase associated with the ASAP Program, we're going to be increasing

the ASAP steadily until we get to 25,000 in fiscal year 2019, we'll need additional faculty for that so it's, it's, it's mostly related to that.

CHAIRPERSON BARRON: Okay and the report says that the university wide student teacher ratio is 17 point... 17 to one, do you know what that is for the community colleges?

MATTHEW SAPIENZA: Give me a moment, I'm sorry.

CHAIRPERSON BARRON: Thank you. Seventeen... [cross-talk]

MATTHEW SAPIENZA: ...so yes... [cross-talk]

CHAIRPERSON BARRON: ...to one is... [cross-talk]

MATTHEW SAPIENZA: ...the average... [cross-talk]

CHAIRPERSON BARRON: ...the university wide... [cross-talk]

MATTHEW SAPIENZA: ...the, the... right, the average... I'm, I'm sorry, the average student teacher ratio at our senior colleges is 25.5 and, and our community college is 32.1.

CHAIRPERSON BARRON: That's rather large. How many adjunct professors do the community colleges employ?

MATTHEW SAPIENZA: The adjuncts at our community colleges is about 30... we have about 3600 adjuncts at our community colleges currently.

CHAIRPERSON BARRON: And at the senior colleges, do you have that number?

MATTHEW SAPIENZA: Senior college adjuncts, I don't have that but we will, we will get that to you.

CHAIRPERSON BARRON: Thank you. The Department of Corrections training program at John Jay the January plan says it would include 2.3 million in fiscal 2017 and 701,000 in fiscal year '18 to support training, can you describe what these funds are supporting?

JUDY BERGTRAM: Part of, part of John Jay's mission is to develop training and to train people in the criminal justice system, they do this with the police department and this is just another one of... another program where John Jay is developing curriculum, they are providing

professors to train corrections officer and they are using our facilities but it's part... it's, it's part of the mission and this is what they do.

CHAIRPERSON BARRON: In fiscal 2017 the council allocated 300,000 dollars to the Murphy Institute for work, education, and labor studies marking a 200,000 dollar increase from its funding level in fiscal 2016, can you tell us how this additional funding has been used so far?

MATTHEW SAPIENZA: Sure, most of it went for additional... for the institute of workforce development initiatives, they have a program called Leap to Teacher Program and they spent some of the funds on that. They also supported two academic... two new academic support programs, one called the Writing for Future Teachers Program and one called The Embedded Writing Support Services which was in two early childhood education masters courses at Lehman College. Some of the funds also went to support research on workforce development.

CHAIRPERSON BARRON: Whereas most universities have a standard paid and unpaid work

experience available to their students CUNY represents a unique opportunity to its students who have access to similar positions in agencies across New York City, please describe the different paid and unpaid internships and the fellowship opportunities offered to CUNY students?

MATTHEW SAPIENZA: I'm going to ask again Senior University Dean Mogulescu to come up and, and talk about those programs, most... these, these programs are programs that his office has developed and administers so John?

JOHN MOGULESCU: Happy to. Let's about a... an... a, a few of the, the programs some that probably you do know about and are aware. Let me first say that the CUNY service core...

CHAIRPERSON BARRON: Have you been sworn in?

JOHN MOGULESCU: Yes, I was sworn in before... [cross-talk]

CHAIRPERSON BARRON: Thank you...
[cross-talk]

JOHN MOGULESCU: ...yes. The, the CUNY service core was started a few years ago, now has

somewhat around 700 students who are working paid internships at 126 agencies all over the city...

CHAIRPERSON BARRON: What's the average rate of pay, is there an average?

JOHN MOGULESCU: Yeah, it's about 12 dollars an hour I think for our students, 12, 13 dollars an hour. A second program I should actually add in the last year with money from both the city and the Rockefeller Foundation we created a similar internship program called the Cultural Core to try and place CUNY students at cultural organizations with the ultimate goal to diversify the cultural organizations far more in their workforce than they have now and then I would mention two other programs, we have a very large internship program, approximately 550 interns each year in which CUNY students are, are working in I think 13 or so different city agencies on internships in the area of technology, they are largely computer science, information systems, majors who work throughout the, the city, we also have CUNY students working at 3-1-1 as call center representatives as interns, all of these are, are, are paid

1
2 internships and, and lastly and, and, and... you
3 know probably our largest program with the
4 changes at HRA in New York City in which WEP has
5 been replaced by work study we now have nearly
6 1100 public assistance recipients who are working
7 up to 19 hours per week in, in paid internships
8 that, that do not decrease their, their public
9 assistance grant which we think is a, a major
10 step forward. So, these are some of the
11 initiatives that, that we are, are involved with.

12 CHAIRPERSON BARRON: Okay, thank you.
13 I have lots more questions but I'm going to cut
14 them because it's beginning to look like one of
15 CUNY's classrooms in here, the number of people
16 who are here but you will receive all of the
17 questions and we do look forward to a response
18 but... [cross-talk]

19 MATTHEW SAPIENZA: Thank you... [cross-
20 talk]

21 CHAIRPERSON BARRON: I do want to
22 respect the other panelist that are here we've
23 got loads of students who are here to testify as
24 well. Thank you so much for coming.
25

JOHN MOGULESCU: Thank you... [cross-talk]

CHAIRPERSON BARRON: ...and for your presentation.

MATTHEW SAPIENZA: Thank you.

CHAIRPERSON BARRON: I do want to acknowledge we've been joined by Council Member Lori Cumbo as well and we're going to call the next panel and we're so pleased to see so many students. The next panel is going to come forward, I think it's a panel of four, we have two names so far; Barbara Bowen, Professional Staff Congress; Paul Narkunas, Professional Staff Congress and you can come and take your seats as the other two panelists are completing their slips.

[off mic dialogue]

CHAIRPERSON BARRON: And the other panelists to join this panel are Karen Miller, faculty at CUNY LaGuardia Jasmine Martinez, a student at CUNY as well as Chris Bueso. So, if those persons would come forward we'll be ready to have you sworn in. So, if you're ready Counsel will give you the oath.

COMMITTEE COUNSEL ABIN: Please raise your right hand. Do you affirm to tell the truth, the whole truth, and nothing but the truth in your testimony today and to answer Council Member questions honestly?

[off mic affirmations]

COMMITTEE COUNSEL ABIN: Thank you.

CHAIRPERSON BARRON: Thank you, you may begin.

BARBARA BOWEN: Good afternoon, thank you so much Chairperson Barron and I also thank the other members of the committee for being here, thank you so much for staying and being here and to all the members who, who have been so supportive. I'm Barbara Bowen, I'm the President of the Professional Staff Congress CUNY that represents very proudly the faculty, the part-time faculty, full-time and the professional staff at CUNY. We're delighted to be here and you'll hear from colleagues, faculty and students speaking together on, on the need for funding for CUNY but I wanted to start by saying how much we appreciate the opportunity to testify and also a special thanks to Chairperson Barron because you

are always so open to, to large showings in the room and I know that means more time for you and I know you take every, every piece of testimony seriously and it's more time for you so we deeply appreciate that and I especially want to thank you and the council for your leadership in the council and the council as a whole for preventing serious cuts to CUNY over previous years and this year we owe a special gratitude for the alacrity with which the city agreed to fund our long awaited contract. We struggled as you know in other arenas but the city made a commitment from the start to fund the collective bargaining increases and the executing budget covered 59 million dollars more in fiscal year '17 and has 53.8 million in fiscal year '18 that's to cover our increases as... which is a, you know significant and adds to the quality of instruction, it enables us to retain the very best people as we should at CUNY and it has helped tremendously with other aspects of our professional life and our ability to serve students. So, we thank you for that. We also are very grateful to see that the budget included an

1 additional 20.7 million to continue to expand
2 ASAP, the... and other STEM initiatives from the
3 mayor. The ASAP Program as you know is being
4 copied, they're eating their hearts out in
5 California and elsewhere, they are copying that
6 program because they see on the ground proof of
7 what you have known for a long time and what we
8 have said for years and years, if you invest more
9 in each student, students do better, there is no
10 secret, there's no magic, it's a 30 percent
11 greater investment support for students and
12 support so they can have more time with
13 individual faculty, smaller classes and those
14 students graduate at three times the rate of
15 other community college students at CUNY. We need
16 no further proof that if you invest properly in
17 our students they will do well and they will do
18 as, as they have hoped to do when they entered
19 college. So, we especially commend the city for
20 increasing that investment and the long-term
21 commitment. And we thank you too for the... your
22 strong support especially Chairman... Chairperson
23 Barron on keeping tuition affordable and free, I
24 know you are investigating now and you're working
25

on the task force which you initiated about affordable and quality education at CUNY, we thank you so much for spearheading that and also to the city as a whole for keeping the community college tuition frozen for the last two years, the senior college tuition has gone up and although it was frozen one year it has gone up significantly and we know that it remains a barrier despite the financial aid that's available the higher the tuition goes the greater the barrier especially to immigrant students, to the poorest students, and to students of color and we see that at CUNY. So, we hope that we can continue to work with you and we call on you for some special requests this year. We'd like to ask for the council's leadership in baselining some funds that continue to be cut and then bounced back to the council to fund and then put into the final budget later, you have worked very hard on the Merit Scholarships Chairperson Barron, the CUNY Research Institutes including the Center for Puerto Rican Studies, Dominique Studies, the Murphy Institute continue to be cut and then re-instated, we know that you have supported

baselining those and we ask you to continue to do that and I know that you have worked continuously on that issue. I want to make special mention of one program before I talk about the need that many of us are here to highlight today and that's the Citizenship Now Program. I believe the, the preliminary executive budget cuts two million from that... the two million budget from that program. I would suggest that this year of all years the council should champion doubling that, that budget. The Citizenship Now has done an extraordinary job in the months since Donald Trump has been our President has been spewing out executive orders that ban travel and immigration from many of... for many of the students who are at CUNY could potentially be affected by the first ban. We know it was stayed but we know that there are further executive orders and guidance coming out, CUNY has many students, 140 students from the countries, the seven countries initially banned by Donald Trump and Citizenship Now is there in the middle of the night when I call them about a student who can't get in, in the middle of the day when I call them about a professor

whose coming to speak about... speak at a conference they are there constantly giving brilliant advice, being incredibly supportive and it's a great thing that CUNY does, we thank Professor Alan Warnick in particular, he was here earlier but I think he had to go, he has done a superb job and so has his team, we are very... it's a signal thing CUNY does and who knew that it would be needed in the urgent way it is now. So, I really ask the council... I know you recognize that but I hope that the council can call for an increase in that funding. I haven't discussed it with them, I don't know what they're calling for but that's just spoken from the heart as somebody who has seen on the ground what they do. We... I want to turn to one initiative that I believe that the CUNY administration spoke about that's in this current budget but before that just mention two things. One is that the PSC continues to take the strong position that the state should cover its share of the cost of CUNY and it is the norm nationwide for states to provide the funding for four year colleges and for localities and cities and, and counties to cover the funding in

the mix for two year colleges. So, when it's discussed that New York City should be paying more of the share for the four-year colleges that would be an anomaly nationwide. The anomaly was that the four-year colleges are part of a city university and that as you know in the legislation is allowed by special dispensation because of the history, the age of CUNY back from 1847. So, the PSC says the same thing in Albany that we're saying here, we have called on the governor's office to continue to fund... be the major public funder for the four-year colleges. We do however support the proposed increase that CUNY has called for in this year's budget which is to increase the investments in the senior college that have associate degree programs. That 28 million has been requested from... by CUNY to increase that amount which has not gone up I think for 20 years, it has not gone up by the rate of inflation, those programs are phenomenal at City Tech and Medgar and Staten Island, those programs should be funded and we think it's a great investment by the city so we call on you to make that inflationary increase, it is overdue

but we will hold a firm line in our position that the city should not be absorbing the cost that should be carried by the state. The last thing I want to talk about will be covered in more detail by my beautiful colleagues here but there's, there's a new request this year and the CUNY administration spoke about it also. There's a, a new request for 35 million dollars for a faculty partnership for student success initiative, that's, that's a real breakthrough idea and I urge you to prioritize it. It's the first time that CUNY management has recognized that carrying a huge teaching load, a huge course load actually prevents quality education. It's the first time they've recognized that our students would do better, would have access to their full-time faculty in greater numbers, would graduate more easily, and more successfully if the faculty was not running from class to class to class. Our teaching load is not commensurate with that at other comparable institutions and especially with institutions that require what CUNY does for the community colleges for promotion and tenure. We have more than twice the rate of PHD's as the

national average in our community colleges at CUNY, there's an extraordinary expectation for research and tenure and yet there's a teaching load which makes it impossible even to do a good job as a classroom teacher. So we... CUNY this year as part of our collective bargaining agreed to move toward a restructuring of the faculty workload so that more time could be spent with individual students and less time cramming your way through giant piles of students work that you don't have enough time for and I will say and you'll hear from others but I will say as a professor myself it kills me to know how well my students would do if I could spend the time with them. I had the privilege of directing the Mellon Foundation Minority Undergraduate Fellowship Program at Queens College for many years which was designed to give additional support to students of color who could go on to get a PHD, the highest rate in the country was from Queens College and we saw and they, they were competing with Harvard and Swarthmore and Yale and every place else, we saw that when you give students extra time, when you mentor them, when you help

them in a summer project their lives are changed and as a faculty member it kills me not to be able to do that with each of my students, to do what I trained to do, what I entered this profession to do and what I see CUNY students deserve more than students everywhere else who already have enormous advantages. So, we would ask the council to prioritize this rather modest number, we're asking the state for a match and to prioritize this number which will allow our faculty to have the time they need to spend with students. so I will stop there and just reiterate my thanks and say you'll hear more about that from others who are living it every day and I urge you as much as you've been path breaking and thinking about tuition, thinking about making CUNY accessible and we're hearing a lot about that in Albany, we also have to make sure that when students get here they have a top quality education not a second rate poverty education, they should have a top quality education and in fact they should have more resources than the students who started with so many more resources. So, if we want CUNY to do... to challenge existing

hierarchies and oppressions of race and gender and class rather than just reinforce them then we have to invest so our faculty have the time with our beautiful students. so, thank you very much Chairperson Barron.

[applaud]

CHAIRPERSON BARRON: Please no, no, no, no applause, we, we do the sign language applause, no applause, thank you. okay, next panelist, thank you.

PAUL NARKUNAS: Okay, I'm going to speak directly to the student success initiative. I'm one of the faculty members. My name is Paul Narkunas and I'm an Associate Professor of English at the John Jay College. As we all know public universities were established as sights of knowledge production and research and teaching for the public good and that dual, dual mission is no better represented than at CUNY. CUNY's mission is to quote Chancellor Milliken quote, "to achieve its full potential in serving the people of New York" end quote and I would add continue its success propelling almost six times as many low-income students into middle class and

beyond as all eight Ivy League campuses. I speak before you to address how failing to restructure faculty's workload diminishes the potential for enhancing student learning and advisement, hurts the common intellectual good of the university, and embodies a business model that is not built to last but built to lose. Numerous research studies prove that faculty with active research agendas are the best teachers. Individual professor's passion for inquiry rubs off on students by serving as a model of lifelong learning embodying the imperatives of curiosity as a form of motivation and the joys of daring to think for oneself. As a result, CUNY's current workload is not only heavy when put in relation to other institutions that we compare ourselves to like Rutgers and SUNY, it is also an immensely shortsighted and inefficient business model. My college has become a revolving door for faculty who try to leave before their pre-tenure course releases run out already overextended faculty acknowledge that there will never be another chance for a reduced workload and given the withdrawal of public funding for research they go

elsewhere. If we continue this status quo CUNY funds faculty to perform research during their pre-tenure days from which other institutions will benefit when they leave. We also lose any long-term advantages of their knowledge for the common good as well as the branding and advertising possibilities for student recruitment offered by these scholar's research. Our heavy teaching load in the humanities went between 80 to 150 students in the three or four courses we teach per semester, I've taught at Princeton, Princeton Writing Class as just to give you an example have a cap of 12 students at John Jay we have 28, okay so that's a, a very tangible figure for you. lessons are ability to provide the personal attention to students in their written and oral feedback to expose students to the diversity of ideas and skills they need to succeed in the changing knowledge economy and to motivate and advise our students given their overextended and challenging lives. I also want to draw attention to the invisible workload for faculty that effects student learning in ways we often do not consider. With so many students each

semester we live with their often-unimaginable problems because of our eviscerated welfare state, loss of the sense of common good and shift the social policies from funding schools to punitive mechanisms like prisons consequently our students have been raised on Reagan and Thatcher's free market outsourcing of public responsibility and internalize the mandate of personal responsibility with all the sense of inadequacy and self-hatred that it fosters and they assume this nobly. However, over the course of the semester their demanding lives become too much for them, they often have no one to talk to about their difficulties but faculty. For example, in the last four months I have had one student explain to me that she's been missing class because she is homeless, another woman confided that she struggles to study because of domestic violence problems in her household, still another student was existentially terrorized because of his immigration status in light of the intensified war on immigrants since Trump took office and an honor student who is confronting debilitating depression came to me to

1 discuss quitting school. Faculty are really the
2 face of the college for students and so our work
3 goes well beyond the teaching and learning in our
4 classrooms. Indeed, we listen to students in need
5 and advise them from giving up on their
6 challenging lives, we direct students to
7 available support services that each college
8 offers and keep them focused on staying in school
9 to empower them for their futures. This is the
10 forgotten work of faculty as we all struggle
11 through the ruins of the commons in the wake of
12 our vanishing welfare state. Please for the good
13 of the university and to help our students
14 improve their lives fund CUNY and PSE's
15 commitment to restructuring faculty workload.
16 Thank you.

18 CHAIRPERSON BARRON: Thank... nope, no,
19 no, no... sign language. Okay, next panelist
20 please?

21 [off-mic dialogue]

22 JASMINE MARTINEZ: Hello... Thank you...
23 Good afternoon, my name is Jasmine Martinez, I'm
24 a student at LaGuardia Community College. As a
25 student of the CUNY network I can personally

attest to the benefits of having meaningful and invested relationships with members, members of the faculty. I began my CUNY journey two years ago, with little vision and expectations. I had returned to college after five years of being out of school with one simple goal in mind, get a degree and get out. After two years of being back in school I'm very happy to say that goal has drastically changed. As much as I'm responsible for this change it absolutely would not have been possible without the direct mentorship I have received from my professors. It was with encouragement, guidance and care that I began to seek more out of my educational journey. My goals and aspirations have changed from simply wanting a degree to developing a passion for my studies and academic growth. It is with their mentorship that I have developed the courage to entertain ideas of graduate school and possible PHD Programs. The relationships I've made with my professors continue to serve as one of the driving factors in continuing my education. They have not limited their job to simply providing me with an education but have invested themselves

comfortable to asking for letters of recommendation, more willing to, to participate in extracurricular activities, and more open to seek advice in my future job field and education. All these factors are components of a quality impact to our education. These relationships are indeed special because they are rare. Unfortunately during my time at LaGuardia most professors were hard pressed for time more often than not assignments were graded late, feedback was superficial and the few students who, who were in need of support were left to fend for themselves. I could see the stress and anxiety on the face of my fellow students and also on the face of the professor who could not... could do little to help them. Last semester I broke my ankle, I was left in a cast with crutches for three months it was only because of my professor who gave me special one on one attention despite the time constraints that I was able to surmount my obstacles and pass my classes with straight A's.

CHAIRPERSON BARRON: Oh good, well come on straight A's.

CHRIS BUESA: Students should not have to worry if the professors have any time for them, invest in our future by investing in our professors, thank you.

CHAIRPERSON BARRON: Thank you, next panelist?

KAREN MILLER: Thank you very... thank you so much for having us. My name is Karen Miller, I'm a Professor of History at LaGuardia Community College. I've been teaching at LaGuardia since the fall of 2004 so this is my 13th year on a full-time faculty line at CUNY, I love my job, I love working with students and I'm also committed to my research. I'm at a community college where my workload is 27 hours a year which is nine courses, I came in with 12 hours of junior faculty release time that I used in my first three years and have gotten some course release through my involvement in the Writing Across the Curriculum Program and other activities both at LaGuardia and at the CUNY Graduate Center as well as through support from my research. I teach between two and four classes a term depending on my other commitments for me a

reduction of three credit hours annually which would translate into one fewer class per year would allow me to be more effective at my job because it would ease some of the tensions between my commitments. The one on one work that I do with my students is incredibly rewarding, it's far more possible to find the time for that kind of work when I'm teaching a lighter load. For example, I regularly teach honors courses at LaGuardia and each year I have a handful of students with whom I meet to talk about transfer, discuss their school choices, and work through their statements of purpose, I also write letters of recommendation for those students and I'm absolutely thrilled when they get into the schools of their choice. This work is rewarding but it is time consuming and it's something that a lighter load would allow me to do without cutting into my other commitments. I'm equally committed to my research and regularly apply to this program called the PSE CUNY Grant Program to receive course release and support for travel. This program has been invaluable to me to offer this kind of course release but I'm tenured now

and I'm only even eligible to apply two out of every three years. A permanent course reduction would be incredible both for me, my students, and my research. Thank you so much for your time.

CHAIRPERSON BARRON: We want to thank the panels so much for coming and giving their testimony and if you would like to put it in hard copy, I know we're in the age of technology we would be great, great to have that as a part of the written record.

KAREN MILLER: Yes... [cross-talk]

CHAIRPERSON BARRON: Thank you so much.

KAREN MILLER: Thank you so much.

CHAIRPERSON BARRON: Thank you. In the interest of time we're going to start to combine some of the panels that would normally have been distinct panels. So, we're going to have Nivedita Majumdar of Professional Staff Congress; Sharon Persinger of Professional Staff Congress, Chika Onyejiukwa of USS, Daniel Dornbaum of USS, and Willy Baez, CUNY Hostos Community Collge. So, if those persons are here if they would come forward, thank you.

CHAIRPERSON BARRON: Okay. Thank you...
you the oath. Thank you.

COMMITTEE COUNSEL ABIN: Please raise
your right hand. Do you affirm to tell the truth,
the whole truth, and nothing but the truth in
your testimony today and to answer Council Member
questions honestly?

[off-mic affirmations]

COMMITTEE COUNSEL ABIN: Thank you.

CHAIRPERSON BARRON: Thank you, you
may begin.

NIVEDITA MAJUMDAR: Thank you
Chairperson Barron and others on the committee
for having us here today. Chairperson Barron I...
I'm Nivedita Majumdar by the way, officer of PSC
and full-time professor at John Jay College. I...
let me begin... [clears throat] excuse me... let me
begin by echoing PSC President Barbara Bowen's
note of gratitude to you for your long standing
and robust support of CUNY, it's mission and our
students. The testimonies in support of CUNY's
request for 35 million dollars to fund the
Faculty Partnership for Student Success
Initiative. [clears throat] excuse me... earlier

this year a study led by Stanford Economist, Raj Chetty on economics status and college education highlighted a stunning finding. While reinforcing the direct correlation between a college degree and upward mobility the study showed that CUNY alone propelled more low income students into the middle and upper classes than six Ivy League Institutions combined. The finding understandably has been a source of pride and satisfaction for both CUNY faculty and administration. As validating as the study is to the extraordinary achievement of our institution there is however another crucial factor about CUNY that is not the focus of the study, it does not take into account the suboptimal learning conditions that our students grapple with and therefore our six-year graduation rate of under ten percent at community colleges are not very much better overall. The study tracks the upwardly mobile path of our wonderful graduates but what about those who so often drop out because in spite of resolve and hard work they were unable to successfully negotiate the complex foes of family, of work, and the rigorous demands of college. They could

not receive the extra guidance they needed from their professor beyond, beyond the class to redraft their history paper or re-conceptualize their arguments in their philosophy project or work an extra hour in the lab with their chemistry professor. They were not able to get the necessary guidance to stay on track and complete their core requirements on time. They could also have immensely benefited from the wisdom and knowledge their professor... of their professors regarding career choices but mostly what our heartbreakingly determined students rarely receive is something that is part and parcel of higher education in more privileged institutions like Columbia or Vassar or even UCLA and Michigan. The joy and inspiration that comes from ongoing meaningful interactions individually and in small groups with faculty members. Studies show that direct correlation between graduation rates and academic and career advisement. The Chetty study highlights how well CUNY prepares its graduates to succeed in their professional lives. This is not surprising given our amazing faculty. Our faculty works under the most trying

of working conditions where teaching four or five courses to often classes of more than 30 students, they conduct research, serve their institutions in other capacities and yet as you're hearing and will hear our faculty routinely do over and above what's required to make time for students and to attend to their many and complex needs but imagine how much more we could do if this initiative is funded and our faculty receive institutional support to help students beyond the classroom. The initiative also makes available much needed time for faculty to conduct research which contributes meaningfully to the university's commitment to the production of new knowledge. It channels such knowledge back into the quality of instruction our students receive. Our restructured workload committed to teaching advisement and research will also be a strong tool in the hiring and retention of faculty. If CUNY... if... just one minute... if CUNY has done such an excellent job in propelling its students from the lower to the higher quintiles of social class while graduating only about a fraction of its students imagine

what it can do if you transform the conditions to drastically improve graduation rates. I urge you strongly to fund this initiative which would be a giant step in the transformation of CUNY and its impact on the economy and the nation, thank you very much.

CHAIRPERSON BARRON: Thank you, next panelist?

SHARON PERSINGER: Thank you Chairperson Barron and again I'll, I'll echo Nivedita and thank you and the committee for giving us the opportunity to testify here. My name is Sharon Persinger. I am the treasurer of the PSC and I am an associate professor at Bronx Community College in the Department of Mathematics and Computer Science. Here I'm going to be reiterating the situation for community college faculty in particular. Our teaching load is 27 contact hours per year so what that means is that every week during the semester I am actually in a classroom about 14 hours. To prepare for a class, well if it's a class I've taught a lot of times before that's going to take only the... about the same number of hours but if

it's a class that I have to significantly revise or do for the first time that's... will take two to three times the number of hours, we're already above a 40 hour work week there and I haven't counted grading, I haven't counted the departmental service and college service that we're required to do so committee meetings, I haven't counted changing the curriculum to keep up with what's needed in computer science, there are a lot of things I haven't counted but you can see that that... those hours don't leave a lot of time for in depth work with students.

surprisingly though when I looked back over what I've done in the 20 years or so I've taught at BCC I did find time to do some research projects to supervise some research projects with students and so I'm going to describe a little bit what I did here just so you will have an idea of what we faculty could do with a restructured work load, the extra things that we could, we could offer to our students. I'm a mathematician slash computer scientist so really what I try to do in projects is to find places where students will see where you use mathematics so one that I should

emphasize I guess I'll, I'll not read them all. I worked with a student during a summer to program Lego robots to do search and rescue tasks so this student created the program that made the, the robot patrol an area in our hallway to stop when it found a certain object and then to send a message to another robot to come to meet it, you can see how these things are kind of relevant if you want to search for people who are... who have... are in collapsed buildings for instance. This, this was really an easy project, I provided the robots, I described the problem, John Carlos found a better programming environment, taught himself to use it, figured out how to get the two robots to communicate using blue, blue-tooth. I was just a bit of a guide but it's a project we enjoyed working on, I think he benefited a lot from it particularly in learning the independence to solve these problems on his, on his own. He is a computer science graduate now and worked in programming for a major bank and now works for a computer security firm. I've done a couple of other like this, I would really like to be able to make this a, a major part, a regular part of,

of what I do as a teacher but with a full teaching load of 27 hours it's just impossible to do regularly.

CHAIRPERSON BARRON: Thank you, next panelist?

CHIKA ONYEJIUKWA: Greeting honorable Chairperson Barron and honorable committee members. My name is Chika Onyejiukwa, I serve as a Chairperson for the City University of New York, university student senate also known as CUNY USS. As you've heard me mention before USS is a student governance organization responsible for representing the issues of nearly 500,000 students that attend CUNY each academic year. I also have the distinct honor to serve as a CUNY Trustee [someone sneezes] bless you... I am a student at Hunter College studying community health, I am also a proud member of city council district 27 represented by Council Member Daneek Miller. In November of 2016 I testified before this body informing you that the CUNY budget request for fiscal year 2017-2018 included proposals which brought concerns to the students I was elected to represent. The first concern is

CUNY's request to increase tuition by 250 dollars per year for four consecutive years. As you know CUNY USS and several campus student governments adopted a resolution in September of 2016 calling for the board of trustees and Chancellor to freeze tuition for fiscal year 2018 however it is disheartening to see that the student's request was ignored when the CUNY administration proposed and the CUNY board of trustees approved the budget request with tuition increase, I cannot vote in favor of the budget because I fear that it would have a negative impact on the student's currently enrolled and the future students ability to attend CUNY. In January governor Andrew Cuomo released the executive budget proposal for fiscal year 2018, it was not surprising that the executive budget included tuition increases for students in CUNY however it is devastating to learn that the governor's proposal... the governor is proposing to cut funding for opportunity programs and a proposed 250-dollar annual tuition increase for five consecutive years instead of four as proposed by CUNY. Our students will not be able to complete

their studies in timely manner if tuition continues to rise and financial aid does not increase. The second concern is CUNY's budget proposal includes a request that the city council cover costs at CUNY senior college, this concerns students because we believe the cost shift will impact the city's ability to provide funding for programs such as the ASAP, the Merit Scholarship and other programs which aid covers 100,000 students. we also believe it is unreasonable to request the city provide more funding when the state is not providing sufficient state aid to students. I am here today to humbly request that the city council endures the 2017 CUNY USS student legislative agenda. An endorsement means that the city would fund our city request and that the city council will assist students in advocating for our state requests. The student agenda consists of items that matter most to CUNY students across the... and across the state in communities that consist of citizens that yearn for an opportunity to inquire a higher education. The student agenda consists of state requests and city requests for fiscal year 2018. In addition,

we support CUNY's five-year capital request for fiscal year 2017 to 2018 through to fiscal year 2021 through to 2022. We are calling on the state legislature to freeze tuition at CUNY because our students cannot afford to pay more and it will prohibit students from completing their degrees. We are calling for the state to reform the tuition assistance program because tuition at CUNY senior colleges exceeds the maximum level of aid. This prohibits our students from being able to purchase textbooks, metro cards for transportation, and more. Furthermore, this policy issue prohibits our students from acquiring the most affordable meals such as a slice of pizza. Due to the lack of available aid our students go hours without eating while they studied in overcrowded libraries during finals. We are calling for a restoration and a greater investment in opportunity programs such as ASAP, BMI, SEEK/College Discovery child care services, services for people with disabilities, and services for veterans. These programs provide support for people who come from communities that need or deserve support to gain access and

enhance the quality of their education. We are calling on the city and state to provide funding for capital projects. Our students need state of the art facilities that propels students in the future to enhance the quality of life for all. In addition, CUNY needs the state to provide an, an operating budget that can help maintain those facilities. We support our faculty and staff's request to be paid equitably however we disprove of the notion that it should come from students paying exorbitant tuition rates that exceed the amount of financial aid. In conclusion, we understand that resources are limited and that the state and the city have many priorities in addition to higher education. We ask that in times of uncertainty when resources are limited that our elected student leaders double down on the investment for public higher education because the return on investment has always been proven to be beneficial for our economy and society. We're grateful to have a city council that has understood this over the past few years. On behalf of the 500,000 students at the city university of New York the university student

senate thanks you for your service that you provide to this great city, thank you.

CHAIRPERSON BARRON: Thank you, next panelist please? They've ended you before you've even started.

WILLY BAEZ: Greetings honorable Committee Chairperson Barron and to the honorable committee members. My name is willy Baez, I'm the current civil engineer student at Hostos Community College, I'm also the current student president at Hostos Community College, an active community service activist that the Hostos Student Leadership Academy and an ASAP student as well. I'm also a proud member... member city council of district 18 represented by Council Member Annabel Palma. I'm here today representing the 7,148 students enrolled at Hostos Community College as a member of the CUNY University Student Senate or USS. I'm also here to represent all the students at the City University of New York. To be honest what brought me to Hostos Community College at the beginning was the rich culture, the diversity, around 97 percent of their enrollment at Hostos Community College is

1 actually minority student body and also the easy
2 transition to one of the top engineering schools
3 in New York state which is the city college of
4 New York. Even though I recently got admitted to
5 my dream school which is Florida International
6 University I made a promise to myself to never
7 forget about New York City but most importantly
8 to the community that has given me everything in
9 the south Bronx without asking anything else but
10 the hard work that I put in every day, single
11 day. I do want to mention one thing that one day
12 after the proposition by governor Cuomo I did
13 speak to my mentor which is Dean Ana Garcia at
14 Hostos Community College and our Vice President
15 for Student Affairs, Dr. Cruz. I just want to say
16 that... so regarding the point and the question
17 about how many students will benefit at least on
18 my campus, two percent will be... that will be the
19 percentage of the students that will benefit from
20 the Excelsior Scholarship, only two percent and
21 we're talking about 140 students only. Thank you
22 very much.

24 CHAIRPERSON BARRON: Thank you, next
25 panelist?

DANIEL DORNBAUM: Greetings honorable
Chairperson Barron and honorable committee
members. My name is Daniel Dornbaum, I am a
senior at Baruch College and the President of the
Undergraduate Student Government there. I'm also
a... one of Baruch's Delegates to the University
Student Senate. So, we join you today excited
that higher education is at the forefront of this
year's state and city budget discussions and...
but, but as you've heard from my Chair and my
fellow president there's still much work that
needs to be done. So, in 2014 the New York City
council restored funding to the Council Merit
Scholarship and each year has fought to preserve
it in the, in the city budget. We are extremely
grateful for your support and, and everything
that you've done for us regarding this
scholarship and it is essential to the mobility
of students through the CUNY system. At CUNY, our
mandates state we must maintain a close
articulation between senior and community
colleges and this holds true as many students
transfer from our two-year schools to our four
year colleges after receiving their associates

degree. Tuition for full time students at CUNY community colleges are 4,800 dollars per year plus varying student fees while tuition at senior colleges are 6,330 dollars plus these additional fees. Programs like this Council Merit Scholarship eased the financial transition for students and we must invest in this. The program... this year the program marks its fourth year and we are requesting an increase from the 400 dollars per semester, per award since 2014 under the CUNY 2020 legislation that was mentioned earlier tuition has raised 600 dollars and additional funding would give students the financial means to stay in school. As stated in a recent New York Times article Baruch College was able to help move 79 percent of students from the bottom fifth of income distribution into the top three fifths. CUNY schools for years have helped propel students into the middle class as they progressed through this system. It is with the help of these programs that allow us to continue to be this engine of social mobility to all New Yorkers. In uncertain times at our university it is always comforting to be certain we have the

council as a partner in our pursuit for affordable public higher education in New York City. Thank you so much for having us again.

CHAIRPERSON BARRON: I want to thank all the panelists for coming and providing their testimony, thank you so much. And we're going to move to the next panel. And we are going to ask that you present your testimony in about two minutes' time, there is a clock. So please make sure that you try to adhere to that and the next panelists are James Hoff from CUNY, Melissa Schieble from Hunter College faculty, Jody Polleck, Maria Delosangeles Donoso Macaya and Carla Rivadeneira; you can pronounce your name properly for me when you come... called on.

[off-mic dialogue]

CHAIRPERSON BARRON: Okay, the Counsel will give you the affirmation.

COMMITTEE COUNSEL ABIN: Please raise your right hand. Do you affirm to tell the truth, the whole truth, and nothing but the truth in your testimony today and to answer Council Member questions honestly? Thank you.

CHAIRPERSON BARRON: Thank you, you
may begin?

JEFF HOFF: Hello, hello Council
Members and guests. My name is James Hoff, I'm a
Professor of English at the borough of Manhattan
Community College and I'm a very proud graduate
of the City University of New York Graduate
School English program and I'm here today to
speak in full support of the Faculty Partnership
for Student Success Initiative included in the
University's most recent budget request. I speak
today in support of this initiative because I
know from my own professional experience the
value of individual instruction and I know that
current course loads especially at the community
colleges often makes such individual instruction
near impossible for many faculty members.
However, despite this heavy course load many
instructors including myself do find the time to
work with our students outside of class. When I
teach English 101 for instance I require my
students to meet with me individually for 20
minutes three times each semester to discuss
their writing and assess their progress in the

course, that often adds up to 90 additional hours of instruction per semester. I do this because I know it works and because I know from experience that this kind of individual attention especially in Gateway courses like English 101 increase not only the quality of the work of... my students produce but the overall engagement... their overall engagement with the course and consequently dramatically increases the number of students who pass my classes. Unfortunately, this additional work has made it incredibly difficult for me to pursue the scholarship and the committee work necessary for my tenure and thus as my tenure review approaches it is unlikely that I will be able to continue to offer these conferences to all of my students without some kind of reduction in the number of courses I teach each semester. A three credit course load reduction would guarantee that I would be able to continue to offer these conferences to my students and still be able to pursue the other requirements for my tenure thus I would urge the council to approve the 35 million dollars that CUNY has requested for this initiative but before I finish I want to

1 say something more about the inadequacy of this
2 35 million dollar request, if approved this
3 initiative I am sure would have a net positive
4 effect upon the quality of teaching at CUNY but
5 we have to be clear that this course load
6 reduction as it's been developed would only apply
7 to a minority of the faculty at CUNY adjunct
8 faculty who teach the majority of classes at CUNY
9 would receive no further compensation for their
10 hard work and thus have no incentive to engage in
11 the kinds of counseling and individual
12 instruction that we know our students need
13 therefor if we really care about student
14 learning, if we really want to improve the
15 quality of teaching at CUNY the administration,
16 the city, and the state will have to make a
17 commitment not only to reducing course loads for
18 full-time faculty but also significantly raising
19 the wages of adjunct faculty. Thank you for your
20 time.

22 CHAIRPERSON BARRON: Thank you, our
23 next panelist?

24 JODY POLLECK: Hello, thank you first
25 for giving us the opportunity to voice our

concerns regarding faculty workload within the CUNY system. My name is Jody Polleck and I am an Associate Professor from the School of Education at Hunter College and carry a three, four course load while also conducting research and serving on department and schoolwide committees. I'd like to share with you what this typically looks like during a semester. As an educator, I teach classes with about 25 students, I am also the coordinator of my literacy program which currently has approximately 200 students, my roles are to recruit new students, supervise admissions, and advise those currently in the program, I also supervise and mentor 20 adjunct faculty who teach within my program that translates to being responsible for almost 250 people per semester. In addition to this work within... with CUNY students and adjuncts I engage in research which average is about 10 to 15 hours per week if I'm lucky. I also spend at least one full day per week mentoring in-service teachers in New York City public schools. During the summer my programmatic for literacy continues and I'm able to contribute much more time to my

research which often goes neglected during the school year. All of this summer work goes uncompensated. While these are my personal responsibilities please know that this testimony was drafted collaboratively with my Hunter colleagues; Melissa Schieble, Lacy Peters, and Terrie Epstein. As most of them share these same experiences. So why do we ask for a reduced course load because we need time to conduct research and publish as research informs our teaching, faculty publications build the CUNY reputation nationally and internationally this in turn helps CUNY to attract talented students and faculty worldwide and helps us to maintain high enrollment. We ask for a reduced course load because we need time to work within our local communities, having time to participate in civic democracy for us specifically within local schools also improves our teaching and scholarship. Both of these opportunities allow us to better instruct... be better instructors and keep our teacher education classes current reflecting and integrating the innovations within our field. Why do we ask for a reduced course

load because we need time to collaborate both within our local institutions and across CUNY campuses to build capacity for our work and for our students. we ask for a reduced course load because we need time to write and manage our grants which support our research and our work within schools but also are an increase source of revenue for CUNY. We also want to attract the best talent, as someone who served on multiple hiring committees having a large course load has deterred many of our top applicants, it's difficult to bring in new faculty when other institutions have workloads nearly half of ours. As Carol Harris, a CUNY faculty member said so eloquently in 2012, you hired us now we ask that you invest in us. Thank you for your consideration of our request for reduced faculty course load.

CHAIRPERSON BARRON: Thank you, our next panelist?

[off-mic dialogue]

ANGELES DONOSO MACAYA: [off-mic] Good afternoon members of the council. Okay, can you hear me now? Good afternoon and... my name is

Angeles Donoso Macaya, I am an Associate Professor of Spanish at Borough Manhattan Community College. I joined the Modern Languages Department in January of 2013. Since then, this is my ninth semester, I have taught and advised over 800 students. I am currently teaching five courses. I have 115 students this semester. Besides this heavy teaching load, I am completing my first book manuscript currently under contract with University Press and I am expected to turn this manuscript complete in the summer. In order to convey to you the kind of work that I do, and the amount of time this work takes, let me share with you a regular day. This past Wednesday, for instance, on my commute to school, I, I calculated the scores of a test I had given on Friday in my literature class, I had already graded these tests Saturday and Sunday. I also spent three hours grading written exercises and videos I had assigned in my intro Spanish courses. Giving individual feedback to 100 students takes time, so I normally grade three times a week in slots of three to four hours and I know this individual feedback is very, very

important for my students. I had two meetings, I taught two of my classes and then I held office hours. I first met with Luis, the president of Acentos Latinos, a student club of which I am the advisor. Acentos Latinos publishes a magazine with creative work written in Spanish by students, my role is to collect all the work, proof read it, and manage the design, the printing, etcetera. The club also organizes several events every semester which I must attend. On Wednesday, we were planning this semesters events, including an overnight trip to either Philadelphia or Washington D.C. to visit museums and other cultural sites. Luis told me he and other club members had never been outside of the city. I then met with Fiona, a student in my literature class, Fiona is writing a novel; she usually comes to talk about this project and about other schoolwork, not only the work I assign from my classes. The other day she was telling me that she was stuck with her writing. I told her that I was also completing a manuscript not a fiction but a monograph on Chilcan photography from the 70's and 80's and there are

times I've also experienced very inconvenient blocks. I left my office around eight p.m. on Wednesday exhausted but content because I know I wouldn't like to work anywhere else and the main reason is that I love my students and I know this sound cheesy but it's, it's, it's really true. Both as a scholar and as an educator it has been so motivating and inspiring to encounter such hardworking and enthusiastic students, a large majority of whom are economically underprivileged, immigrant and racial minorities, students who not only want to learn a language but who are also eager to deepen their knowledge about the cultural nuances and the different aspects that characterize and define each Latin American country. This is why I'm so grateful for the different teaching resources available for us at BMCC. After attending a Writing Across the Curriculum workshop in the fall of 2013, I developed writing assignments that better related to my students' diverse cultural backgrounds and addressed the different experiences of being bilingual or being in the process of learning a second language in the U.S. I would certainly

1 attend more faculty development workshops like
2 this one if I had the time to do so. Last year,
3 the Modern Languages Department launched a new
4 major. Carla, who is here with me today, is one
5 of our Spanish majors. For several semesters, I
6 have had the intention to, to develop a new
7 course on Latin American visual studies. It would
8 be so rewarding being able to develop and teach a
9 course focused on my area of expertise especially
10 now that we have a major. Unfortunately, I have
11 not been able to do so because developing a new
12 course requires extra time. Having more time
13 would also allow me to apply for collaborative
14 research grants to work more closely with
15 students during the summer. Until now I have had
16 to devote most of the summer time to work on my
17 own research. A restructured workload committed
18 to teaching, service and research would certainly
19 be beneficial in this regard. Thank you for your
20 time and for hearing my testimony.

22 CHAIRPERSON BARRON: Thank you and our
23 next panelist?

24 CARLA RIVADENEIRA: Good afternoon, my
25 name is Carla Rivadeneira and I'm a Borough

Manhattan Community College ASAP student and I began college in fall 2016. I was scared because English is not my native language and also because my high school did not prepare me well enough for college either way going to college was something I needed to do in order to ensure a better future for my mother and myself. I chose this college because of its diverse student body. People from all over the world start here and go anywhere as BMCC's motto states. During the five semesters, I have been studying at this institution I've had the best teachers I could have ever imagined, I always, always felt nervous and anxious whenever I had to do public speeches once I met my speech 102 professor Lee Ritchey. This man was a... truly a blessing in my life. Every afternoon he'd stay with me after class practicing every speech I had to give in his class. I went to every office hour he had and he never complained about me asking for too much help, not once he complained about being tired although it was obvious to me he was. He was always there for me as a caring professor, he's one of the reasons I am standing here and giving

1 this speech in front of so many people and
2 feeling confident. Professor Jan Stahl who taught
3 English 201 was another angel to me like I
4 mentioned before I sometime and still struggle
5 with the language. She noticed my deficiencies
6 and offered as much help as I needed, we would
7 always stay Friday's after class going through
8 the material I did not understand. She made sure
9 I kept up with the rest of the class. Again, I
10 went to every single office hours she had and I
11 never heard complaints of how tired she was. She
12 was also there for me to talk about personal
13 stuff, she truly cared about my well-being
14 because of her I am a better reader and writer. I
15 am a Modern Languages major and words cannot
16 describe how much I love my major and the
17 professors I've had and still have. This major is
18 relatively new so there aren't many students yet
19 and this has led into very close relationships
20 with my professors, it feels like a family and I
21 love that. Professors [speaking foreign language]
22 have always been there for me for school and no
23 school related stuff. If they are busy they will
24 make time for me which makes me feel like I do
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CHAIRPERSON BARRON: ...and at this time I'll wait for the rest of the panel, two more people... is there a fourth person or did that person leave? Okay. Is there another PSC person, or not I'll just... Then we'll call Nichole McDaniel from Bronx, Bronx Community College PSC to join this panel. And we have with us our Counsel David Seitzer and he's going to administer the oath.

COMMITTEE COUNSEL SEITZER: Do you affirm to tell the truth in your testimony before this committee and to respond honestly to Council Member questions?

[off-mic affirmations]

CHAIRPERSON BARRON: And once again we are on the clock so if you could make sure your testimony comes within that time limit we'd appreciate it, thank you so much. You may begin.

TERRIE EPSTEIN: Hello, my name is...
[cross-talk]

CHAIRPERSON BARRON: Is your mic on...
press the button.

TERRIE EPSTEIN: Oh okay, thank you.
My name is Terrie Epstein, I'm a Professor of

Education at Hunter college however I'm here today to read the testimony of Heather James, who is an Instructor at the Borough of Manhattan Community College and could not be here today. So, this is her words. As a Social Science Professor at BMCC I work with some of our city's most vulnerable populations including immigrants, veterans, and formally homeless individuals. These students are often unfamiliar with the college environment, lack basic skills and are in need of hands on guidance as they acculturate to an academic institution. It has always been my dream to teach students such as those of CUNY yet I face a challenge of an unmanageable workload which makes it difficult to form the deep bonds with students that are proven to guard against their dropping out. When I began teaching at BMCC I found that many students did not have college level writing skills as such each of my classes require students to write a draft paper which I edit and then they write a final paper which they revise based on my feedback. I currently teach five classes a semester with 35 students in a class this means editing 175 four page papers

each semester in addition to tutoring, office hours, other grading, teaching writing, and university commitments. I frequently work 13 hours a day and still struggle to consistently update core syllabi so that my teaching is innovative and exciting. She's worked with... I've, I've work with many students including one that failed high school but now wants to be a lawyer and another who is on the verge of dropping out because of homelessness but was connected with appropriated services due to my initial intervention. CUNY has included a request for funding for a three-credit reduction in the teaching load for full time faculty and I ask you to seriously consider this in your next budget, thank you.

CHAIRPERSON BARRON: Thank you so much, next panelist?

HAYES PETER MAURO: Honorable Chairperson Barron, honorable committee members my name is Hayes Peter Mauro and I bring greetings from Queensborough Community College where I am an assistant professor in the Department of Art and Design. Like most of my

colleagues I was attracted to the prospect of teaching at CUNY because of the exceptional opportunities the institution affords. As faculty at CUNY especially at the community colleges we have the rare opportunity to teach students for whom this is the first experience of higher learning for anyone in their family ever over the years. This has remained my primary motivation for staying at QCC where I am now a tenured assistant professor. I regularly have... I regularly have such students and when I teach them about the history of art in cultures, I'm an art historian, I feel that I have a profound impact on their lives as I am offering them the opportunity to see in new ways by experiencing the arts and artifacts of civilizations throughout history. Conversely, I am often presented with the opportunity to learn and grow intellectually myself as our students hail from all regions of the globe and thus bring their unique perspectives on the artifacts and cultures under consideration in my classes. I often find myself thinking about artworks in new ways provoked by questions asked by students who view

this material anew each semester. While teaching in this unique environment has always been a primary attraction for me the sheer quantity of the teaching coupled with the special needs of many of our students has made professional life at QCC challenging to say the least. We currently teach nine classes per academic year in a five, four split between semesters as has been noted, we are also expected to publish regularly and give conference presentations, obtain grants and fellowship funding and engage in a large amount of extra contractual service to the campus such as committee work, assessment reporting, and program reporting. All of this makes focusing on students and their needs more and more difficult as the requirements for reappointment tenure and promotion have increased exponentially at QCC in recent years. To conclude in this context a three-credit restructuring would loosen up time and allow faculty to more readily fulfill their multifaceted requirements as well as better speak to the needs of our students. currently an average teaching load at most colleges and universities nationwide is five to six courses

per year, I currently teach nearly twice that much and yet as I stated a moment ago, I'm obligated to fulfill similar publishing requirement as professors at most four-year research universities. As such restructuring speaks to larger issues especially the attracting and retention of high quality faculty, please assist CUNY and support CUNY's request for 35 million dollars to fund the Faculty Partnership for Student Success Initiative so that we may better facilitate our students rise in American society. Thank you very much.

CHAIRPERSON BARRON: Thank you very much, next panelist?

JOYCE MOORMAN: My name is Dr. Joyce Moorman and I'm an Associate Professor at borough of Manhattan Community College in the Music and Art Department. My area of research is music composition. I'm here to support CUNY's request for 35 million dollars from the city to fund the Faculty Partnership for Student Success Initiative. The initiative would allow a restructuring of the full-time faculty workload to enable more time with individual students

leading to greater student success and a, and a
richer educational experience. Community college
presidents are insisting on more scholarly
activity and productivity today than ever before.
October 15th, 2016 I was commissioned to write two
art songs for Dr. Louise Toppin, Chair of the
Music Department at the University of North
Carolina Chapel Hill. The songs were to be
performed February 9th, 2017 at a music conference
at the University of California Irvine. When I
accepted the challenge of the commission, Dr.
Toppin asked me how many classes I teach a
semester, I told her five, she was shocked at the
University of North Carolina the course load is
only two a semester. CUNY college professors are
now being required to produce scholarship
equivalent to that of a senior college
professors. Across CUNY we need a course load
reduction to meet increased research demands and
to spend more time with our students especially
at the community colleges where we are required
to teach 27 hours yearly, a five slash four
semester course load as compared to 21 hours for
the senior colleges which works out to a four or,

or three semester course load. If CUNY wants to be competitive with the top American Universities, it must reduce the course load for its professors. Though the, though the commission was constantly on my mind I simply could not find time I needed during the semester to work on it. So when she called me the, the beginning of December to find out how I was progressing I had to tell her well I had time to select two poems that I was going to set for her to sing but I had not had the time to actually start writing the songs so I promised her I would start writing by December 25th and that I would try to finish them by the deadline she had given me of January 15th, I did finish the songs, Dr. Toppin did perform the songs February 9th at the University of California Irvine but I, I'm here to make the point that research or activity takes time and the heavy teaching load at CUNY makes it difficult to conduct research activity, professors at other American Universities have a much lower teaching load. CUNY needs city funding to enact a course load restructuring, without city support it would be very difficult for CUNY

1
2 to successfully compete with other American
3 Universities in the area of research. I'm sure
4 you know that much of a university's reputation
5 rests on the research conducted by its
6 professors, if you want CUNY to be competitive in
7 this area a course load reduction is a necessity,
8 thank you for hearing my testimony.

9 CHAIRPERSON BARRON: Thank you, next
10 panelist?

11 NICHOLE MCDANIEL: Hi, my name is
12 Nichole McDaniel, I'm an Associate Professor and
13 Chairperson of the Biological Sciences Department
14 at Bronx Community College. As an undergraduate
15 at a small liberal arts college I spent hours
16 every semester with my advisors who offered me
17 guidance, support, encouragement, and
18 opportunities to be able to develop academically.
19 It was there that I decided to become a professor
20 envisioning myself giving my own students that
21 kind of attention. I came to BCC 13 years ago,
22 and in my first few years I routinely worked as
23 much as 80 hours a week to prepare for my
24 classes, teach, grade, advise, and contribute to
25 the department and college despite that I stayed

because in part I fell in love with the, the students at BCC, they are like no other that I've taught. I'm now the department Chairperson and it has given me a broader perspective on faculty workload and a deeper appreciation of the dedication of our faculty and the sacrifices they make to provide the best academic experience possible to our students for example our department offers several, several specialized programs for students like horticulture and biotechnology. The faculty members who coordinate these programs do so on top of their regular teaching load without any reassigned time. The work that this entails includes advising and mentoring over 100's of students every semester, recruiting new students, outreach to high schools, organizing internships and assessing the program and much, much more. Over the last five years our department has lost several faculty who after trying to juggle the demands of teaching, service, and scholarship realize they'll fare up much better at an institution which adequately supports faculty doing this important work. We'll be conducting a search soon to replace those

faculty members and the anxiety of the search committee is whether we'll be able to select a large enough pool of viable candidates because we know that some that we make the offer to are going to choose to go elsewhere and who can blame them. I'll cut this short, our students need more than 15 minutes a semester for course selection but the constraints of our work load make it so that this is precisely what many of our students get. Those amongst the faculty that give more do so out of a profound sense of obligation to our students who without a doubt need much more of our attention than many undergraduates across the country, this is what drives us. The vast majority of our students come to BCC needing remediation in one or more areas, don't adequately understand what it takes to be a college student, don't have support networks of family who have gone to college before them and can give them advice and support and many have full time jobs and are raising children. It's a... if our commitment to these students is to provide a solid education and a leg up in the world outside of our gates we need the time and

resources to support them all the way through. Perhaps one of the set... things that saddens me most is that our students are accustomed to having to, having to wait, to being put off, not getting attention and to being forgotten about. This by and large defines many of their life experiences outside of CUNY. Their sentences routinely start with I know you're terribly busy but... I'm sorry to bother you but... but I want to see a CUNY where students do not feel like they're intruding on faculty time, where students feel like they belong and are welcomed and are entitled to the sorts of interactions with faculty that will help to ensure their success. Right now, they're falling through the cracks, many of them, we need your help to fill those cracks. Thank you.

CHAIRPERSON BARRON: Thank you so much, we're going to call our next panel. And I'm really so pleased that we've had such a great response, it certainly shows how important the issue is both from the faculty and staff and the students so we're so glad that you're here. We have John Van Sickle, okay, he had to do some of

that we're, we're talking about... Sigmund Shen from PSC, Robin Isserles from PSC, Emily Schnee from PSC, and Amy Hughes from CUNY Brooklyn College faculty. If those persons would come forward.

CHAIRPERSON BARRON: I'm going to ask the counsel to have you take the oath.

COMMITTEE COUNSEL SEITZER: Do you affirm to tell the truth in your testimony before this committee and to respond honestly to Council Member questions?

[off-mic affirmations]

CHAIRPERSON BARRON: Thank you, you may begin.

SIGMUND SHEN: Thank you Chairperson Barron and committee members for hearing our testimony on the need to restructure workload. My name is Sigmund Shen I teach English at LaGuardia Community College, I'm also a graduate of Queens College. I learn from being on both sides of the classroom that teaching doesn't just mean lecturing or test prep it also means genuinely knowing each student understanding her level of preparation and finding different ways of truly

reaching that person. When I taught English at NYU classes were capped at 16, at LaGuardia it's 28. When you factor in these large class sizes and the 27-hour teaching load at our community colleges just a three-hour reduction can mean a qualitative difference in the quality of education. When you're... especially when your... especially when your colleges commitment to open admissions means both a very wide range of abilities in the same classroom and that a majority of your students are immigrants this can mean passing or failing to many of our students. in my department, in English at LaGuardia we require five essays per semester, these are multistage revised academic essays but we only have time to require one individual conference per semester so with... you know with... for many of the students who are in danger of failing the course... this is what this means, with more students I'd have to give primarily hand written feedback on all of their writing, with fewer students I give them verbal feedback in a real conversation that leads them to deeper questions, that individual attention makes me better able to

persuade students in need of social services to walk into the counseling center or better able to intervene for students who are having trouble navigating the bureaucracy but as things are now I often don't have time to know them well enough to identify such problems until it's too late. A three-hour reduction would also enable me to spend more time and more consistent, sustained, consecutive hours on my scholarship. I'd be even more excited about my field and more up to date and better able to articulate why I'm excited about that work to my students, treating them as scholars rather than simply as customers. I started on the hiring committee in the English Department for two years and more than one of our candidates during the interview... I'm sorry, very candidly expresses incredulity when we notified him of the workload, the arithmetic makes our claim to being a research university ironic and empty. When workloads suppress active scholarship, it discourages the experimental, the unorthodox and the minority voice, the perspective, or the methodology. People have less time to innovate or investigate let alone you

know spend time arguing for the importance of a new emerging field for example. This leads to an essential conservatism and timidity in scholarship at a time in American history when more than ever we need to serve our, our diverse themselves overwork students and protect the production of academic knowledge and the humanities and the sciences so we please ask you to strongly consider this, this item for... to restructure faculty workload and thank you for your time.

CHAIRPERSON BARRON: Thank you, the next panelist?

ROBIN ISSERLES: Good afternoon, my name is Robin Isserles and I'm full time faculty at Borough of Manhattan Community College since 2000. Thank you for this opportunity to speak with you this afternoon. I'll preface my remarks by saying that I chose to make my academic home at a community college. After teaching at BMCC as an adjunct instructor while pursuing my PHD at the graduate center of CUNY I decided that the community college was where I wanted to make my academic home. I was driven to work with

community college students, I wanted to dedicate my time to teaching and mentoring students who never thought they'd go to college or are returning to school after many years another words students for whom college isn't a given. I'd like to share with you how much the amount that I'm expected to teach hurts that endeavor. At the community colleges, we are expected to teach nine classes a year, something unfathomable to most who teach in higher education. In addition, we have both and expectation but also a desire to research, write, and publish to carry out what we were trained to do. Given my teaching load I am constrained to carry out this work in January and in the summer months. This means that I often have to just pass up on grant applications or conference paper submissions that fall during the semester, I just cannot carve out the necessary time and space to make room for these activities while at the same time teaching so much and because my research in writing happen when they do this leaves precious little time to think about my teaching, to reflect on what is working and why, what is not working and why, and

what changes I'd like to make. This necessary labor is profound and intense but it is what good teaching requires. This semester I teach five classes, in order to maintain the quality of teaching that I expect of myself I decided to cut out a short paper in two of my classes and drop an entire book from two others. Though it's difficult for me to admit this I needed a way to reduce some of the grading and feedback as I now had to spread myself to 25 additional students, I needed to preserve the energy that is required for class preparation, class discussions, office hour meetings, e-mail exchanges that are a constant part of our teaching lives. If all I did was teach, if I wasn't engaged in research in college and university service in my union, in my community, in my family then perhaps I would not need to make these changes, perhaps I wouldn't be testifying here for the importance of funding for this teaching load reduction but given these other commitments, commitments that absolutely enhance my teaching I'm forced to give less of myself and that's less to my students. These students do not deserve less, in fact they

deserve more, more of me, more of my time, more of my feedback and they deserve teachers and mentors who are institutionally supported to do the difficult work of developing themselves as, as teachers. For these reasons and more CUNY needs the 35 million dollars to support this university wide initiative for student and I would say faculty success. Thank you.

CHAIRPERSON BARRON: Thank you and I read your testimony and I saw the piece that you left out very interesting.

ROBIN ISSERLES: Sorry, I... [cross-talk]

CHAIRPERSON BARRON: That's okay, I read it... [cross-talk]

ROBIN ISSERLES: ...didn't have time, thank you.

CHAIRPERSON BARRON: Thank you, next panelist?

EMILY SCHNEE: Okay, my name is Emily Schnee, I'm an Associate Professor of English at Kingsborough Community College. I teach English composition as well as developmental English also known as remedial English and I like others want

1 to speak with you today about what my current
2 workload looks like and what a restructured
3 workload would mean both for me and my students
4 many of whom as I'm sure you know come to
5 Kingsborough academically underprepared for the
6 reading and writing demands of college. So, in
7 addition to teaching 27 hours I spend much of my
8 work life providing feedback on student essays.
9 In order to help our students graduate with the
10 reading and writing skills necessary for success
11 in careers and further education I like most of
12 my English department colleagues assign a draft
13 of an essay nearly every week of the semester. In
14 my almost ten years at Kingsborough I've gotten
15 more adept and efficient at proving the copious
16 feedback student's need to improve their writing
17 but even if I dedicated just ten or 15 minutes to
18 every student's essay with an average class size
19 of 27 students times nine classes per year times
20 12 weeks in a semester times 15 minutes per
21 student, well you guys can do the math probably
22 better than I, the end result is that English
23 professors and the faculty in other disciplines
24 who also teach required writing intensive courses
25

spend many, many working hours every week teaching students to write outside of class time. Despite my best efforts written feedback on student essays often is not enough, my students need to meet face to face with me to review drafts, clarify ideas, and understand what they need to do to improve their writing if they are to successfully complete the course. I like others attempt to create time for individual conferences with students in a variety of creative ways but it's always catch as catch can and rarely feels like enough especially for those students who are teetering on the brink of academic failure. Lastly writing is an intensely personal act and students often reveal intimate details of their lives to their writing instructors and it's through student essays that I learn that someone's been kicked out of their home or that they're experiencing crippling anxiety from... because of their parent's immigration status and in order to attend to those needs it really requires a lot of time to investigate appropriate campus space, resources to follow up to make sure students have access to

1 help they need but it's one that faculty really
2 must take on if we want our students to succeed
3 personally and academically. So, I just want to
4 say that a restructured faculty workload that
5 accounts for the teaching, learning, and advising
6 that must happen outside of class hours would
7 enable all of us to be the professors we aspired
8 to be and would afford our students the academic
9 experience they deserve. So, I really hope you
10 will support the 35 million dollars and I thank
11 you for listening.
12

13 CHAIRPERSON BARRON: Thank you, our
14 next panelist?

15 AMY HUGHES: Hello, my name is Dr. Amy
16 Hughes, I'm an Associate Professor at Brooklyn
17 College and I'm here to talk about the Faculty
18 Partnership for Student Success Initiative.
19 During this time of political and social
20 uncertainty I have pinned my hopes on the
21 progressive enlightened leadership of my city
22 council. Whenever the federal and state
23 governments failed to protect our most
24 vulnerable, vulnerable populations the city
25 council always has stepped in to fill the vacuum.

CUNY students are one such population, thank you for your hard work to ensure that we in New York City can continue to be exactly who we are. As speaker Mark-Viverito emphatically stated in her address at the Kings Theatre a couple of weeks ago. One thing we New Yorkers definitely are is CUNY, so many of us has studied at a, a CUNY college myself included or have a family member, friend, or colleague who did. During my 13 years as a CUNY professor I've observed that most CUNY students step onto our campuses without the advantages and privileges that students at other colleges bring to bear on their education because of this our students need as much time as we professors can possibly give them. Over the past 13 years I've had countless conversations with students seeking my advisor support outside of the classroom. Here are just some examples from last semester; I had a series of meetings with a single mother of two who was struggling in my class, we discussed basic strategies for no taking exam prep and working effectively within a team, I'm proud to say that although she was touch and go for a while she passed an

1 accomplishment that allowed her to increase her
2 chances of graduating this spring. I also
3 convened five students in my office so that I
4 could help them resolve a conflict that emerged
5 during a team project, I have students work in,
6 work in teams in my class so they can develop
7 crucial collaboration and communication skills
8 that will serve them no matter what they do, by
9 the end of our meeting they had resolved... they
10 got into the bottom of the conflict and created a
11 plan for moving forward. These are success
12 stories but there are an unbearable number of
13 stories I could share with you about when I
14 failed way too often I have been unable to
15 intervene due to pressures and demands on my
16 time. I try to take heart in the success stories
17 but the failures never cease to haunt me. If you
18 share this mission and vision as my colleagues do
19 this work matters I hope that you will do your
20 best to listen to our plea and support this
21 initiative. Thank you.

23 CHAIRPERSON BARRON: Thank you so much
24 for sharing your experiences, we do appreciate
25 it, very enlightening and we're going to now call

our last panel. We'll now hear from Luis Fernandez from Bronx Community College and Graduate Center, Timothy Hardin, a BMCC student; Peter Cipriano, CUNY student from Baruch and Yakov Genis from BMCC. You can give me the pronunciation when you announce yourself. Are there only three? Okay.

COMMITTEE COUNSEL SEITZER: I guess so...

CHAIRPERSON BARRON: Counsel will administer the oath.

COMMITTEE COUNSEL SEITZER: Do you affirm to tell your... to tell the truth in your testimony before this committee and to respond honestly to Council Member questions?

[off-mic affirmations]

CHAIRPERSON BARRON: Thank you, you may begin.

LUIS FERNANDEZ: Thank you for listening to my testimony. My name is Luis Fernandez. I'm a full professor in mathematics at the Bronx Community College and also a member of the faculty at the Graduate Center. I moved to New York City in August, 2007. After I finished

my PHD in... at Washington University I worked from several places; Puerto Rico, Columbia, United Kingdom and then after leaving all these places I would... I really wanted to... I had the dream of living in New York City which is like the most multicultural on diversity that I know over London. Having been at research institutions for so long I was really enthusiastic about teaching mathematics of disadvantaged students and minorities. Now when I came here it was not what I expected, the... my teaching load was 27 hours and it did not leave me much time for my students at all and my students needed much more time than I thought let alone for my research, I could not do much research except in the evenings and that's the only way that most of us have to be able to advance just work in the evenings or nights. Fortunately, I was able to... I was appointed at a Graduate Center but that was after a lot of work. The faculty at CUNY has a huge enormous potential but a lot of this potential is wasted especially of community colleges because we teach three more hours at least than a four-year college. CUNY has the luxury of boasting

that most of the faculty of... at community colleges has a PHD and this is, this is really unheard of in most community colleges. These professors can write grant proposals but unfortunately with, with this high teaching load it's quite impossible to end up doing much research and without research you cannot write grant proposals. CUNY could benefit a lot from grants, a lot of institutions... research institutions live... I mean a lot of their, their revenue comes from grants unfortunately we don't have so many because we have to teach too much. So, CUNY's 35-million-dollar budget was for the Faculty Partnership Student Success Initiative will certainly help remedy the situation. It will also revert to the university because a lower full time faculty teaching load will improve the learning environment very much for the students and... because we will be able to spend more time with them as well as do research projects with them and write grant proposals which certainly will produce new grant initiatives for advancement of science and the humanities. Thank you.

CHAIRPERSON BARRON: Thank you, next
panelist?

PETER CIPRIANO: Thank you. Thank you,
I'm actually here today as part of a completing
course work and I wasn't planning on testifying
but I changed my mind and thank you for the
opportunity to do so. All I really wanted to
contribute... [cross-talk]

CHAIRPERSON BARRON: Did you give us
your name for the...[cross-talk]

PETER CIPRIANO: Oh sorry... [cross-
talk]

CHAIRPERSON BARRON: ...record please...
[cross-talk]

PETER CIPRIANO: ...Peter Cipriano and
I'm a... an MPA candidate at Baruch College...
[cross-talk]

CHAIRPERSON BARRON: Thank you...
[cross-talk]

PETER CIPRIANO: ...School of Public
Affairs. All I really wanted to share today was
when the governors Excelsior Proposal came out it
certainly took me by surprise and I'm very glad
for it as I think most of us are, the idea of

1 having a free tuition at CUNY and SUNY is a great
2 thing but there is one item that I think hasn't
3 been in the larger discussion and that is all of
4 those students who were not able to benefit from
5 this program and who have already graduated CUNY
6 with debt including those who will be graduating
7 this May for, for whom I think it's uniquely
8 unfair to be confronted with the idea that come
9 September I guess if only they were four years
10 younger or if only they had waited a little while
11 longer to start their degree they might have had
12 some assistance. So I realize it... that there are
13 limited resources and government can't solve
14 everything but to the extent that perhaps you can
15 elevate that part of the discussion a little bit
16 more and help those in Albany or even the
17 governor had realized that while Excelsior is
18 great there is no component that talks about
19 everybody whose gone through CUNY up until this
20 point and might have large amounts of debt or, or
21 even moderate amounts of debt and who would fall
22 into the criteria of Excelsior if they were
23 starting just later or if they were a little bit
24 younger. So, I'd... yeah, I'd like to just
25

encourage more discussion on that point and thank you for your time.

CHAIRPERSON BARRON: Thank you and to sum up the hearing today.

YAKOV GENIS: My name is Yakov Genis, I'm a professor at Borough of Manhattan Community College, computer information system department. I began teaching at CUNY in the Spring of 1998 in Kingsborough Community College and from the Fall of 1998 in the Borough of Manhattan Community College. I began at BMCC as an assistant professor then as an associate professor and now as a full professor. I developed new classes in Java, Visual Basic C. I taught regular face to face classes, on-line classes. This Spring semester I have two hybrid classes in Java1 and Java2, face to face classes in Data Structure and Programming. Coupled with teaching, I conduct extensive scientific research in the area of reliability and safety assessment of complex computer systems. While I have been in... at BMCC, I published 17 articles including four publications in international conference proceedings. I have had the decline personal

invitation to international conference because I had not enough time to fulfill research and discover new results, it was first reason. Second reason, when I participated in the Moscow conference... I presented my very interesting results in this area and returning back to New York BMCC reimbursed me zero dollars and zero cents. At CUNY... if CUNY request for 35 million dollars to fund the Faculty Partnership for Student Success Initiation was included in the city budget it would allow faculty to restructure the full-time faculty workload and pursue work that would enrich students learning experience. Currently when I'm teaching I do not have enough time to work with an individual student or small group of students. If I had more time I would be able to help my students much better. I also want to develop innovative courses in programming mobile devices such as Android and iOS but I can do it only if I take a half-year sabbatical. The restructuring of full-time faculty workload would help me this... to significantly improve students' knowledge in computer science, provide new

scientific research and develop new courses.

Thank you a lot.

CHAIRPERSON BARRON: I want to thank the panel for their presentation, we do have other testimony that was submitted which will be included in the record, it's been very enlightening, I've heard the topic before of workload but this has really been very enlightening to really highlight how important it is that as faculty you have the time to interact with students, many of you know I taught elementary school and we know teaching is not just confined to what goes on in the classroom and it's so important that you have those other interactions and opportunities to prepare and elevate yourself as well so I certainly understand and I appreciate what you've shared of your, of your own individual experiences, I want to thank you for coming and with that there being no further business this hearing is adjourned, thank you.

[gavel]

C E R T I F I C A T E

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



Date March 28, 2017