

Knock! Knock! Who's there? the faculty

By **Steven Doloff**

Professor, Dept. of English and Humanities

A koan is a Zen Buddhist teaching device often posed in the form of a paradoxical anecdote. In one such koan, a Zen student politely knocks on a temple door. The Zen master inside answers, "Enter!" "May I?" responds the student. "No!" shouts the Zen master.

Commentators gloss this exchange as suggestive of how Zen enlightenment accessed through the metaphorical door is realized only by those who understand that it comes not through dependence upon the agency or permission of others, but through sufficient self-confidence and expectation of its achievement.

We, as Pratt faculty members, may have something to learn from this particular koan, if not about enlightenment, then perhaps about something more mundane our paychecks.

It is no secret that Pratt faculty salaries are significantly below those of comparable schools. Even after some correction in full-time salaries in the last negotiated contract, Pratt's full-time faculty pay is still, on average, 20.14% below that of RISD, 20.85% less than FIT's and 45% below Cooper Union's. And Pratt's part-time compensation, on average, is 25% less than at RISD and 40.6% below FIT's. There is no debate over this pay deficit. Pratt's administration has acknowledged it.

How we got into this situation is an interesting discussion, perhaps, involving historical factors such as a minuscule endowment, poor institutional development, a stretch of declining registration and deferred but earnestly promised raises. But Pratt's current, relatively robust fiscal condition makes this regrettable history just that- history. Put simply, the faculty no longer needs "to take one actually, a bunch for the team." The school can now afford to pay its teachers competitive salaries.

But I think that there's another problem besides the low salaries. That is the low salary

expectations many of Pratt's faculty have come to harbor. I have found myself, for years, in conversations with other teachers about this peculiar fiscal funk of ours, and about how such financial acquiescence by the faculty is interpreted by the school's



administration. Pratt's upper echelon managers are paid quite competitively. They know what they're worth. So what might a faculty who resign themselves to sub par pay look like to them? Here are some answers I've heard:

A_They see the faculty as saints. The teachers know they are underpaid compared to other faculties, but they unselfishly subordinate their own financial needs to the welfare of the students, the administration's competitive salaries, the campus sculpture garden and Pratt's squirrels.

B_They see the faculty as second rate. The teachers would leave and go somewhere else for higher salaries if they could. But they don't because they can't. They know they're not good enough to earn more elsewhere so they have to accept what the school offers.

C_They see the faculty as politically naive. They have a union, but they don't join it, use it or I support it. They just patiently wait to be individually appreciated for their hard work and unique talents by administrators who can ironically hold up the faculty contract as the obstacle to such

individual appreciation. It's just my opinion, but I think the school's money people suspect B and count on C .

And here are other questions I've heard: What might the students think about a faculty that is valued and values itself at least in pay far below their counterparts at Pratt's competitor schools? And what might the parents who pay Pratt's competitive tuition think of the quality of such a faculty who agree to work for cheap?

Raising good questions, of course, is what we teachers do, right? But while these speculations are interesting, in a depressing sort of way (things to ponder as you trundle off to your second job), worrying about what the administration or anybody else thinks our labor is worth risks placing us in a situation a little bit like that of the Zen student outside the temple door. For as the U.F.C.T. currently negotiates the faculty contract with Pratt, we do stand knocking at a door of sorts, one that is supposed to provide access to a hard earned and well deserved financial security. (Enlightenment is nice, but first things first.) We have been knocking for a year, politely, dutifully. The patience with which we have been waiting for a reply may be variously interpreted by the administration see above ; that is neither here nor there.

But purely for our own benefit, *let us knock more loudly* not to disabuse the administration of its low estimate of the faculty's financial worth, but to disabuse ourselves of our own self doubts, and to shake off our years of resignation. And finally, *let us knock together* because that is how it gets louder. Join the union. Get active. The door will open.

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The State of the Union

By Kye Carbone

“Gotta be in it to win it”

A little over a year ago I decided to get involved with Pratt’s faculty Union: The United Federation of College Teachers UFCT Local 1460. I initially volunteered as a “liaison” now referred to as delegate for my department, Foundation. In doing so, I became acquainted with many like-minded colleagues and subsequently began meeting to discuss how we could work collectively, through the Union to effect real and meaningful change for the faculty as a whole. I had a feeling that enough of the faculty had to feel as I did that the conditions of our employment were reaching a point of crisis; and that perhaps with a little prodding, we could enlist others and change our common plight for the better.

Last year marked my seventeenth year at Pratt. Although always “union” in political sentiment, I had not up until this point participated in my own collective welfare – I had left this to others.

How perversely liberating it was to come to the realization that my own lack of participation was possibly the biggest reason I was discontented with my situation at Pratt. Each of us has a stake personally. Each of us has a stake collectively.

The proposition then became, what would happen if a large enough number of us simply showed up and decided to get involved? To make a long story short, we have increased the Union membership by more than 125 in the last year, and have begun in earnest the long overdue, much needed, and arduous task of reform. This process must continue.

The Status Quo

Status is one’s employment level. Certain rights and/or protections, whether implied or actual, are associated with one’s status. We all function within this employment structure – a structure bereft of standards, fraught with inconsistencies, and virtually broken. We work within a climate where administrative improvisation passes for practice and administrative boilerplate passes for policy.

There are those within both the administrative levels and the faculty ranks who would lead us to believe that Pratt suffers academically due to a tolerance for mediocrity or mass incompetence amongst the faculty. I am trying to ascertain just how many faculty members have been dismissed for lack of competence? How many current instructors are teaching courses they are ill equipped

for? How many faculty members are not giving 100%? How many faculty members have been unduly promoted or granted status change without qualification?

Any “academic problems” seem to be administrative, not faculty based. If there is any incompetence within the faculty ranks, then shame on the Administration for tolerating this. They have had all of the means necessary to initiate and properly administer fair and equitable practices of employment, including evaluation and review – practices that would reward academic excellence and dignify those whom the Administration claims are a priority: those of us who teach. These means are at their disposal, yet they have chosen not to exercise or implement them. Why? The answer is simple, they don’t have to. We the faculty have been too busy and distracted to notice that the tables have been turned and we are now left holding the bag. We must seize this moment not to clean up the mess the Administration has created, but to create for ourselves a more equitable work environment. If not the faculty, who?



Pratt Institute has become a feudal, class-based system. As faculty we are members of an ever-growing underclass, and are pitted against one another in subtle and insidious ways. As awareness grows within the faculty ranks, I hope that more and more faculty members will be less inclined to take this bait. Educating ourselves about the conditions of our employment is the single most effective way in which to create the momentum that, if harnessed properly, can initiate real and meaningful change. Such change will both benefit the faculty and reform current

practices that are divisive and destructive.

The FT: PT Divide

The Pratt Administration has stated publicly that they wish to attain a faculty ratio of 30 full-time: 70% part-time in six years. Pratt is a school of practitioners – it always has been and always will be. This fact is a source of strength for the Institute. Pratt can proudly claim that their faculty “practice what they teach,” and that these practitioners bring the creative vitality of New York to the Pratt classroom.

Yet parenthetically, this dynamic has been a source of weakness for the faculty, and by extension the Union. By residing in New York with its wealth of talent, and having the benefit of a large pool of applicants to draw on, schools can come to believe that “distinguished practitioners” are a dime a dozen. Once hired after agreeing to a rate of compensation offered with apology, albeit as “the going rate,” and accepted outright we keep our heads down, remain silent and go about the business of teaching, only too happy to have the gig in the first place.

I am always amazed at how many of us are unaware of what we are actually paid. We are all too busy and distracted trying to make ends meet, often teaching in two and three schools at a time all as a means to an end. The end is of course, our “real” work the creative practice and/or endeavor that “distinguished” us in the first place.

Pratt faculty members are disconnected in that we are a vast majority part-time community.

Although invested in our teaching and invested in our students’ collective well-being, it is difficult to feel invested in an institution that we serve two or three days a week, especially when we are given very little in return. Nonetheless, we remain committed because we value what we do and actually feel that we make a difference. This is a win-win situation for the Administration. The same Administration that has brought the school to a point where, once again, its accreditation hangs in the balance. Will Pratt Institute actually lose its accreditation? Postponements and the buying of time will allow

Pratt to get its house in order and will ultimately prevail in buying Pratt ten more years. I am sure that they will ride us once again to a successful conclusion.

Let’s never forget that the Pratt faculty has not contributed to Pratt’s delinquency with NASAD and Middle States; to forget this fact is to succumb to the Administration’s machinations. They wish to involve us only when the matter has hit the proverbial fan. Call this cause and effect. They cause this and we feel its effects.

The Choice We Face

We are a Union, with a collective bargaining agreement that does grant protections to the faculty. However, the contract is not worth the paper it is printed on if the Administration and the Union do not mutually agree to recognize each other, deal, and act in good faith. In addition, contract matters and language are moot by design and open to interpretation. Without vigilance and determination, one side’s interpretation sets a precedent and establishes practice. Consensus and compromise are only possible if reasonable actions prevail.

How do we in good faith, and by way of fair practice, achieve consensus and compromise? For one, by recognizing, and not tolerating, when the Administration engages in practices of obfuscation, stonewall, and delay. If the Administration chooses to subvert protocol, it must be challenged outright and with strength – *faculty strength in numbers, and in shared convictions*. The strength of a robust membership cannot be overstated. Creating and maintaining a united Faculty Union presence is by far the most important tool the faculty has for implementing change.

The Union’s Grievance Committee has been revitalized and has been diligent this past year see: “Defending The Contract,” the flier accompanying this newsletter.) There have been a number of cases in which the Union has successfully intervened on behalf of faculty members. It is vitally important that the Administration know that the Union is ready and willing to challenge practices it believes are anti-faculty.



The Administration has been very successful in shaping the debate, in establishing precedent and in overriding faculty initiatives. The faculty needs to change this dynamic, through the force of its convictions – convictions that are predicated on fairness, equity and good faith practice. The Administration has been vigilant, strong, and effective in denying the bare minimum to its faculty. They have overrun us because we have been weak, because we weren’t paying attention, and because they could.

There is a pattern here, a history of behavior that is habitual and ultimately destructive to the Institute as a whole. One need only note the recent Middle States and NASAD reports to see that institutionally and administratively, Pratt is seriously challenged. When all is said and done, there is no system of checks and balances if the Faculty Union is divided, distracted, and disaffected. We have an opportunity now to take the initiative.

We have a choice: we can accept the status quo and the practices of “business as usual,” or we can start the arduous task of reshaping our roles at Pratt and taking back our issues of employment. We have abrogated our responsibilities to ourselves and to our faculty brethren for far too long, and in so doing made the Administration’s job easier and our plight worse. We are all categorized by status, like it or not; our so-called rights based on our level of employment. I’m not advocating class warfare only class consciousness and collective action.

In Solidarity,
Kye Carbone,
President UFCT Local 1460

Pratt’s Total Operating Budget

- 2002-03: \$108,000,000
- Projected for 2003-04: \$114,000,000
- Total Faculty Allocation: \$16,000,000
Including all fringe and health benefits costs is roughly 14.8% of the 2002-03 budget

If straight averages are used, this figure drops to \$14.5 million

Faculty Breakdown

- Full Time: 115
7 librarians, 17 faculty on half time status, 7 sabbaticals and 4 leaves of absences
- Adjunct: 212 48 w/CCE
- Visiting: 507 61 of the entire faculty
- Total Faculty fall 2003 :
834 (FT 115 / PT 719)
- FT / PT Ratio: FT 13.5 / PT 86.5

Average Annual Salaries

- FT Faculty: Professor: \$59,796
- Associate: \$52,825
- Assistant: \$44,619
- Adjuncts (w CCE): \$21,421
- Adjuncts: \$19,563
Adjuncts teach on average, 75% of a FT workload
- Visitors: \$11,178
Visitors teach on average, 50% of a FT workload

These stats are critical to current contract negotiations, empirically illustrating the parameters and context in which we all function at Pratt.

Source: Office of the Provost and Office of Administration and Finance

The New Voice

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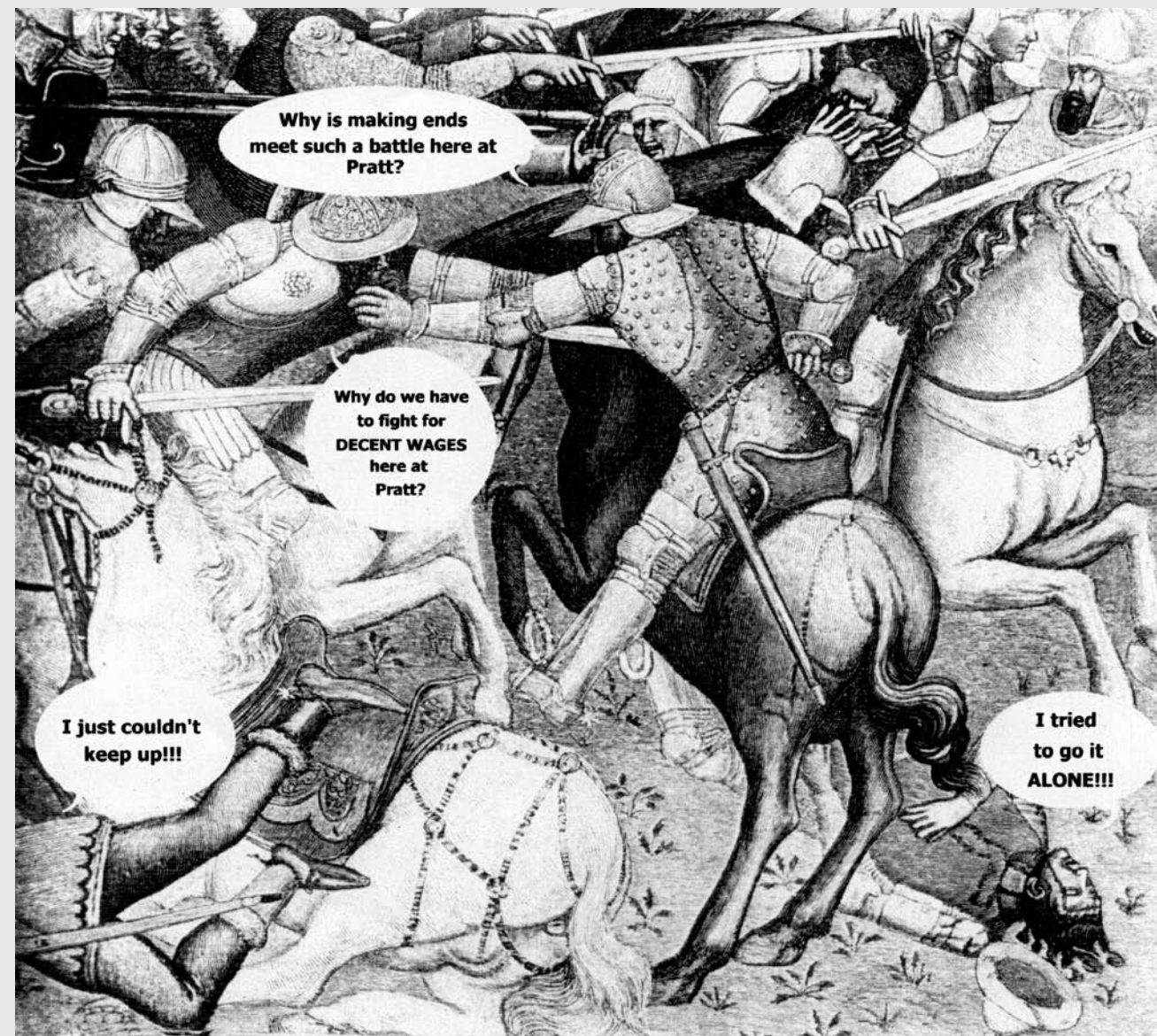
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The New Voice accepts letters to the editor, articles, and artwork. Please send all submissions to the above address.

EVER WONDER WHY YOU'RE STRUGGLING?



PRATT FACULTY SALARIES RANK 120 OUT OF 139 SCHOOLS

COOPER UNION: 39 - 53% GREATER THAN PRATT

FIT: 30 - 50% GREATER THAN PRATT

RISD: 25 - 30% GREATER THAN PRATT

ONLY 14% OF THE OPERATING BUDGET GOES FOR FACULTY SALARIES

JOIN THE UNION!



125 NORTH HALL 718 636-3614
 UFCT (UNITED FEDERATION OF COLLEGE TEACHERS)
 LOCAL 1460 AFL-CIO

A Topsy-Turvy Universe: Salary Inequities at Pratt

By Anonymous

Webster's Dictionary defines a "school" as "a place or institution in which persons are instructed in arts, science, languages, or any kind of learning; an educational establishment..." The "persons" who are instructed are, of course, the students, while those who do the instructing are, needless to say, the teachers. The student-teacher relationship is the nucleus of a school. If the relationship between these parties is weakened, or debilitated, or hindered, the school will fail in its mission to instruct. It is logical that the efforts of all members of an educational institution would be directed towards sustaining and strengthening this relationship.

And yet, Pratt budget and salary statistics paint a striking portrait of an institution in which a surprisingly small amount of the total operating budget is allocated to its faculty. In 2002-2003, out of a total operating budget of \$108,000,000, a mere \$16,000,000, or 14.8%, was allocated to faculty salaries, fringe, and health benefits (these are the most generous figures). There are many ways this budgetary imbalance erodes the ability of teachers to offer their students the best possible education.

An outside observer, told that Pratt has a total of 834 faculty members, might wonder how it is possible that their piece of the pie is so small. The answer is not difficult to find, of course: 507 visiting faculty members earn on average \$11,178 per year, and average salaries across the spectrum of full and part time professors are well below national averages. The provision of additional support for faculty in the form of grants for independent projects, research, and curricular development is often raised as a possibility. Although this is hardly a "fringe" benefit at an institution of higher learning, the money is seldom and scarcely provided. The Union's aim to convince the administration to grant a bigger piece of the pie to faculty thus seems reasonable and right on target.

Statistics are powerful in their ability to provide a panoramic view of this unbalanced situation. They are limited, however, in their ability to show precisely how the administration's budgetary disregard of faculty affects the ability of the Institute to provide a superior education to its students and a reasonable standard of living for its professors, goals that both administration and faculty do, hopefully, share. Most importantly, students should rightfully expect the excellent education purportedly guaranteed by the increasingly large tuition bill of at least \$25,000 per year.

It is thus the point of this article to paint a portrait of a real situation of a real segment of the faculty at Pratt to offer an example of how allotting a slightly bigger piece of the pie, the main goal of the Union, could have beneficial effects on the Pratt's ability to provide an education that far outweigh the financial outlay. Indeed, the administration is facing a situation in which granting a relatively small increase in budget to faculty in the short term could have tremendous long-term effects on morale and academic excellence that cannot ultimately be measured in dollars. Perhaps, seen in this light, the administration could view negotiations as an easy opportunity to quickly and effortlessly improve Pratt, rather than as a financial burden.

As conditions improve for new faculty, they do not improve for those already here.

One statistic that distorts the reality of an individual professor's experience is the average salary listed for a full-time assistant faculty member for 2002-2003: \$44,619. Anyone, particularly a much less financially secure, much lower-paid part-timer, might think that is an eminently reasonable salary. However, one glitch is that this is well below the national averages. According to statistics compiled by the Chronicle of Higher Education for 2003, the average salary for an assistant professor at the Rhode Island School of Design is \$50.6; at Virginia Commonwealth University, \$52.7; and at Alfred University NYS College of Ceramics, \$48.9.

Another glitch is that the number is an average, and conceals inequities internal to the Pratt faculty. Many assistant professors, hired in the past few years, had starting salaries in the low to mid thirties. By the terms of the contract now lapsed for over a full academic year, they are entitled to a 3% raise every year. The crucial point is that if many assistant professors are earning salaries in the thirties, many others must be earning significantly above \$44,619, in order for that number to be the average. This is certainly in part because some professors have taught here long enough to reach this level. Nevertheless, a serious salary inequity seems to be already entrenched within Pratt.

There is yet another way internal inequities among assistant professors are developing. New assistant professors are being hired at salaries in the 40s. This leads to the unpleasant situation in which full-time assistant professors are being asked to serve on time-intensive search committees to hire junior colleagues who will have higher starting salaries than themselves. Because there is a scarcity of full-time faculty members to serve on these committees, 13.5% of all faculty according to the current count, this situation is becoming unavoidable. It will certainly become more common in the future

as the Institute makes an attempt to increase the percentage of full-time faculty in its ranks in accordance with recommendations of the Middle States review.

This gross inequity can only have the effect of creating bad morale in departments and high turnover among faculty who decide to seek jobs elsewhere. This in turn will end up costing the administration more. High turnover means faculty will continue to spend precious hours on an unending cycle of job search committees, time which could be used developing more cohesive curricula and more well-defined criteria for outcomes assessment, an area where Pratt received significant criticism from Middle States. It means significant time is spent bringing

new faculty up to speed, necessary before they will be able to significantly contribute to committees aimed at making departments stronger. It seems unwise to alienate the full-time faculty already here, when a slight increase in the faculty's piece of the financial pie can easily rectify these inequities. This can only be achieved by the administration working in conjunction with the Union to turn this topsy-turvy situation around.

There is no doubt that Pratt's ability to offer more competitive salaries to new faculty members, well above floors established by the Collective Bargaining Agreement, is a positive step forward. As progress continues to be made, however, the administration needs to remember that many of its most experienced and dedicated faculty the "glue" needed to create curricular unity, to serve on hiring committees, to build departmental excellence, and on whom many chairs and deans rely to facilitate change remain tied to their low, initial starting salaries. So, apparently, as conditions improve for new faculty, they do not improve for those already here. As some get to share in Pratt's increasing prosperity, others do not.

It is easy to see how this situation could lead to tensions among faculty members, but we can't let this happen. To echo the words of Kye Carbone, we must not allow this class structure to lead to a situation in which "the ever-growing underclass [is] pitted against each other in subtle and insidious ways." All faculty need to keep their eye on one goal: increasing the size of the slice of the pie allotted to faculty. One easy way to help make this happen is for non-members to join the Union. The larger the Union's membership, the more powerful a negotiating agent it becomes. Achieving a greater budgetary allocation for faculty will allow inequities at Pratt, in all their diversity, to be rectified once and for all, so that we can finally get on with the work of teaching our students.

Let's Work Together: Union/Senate Relations

By Debbie Sutton

Adjunct Instructor, Fine Arts

I believe that we have greater knowledge, expertise, and wisdom working together than as individuals. When we work together, every little effort can be amplified. Pratt Institute has two bodies advocating for, and allowing us to work together, as faculty: the Union and the Senate. The constituency for both is largely the same, except for the fact that the Senate includes Department Chairs, and the Union does not. The main difference between the two is their jurisdiction: the Union is responsible for representing faculty vis a vis the terms and conditions of employment, while the Senate is concerned with academic matters and advises the Provost and President directly.

While the two governing bodies have distinct roles, they share a commonality of purpose to ensure that Pratt is the best it can be. This is due to the basic fact that, where academic excellence is concerned, employment issues and curricular matters are inextricably intertwined. Teachers who are treated justly and equitably have the time, energy, and motivation to achieve excellence, and need a faculty senate to support them in curricular matters. On the other hand, it is ultimately impossible to be great educators or curriculum planners in an exploitative work environment, and thus we need the Union to fight for and enforce a fair contract.

The two organizations have also both benefited from the growing interest and energy of the faculty in recent years. The senate's email list "Academic-forum" (nee senate-discuss) has initiated conversations between faculty who never meet, and the Senate website has shared valuable on-line resources. Faculty are now more part of a community and better informed thanks to this effort. At the same time it is getting harder and harder to survive on Pratt's low wages in the New York area, which is motivating people to become involved in the Union. This motivation has been channeled by grass-roots efforts to democratize Union governance and create organs of communication like the New Voice and the union discussion list that keep faculty engaged in debate and discussion about vital workplace concerns. Union membership has increased over 125 in the last 18 months.

The changing role of our Union has a historical dimension, too. The faculty Union was formed in 1972, when Pratt Institute became one of the first private colleges in the U.S. to have a Collective Bargaining Agreement. Back then wages and condi-

tions were comparable if not better than equivalent colleges. Rhode Island School of Design's original contract was based on ours. In the intervening years Pratt has had serious financial problems and needed to tighten its belt to survive. The faculty was accommodating and their compensation and other benefits started to fall behind the rest of the country. Finances took over from education as the priority for the institution. In more recent years, thanks in part to Tom Schutte's fundraising and the increasing number of students, Pratt has been financially healthy. Unfortunately, the same is not so for the faculty, whose compensation has continued falling further and further behind their contemporaries at other institutions.

When I joined the Union back in 1999, what the Union did and how it worked was a mystery to me; I joined on principle alone. Things have changed and are changing. In the last 18 months many more members have joined. People have been taking more active roles within the Union. I have also learned more about what the Union does and does not do and have become actively involved myself.

Through all aspects of my life I carry the philosophy that together we are greater than a sum of our parts. As a teacher I encourage/facilitate students as learner/teachers, and in my art, often created through collaboration, the viewer is not a passive participant, but an extension of the work itself. What is true in the classroom and the art studio is also true for creating positive change at Pratt Institute. This is why I urge all faculty: join the Union, talk to other faculty, take part in the Union and Senate discussion lists, and do your bit to help make Pratt a better place to work and to learn.

Note:

For the union discussion list go to: websitetoolbox.com/tool/mb/ufct1460

For information on the academic senate, go to: prattacademicsenate.org.

Union Soapbox

Why do the Union and the Senate need to work together?



Bill Saylor

Professor, Foundation Art

You have a faculty that has two major issues: their employment issues and then basically how they teach their classes. So, the employment issues have to do with the Union, and how they teach their classes has to do with the Academic Senate. And I fundamentally do not see things as adversarial. In fact, I don't see any conflict between those two roles, and if there is any seeming conflict, this can be negotiated between the Senate and the Union.



Brian Brookes

Visiting Assistant Professor, Foundation Art

Whenever I hear the word "Senate", I think of representation—that ideas and people are being represented and that's got to be a good thing. Hopefully it's an effective Senate. The same goes for the Union...The Senate is representation of the governing body, and the union is representation of the concerns of people who work in that organizational body. So there should be a dialogue between the two.

Union Letters

Over the years many of us have taken the individual step of writing letters to the President and Provost to address problems at Pratt that have become untenable. Back in the Fall, president Kye Carbone realized he was on the phone or in the Provost's office at least once or twice a week with two or three complaints. As he put it "the problem with addressing complaints in this way one at a time is that the totality is lost. The singular approach ultimately gives the Administration an out take each issue one at a time if at all, and bank on the fact that individual follow through is difficult and time consuming."

So, beginning in November 2003, the Union organized a letter writing campaign to combine all the complaints into a single message. Called the "Packet of Shame," this epistolary class action case, containing 28 letters, was sent to President Tom Schutte, and cc'd to Acting Provost Peter Barna and Ed Rutkowski, VP for Administration and Finance. In particular two long-standing concerns of the faculty were addressed:

- 1_Pay: the erratic nature, scheduling and distribution of paychecks.
- 2_Physical Plant: lack of adequate facilities, including rank bathrooms, crumbling studios and classrooms, decrepit offices, etc.

The following is one example of these letters, from Foundation Art Professor Bill Hochhausen.

Bill Hochhausen, Professor
Foundation Art and Design
Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11215

November 20, 2003

Dr. Thomas F. Schutte, President
Pratt Institute

Dear Tom,

Another semester, another batch of complaints from what might seem to you, by now, a churlish faculty. Leaking roofs, windows, toilets, studios, heat, cold, supplies—the list we've learned like a mantra over the years. Quite a few years same list.

In the past, my nattering, added to the complaints of other faculty, gave me a feeling of accomplishment when it got the trash removed or a rotten window replaced by a sheet of plex. All those passionate memos—for what? Getting windows repaired or piles of garbage removed is not my job! Its not your job either! Your time and commitment, like faculty time and commitment are badly used by our "system."

Budget decisions made far from the unclean toilets or leaking roofs mandate house cleaning schedules and repairs. A hard-won curriculum is ripped by a distant bottom line, while calculations mysterious to me crowd more students into shabby studios. The letters and memoranda from faculty and students pile our complaints in tidy administrative offices.

"If they worked here," faculty say about the administration "the rooms would be repaired and the sinks would be cleaned every day." "if they would just cooperate," administration says, exasperated about the faculty, "this place would be orderly and have more students." I've seen the red faces of apoplectic rage on both sides against the other. This is not a good "system." And its been years in the making.

Tom, your unenviable position can have a critical effect on this bad habit, this paradoxical and unworkable push against push. In our culture, clearly, power is in the hand that holds the purse strings —OK. But an extra burden of responsibility must be recognized, and shouldered, by that power. That burden consists of extra attention to fairness and support of the needs of faculty and staff, as they define it. The needs in the trenches can be known only by those who are in the trenches. Trust in our work merits that extra attention to fairness. Student praise of faculty, documented over many years, supports that trust.

The definition of campus need and priority must come equally from both the administrative and academic sides. You, Tom, along with Ed Rutkowski, are the only ones that can alter our bizarre "system" that has frustrated the efforts of so many well-intentioned people for so many years.

Include in your vision of Pratt Institute, along with the glowing thirty year building plan, a plan for evolution towards a democratic method of sharing responsibility for excellence in the day-to-day work environment. Our job here is education: art and design education for students, and our own human education toward a lived democracy. A worthy legacy for every president.

As ever,

Bill Hochhausen

Union Announcements

Union Meeting

Our last General Union Membership Meeting for the semester will be held on:

Thursday, May 6th, from: 4:30-6:00, room: 110/Engineering Bldg.

Issues for discussion:

- Negotiations Update
- Grievance Report
- Review: By-laws & Constitution

(Please make every effort to attend this final meeting—there are new developments by the week!)

Poster Campaign

The first two installments of a multi-image poster series are printed and ready for posting.

Mailbox Updates

Two fliers were put into mailboxes in the last week of April. “Protecting the Contract” provides information on filing grievances. “Membership Rationale” is our last ditch enrollment attempt for the semester.

By-laws & Constitution

As presented at the April 14th Union meeting, a draft Constitution & By-laws is presently being circulated. All feedback is welcome. Do not hesitate to contact Kye with any suggestions you might have.

If you would like copies you may contact Kye: via e-mail or at x3614 and have a copy put in your mailbox, pickup copies at the Union office: 125 North Hall, or go to the Union message/bulletin board: www.websitetoolbox.com/tool/mb/ufct1460 and printout the complete text (Parts I & II.)

Look out for these posters in your departments. Keep them up on the walls. And feel free to submit ideas for next semester’s campaign!

