

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

of the

COMMITTEE ON HIGHER EDUCATION

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March 20, 2009
Start: 10:13am
Recess: 12:03pm

HELD AT: Council Chambers
City Hall

B E F O R E:
CHARLES BARRON
Chairperson

COUNCIL MEMBERS:
Tony Avella
Gale A. Brewer
Letitia James
Miguel Martinez
Larry Seabrook

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

Ernesto Malave
Vice Chancellor for Budget and Finance
City University of New York

Iris Weintrall
Vice Chancellor for Facilities, Planning, Management
and Construction
City University of New York

Barbara Bowen
President of the Professional Staff Congress
City University of New York

Steve London
First Vice President Professional Staff Congress
City University of New York

Ruben Rangell
Adjunct
Borough of Manhattan Community College

Jacqueline Cook
Literacy Expert, Adult Education

Elise Barbell
Executive Director
Literacy Assistance Center

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2 CHAIRPERSON BARRON: Thank you very
3 much. Good morning everyone. My name is
4 Councilman Charles Barron, Chair of the Higher
5 Education Committee here at the City Council. Mr.
6 Tony Avella is the member from Queens of the
7 Higher Education, very consistent to our meetings.
8 So if you see him walk out it's only because he
9 has a double responsibility to Fire and Criminal
10 Justice meeting that's going on next door. He'll
11 be in and out or out. He's always a consistent
12 and strong supporter. I'm going to let me
13 colleagues up here introduce themselves to you
14 because they're the ones that make us appear
15 smarter than what we really are. They do the work
16 and the research so we'll go around and introduce
17 yourselves.

18 TANYA SIRUS: Tanya Sirus, Policy
19 Analyst to the Higher Education Committee.

20 TRACY ODELL: Tracy O'dell, I'm the
21 counsel to the Committee.

22 SHADAAN SMITH: Shadaan Smith,
23 Finance Analyst to the Committee.

24 CHAIRPERSON BARRON: Today's
25 hearing is going to be focusing on the budget,

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2 focusing on finance. We do this annually and CUNY
3 to discuss whether there's going to be cuts or
4 surpluses. We'll be glad when the surpluses come
5 but it's usually around budget cuts. I wanted to
6 open up by saying I find it very interesting at
7 this time of economic crises that we have to go
8 around and around about what's important in this
9 city, what's important in this state, what's
10 important in this country in terms of where the
11 money goes.

12 I find it interesting that during
13 this crises we have a Wall Street community that
14 has between greed and deregulation and just
15 criminal behavior, created a major crises in this
16 country on education, on housing, employment, that
17 they would get \$800 billion to be bailed out.
18 Instead of looking for bail out money, they should
19 have been looking for bail money for jail. But
20 instead they got \$800 billion. AIG got \$170
21 billion even though they lost \$61.8 billion on the
22 final quarter of their year and then \$165 million
23 worth of bonus that Congress, by the way, allowed
24 for that to happen with language in the stimulus
25 package allowing them to give bonuses prior to

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February 11th.

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All of that going on and then the automobile industry gets bailed out. They failed to make cars that were saleable enough to the American public to maintain them. Everybody's getting bailed out but us, but CUNY, but SUNY, but education across the country. In a country that has a \$3.2 trillion national budget, a state that has \$120 billion state budget and a city that has a \$60 billion budget, for us to be sitting here with a \$2.5 billion budget and talking about cuts of \$51, \$56 million or whatever the cuts are going to be this time around is absurd.

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CUNY should be a sacred cow, education should be a sacred cow. No matter what happens to the economy, education should be protected and funded. We see yearly the decrease in the state and city monies to public education and an increase in tuition, an increase in the private sector. So before you know it CUNY is going to be privatized gradually, incrementally and I'm very, very concerned about that.

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Here we have an institution that has produced in its years community activists, has

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2 produced lawyers, doctors, educators, professors,
3 Assembly persons, Council persons, state Senators,
4 Nobel laureates, all produced in CUNY and yet
5 every year we have to come around and talk about
6 these peanuts as it relates to the massive amount
7 of money that this country, that this state, that
8 this city is doling out all over the place. It
9 just angers me that we have to do this and sit and
10 nit pick. What's going to happen to our community
11 colleges? What's going to happen to our four year
12 institutions? What's going to happen to some of
13 our other institutions?

14 And then the Mayor stands with the
15 Chancellor of CUNY and says that because he's
16 doing so great with education that CUNY's
17 enrollment has increased. Let's be honest, that
18 was a bunch of political nonsense. We're not
19 getting better prepared students from the Board of
20 Education, or the Department of Education coming
21 into CUNY. CUNY is working some miracles that the
22 Mayor has not increased and gave us better
23 students so that now that CUNY can have better
24 prepared students. That's just simply not true.

25 Our Mayor has been a failure in

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2 education, restructuring of the Department of
3 Education. Anytime you have to restructure three
4 and four times, that creates instability. Anytime
5 you brag about 52% of the students graduating and
6 you have a \$20 billion institution. Department of
7 Education is \$20 billion and for you to be
8 bragging about an incremental increase of a
9 graduation rate of 52%, which means 48% aren't
10 graduating.

11 So we have a real problem in the
12 high school, the middle school, in the public
13 school. Shutting down, phasing out public schools
14 so that they can bring in charter schools and
15 causing just a disruption in education, I think,
16 is part of the problem that CUNY has. That we
17 don't have a qualitative Chancellor or Mayor who
18 is clueless about education. Chancellor had to
19 have his lack of credentials waived on a state
20 level because he wasn't qualified.

21 I just think that it's a shame that
22 here at CUNY we, in spite of all of that, in spite
23 of cuts, in spite of sending us students that we
24 have to do more to prepare, we've still been
25 successful. I think that's the great success

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2 story of CUNY. I really find it outrageous that
3 we have to come here every year and deal with
4 these issues around the budget. That's my
5 statement. Let me read my official statement for
6 the record so that we can proceed.

7 My name is Charles Barron, good
8 morning. Welcome to fiscal 2010 preliminary
9 budget hearing. Today we'll be reviewing the
10 preliminary budget of the City University of New
11 York for fiscal year 2010. Chancellor Matthew
12 Goldstein has been invited to testify before the
13 Committee for the university's proposed expense
14 and capital budgets. Before we begin I
15 acknowledge my colleagues.

16 In some sense there's been some
17 success for CUNY in fiscal year 2009 such as the
18 restoration of \$5.3 million in additional
19 reduction of city levy funding, the repeal of the
20 mid year \$115 million reduction in state aid and
21 the administration's fully funded reconstruction
22 of Fidderman Hall. I think that was a great
23 success on all of us working together to get
24 Fidderman Hall reconstructed. However, CUNY is
25 once again facing steep challenges for fiscal year

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Fiscal 2010 preliminary budget proposes \$212 million in funding towards the community college, which is a \$30 million decrease from the fiscal year 2009 adopted budget. I want to say this also, a lot of our problems can be eased a little bit if they owned up to the MOU, the Memorandum of Agreement. The maintenance of effort, if they maintained that we would definitely be in much better shape because they might be to the tune of \$30 million. And it certainly would help us tremendously.

The administration has proposed \$22.2 million in reductions in the preliminary budget, which on top of the \$28.8 million in reductions from previous reductions to fiscal 2010, leaves \$51 million in reductions alone to the community colleges. In addition the proposed \$51 million in reductions to city funding, the community colleges may face \$17 million in reduction from state aid in fiscal year 2010.

More importantly, we have to look at the whole picture. The state is also proposing approximately \$85 million in reduction to senior

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2 colleges. It totals about \$154 million that we
3 will have a gap in that CUNY would need to close
4 in order to maintain its standards of excellence
5 at our schools.

6 CUNY has a \$35.4 million deficit
7 for its capital commitment program for the current
8 fiscal year. This is due to the city not matching
9 the state capital funds, which partially impacted
10 CUNY's inability to receive new capital funding
11 for fiscal year 2010. The Committee looks forward
12 to hearing now from the administration who intends
13 to cover its operating costs to maintain its
14 various institutions and still provide the
15 services CUNY students need to matriculate. In
16 particular how CUNY will negotiate with
17 administration to make sure its fiscal 2010 budget
18 at least meets its maintenance of effort with
19 CUNY, which it currently does not.

20 Also how CUNY will negotiate with
21 the state. The true tragedy is how our community
22 colleges continue to remain under funded each
23 fiscal year but the administration looks to these
24 institutions for training, work force development,
25 remediation efforts and educational access.

2 I want to also add that when CUNY
3 students do graduate, they on average stay in the
4 city for as long as ten years and contribute
5 billions of dollars to the economy in their work
6 and tax revenue. So it's time for people to keep
7 their hands off CUNY in terms of cuts and add some
8 more money to us. While they're trying to
9 stimulate everything around us now, how about
10 stimulating CUNY? With that, we'll start with our
11 first witness.

12 COUNSEL: Vice Chancellor Iris
13 Weintrall, Vice Chancellor Ernesto Malave. Please
14 raise your right hands. Do you swear and/or
15 affirm that the testimony you're about to give is,
16 to the best of your knowledge, truthful and
17 accurate? Please state your names before you
18 begin your testimony. Thank you.

19 ERNESTO MALAVE: Good morning. My
20 name is Ernesto Malave. I'm the CUNY Vice
21 Chancellor for Budget and Finance. Good morning
22 Chairman Barron and members of the Higher
23 Education Committee. I'm joined by my colleague
24 Iris Weintrall Vice Chancellor for Facilities,
25 Planning, Management and Construction. We are

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2 pleased to have the opportunity to speak with you
3 about the Mayor's 2010 preliminary budget and its
4 effect on the city and the rest of New York.

5 Particularly, on our six community colleges, the
6 Borough of Manhattan, Bronx, Hostos, Kingsborough,
7 Laguardia and Queensborough Community College as
8 well as Medgar Evers College in Brooklyn.

9 CUNY's six community colleges are
10 now serving more than 81,000 students, an increase
11 of more than 6% since just last year. The Borough
12 of Manhattan Community College alone experienced
13 an enrollment increase of more than 13% and now
14 serves nearly 22,000 students.

15 These six colleges are the portal
16 for an extraordinary array of academic services.
17 More and more New Yorkers turn to them for
18 academic, professional development, job training
19 and career ladder opportunities. Each semester as
20 enrollment grows, the colleges must be able to add
21 multiple sections of core courses, develop cutting
22 edge training programs and partner with local
23 schools to increase students' academic readiness.
24 Our community colleges consistently offer
25 responsive, high quality educational services to

1 the most diverse group of students.

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3 But it could continue to do so only
4 with the appropriate support. Their capacity will
5 be severely tested in the coming year. CUNY's
6 overall enrollment is at its highest level since
7 1975 with more than 244,000 degree seeking
8 students at the university, an increase of 5% or
9 more than 11,000 students over the previous year.
10 Early data, including an estimated 12% increase in
11 fall applications to this point indicate that we
12 should expect even more growth.

13 We are proud that more and more
14 students are choosing CUNY and that they are
15 succeeding at their educational goals at the
16 university. But the challenge of offering a
17 steadily increasing number of students the first
18 rate educational experience they deserve is a very
19 real one. Particularly during times of economic
20 instability, New Yorkers turn to community
21 colleges to retool their skills, gain new
22 competencies and understand the forces that are
23 shaping their future.

24 The city preliminary budget poses
25 serious challenges for the university. The 2010

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2 financial plan provides \$212 million in city
3 support for CUNY community colleges, which is \$30
4 million less than the current year funding levels.
5 This diminished funding is in addition the \$7.7
6 million reduction in city funding that our
7 community colleges sustained in the current year.
8 This reduction was implemented through a variety
9 of strategies aimed at maintaining our core
10 academic mission in protecting our services to our
11 students.

12 An additional \$5.1 million
13 reduction had been proposed in the current year
14 but these funds were restored during budget
15 negotiations between the Mayor and the City
16 Council. Let me add we're extremely grateful, Mr.
17 Chairman, to this committee and to you and the
18 entire Council for your continued advocacy of CUNY
19 community colleges. I think that restoration of
20 \$5.1 million demonstrated your resolve.

21 The 2010 shortfall of \$30.2 million
22 reflects two matters. This is a net number. It
23 reflects an increase of \$16.6 million in funding
24 increases, which are mostly from mandatory calls
25 such as collective bargaining, fringe benefits and

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2 energy. And that is offset by \$46.8 in
3 reductions. These reductions as you eluded to
4 earlier in direct operating support include all
5 prior year reductions as well as year round cuts
6 that were announced by the Mayor this year.

7 Based on the reduction proposals
8 submitted by our colleges are part of the city's
9 PEG initiatives, cuts of this magnitude would
10 severely have a harmful impact on our students as
11 core sections, library hours and academic support
12 would likely be reduced.

13 The university has proposed to
14 offset a portion of these reductions through a
15 tuition increase effective for the fall of 2009.
16 The university's Board of Trustees has authorized
17 an increase of up to \$200 per semester.

18 In addition to the cuts proposed by
19 the city, the state executive budget also
20 recommends a reduction in community college based
21 aid per FTA by \$270 or \$16.8 million annually. We
22 are hopeful that negotiations between the Governor
23 and the state legislature as well as the infusion
24 of federal stimulus funds will eliminate the need
25 for further reductions at our community colleges

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2 at the state level. That is the picture for the
3 community colleges.

4 In addition to those, the city's
5 preliminary budget eliminates \$6.7 million in
6 funding for the Peter F. Vallone Scholarship
7 program and \$2.5 million for the Black Male
8 Initiative. AS you well know, the Vallone
9 scholarships are a vital vehicle to high achieving
10 city students and encouraging them to remain in
11 the city for their college education. In
12 addition, the Black Male Initiative continues to
13 be an effective university wide means of fostering
14 the participation in education and success of
15 underrepresented groups in higher education. The
16 BMI related counseling programs and workshops
17 opened to all students are well under way at all
18 community campuses.

19 It is critical that we address all
20 of these reductions. This is a particularly
21 challenging time to be a student, whether a first
22 time student or a returning adult. Family budgets
23 are shrinking, jobs are disappearing and the
24 future is uncertain. It is more important than
25 ever that we work together to enable New Yorkers

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2 to successfully complete the education and
3 training that they need in a timely way. Their
4 success is ultimately the city's success. I would
5 like now to ask Vice Chancellor Weintrall to talk
6 about the CUNY capital budget.

7 IRIS WEINTRALL: Good morning. My
8 name is Iris Weintrall and I'm the Vice Chancellor
9 for Facilities, Planning, Construction and
10 Management at CUNY. Once again I want to take
11 this opportunity to thank the members of this
12 committee, in particular Chairman Barron for your
13 support of the Fidderman Hall project at the
14 Borough of Manhattan Community College, which
15 allowed for the full funding of this critical
16 project. Remediation of the building is
17 progressing and we expect deconstruction to begin
18 in late April. The timing of the funding will
19 enable CUNY and our construction partners, the
20 Dormitory Authority, to proceed without
21 interruption. Construction of the new building is
22 expected to begin this fall.

23 We're also very grateful to the
24 Council for the generous Reso A Health and Safety
25 Allocations CUNY has received over the last few

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2 years for important projects at all of our six
3 community colleges and Medgar Evers College.
4 They've made a meaningful difference in our
5 efforts to make much needed upgrades at our
6 campuses.

7 Regarding CUNY's capital program no
8 changes occurred in the January preliminary budget
9 update. Today we delivered to OMB a 30% reduction
10 for fiscal years 2010 to 2019 per the requirements
11 of the Mayor's fiscal year 2010 executive budget
12 announcement. CUNY is required to reduce its plan
13 by \$25.5 million over a five year period and \$33.5
14 million over ten years. As always, when asked to
15 make cuts our first priority is to preserve safety
16 and health projects, then ongoing capital projects
17 in order to assure efficiency.

18 Because funds in the current fiscal
19 year were not included in the reduction program,
20 CUNY's major construction projects such as
21 Fidderman Hall at BMCC, the north instructional
22 building at Bronx Community College and the
23 Academic One building at Medgar Evers were not
24 impacted as their funding is included in fiscal
25 year 2009. This is fortunate as these projects

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2 means jobs for the construction in this city
3 during such difficult times.

4 I would also like to update you on
5 CUNY's efforts regarding President Obama's federal
6 stimulus program. In order to coordinate the
7 state's efforts, Governor Patterson convened an
8 economic recovery cabinet of state commissioners
9 and high level officials to address stimulus bill
10 opportunities. I represent CUNY on this cabinet
11 and staff members throughout CUNY are
12 participating in sub committees. The goal is to
13 maximize funding opportunities for New York State
14 participants by disseminating information about
15 opportunities quickly and assisting one another
16 with any obstacles.

17 This is a very important effort.
18 Significant funding was allocated through formulas
19 to New York State and there were billions of
20 dollars in competitive grants for which different
21 areas of the university are now preparing to
22 apply. At the top of that list are science and
23 technology research grants. Energy, workforce
24 development and other types of opportunities are
25 also available. Internally CUNY has created a

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2 stimulus task force and designated administrator
3 to provide assistance to areas that will apply for
4 the funds.

5 Chairman Barron, members of the
6 Committee, we have always appreciated your support
7 in ensuring that our community college students
8 receive the best education possible. Your
9 assistance is especially important now as more and
10 more New Yorkers facing economic challenges look
11 to the university for the job training and
12 increased career security they need.

13 It is CUNY's skilled graduates, the
14 vast majority of whom stay and work in New York,
15 truly stimulate our economy. Thank you for your
16 continuing effort to champion the city's community
17 college students. We look forward to continuing
18 to work with you on their behalf.

19 CHAIRPERSON BARRON: Thank you very
20 much for the testimony. I want to acknowledge
21 Council Member Larry Seabrook from the Bronx, a
22 long time community supporter, professor at
23 community, John Jay. Miguel Martinez was in for a
24 minute. I think he has to chair the meeting next
25 door on the Fire and Criminal Justice. A few

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2 questions, first I want to start with the stimulus
3 money. How much is coming into New York?

4 MS. WEINTRALL: Into the state it's
5 going to be about \$25 billion.

6 CHAIRPERSON BARRON: \$25 billion?
7 Because I heard different figures, \$28 point
8 something. So about \$25 billion?

9 MS. WEINTRALL: Approximately.

10 CHAIRPERSON BARRON: How much of it
11 is going toward programmatic stuff? I know we
12 were speaking a lot about shovel ready projects
13 and design and cost and 90 day limits and 180 days
14 and then completed by December 31st. So give us a
15 little more information on that.

16 MS. WEINTRALL: Sure. The way that
17 the bill was developed is that there were
18 different sections in the bill dealing with
19 different areas that they wanted to stimulate the
20 economy. There is a tremendous amount of money
21 going to infrastructure, roads, sewers, water
22 projects and they are specifically spelled out in
23 the bill. The states will get certain allocations
24 based on their population.

25 On the education side, as you know

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2 the majority of the money is going to K through
3 12. There was a discretionary fund that was set
4 aside for governors of states to determine how
5 that money would be appropriated. In New York
6 State, the discretionary fund is about \$550
7 million. We haven't gotten a clear direction yet
8 from the state how they plan to spend that \$550
9 million. Clearly that would be a pot of money
10 that CUNY could avail ourselves to if we knew the
11 parameters of what projects they were looking for.

12 I might point out that CUNY
13 submitted before the bill was completed, a package
14 of about \$1 billion worth of projects that fall
15 just in the category that you just pointed out,
16 the shovel ready, they create jobs, they're green
17 projects. So as soon as the parameters come out,
18 we're ready to go. We have a number of projects
19 that we feel would be appropriate.

20 The one area that we're focusing on
21 as I said in my testimony is there is a tremendous
22 amount of research money available. The
23 university is putting a full press court on trying
24 to apply for as much research and grant money as
25 we can.

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2 In addition there's a tremendous
3 amount of money for energy projects. Typically
4 with energy projects, they're usually not ready to
5 go within 120 days. We at CUNY are very fortunate
6 because we have a number of projects that are
7 ready to go. I might say that we're working very
8 closely with the city because they have gotten
9 allocation of money for energy projects as well.
10 So we're working with the city to identify a
11 couple of projects, particularly on our community
12 college campuses. In particular, Bronx Community
13 College and Queensborough, we have a number of
14 utility upgrade projects that qualify for the
15 energy money.

16 So we're working now with OMB,
17 we've had Skylar to identify those projects. I'm
18 pretty hopeful that we'll get a couple of those
19 projects through.

20 CHAIRPERSON BARRON: I did want to
21 sit down and talk to you about some of the green
22 projects that can occur at CUNY. This is a great
23 opportunity; there's a lot of green money out
24 there. To make roofing and paneling and different
25 kinds of things we could do at CUNY there would

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2 probably be a tremendous amount of money that
3 could be accessed as everybody talks about
4 greening.

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6 But there's some lack of
7 transparency around the stimulus money because
8 everybody's talking about it but we need to--I've
9 been to some meetings and talked to some people.
10 The figures are different, how much it actually
11 is, how much is coming to New York, how much of it
12 is capital, how much is expense and who's getting
13 it and the process to access it. Some elected
14 officials may have a tie in with the Governor and
15 they know some things. Some may have a tie in
16 with the Mayor and they know some things.

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17 But there seems to be a real lack
18 of transparency, accountability and oversight on
19 some of those issues around the stimulus money.
20 So I just want to make sure that CUNY is very
21 aggressive when we're on these cabinets to get
22 some clarity on how money is going to be spent and
23 have some public viewing of the process, vetting
24 of the group sets opposed to being accessed.

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25 MS. WEINTRALL: I think you're
correct. I think one of the issues and I think

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2 that Tim Gilcrest, too, who works for the Governor
3 is chairing this cabinet. I think initially just
4 the bill itself was overwhelming in terms of all
5 the categories that it allocated money. I believe
6 now that we're beginning to get our arms around
7 just what you said, how the various pots of money
8 fall out, how you apply for them. I think over
9 time what you're going to see is that--at least
10 over the next few weeks that there will be a lot
11 more information coming out.

12 I do know that the Governor's
13 office is even setting up a web site so people can
14 actually see where the money is, who's applied for
15 it and how they spent it. It's going to take a
16 little while to get through this bill. But I
17 believe in the end both the state and the various
18 state agencies and CUNY and SUNY really begin to
19 pick up some steam on this.

20 CHAIRPERSON BARRON: And in terms
21 of the maintenance of effort, what's the status of
22 that? Is there \$30 million coming? We are aware
23 of that.

24 MR. MALAVE: The maintenance of
25 effort is the provision just for a little

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2 background. It's the provision of the state
3 adopted budget that requires the City of New York
4 to "maintain effort by providing the level of
5 funding in figure year consistent with the level
6 of funding at the end of a current year." So for
7 example the city is obligated in fiscal 2010 to
8 provide us at least the level of city support that
9 we currently have.

10 In order for the City of New York
11 to meet that requirement to provision they would
12 need to provide us at least \$30.2 million.
13 Obviously the preliminary budget doesn't include
14 that. So right now the City of New York is short
15 on the maintenance of effort requirement at \$30.2
16 million. And presumably has until the time it
17 adopts the budget to fulfill that obligation.
18 That is where it stands. That's just the
19 maintenance--

20 CHAIRPERSON BARRON: [interposing]
21 What are they saying about it, though? By law
22 they have to do this. It's not like it's a
23 option; they are breaking the law if they don't.

24 MR. MALAVE: I think, without
25 speaking for the administration, every year we go

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2 through this process where the funding is
3 inconsistent with the maintenance provision. I
4 suspect that the way in which the administration
5 would look at it is that's a city obligation and
6 invites the City Council to engage in filling that
7 obligation. That's the only real explanation. So
8 that at the end of the day, the law requires that
9 by June 5th or whenever it is that the city adopts
10 its budget, that those funding be included. I
11 think given the fact that it's perhaps just a
12 preliminary budget, the City of New York is still
13 weighing its options between now and June 30th on
14 the full financing of the university's budget.
15 But it is a requirement of the city.

16 CHAIRPERSON BARRON: The reason why
17 I raise that is because this budget dance is
18 really getting tiresome, it's boring, it's
19 predictable, it's insulting to our intelligence
20 that we have to have some bogus preliminary budget
21 that's not going to pass anything. And instead of
22 thinking about enhancements they get us thinking
23 about holding on to the \$30 million, just trying.
24 Because we need that enhanced not just holding on
25 to the \$30 million. And then cutting the \$2.5

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2 million from the Black Male Initiative, cutting
3 the Vallone scholarships, knowing that we're going
4 to go back and forth with the City Council and
5 those initiatives, some of them cut back, some of
6 them get cut. It's just rather boring and
7 insulting to allow the administration to continue
8 this annual budget dance that we go through when
9 we should be talking about enhancements of items.

10 The bottom line no matter what the
11 deficit is or a surplus is, \$60 billion will be
12 spent and it's always a question of the
13 prioritization of spending. I just want to make
14 sure that we put greater pressure where we can on
15 the city to stop playing this game. The capital
16 money, I thought we had a six year, now we have a
17 five year capital commitment, \$604 million we're
18 going to match to 110 every year. What happened?
19 These are the kinds of things that I think we
20 really have to put greater pressure.

21 Now as far as tuition increase,
22 that's unacceptable. We're going to battle on
23 that one tooth and nail because we're sick and
24 tired, even if it's incrementally, that the
25 students have to pay when the city should be

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2 putting out a greater commitment. As I'm looking
3 at it, we've got to be very, very careful of this;
4 every year the state gives less and less, the city
5 gives less and less and the tuition goes up and
6 up.

7 Before you know it, you won't even
8 be able to call this a public education
9 university. We have to make sure that we don't
10 allow them to continue this diminishing fiscal,
11 financial responsibility to CUNY and then
12 increasing tuition and calling on the private
13 sector to do what the state, the city should do in
14 one of the richest states and cities in the world.
15 We're going to battle that. We have Council
16 Member Gale Brewer here and she has some questions
17 for you. I'm sorry, Larry.

18 COUNCIL MEMBER SEABROOK: Thank you
19 very much Mr. Chairman. I only have a couple of
20 questions anyway.

21 CHAIRPERSON BARRON: You can take
22 your time.

23 COUNCIL MEMBER SEABROOK: Okay.
24 Just in reference with the possibility of a
25 tuition increase, how would that impact on the

1
2 amount of additional full time faculty that should
3 be actually placed within the institutions,
4 meeting a standard that allows continuation of
5 accreditation. How would that fit in?

6 MR. MALAVE: When the trustees
7 authorize a tuition increase up to \$200 it was
8 motivated by two forces. One, the budget
9 challenges that both the city and the state
10 presented the university. Secondly, there is more
11 than a sort of financial gap as I like to describe
12 it, there's an education gap at the community
13 colleges with the continuing growing enrollment of
14 this university. To the extent that we don't make
15 the investments in full time faculty, we're just
16 going to go further and further behind.

17 So part of it was acknowledging
18 that it's not merely a fiscal gap but an education
19 gap. The only way for us to address that is by
20 having full time faculty. We have included in our
21 budget message that this environment we would hire
22 roughly about 350 new full time faculty at this
23 university that are both senior in the community.
24 150 of that which would be for the community
25 colleges in order to just meet the enrollment that

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we have projected and the enrollment that we have.

We exceeded our enrollment. We had projected an enrollment increase of about a percent and a half to two for the community colleges in the current year. That grew to 8%. And now there are prospects of an even comparable increase next year would be an even greater burden. So by us hiring that level of full time faculty, we would be able to start making some progress.

Our goal is to have roughly 70% of instruction filled by full time faculty. This incremental approach to getting there, gets us maybe to 50% or maybe 53% at the community colleges, still far away from the 70%. Hiring full time faculty takes time as well. But if we could hire at least 150 to 200 full time faculty at the community colleges that would go a way toward meeting our educational obligations. Because we have an obligation if we accept the students that we need to provide the services.

We acknowledge that particularly in this environment where we knew that both the city and the state would be challenged and the

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2 university having to always think long term about
3 its needs, the trustees authorized the university
4 to go up to \$200 in a tuition increase for the
5 semester effective for the fall in order to
6 achieve the things that I just described.

7 COUNCIL MEMBER SEABROOK: Thank
8 you. Commissioner, just a question in reference
9 to this 30% reduction in terms of the capital
10 budget, you say that that will not affect those
11 schools like Bronx Community, Medgar Evers Borough
12 of Manhattan, John Jay and others, they will not
13 be.

14 MS. WEINTRALL: Yes.

15 COUNCIL MEMBER SEABROOK: In this
16 stimulus package that Council Member Barron raised
17 the issue, these programs and those which will be
18 funded for construction, possibly through the
19 Dormitory Authority. Has your office been able to
20 monitor the projects that are in existence at
21 these four colleges as it relates to minority and
22 women owned business and participation? At the
23 level of the Dormitory Authority in statute says
24 that 15% of the MWB and employment is in statute.
25 Has that been met at these colleges?

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2 MS. WEINTRALL: As you know,
3 Council Member, the Dormitory Authority is doing
4 the construction on those projects first. They're
5 letting the contracts, they're monitoring those
6 projects. I believe that the Dormitory Authority
7 has met the state mandated goals on MWB on those
8 projects. I will double check--

9 COUNCIL MEMBER SEABROOK:
10 [interposing] Check that because they have not
11 been meeting that goal of that 15%. I would hope
12 that we can look into that.

13 MS. WEINTRALL: I will double
14 check. I believe that Medgar Evers is a set aside
15 campus so clearly on that campus they're exceeding
16 the goal but I will check on the other ones and
17 get back to you.

18 COUNCIL MEMBER SEABROOK: I think
19 that that's important because I've been on a few
20 of these other sites and just from sheer
21 observation. They might have contracts but I know
22 that the people that's working. What happens
23 normally with these stimulus packages is the same
24 big five get the contracts and they're not subbing
25 out a lot of the work and participation in these

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2 minority projects. That's the concern that I've
3 been getting back from the--

4 MS. WEINTRALL: [interposing]
5 We'll get back to you with those numbers.

6 COUNCIL MEMBER SEABROOK: Thank you
7 very much.

8 CHAIRPERSON BARRON: Larry, that's
9 an excellent, excellent point. Could we get that
10 in writing and sent to the committee?

11 MS. WEINTRALL: Absolutely.

12 CHAIRPERSON BARRON: That, I agree
13 with you 1,000%. It is a major, major issue. I
14 don't think they're doing it either.

15 MS. WEINTRALL: I know the
16 Dormitory Authority on a quarterly basis has to
17 report. We'll get you their last quarterly report
18 and we'll pass it along to the Council.

19 CHAIRPERSON BARRON: Excellent.
20 Council Member Brewer.

21 COUNCIL MEMBER BREWER: Thank you
22 very much. I've just been meeting with DoITT on
23 the issue of stimulus and technology. One of the
24 issues of course is very competitive, even in that
25 area. I'm sure Allen Dolbrin knows well the

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2 technology part but are you also looking at
3 technology stimulus. We're trying, in the
4 stimulus package it talks a lot about un-served,
5 translation rural. So I asked if that could be
6 Staten Island, but they didn't think so.

7 The question is can we then have to
8 turn un-served to underserved in New York to try
9 to be competitive. I'm just wondering if you've
10 looked at the technology stimulus also.

11 MS. WEINTRALL: We have and that's
12 one of the things that internal working group at
13 CUNY is looking at, that there is money available.
14 We're trying to figure out how we tap into it and
15 how we make it available to our student body at
16 the CUNY school. So the answer is yes.

17 COUNCIL MEMBER BREWER: I think all
18 of the grants that you're talking about from the
19 stimulus package are competitive, is that correct?

20 MS. WEINTRALL: Some of them are
21 competitive, some of them are in formulaic. Where
22 we fit into the formula, we're applying and where
23 it's competitive we're applying. We're not
24 letting any rock go unturned; where ever we can
25 fit in we're trying to apply for those grants.

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2 COUNCIL MEMBER BREWER: Okay. The
3 other question I have is--maybe you discussed
4 this, let me know. I know that to your credit you
5 have a lot of high schools that are on your
6 campuses.

7 MS. WEINTRALL: Yes.

8 COUNCIL MEMBER BREWER: I think
9 there's one recently mentioned in Brooklyn that
10 sounds fantastic with tech in one of the high
11 schools. What is the cost? I think that DOE
12 might not pay their full share. What is the cost
13 of having a high school on your campus? Does DOE
14 contribute? Obviously they pay their part but
15 many times to your credit you take the students,
16 et cetera. What's the cost sharing there?

17 MR. MALAVE: Let me first start on
18 the operating side because I think frankly the
19 opportunity costs on the capital side. But it
20 depends on the kind of activity. The Board of
21 Education, these are Board of Ed schools so the
22 management and financing of the schools are a
23 burden that they bear. We do get some resources
24 from the Board of Education to cover some of the
25 indirect costs associated with having a school on

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2 campus. That's always a negotiation between us
3 and the Board of Education.

4 I think the biggest cost is
5 associated with the continuing increase in
6 enrollment at the university and the absence of
7 additional space that we have. So I think there
8 are opportunity costs on the capital side that are
9 a little bit different. But on the operating side
10 they bear the burden of running the schools. We
11 have some of the indirect costs that are provided
12 to the university by the Board of Education.

13 MS. WEINTRALL: We have a number of
14 high schools on our campuses.

15 COUNCIL MEMBER BREWER: They're
16 fabulous.

17 MS. WEINTRALL: And they run the
18 gambit. We have given the Board of Ed, the DOE
19 space. Bronx Community College, we gave them an
20 entire building. At York we gave them an entire
21 building. At Baruch they're on two of our floors
22 at 17 Lex. Then you go to Kingsborough where they
23 built a brand new building themselves which houses
24 a high school. So they really run the gambit in
25 terms of the facilities.

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2 Once we hand it over to them,
3 they're responsible for maintaining that facility.
4 We don't maintain it any longer. But Ernesto is
5 correct, for us now it's become sort of a
6 challenge because we have this increased
7 enrollment at CUNY with more students who came
8 Spring semester. We think there'll be a 14%
9 increase in the Fall semester and we're running
10 out of space. Now DOE is running all these
11 schools on our campuses. So it's a challenge to
12 us and to them to sort of figure out where the
13 space falls out in the end.

14 COUNCIL MEMBER BREWER: Because I
15 know in my situation we have a great Martin Luther
16 King campus high school affiliated with Hunter.
17 60% of those students went to Hunter; that's a
18 huge number. Well qualified obviously otherwise
19 they wouldn't have gotten in but it's a big--just
20 multiply that.

21 My final question is every time
22 Iris comes to the west side, she's looking for a
23 new community college and I get a call. I get all
24 excited because we would love to have a new
25 community college on the west side of Manhattan

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2 and we need one. I'm wondering about the update.
3 Literally, every time you drive up somebody says
4 she's here.

5 MS. WEINTRALL: In my own defense,
6 one of my offices is on 57th Street and 11th
7 Avenue so I have to drive up to the west side.

8 COUNCIL MEMBER BREWER: I
9 understand but they still call me.

10 MS. WEINTRALL: As you know, the
11 Chancellor has been working to create framework
12 for a new community college in Manhattan. As been
13 stated here many times, the borough of Manhattan
14 has one community college, BMCC. It has something
15 like 22,000 students. Without Fidderman Hall
16 we've been choked for space. There is no doubt
17 about it that not only does CUNY but the borough
18 of Manhattan clearly needs a new community
19 college.

20 To be able to house this community
21 college in itself is a challenge. We anticipate
22 that once we open the doors we can, at the end of
23 a number of years, see 5,000 students attending
24 this new community college. And to be able to
25 find the space to be able to accommodate such a

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2 community college, is truly a challenge for us.

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One of the things that we're looking at is, as you know, we're building a brand new building for John Jay, 600,000 square foot building. We're beginning to look at the building that they will vacate to go into this new building, which is North Hall. We're beginning to look at the feasibility and the possibility of using this land, this site to house a new community college.

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To be honest with you, in this economic market and with the real estate market the way it is, we have even begun to reach out to either developers or real estate professionals to sort of figure out the potential of this site. But you can be sure that once we decide on a site, it won't be a secret. Clearly the state and the city will know first hand what site we've selected.

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COUNCIL MEMBER BREWER: You don't even know how many students that particular site could accommodate yet?

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MS. WEINTRALL: It all depends how you figure the site, whether CUNY just takes the

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2 site totally for itself, whether we endeavor to a
3 public/private partnership and be able to sell a
4 portion of the land to be able to afford to build
5 the new community college. All of that is sort of
6 in the mix. To be honest, we have arrived at no
7 decisions yet. We clearly would have to come back
8 to our partners in the city and the state--

9 COUNCIL MEMBER BREWER:

10 [interposing] And then John Jay could take over
11 the Con Ed building and we'd be fine. Thank you.

12 CHAIRPERSON BARRON: Thank you very
13 much Council Member Brewer. Medgar Evers re-
14 designated a senior college in 1994 yet unlike the
15 other senior colleges, Medgar Evers on a capital
16 side has to share their expense with the city.
17 Every other senior college gets funded by the
18 state expense and capital. Is there any
19 legislation put in, in Albany to correct that?
20 Where are we with that?

21 MS. WEINTRALL: As a matter of fact
22 there is a bill and it was put in just a few weeks
23 ago. It's Assembly bill 3299, Assemblyman Camera?

24 CHAIRPERSON BARRON: Kareem Camara.

25 MS. WEINTRALL: Yes and Senator

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Eric Adams introduced the legislation, which would make Medgar Evers a 100% four year school, which means both on the operating side and the capital side it would be provided by the state. The bill has gone through the Higher Ed committee on the Assembly side. We've been told by the Senate staff that they are in support and that they will be moving the bill shortly. So we are, like you, keeping our fingers crossed that maybe finally we can deal with this very inequitable situation for Medgar Evers.

CHAIRPERSON BARRON: As objective and unbiased as I can be I just want to let you know that Assemblywoman Inez Barron, who I am familiar with, is very supportive of that bill as well.

MS. WEINTRALL: Great.

CHAIRPERSON BARRON: As a matter fact I have changed my identity I am Mr. Inez Barron when she's not around because I represent her well. Another concern I have, I wanted to see how this deals in terms of money and budget and tuition. I have real concerns and disagreement with the class stratification of CUNY with these

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2 top tier schools and with some of these designated
3 programs that have greater tuition than others.

4 To me, CUNY was supposed to be an
5 institution of working class families and it's
6 against racism and classism and sexism and all of
7 those evil isms. But when we come with those top
8 tiered schools where tuition might be greater or
9 the requirements to get in may be greater. Then
10 these designated tiers, social work is one thing
11 and engineering might be another in terms of
12 tuition is that actually going on? And do you see
13 that as some kind of a class stratification in
14 CUNY and going against the ideals that CUNY was
15 created for in the first place?

16 MR. MALAVE: First on the issue of
17 differential tuition, we have and have had for
18 some time a number of our graduate programs. Not
19 our undergraduate programs, our graduate programs
20 that have charged a different rate than the
21 standard Masters program. Mostly in the case of
22 the Masters of Business Administration and a
23 number of graduate programs in architecture,
24 engineering, physical therapy and social work.
25 The undergraduate, as you know, is \$4,000 a year

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2 across the entire system so there is no
3 differentiation at the undergraduate level.
4 Obviously it's the same with applied community
5 colleges as well.

6 The colleges have petitioned the
7 university to change and have a differential
8 tuition in order to keep some of those programs at
9 a highly competitive level. Over the past 15 to
10 20 years, as you know, there has been very little
11 investment at this university. So at certain
12 programs that are very expensive programs to
13 operation, colleges have petitioned and the
14 university has granted their ability to go about
15 the graduate rate of roughly \$6,400 per annum, at
16 very selected and only under one condition that
17 the monies that are generated by those students go
18 back to those programs.

19 That isn't always the case when you
20 generate an across the board tuition increase. So
21 the funds go back to those programs. The tuitions
22 that are increased for those programs are done in
23 consultation with the faculty and the students so
24 that there is not "serious objections" that come
25 from those who are paying for it because they know

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2 they are getting it returned to their program.
3 It's very limited, it's extremely limited as a
4 matter of fact but it's something that the
5 university has offered the colleges when they
6 petitioned it.

7 CHAIRPERSON BARRON: I don't agree
8 with that. Racism and classism can easily come in
9 with cost of things. That's what they say in my
10 neighborhood that we have to charge this price for
11 the house because it costs a lot to build. Never
12 mind that nobody in my neighborhood could afford
13 it and that's how gentrification occurs.

14 The cost thing, we're not buying
15 that in the 21st century. I think it's class. I
16 think it's reactionary. I think it's not
17 progressive and I think it needs to stop. We have
18 to figure out a way to keep those fields open for
19 students who have low income and sometimes no
20 income. They need to be able to afford to be in
21 those fields and we can't put it on budget and
22 economics. We're always going to be there. Cost
23 is always going to be a factor for running
24 programs. But I think CUNY should make sure that
25 those programs are available for all students.

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2 The other thing is I think on the
3 graduate level, the undergrad level, isn't there a
4 different requirement for the top tier schools?
5 Maybe the tuition might be the same but is the
6 requirement to get in some of the other schools
7 you have to have a higher--

8 MR. MALAVE: [interposing] Yes,
9 there are a number of different admissions
10 requirements--

11 CHAIRPERSON BARRON: [interposing]
12 And it's different. It's tiered.

13 MR. MALAVE: --for a number of
14 different schools. I don't know exactly--

15 CHAIRPERSON BARRON: [interposing]
16 What's the reason for that? That's not cost. Why
17 does someone have to have a different requirement
18 for Hunter as opposed to some other college in
19 CUNY?

20 MR. MALAVE: I think the university
21 15 or 20 years ago probably had one flat
22 requirement for entry to all of the city colleges.
23 In the late 1990s the university decided to change
24 the profile, change the requirements for entrance.
25 It's done on an individual campus basis. There is

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2 no university wide standard policy. Quite frankly
3 and I apologize for not being able to answer that
4 question directly but I'm not really familiar with
5 the admissions requirements nor the criteria--

6 CHAIRPERSON BARRON: [interposing]
7 But there should be some general criteria. You
8 can't leave us at the mercy of every CUNY college
9 that they can make up admissions requirements.
10 There has to be some kind of a centralized--

11 MR. MALAVE: [interposing] I'm sure
12 there is. There--

13 CHAIRPERSON BARRON: [interposing]-
14 -centralized protection.

15 MR. MALAVE: I'm certain that
16 whatever it is that the colleges agrees to--

17 CHAIRPERSON BARRON: [interposing]
18 sounds like states rights.

19 MR. MALAVE: [interposing] It's
20 done in consultation with the university; it's not
21 independently done. The university clearly
22 monitors that, I'm just not in a position to tell
23 you exactly what they are nor the criteria because
24 that's really not my area of expertise.

25 CHAIRPERSON BARRON: Those are

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2 going to be some of the great, great concerns that
3 we're going to have, questions of class in some of
4 the top tier and tuition higher in some fields
5 more than others and diversity. We have a great
6 issue of the number of administrators. Diversity
7 is going to be a continued issue, the diversity of
8 the department itself. How much funding does the
9 Office of the Dean of Diversity, goes there?

10 MR. MALAVE: We have an Office of
11 Diversity of the university. We've had a long
12 standing Office of Affirmative Action at the
13 university as part of our--

14 CHAIRPERSON BARRON: [interposing]
15 Dean Davis is the Dean of Diversity I think.

16 MR. MALAVE: Yes, I believe that's-
17 -

18 CHAIRPERSON BARRON: [interposing]
19 Right. So how much is his program funded?

20 MR. MALAVE: I don't know exactly
21 what the specific funding of that office is. I do
22 know that the university has a very--every single
23 college at the university has a Office of
24 Affirmative Action that the university has had for
25 the past 30 or 40 years.

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CHAIRPERSON BARRON: How much?

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MR. MALAVE: I don't have that particular figure for each school.

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CHAIRPERSON BARRON: I need that because I just want to see how much CUNY is investing into diversity as it compares to other colleges across the country. How much money is going into each college? How much money is going into the Dean of Diversity's office to do programs and stuff around diversity? I think that's very, very important. We're going to have some upcoming hearings on that. I'm very concerned about the diversity in faculty, diversity in administration and programmatic stuff and even in the curriculum in terms of different courses and things of that nature. Thank you very much. Any other questions?

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PEG, we heard some question that there may be an additional PEG coming. Have you heard anything about that?

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MR. MALAVE: Did you say an additional PEG added to the list?

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CHAIRPERSON BARRON: I know we're PEG'ed to the max but we heard some other PEG

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might even be coming down the line.

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MR. MALAVE: I have not been notified of anything, of an additional PEG. It wouldn't shock me because PEGs are something that we get in good years and in bad years. So it wouldn't be surprising but I have not heard of any particular PEG.

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CHAIRPERSON BARRON: Thank you very much for your testimony.

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MR. MALAVE: Thank you very much.

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CHAIRPERSON BARRON: I appreciate it.

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COUNSEL: Our next panel will be Barbara Bowen, Steven London and Ruben Rangell. Please raise your right hands. Do you swear and/or affirm that the testimony you're about to give is, to the best of your knowledge, truthful and accurate? Please remember to state your names before you beginning your testimony.

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BARBARA BOWEN: Barbara Bowen, President of the Professional Staff Congress, CUNY.

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STEVE LONDON: Steve London, First Vice President Professional Staff Congress at

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CUNY.

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RUBEN RANGELL: Ruben Rangell,
adjunct at Borough of Manhattan Community College.

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MS. BOWEN: Good morning. Thank
you very much for holding this hearing and I'm
delighted to see also Council Members Martinez and
my own Council Member, Gale Brewer and of course,
you, Chairman Barron. Thank you for doing it.

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It strikes me that there is
something telling about the fact that I walked in
to testify this morning and I saw that room with
the 25 T.V. cameras, all kinds of excitement and
electricity and all kinds of media attention. I
thought, yes, at last higher education is being
recognized as the central part of the economy and
the culture that it is. I guess I should have
known. That's the Fire Department essentials, it
is.

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I think New York makes a serious
mistake in thinking that the most important place
to invest is in direct and immediate services.
There is going to be no future for this state
unless we invest in public higher education. So
really, of course the media should be paying

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2 attention the Fire Department but they should be
3 equally paying attention right here. I think
4 there is a time for us to be in the big room with
5 the big cameras.

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7 I want to thank you all for your
8 support for CUNY during the past years. Especially
9 first of all support on Fidderman Hall. Council
10 Member Barron took a big lead on that and this
11 whole committee did. And finally getting the
12 funding from the city, the matching funds for
13 Fidderman is fantastic.

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14 I also want to recognize that the
15 city's contribution to CUNY in the past several
16 years has in fact risen. It is not sufficient but
17 it has been rising and we really thank you for
18 that effort. That's in contrast to the state's
19 contribution, which has been declining,
20 scandalously declining. That's in contrast to
21 contributions from other counties throughout the
22 state to the community colleges of SUNY so we
23 thank you for that.

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24 I also wanted to mention that
25 several of you have been represented at hearings
that we're holding on the various campuses about

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2 the budget. I know we've invited all of you to
3 different ones that are in your areas. Council
4 Member Barron you were represented at City Tech at
5 the hearing. I know Tony Avella was at our
6 hearing at Queens College yesterday. We had 250
7 students yesterday lined up against the walls to
8 testify about what CUNY means to them in their
9 lives. They were from Queensborough Community
10 College, Queens College and York College so three
11 in Queens.

12 They stood in line for two and a
13 half hours to testify. They spoke about what a
14 college education means to them, how their parents
15 had come from China. One young woman's mother,
16 she said my mother is very tiny and she took a job
17 as a construction worker because that was the only
18 job she could get that would make enough money to
19 put the daughter through college. With the \$600
20 tuition increase proposed, she's not going to be
21 able to continue. There were students from the
22 Queensborough Community College with similar
23 stories to tell us. So this is a very live issue
24 and it should be a priority.

25 This is the moment for increased

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2 investment in the community colleges. You've
3 spoken about that earlier Council Member Barron.
4 Enrollment is skyrocketing. We come to you to say
5 not just don't cut CUNY but our campaign is a very
6 strong campaign to increase investment. There is
7 no greater stimulus to the economy than public
8 higher education. The idea and the ideal of mass
9 higher education is a critical one, especially in
10 times of economic downturn.

11 First of all we would call on you
12 very strenuously to resist the Mayor's budget
13 proposals for the 12.5% decline in city support
14 that can not be tolerated at a time when
15 enrollment is growing and CUNY is needed more than
16 ever. People are flocking into CUNY.

17 Second, that decline would mean, as
18 you heard from Ernesto Malave, it would be \$30.2
19 million less in the fiscal 2009 base budget. That
20 will just mean direct cuts in what we can offer
21 students. \$30 million is a big chunk out of the
22 community colleges. It will mean classes are not
23 offered. It will mean that people are not hired.
24 It will mean that there will be lines twice as
25 long at registration and already at risk students

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2 will be discouraged.

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There is a huge disincentive to our students every second they walk on those campuses, every second they see dilapidated buildings. It telegraphs to them, your education is not important in the eyes of the city and state. Any more diminution of funding just sends that message louder. So we can not tolerate the \$30.2 million.

In that cut is the Safety Net program initiated by Council Member Barron together with the PSC and supported by this committee. That's a critical program, as you know, because it's tied to income. It's an income program and it works to counter act some of the other forces that hurt students of low income.

Additionally the Mayor's executive budget eliminates important programs that you have supported, all of you here. Especially the Vallone scholarship, it was already knocked down last year from \$11.2 million and they're at \$6.8 million now. They were cut basically in half. We want them restored.

Good afternoon and thank you so much for coming to the hearing at City Tech, where

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2 Council Member James was a knock out. She had the
3 students on their feet. Thank you so much.

4 We call on you also to stand strong
5 not just to restore the Vallone scholarships to
6 where they are now but to take them back to '08
7 levels of \$11.2 million. To bring the Black Male
8 Empowerment Initiative back to \$2.5 million. The
9 centers and institutes are \$.9 million, the
10 Vocational Education for Disconnected Youth, \$.5
11 million and the creative arts team, \$.4 million.
12 These together are \$15.5 million and that's just
13 restoration.

14 But that's just a beginning because
15 what we are calling on you to take the lead on is
16 not just restoration but more investment. As
17 you've heard community college enrollments are up
18 19% in the last five years, 8.1% just this year.
19 We expect even more and especially in the
20 community colleges where many students from the
21 four year schools are now switching to the
22 community colleges where the tuition is lower.
23 Also several of the students yesterday who
24 testified at Queens College said my parents have
25 lost their jobs and my parents are now in

1
2 community college with me. They're trying to
3 upgrade their skills to be able to survive in this
4 economy.

5 One of my colleagues said now our
6 students are in school because they're desperate
7 to escape poverty. It's just as basic as that.
8 There are many other reasons to be in school and I
9 support them and love them as a professor. But we
10 can't ignore the fact that's why some of our
11 students are there. So we are calling at this
12 moment for more investment.

13 As we reminded you before in the
14 Great Depression, New York City and state built
15 three new CUNY colleges. New York did not retreat
16 at that point; New York built more colleges.
17 President Roosevelt is quoted as saying that he
18 trembles every time he sees Mayor Fiorello
19 LaGuardia coming because every time he sees him
20 that means a new college. Three colleges Lehman,
21 Queens and Brooklyn were built in the Depression.
22 That's the kind of investment we're calling for
23 now. Thank you so much for coming to Queens
24 yesterday. It was a great room, wasn't it?
25 Fantastic. So we are calling on you to take the

1
2 lead with the city and say let's not hunker down,
3 let's not just talk about restoration, let's not
4 shave and cut. Let's add more money. Have some
5 courage for a vision for New York going forward to
6 serve the people who are going to build this city
7 going forward and that is our students. They are
8 62% from households making under \$30,000. They
9 are 72% people of color, 50% people who don't
10 speak English as a first language, 44% work more
11 than 20 hours a week. Those are the people who
12 are going to rebuild this city and those are the
13 people we should invest in. So we call on you for
14 increased investment. We ask you to support
15 CUNY's capital request of \$1.4 billion. To expect
16 a flood of students to come into the schools, we
17 ask you for an investment program to provide more
18 full time faculty, an investment of public money
19 and not student tuition.

20 Council Member Seabrook asked
21 earlier on about the impact of tuition on
22 increasing faculty and staff. Our position on
23 increasing full time faculty, the increase in full
24 time faculty should not come from students'
25 tuition. All the growth in CUNY should not come

1
2 from students' increased tuition. That is a
3 sleazy way to get growth in an institution, a
4 public institution. It should come out of
5 increased public investment. Our students are
6 already carrying 40% of the burden of cost of CUNY
7 through tuition. They are often very poor
8 students and we are calling for more public
9 investment.

10 So in sum, we ask the City Council
11 for \$30.2 million to meet the maintenance of
12 effort. For \$25 million to fully fund CUNY's
13 initiatives at the community colleges, for \$15.5
14 million to restore the City Councils' own
15 initiatives and for the \$1.4 billion in capital
16 funds. We ask you to continue the leadership that
17 you've shown, which you really have in pushing the
18 city to increase its investment in CUNY. And to
19 make this a banner year, a signal year. This
20 could influence the future of New York for the
21 next 30 years, whether we invest in CUNY right
22 now. We're calling on you to make that
23 investment, thank you very much.

24 CHAIRPERSON BARRON: Let me just
25 say very quickly about your testimony. I'm sure

1
2 you using the phrase we're calling on you to take
3 leadership was just for the record because I'm
4 certain that you know everybody up here has been
5 taking leadership. I'm sure that was just
6 testimony language.

7 MS. BOWEN: Yes.

8 CHAIRPERSON BARRON: Rhetorical,
9 preaching to the choir. Because every time she
10 said it I was like, who is she talking to. I was
11 trying to figure out who you were talking to. I'm
12 sure that was just for the--So for the record I
13 just want people to know that's just for the--

14 MS. BOWEN: [interposing] It is
15 indeed. I think I did use the word continued in
16 there.

17 CHAIRPERSON BARRON: That was
18 toward the end but I had to go through five
19 calling on's before I got to continued.

20 MS. BOWEN: Fair enough,
21 absolutely.

22 CHAIRPERSON BARRON: When I heard
23 the continuing I felt a little better. I just
24 wanted the people... I know where you're coming
25 from, I'm just letting people know that that's

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just part of the record and testimony.

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MS. BOWEN: Absolutely. As I mentioned, you and the Council--

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CHAIRPERSON BARRON: [interposing] And I want to welcome Council Member Letitia James back, Council Member Tony Avella.

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MS. BOWEN: Sorry if I created the wrong impression.

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CHAIRPERSON BARRON: That's all right. I'll help you. Don't worry about it.

11

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MS. BOWEN: As I said, we recognize the real leadership you have offered.

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CHAIRPERSON BARRON: I know you do.

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MS. BOWEN: And the effects and real results it has produced. I will say we call on you this year to continue that leadership--

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CHAIRPERSON BARRON: [interposing] You don't have to call me Barbara, I keep telling you, you don't have to call. Save that call for somebody else.

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MS. BOWEN: Wonderful.

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CHAIRPERSON BARRON: We're there.

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MS. BOWEN: We'll work in partnership with you.

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CHAIRPERSON BARRON: One other

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thing that we do have to, we have to do better at

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all of us, even the supporters is organizing the

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students so that these kinds of hearings and the

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kinds that you had that are very successful of a

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hearing, that we do more of that. We have over

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400 some odd thousand CUNY students and that's a

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powerful force. It's a powerful political force,

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it's a powerful force for normalizing and

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organizing.

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Yet when the trustees have their

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meetings and some times when we have our hearings

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and some times when you call, it's good to get 102

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out but we got 400,000 CUNY students. If we could

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get half of them out or a quarter of them out

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anywhere, this town will have to pay attention. I

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think we all have come up short on that end and we

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need to work harder to do that. But thank you

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very much for your testimony.

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MS. BOWEN: Thank you.

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CHAIRPERSON BARRON: Let me just

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let the others go.

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MR. LONDON: I'll just be very

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brief. I'll just emphasize one or two points

1
2 following Barbara's testimony. I want to
3 emphasize--

4 CHAIRPERSON BARRON: Introduce
5 yourself.

6 MR. LONDON: I'm sorry. I'm Steve
7 London, First Vice President Professional Staff
8 Congress. I want to just emphasize one or two
9 points. I think the importance of understanding
10 of the circumstance of our students and their
11 ability to pay increased tuition is very important
12 for the larger public to understand. Too often we
13 hear that some people say there's TAP, there's
14 Pell so this will take care of students who are
15 really in need.

16 But those kinds of, I think well-
17 meaning statements, nonetheless shown an ignorance
18 of these programs. In particular, TAP for example
19 has very little money for part time students.
20 43%, 44% of community college students are part
21 time. Also, for financially independent students
22 without dependents, also a large number of
23 students at CUNY, TAP gives them very little. TAP
24 funding is very punitive. Right there are two
25 very large cohorts that are left out.

1
2 If a student is taking a major and
3 takes courses outside of the major, TAP doesn't
4 cover it. We heard testimony in these hearings
5 that we're holding from students, very high
6 achieving students who are taking someone who is a
7 double major, pre med major and TAP won't cover
8 the second major courses. One semester this
9 student said that because they did not have 12
10 credits in the major they did not get TAP.

11 There are loads of loopholes here
12 that people should understand. Then something
13 that Barbara mentioned that she heard at Queens
14 College, we also had a Brooklyn College over 200
15 participants at our hearing there. There were
16 several students who said the same thing that
17 Barbara mentioned, I'm in college, but my mother
18 is laid off and she's gone back to college. An
19 increase, this was at Brooklyn at \$600 is not just
20 \$600 for me, it's \$1,200 for our family; a family
21 that has the one bread winner who is unemployed.

22 So we have to think, step back and
23 understand the times we're in. We all understand
24 that there is economic hardship. On the one hand
25 saying there is economic hardship that people are

1
2 in trouble. Then on the other hand say, we can
3 increase tuition, which is a regressive tax on our
4 students. And to say they can handle it is not
5 putting together what is the reality of our
6 students.

7 I know I'm speaking to the
8 converted and I'm providing more information for
9 the public record. I just wanted to emphasize
10 those points and to implore helping to build
11 support for public investment in CUNY.

12 CHAIRPERSON BARRON: Thank you very
13 much. That is important information because we
14 hear that a lot. The tuition increase is not
15 going to hurt anybody because they'll get TAP and
16 Pell and all of that. That is very important
17 information. Do you have a statement?

18 MR. RANGELL: Sure. Again my name
19 is Ruben Rangell and I'm an adjunct at Borough of
20 Manhattan Community College. I'll just add some
21 direct experience as an instructor at Borough of
22 Manhattan Community College. I also teach at City
23 College as an adjunct and maybe address one of the
24 questions you asked earlier about how much is CUNY
25 investing in diversity of faculty and diversity of

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students.

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As you probably know, a lot of this should be very familiar to you all. In the department that I work in, I share an office with 50 other adjuncts. We have four desks and one row of file cabinets that are piled on with the boxes of additional adjuncts who don't have file cabinet space. In my classrooms, students have to borrow chairs from other classrooms. We have outdated computers.

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At City College I can't get a computer lab. I want to take my students and give them instruction in a computer lab. Even though it's supposed to be a smart college with high tech classrooms for students who are in ESL programs, it doesn't seem to be a priority because it's almost impossible to schedule a computer lab.

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I, myself, am a non traditional, non tenure instructor. My parents were farm workers. I worked my way through college. My own experience when I ran out of funding when the scholarships ended and the loans ran out, I became homeless in college. I think that is a reality that these types of cuts are going to lead to in

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New York.

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I want to speak specifically to the issue of diversity. It's very important for the students that I teach to see someone who looks like them, who has the experience they had in learning a second language and someone who respects their culture and respects their potential. Because many people think that someone who doesn't speak perfect English is not intelligent and is not creative. Part of my job is building on that potential and that creativity.

I have students who their parent has dropped out of the city university system in order for them to pay for college. They had to make that type of decision. I deal with the normal activities of classroom students who come in late, students who fall asleep in class. Often times I don't think it's because of my instruction that they're falling asleep in class. I've had conversations with them that they're working two jobs or they're working the night shift and someone doesn't come to relieve them and they're going straight to the college after no sleep; the same thing with arriving to class late. This is

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2 the direct kind of experience that I see in the
3 colleges.

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I taught at several campuses but I think that one of the ways to develop greater diversity at CUNY is through the use of adjuncts. And not simply to see the need for more investment in full time staff but also to see the hiring of adjuncts as a way to provide non traditional role models for CUNY students.

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CHAIRPERSON BARRON: Thank you very much for your testimony. I also want to introduce my staff member, Miss Monique Washington. She's the CUNY liaison from our staff. Thank you very much.

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I just want to ask some statistical questions on the faculty. How many full time faculty is there at CUNY?

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MS. BOWEN: About 6,600.

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CHAIRPERSON BARRON: 6,600.

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MS. BOWEN: Just to give you an idea, the last time enrollment was at this level, which was 1975, there were 11,000 full time faculty so we're down about 5,000. 11,500 I guess at that point. We're down 5,000 from that period.

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CHAIRPERSON BARRON: And part time.

MS. BOWEN: And in terms of part time there were about 8,000, almost 9,000.

CHAIRPERSON BARRON: About 9,000 part time.

MS. BOWEN: We're 6,600 full time and 9,000 part time.

CHAIRPERSON BARRON: Do they have counselors? Do they count counselors as faculty?

MS. BOWEN: They count in the full time faculty because the counselors, some psychological counselors are in staff titles. But counselors are generally full time faculty.

CHAIRPERSON BARRON: How many people of color are in the 6,600 number? Do you know?

MS. BOWEN: I can find out for you. I have known at different times by percentage. I should find out. It's on CUNY's data list.

CHAIRPERSON BARRON: And then could you also break it down by Black, Latino or Asian?

MS. BOWEN: It's all on CUNY's Affirmative Action report.

CHAIRPERSON BARRON: And women,

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men, all of that so we can just get a sense of that; full time and part time.

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MS. BOWEN: Yes, it's all--we can direct you to--

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CHAIRPERSON BARRON: [interposing]

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Are you satisfied with the diversity?

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MS. BOWEN: No, not at all. Just to give you one sense of that, in collective

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bargaining we have pushed consistently and CUNY

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has resisted demands to put funds toward increased

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diversity of hiring as part of collective

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bargaining. We were willing as the union to take

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part of our negotiated settlement and use it to

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create a seed fund to do the kind of intensive

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recruitment you have to do to attract and find,

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just locate the people of color who would teach at

18

CUNY and to hold on to them. To nurture them

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through their careers and to go to the American

20

Psychological Association or historical

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association, where ever it is and interview them

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in a stepped up way. CUNY has rebuffed that

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demand consistently in bargaining. That's one way

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that we've tried to get out that.

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We also, in the union have an anti-

1
2 racism initiative where we are doing our own
3 research about the connection between funding and
4 race at CUNY and working on faculty on diversity.
5 We're represented in the nationwide task force of
6 all higher ed unions on faculty diversity. So no,
7 it's not something we're satisfied with at all.

8 CHAIRPERSON BARRON: Let me ask you
9 this also because to some extent, doesn't the
10 department chairs have a lot to do with who gets
11 forwarded for positions. Some times when we talk
12 to the administration they say talk to the union
13 because their department chairs don't forward the
14 folk. Then we come to you and you say it's CUNY.
15 It's like a ping pong; we're tossed back and
16 forth. You say it's CUNY, CUNY says they have the
17 chairs all they have to do is when the process is
18 done send them forward and we'll hire them.

19 MS. BOWEN: Well no, it's both.

20 CHAIRPERSON BARRON: How do you
21 answer that?

22 MS. BOWEN: I'm glad you asked
23 that. It's really a number of factors. Let's
24 start with the level of compensation and the
25 conditions at CUNY. One of my positions before I

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became union president I was head of the program at Queens College funded by the Mellon Foundation to identify students, African American and Latino students who wanted to go on for a PhD and supporting them to become academics. Out of all the programs in the country compared to Harvard, Yale, Princeton, Queens College was number one in producing students who went on and now a lot of them are PhD's in teaching.

I saw through that process how much support they needed through the whole process with all the kinds of institutionalized racism against them. Also how once they did succeed in achieving a PhD and doing very well, many colleges competed for them. For them to look at CUNY where our salaries are below regional and national averages, where our workload is higher than averages, where our support for research is lower is a real disincentive to those individuals.

CHAIRPERSON BARRON: I agree with that.

MS. BOWEN: So that's the first factor.

CHAIRPERSON BARRON: I agree with

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2 that but what I'm trying to get at so that I can--

3 MS. BOWEN: [interposing] What the
4 department chairs do?

5 CHAIRPERSON BARRON: Right. Is it
6 the problem that the department chairs are sending
7 up people of color and CUNY is rejecting them or--

8 MS. BOWEN: [interposing] No, no,
9 no, we've never said that. No. That is not.

10 CHAIRPERSON BARRON: Are they
11 sending up or are they not sending up enough
12 people of color--

13 MS. BOWEN: [interposing] It's a
14 variety of things.

15 CHAIRPERSON BARRON: I'm just
16 trying to think of a way.

17 MS. BOWEN: It is not the question
18 of, at least in my knowledge at all, of CUNY
19 presidents rejecting candidates of color to be in
20 faculty. I have not seen that occur. That is not
21 what we're saying. It's a much more subtle
22 problem than that.

23 First of all the question is
24 attracting people to apply to your position.
25 Let's say you're advertising the English

1
2 department at Queens College. We've done very
3 well. Pardon me?

4 COUNCIL MEMBER: What do you need?

5 MS. BOWEN: You need fellowships;
6 you need support. But first you have to attract
7 them to apply--

8 CHAIRPERSON BARRON: [interposing]
9 See, what I'm going to--

10 MS. BOWEN: [interposing] Wait,
11 wait. Let me just finish.

12 CHAIRPERSON BARRON: Let me just
13 say this because when we go through this diversity
14 stuff for Black faculty and Latino faculty, I
15 understand the--White faculty is attracted without
16 the fellowships and without all of this stuff. So
17 I don't understand how white faculty can be
18 attracted to institutions without these
19 fellowships, scholarships, whatever. And then
20 when we talk about Black faculty or Latino
21 faculty, it's we can't find them or they're not
22 attracted or it's not enough--it's always
23 something that's different, that doesn't apply to
24 white faculty. They seem to be attracted. I'm
25 just trying to find out all parts of the situation

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2 because we deal with the administration. We fight
3 them just as hard as anybody but also I want to
4 find out what's happening with the department
5 chairs and that process that doesn't get enough of
6 us through to them. We're not attracted to CUNY?
7 I just want to find out more about it.

8 MS. BOWEN: I think one thing to
9 keep in mind is the still low numbers of under
10 represented people in the professorate and in the
11 PhD's. What's happening at CUNY is that in a pool
12 of applicants. I see that, I sit in the hiring
13 pool. First stage is making sure you've done
14 enough outreach so you find people. Make sure you
15 go after them recruit them to apply.

16 The next process is making sure the
17 conditions for an interview are comfortable.
18 Ruben talked about the effect on students of
19 seeing somebody who looks like you, that's an
20 important factor in the interview process in
21 making sure the team that does the interview is
22 open and diverse in itself.

23 The next stage is making an offer
24 to people. What we have found in my department is
25 that the top one, two, three, four, five people

1
2 turn CUNY down. The top three candidates in my
3 department were people of color. They all turned
4 us down. There is not enough money, the salaries
5 are too low, the conditions are horrible, the
6 bathrooms are dirty, there's no computer labs,
7 there's no paper, there's no support. They turned
8 us down. That was the top three people were
9 people of color. The fourth, the fifth turned us
10 down.

11 CHAIRPERSON BARRON: So the people
12 that accept it basically are white are you saying?

13 MS. BOWEN: No, my department has--
14 no.

15 CHAIRPERSON BARRON: I'm just
16 trying to find out.

17 MS. BOWEN: I'm just saying that
18 the top three turned us down.

19 CHAIRPERSON BARRON: I got that.

20 MS. BOWEN: Fourth, fifth maybe.

21 CHAIRPERSON BARRON: But at some
22 point.

23 MS. BOWEN: The person who accepted
24 was a person of color in my department. It was a
25 person of color.

1
2 CHAIRPERSON BARRON: I'm just
3 trying to find out because somebody's going to
4 accept the position.

5 MS. BOWEN: Yes.

6 CHAIRPERSON BARRON: Even if it's
7 the cream of the crop of the Black and Latino
8 community--

9 MS. BOWEN: [interposing] They're
10 all the cream of the crop, the top 20 are the
11 cream of the crop.

12 CHAIRPERSON BARRON: I understand.
13 I'm just saying if in fact the top people aren't
14 accepting it. When we finally get to an
15 acceptance level, how come too often it is not a
16 person of color? Even given everything you said,
17 there is somebody that's going to accept that
18 position, inevitably, eventually. How come too
19 often that is not a person of color? I understand
20 with all of those factors that you're saying.

21 MS. BOWEN: I think there are a
22 number of reasons--

23 CHAIRPERSON BARRON: And I'm just
24 trying to get--because I do the same thing with
25 the administration. I just want to get to the

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bottom of this because every year we go through
this diversity thing. I will be having a hearing
on diversity.

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MS. BOWEN: That would be great.

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CHAIRPERSON BARRON: I just want to
get to the bottom of this to see, to really
pinpoint what was the challenge.

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MS. BOWEN: I think to pinpoint
we'd really have to look at it search by search
honestly, to pinpoint it. In the instance I
described in my department, the person who
eventually took the position was a person of
color. We were thrilled. By saying this person
is the whatever number choice, I don't even
remember now. All the top 20 or 30 people, there
are 200, there are 300 people applying for these
jobs. The top group are fabulous; we're thrilled
to get any of them. But I think we do have to
recognize there is often--

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One issue is that issue. Other
issues are certain fields where there is a real
dearth of people of color and we have asked CUNY
in bargaining as I said for more funds to be able
to do an aggressive recruiting. There are other

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2 factors in different departments. So I think
3 really the only way to get at it, as you say to
4 pinpoint would be to look at search by search,
5 department by department and look at their
6 results.

7 CHAIRPERSON BARRON: Let me ask you
8 this, in the departments, are there a number of
9 faculty of color that head up departments?

10 MS. BOWEN: Yes, absolutely. Yes.

11 CHAIRPERSON BARRON: Could you give
12 me that number or is that..

13 MS. BOWEN: I think I'd be better
14 to ask CUNY to do that for us. But I'd be happy
15 to convey that request. Those are elected
16 positions and there is a new election every three
17 years.

18 CHAIRPERSON BARRON: I can get that
19 information.

20 MS. BOWEN: But there is diversity
21 within that group.

22 CHAIRPERSON BARRON: I just thought
23 you might have had it.

24 MS. BOWEN: Absolutely.

25 CHAIRPERSON BARRON: Council Member

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Brewer.

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COUNCIL MEMBER BREWER: Thank you.

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Two quick questions, first of all just so you know

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Juan Rodriguez is here in our office and he's from

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Bronx Community College. We have many, many CUNY

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interns but he's very special.

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MS. BOWEN: Nice to meet you.

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COUNCIL MEMBER BREWER: Number two

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is technology, as Barbara knows I chair that

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committee here in the Council. I am interested

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because how far does the student fee go and then

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what else is necessary? You've got stimulus

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package, you've got lots of potential. I've spent

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a lot of time looking at this issue so I'm just

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wondering if you had your druthers what would the

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campuses look like? It probably varies from

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campus to campus.

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MR. LONDON: I would have to get

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back to you first of all with a full answer. The

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money that is raised through the technology fee

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goes to various purposes. I don't have that

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information with me. I'll look at it. I think if

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you, hearing the testimony of Professor Rangell,

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we clearly are far behind, especially with the

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increase in student enrollment.

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There is this pernicious trend that's taking place. Is it because we are so poorly funded with public dollars? The increase in investment is coming off the backs of the student enrollment. More and more students are coming in, they're paying tuition that's providing more dollars but not enough to service them and to provide the kinds of smart classrooms and the kind of infrastructure that is needed.

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CUNY has spent a lot of money on some central systems. There are issues about the functioning of the systems. I think I'd be happy to have a further conversation.

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COUNCIL MEMBER BREWER: Mr. Chairman maybe we can get as one of your follow up questions, technology fee, what it's going towards. And then we can compare that to what's needed. That's a budget question.

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The other question I have is maybe I missed it. But when CUNY was testifying they talked about 150 to 200 more full time faculty at community colleges and 350 total. I think that's depending, that wasn't a definite. Can you just

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2 help me to understand what they were saying and is
3 that what we want? We obviously want much more.

4 MR. LONDON: There have been
5 increases. I don't know what time period they're
6 talking about.

7 COUNCIL MEMBER BREWER: I don't
8 know either. That's what they said.

9 MR. LONDON: I'd have to look at
10 it.

11 COUNCIL MEMBER BREWER: I just took
12 notes.

13 MR. LONDON: System wide there are
14 about 220 faculty net increase in the last
15 academic year. The figure, the present Bowen gave
16 of 6,600 full time faculty and there are other are
17 additional about 400 substitutes. That still
18 brings us to a very, very low number, short 5,000
19 faculty compared to the last time when we had
20 250,000 degree students in 1975.

21 We're talking about a drop in the
22 bucket. One way of looking at this is to look at
23 not only the ratio of full time and part time
24 faculty but also to look at the number of courses
25 that are taught by full time compared to part time

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2 in community colleges. After the investment
3 program in 2004, we saw the number of courses
4 taught by full timers in community colleges go up.
5 But then as we have seen these bursts of
6 enrollment, again, pernicious trend I was talking
7 about with trying to fund investment off of a
8 burst of enrollment. You don't have enough money.
9 So now we're seeing the percentage of courses
10 taught by full time faculty decline in community
11 college as well as in the senior colleges. System
12 wide it's under 50%.

13 MS. BOWEN: It's 38% of the faculty
14 at the community colleges are full time and 45% at
15 the four year schools.

16 COUNCIL MEMBER BREWER: Thank you.

17 MS. BOWEN: Council Member Brewer
18 can I just mentioned that you had asked earlier
19 about the costs of high schools on the campuses
20 and CUNY answered that. But there's one less
21 visible cost that I think is worth mentioning.
22 This is not to say we don't support the high
23 schools; it's very good to have that link. But
24 like a lot of other things, it's being funded out
25 of speed up for our faculty and staff and a call

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2 on our resources. For instance, most of those
3 high schools don't have a library so they use the
4 library on our campuses. Nice to have the
5 students there but our librarians are trained to
6 be college librarians. It's a different skill to
7 be a librarian for a K through 12 school and
8 they're being asked to do that. Other facilities
9 even with computers and other areas, phys ed
10 facilities, again the idea of sharing could be
11 great but not without the resources. So there are
12 some invisible costs there that are worth paying
13 attention to.

14 COUNCIL MEMBER BREWER: I think DOE
15 is not contributing as much as they should.
16 That's my impression. That's what I was trying to
17 get to win my questions. I hear that a lot from
18 CUNY that they're not contributing. Thank you.

19 MS. BOWEN: Thank you so much.

20 CHAIRPERSON BARRON: Thank you very
21 much for your testimony and for your continued
22 support of CUNY students and our struggle. We'll
23 be on the same lines together in the future.
24 Let's pick it up. I was just telling our staff
25 here that we need to really pick up the pace and

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2 get more students involved and bring this to the
3 attention of the city so that when we have
4 whatever we have, the hearings on the campuses or
5 hearings here, that it gets more attention. We
6 all got to pick up the pace on that. Thank you
7 very much for your testimony.

8 MS. BOWEN: Thank you so much.

9 MR. LONDON: Thank you very much.

10 COUNSEL: Our next panel will be
11 Jacqueline Cook and Elise Barbell. Please raise
12 your right hands. Do you swear and/or affirm that
13 the testimony you're about to give is, to the best
14 of your knowledge, truthful and accurate?

15 JACQUELINE COOK: My name is
16 Jacqueline Cook and I'm a literacy expert in the
17 field of adult education here in New York City and
18 a researcher and sort of recognized guru in my
19 field. I'm here really to talk about the vital
20 importance of the GED and the need for what is a
21 relatively small investment in a critical piece of
22 infrastructure in the system.

23 I really think this is probably the
24 smallest request before you but one that will have
25 the greatest impact on residents' education in New

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2 York City, on preparation of the work force and on
3 our economic health. This investment is into web
4 site that will interest the technology committee
5 as well, a web site that would allow residents in
6 New York to access information about the GED exam
7 and to register to take the exam.

8 Right now we have 1.6 million in
9 New York City who are over 16, are out of school
10 and do not have a high school diploma. This is
11 largely a population that it's people of color,
12 people of low income, people at great risk for
13 cycling unemployment, risk for cycling in the
14 criminal justice system and without opportunities
15 for advancement in education and work force and
16 other training opportunities.

17 Where our system is situated right
18 now we have about 50 test sites in the city, four
19 of them are operated by the City University of New
20 York. All of them are greatly underfunded. For
21 every \$1 they receive from the state education
22 department, legislative money, they have to
23 contribute two of their own dollars just to give
24 the exam and pay for staff. That situation just
25 got worse with an executive order to cut those

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funds by 10%.

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So we're not really asking that you address the whole system. We're asking that you do a critical piece that would allow people to at least find where they can be tested and what information they need to be prepared for that test.

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Right now because people don't know where to go and the system is not centralized, they apply to every site they know of. That means they might submit four and five applications to four and five different test sites. They get an acceptance and they show up at one. The other four don't know they're not coming. So even though there can be wait lists for six months at Laguardia's test sites, it means that over half of our test seats are actually empty when it comes to the test administration.

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This is something that very easily could be addressed through technology investment of \$500,000, where it's one that would be supported in an ongoing way by the state education department. They're not able to make the initial investment, but they would provide the ongoing

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2 payments of this system so that it wouldn't be
3 something that would be invested in an then
4 collapsed. It would be a critical piece in
5 strengthening the system.

6 We estimate that it would increase
7 the number of people that get a diploma each year
8 by three times. Right now we have about 10,000
9 people that get a diploma. We have the lowest
10 pass rate in the country, 43% of our test takers
11 pass the GED. That is the lowest pass rate in the
12 country. People don't know that they're going to
13 have use a scientific calculator. They don't know
14 how to fill out bubble sheets. This information
15 could easily be provided through this information
16 portal.

17 In addition, because it would be
18 centralized, because it would reduce the
19 inefficiency of people not showing, it would mean
20 that the cot per test administration could be
21 actually decreased by 30%. I really honestly
22 believe that this is a small investment relative o
23 the impact it could have on the residents of this
24 city, the impact it could have on our work force,
25 the impact that it could have on our economy.

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2 It's a critical one time investment that I just
3 urge you to consider seriously. I think I will
4 turn it over to Elise Barbell who is working on
5 some of the implementations around this design and
6 answer those questions.

7 ELISE BARBELL: Hi, thank you for
8 hearing us. I'm Elise Barbell, I'm the Executive
9 Director of the Literacy Assistance Center. In
10 that capacity I work closely with the Office of
11 Vocational and Technical Education at the federal
12 Department of Education.

13 What they've told us in adult ed,
14 it used to be for all my years in this business
15 the end goal was a GED. And OVAY is changing its
16 focus and is saying that our end goal of adult
17 education is transition into college. They're
18 particularly asking us to focus on strategies to
19 fill the developmental education gap. That's the
20 abyss between getting your GED and being able to
21 get out of remediation classes when you get into
22 CUNY.

23 As you know we have many, many
24 students who come out of GED programs and suck up
25 all their Pell grants and are \$10,000 in debt

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2 before they're able to earn a credit. So that the
3 adult education field as a whole is really looking
4 far beyond the GED and saying, how can we keep
5 this momentum up, how can we keep it going. It's
6 very, very difficult for students to get
7 information about how to keep going. We want to
8 focus on transitions. We want to focus on GED as
9 a stepping stone, a milestone to goals of more
10 productive work force, more productive education.
11 We want to see more people getting into CUNY. As
12 such CUNY has a wonderful program in their adult
13 education program for taking GED students. The
14 GED program doesn't end when the learner takes the
15 test. It continues on in to enrollment and in to
16 rigor of college work.

17 This GED portal is going to help
18 people stay connected. I have a mock up in your
19 folders if you want to just look at it with me for
20 a moment. Two really important features of this
21 is not just basic information you need about the
22 test and being able to register for a seat on the
23 test like you register for a seat on the airplane.
24 But also if you go to the next button, it's
25 transition to college.

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2 We want you to come home, the next
3 morning you wake up after the test you've got six
4 weeks until you hear about your score, we want you
5 to start preparing for college. We want you to be
6 able to download that application, get in touch
7 with a college counselor. We do not, in the adult
8 education system in New York City have any way
9 that exists to connect these 10,000 learners who
10 are getting their GED into transition programs or
11 into CUNY or into strategies that will help them
12 meet this developmental education gap.

13 This is a drop in the bucket.
14 State Ed said if I can get this bill, they will
15 house it. The Literacy Assistance Center holds a
16 data maintenance contract with the state Education
17 Department that's got six years and \$6 million and
18 they are willing to allow us to put this on that
19 server and to maintain it and to give us whatever
20 extra money we need to keep it going. They see
21 that as their responsibility. What they just
22 can't do is give us what we need to build it.

23 We've had, I think, some great
24 interest from Council Members Jackson and Fidler
25 on the Education Committee and they have asked us

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2 to come and see you and see as many other folks as
3 we could to see if we could answer your questions
4 and get some support, momentum, input into how we
5 should go forward.

6 CHAIRPERSON BARRON: Thank you very
7 much for your testimony. I am a product of GED.
8 As a matter of fact when I eventually become
9 mayor, I'm going to be the first GED mayor. I was
10 in a program in Harlem called the College Adaptor
11 Program. They actually gave you a stipend, I
12 remember I got \$30 a week, that was way back when
13 a little bit. I got \$30 a week to go take the
14 class and study for the GED. They automatically
15 connected you, me in this case, to New York City
16 Community College, it's Community Technical
17 College now. So you automatically connected to
18 getting into a community college right after you
19 completed your GED. Some others, some times you
20 went even to other colleges. Extremely important,
21 extremely valuable. We are supportive. We'll see
22 what we get. I'll meet with the other Council
23 Members that you met with. I'll talk with them
24 because I think this is a critical part of
25 education. I'm glad you just don't focus on the

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2 GED but continuing and even getting other kinds of
3 skills for those who may not continue. It's sad
4 that when you finish 12 years of education you
5 don't have skills to get a job and you don't have
6 the competency to go to higher education some
7 times. So some times it's good to have programs
8 that are going to focus on making sure that it
9 goes beyond just getting the GED but what happens
10 after you get it.

11 So I think it's an excellent
12 testimony and certainly I'd like to sit down with
13 you at some point.

14 MS. BARBELL: I just want to make
15 you aware, the Literacy Assistance Center works
16 with the National College Transition Network out
17 of World Education in Boston. We started the
18 first ever New York City chapter and we have
19 members. We have two levels of membership, free
20 and paid. We are trying to really start a network
21 in New York City and gather momentum so that
22 there's more programs like that. I'm sorry to say
23 fervor for the program that you were in as a
24 youngster did not catch on and really become
25 systemic. We're working very hard through

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initiatives like this to make that much more
common place so that your story is not a rare one.

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CHAIRPERSON BARRON: Thank you.

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Council Member Brewer.

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COUNCIL MEMBER BREWER: Jackie I

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have a question. You're talking about State Ed,

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do they run both the Department of Education and

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the CUNY GED because there is a lot of confusion

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in the community.

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MS. COOK: Yes.

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COUNCIL MEMBER BREWER: Can you

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explain that? And also why doesn't the Mayor's

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economic get rid of poverty CEO group fund this?

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Go ahead.

16

MS. COOK: Two questions, the first

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one first. The State Education Department is the

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only agency in the state that can grant the GED

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diploma. So it is only through the State

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Education Department that you can operate a test

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center, they supervise it, they certify it, et

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cetera. They do the grading of the exam and they

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issue the diploma. The GED test sites that are at

24

CUNY are part of the State Ed system.

25

In terms of preparation for the

1
2 exam, both state, city and federal funds are used
3 to prepare people for the exam. But of that over
4 a million people, about 67,000 people are actually
5 in programs. CUNY programs definitely, also
6 Department of Ed, Library and CBO programs.
7 Actually for about the last ten years, the Office
8 of Institutional Research at CUNY did an analysis
9 of how many entering freshman each year are GED
10 students. And it's been 4,000 students that enter
11 each year as freshman in degree programs that are
12 GED students, which is a significant number of
13 those that get a diploma each year. But they
14 aren't succeeding without that support and that
15 transition and that really key piece.

16 For many of those that don't even
17 get into the programs--we have 67,000 in the
18 program. Many of those are really not aware of
19 their options, which is another reason to have the
20 information piece in this so people can self
21 assess and decide if this is the right next step
22 for them.

23 One last piece on that, of those
24 67,000, 3,333 that actually score at the GED
25 level. So most of the people that enroll in

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2 programs really have a ways to go before they get
3 to the GED. It's their goal, it's the
4 administrative structure that's really the
5 barrier.

6 COUNCIL MEMBER BREWER: Go ahead
7 with the...

8 MS. COOK: CEO piece.

9 COUNCIL MEMBER BREWER: CEO money.

10 MS. COOK: CEO has implemented a
11 number of initiatives in this regard, primarily
12 working with DOYCD and primarily targeted toward
13 youth. There are a couple of reasons why they
14 haven't yet embraced this and feel that they're
15 working on the stimulus areas, don't know if it
16 can be invested in technology. It just hasn't
17 taken hold there given all the other pieces.
18 There has been really a lot of interest in the
19 Council recognizing that it could also be
20 something that could be linked to Council
21 districts, to their web sites. It could be tied
22 to the populations. That was part of the...

23 COUNCIL MEMBER BREWER: That's
24 different. Let me ask you a question. I know
25 it's hard to get this kind of money given the

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2 direct service needs. The issue is, right now at
3 the DOE site, and I should know this, does it list
4 all of their places that they sponsor to get a
5 GED?

6 MS. COOK: It's uneven.

7 COUNCIL MEMBER BREWER: CUNY do
8 they list all the sites or is that also uneven?

9 MS. COOK: That's also very uneven.

10 COUNCIL MEMBER BREWER: And then
11 literacy obviously you list all the things that
12 you do.

13 MS. COOK: One of the things in the
14 plan is actually to connect this with 3-1-1 so
15 that there's also--

16 COUNCIL MEMBER BREWER:
17 [interposing] Have you met with DoITT.

18 MS. COOK: We haven't yet met with
19 DoITT.

20 COUNCIL MEMBER BREWER: There are
21 ways to do this and you might not have to spend a
22 penny. I'm just telling you.

23 MS. COOK: Okay.

24 MS. BARBELL: We'd be happy to meet
25 and get on that road.

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COUNCIL MEMBER BREWER: I think I
can figure out how to do this.

MS. COOK: Okay, we'll follow up
with you Gale.

MS. BARBELL: Thank you. We'd love
to. Thank you.

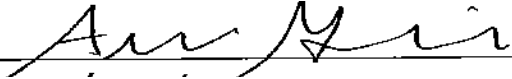
CHAIRPERSON BARRON: Thank you very
much for your testimony.

MS. BARBELL: I also have copies of
the report that gives more of the data that I will
share with the various committees.

CHAIRPERSON BARRON: Thank you very
much and with that, we adjourn this hearing.

C E R T I F I C A T E

I, Amber Gibson, certify that the foregoing transcript is a true and accurate record of the proceedings. I further certify that I am not related to any of the parties to this action by blood or marriage, and that I am in no way interested in the outcome of this matter.

Signature 

Date April 7, 2009