

**Testimony of Irene Morrison-Moncure
CUNY Graduate Center Office of Educational Opportunity and Diversity Programs
New York City Council Committees on Higher Education and Civil Rights
Friday, April 25, 2014**

Good morning, my name is Irene Morrison-Moncure and I am the director of the CUNY Pipeline Program and a Presidential MAGNET Fellow. I appreciate the opportunity to address the committees on Higher Education and Civil Rights on exciting ongoing initiatives at the CUNY Graduate Center to diversify the future professoriate by preparing and encouraging CUNY undergraduates from underrepresented groups to apply to graduate school. It is exciting to attend the CUNY Graduate Center – the university in the City that produces more Ph.D.s for Hispanics, African Americans, and Immigrants than any University in the city.

I am a third year student in the Ph.D. Program in Classics at the Graduate Center. My area of research is Roman poetry and imperial history. I recently passed my language qualifying exams and am currently studying toward my oral examinations in history and history of Roman and Greek literature.

My primary source of funding for my doctoral education has been a five-year Presidential MAGNET Fellowship. As with other Graduate Center Fellowships, the MAGNET Fellowship has a service component, which I fulfill working with the Office of Educational Opportunity and Diversity Programs (OEODP), which manages the CUNY Pipeline Program for Careers in College Teaching and Research. MAGNET Fellows, a dedicated group of academically strong doctoral students from underrepresented

backgrounds, work with Pipeline in Years One and Two of their Fellowship (with the option of continuing this work in their third year.) In service to OEODP, the MAGNET Fellows provide mentoring for the Pipeline students. MAGNET Fellows meet two times per month throughout the fall and spring semester and these meetings cover a range of topics -- from their own professional development (such as grant writing, lesson planning, and navigating the dissertation process) to workshops on how best to support the undergraduates that they mentor.

This year, in my position as the MAGNET coordinator, I supervise both the graduate MAGNET Fellow mentors and the undergraduate Pipeline Fellows as they complete the requirement of the Pipeline Program. Please find attached as an appendix an informational brochure about the program and its requirements. In the twenty-third year of its existence, the CUNY Pipeline Program provides educational and financial support to academically talented students from underrepresented groups who are interested in pursuing a doctoral degree. As an institutional component of the OEODP—which advances the strategic mission of The Graduate Center ‘to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education’—the Pipeline Program recruits exclusively from CUNY’s 520,000 undergraduates. The Pipeline Program figures prominently in the OEODP’s effort to foster academic excellence, diversity, and equity in American higher education.

What we in the CUNY Pipeline Program can attest to is that our fellows have experienced a rigorous course of study beginning with a six-week intensive summer institute featuring a seminar on research methods, a writing seminar, a course on critical thinking, and formal GRE preparation. After the summer, the Pipeline Fellows are assigned graduate student MAGNET mentors, who in consultation with our instructional staff offer guidance in crafting the statement of purpose and directing the Fellows to apply to appropriate graduate programs. Over the fall and spring semesters of their senior year, the Fellows write a substantial research paper while working under the supervision of a designated faculty advisor and attend monthly colloquia focused on the academic profession and professionalization at the CUNY Graduate Center. In the Spring of Pipeline Fellows' senior year, the Program culminates with a conference that draws exclusively on the research of the Fellows.

We are currently reaping the fruit of our labors as the Fellows report their graduate program acceptances. Our placement in highly competitive graduate programs across America serves as a testament to the qualities of our Fellows and the CUNY Pipeline Program's value added. Over the last four years, our Fellows have secured 142 offers of admissions. Out of these 142 offers, 48 students out of the last four cohorts are actively pursuing a Ph.D. or M.A. degree. Out of our current crop of 27 students, 13 students have been admitted and have accepted offers at such highly competitive Ph.D. programs like University of Chicago (2 students), University of Pennsylvania, Columbia University (2 students), NYU, University of Massachusetts at Amherst, SUNY Binghamton, SUNY

Stony Brook and The Graduate Center. Please find attached as an appendix a full list of graduate school acceptances from the last four years.

In addition, Pipeline Fellows current and past have been the recipients of national and internationally prestigious fellowships, such as the National Science Foundation (NSF) and Fulbright Program Grants. We encourage Pipeline Fellows who were not accepted into the program of their choice to stay in close touch with our office and re-apply in the following cycle – often students find great success the second time around.

As the job and educational market become increasingly competitive, programs such as ours make a critical difference in the opportunities afforded New York and CUNY's finest—the majority of which are persons defined as underrepresented minorities. In the process, the CUNY Pipeline Program is contributing in significant ways to diversifying the professoriate in higher education.

Thank you.

The CUNY PIPELINE PROGRAM

The CUNY Pipeline Program provides educational and financial support to academically talented students from underrepresented groups who are interested in pursuing a doctoral degree. The Program recruits undergraduate students from the CUNY colleges during their junior year.

Eligibility

Juniors (U.S. citizens or permanent residents) enrolled in one of CUNY's senior colleges who expect to graduate in the spring of the following year and have a cumulative GPA of at least 3.2 are eligible to apply. Students who intend to pursue graduate degrees in law, business, or medicine are not eligible.

Benefits

The program offers students the opportunity to engage in challenging work in their own fields while also receiving support in preparing their applications to graduate school. During a six-week summer institute, they work in an intensive yet supportive environment, studying side by side with undergraduates from other CUNY colleges. During the senior year, Pipeline Fellows attend colloquiums at the CUNY Graduate Center and are mentored by doctoral students.

Program Requirements

CUNY Pipeline Fellows research and write an original thesis under the direction of a faculty mentor from their home campus. The summer institute begins on the first Monday of June and runs for six weeks. Students participate in workshops on critical thinking and writing and receive preparation for the Graduate Record Examination (GRE). During the academic year, students are required to attend monthly colloquiums at the CUNY Graduate Center. All students present their Pipeline thesis at the annual CUNY Pipeline Conference.

Financial Support

CUNY Pipeline Fellows receive a \$1,500 summer stipend; reimbursement of the GRE fee; \$750 for graduate school application fees; \$750 for presenting at the annual conference; and \$850 upon completion of the Pipeline thesis.

About OEODP

The Office of Educational Opportunity and Diversity Programs (OEODP) advances the strategic mission of the Graduate Center "to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education." The Pipeline Program, directed at undergraduates, figures prominently in the OEODP's efforts to foster academic excellence, diversity, and equity in American higher education.

To learn more, visit our website at:
www.gc.cuny.edu/oeodp

CUNY Pipeline Program - Admits (past four years)

Cohort	University	Department	Degree	Accepted
22 (2013-14)	University of Chicago		PhD	X
22	CUNY Hunter College	Education		
22	CUNY Brooklyn College	Education		
22	New York University	Education		
22	CUNY Graduate Center	Philosophy		X
22	Fullbright Award			
22	Columbia University		PhD	
22	University of Pennsylvania		PhD	X
22	Fordham University			
22	Hunter College			
22	Monmouth University			
22	Temple University			
22	University of Akron	Industrial/Organizational Psychology	PhD	X
22	Texas A&M University	Industrial/Organizational Psychology	PhD	
22	University of Massachusetts, Amherst	Sociology	PhD	X
22	SUNY Stonybrook	Cognitive Science	PhD	X
22	Brandeis University		PhD	
22	Syracuse University		PhD	
22	SUNY Binghamton	Cognitive Neuroscience	PhD	
22	NYU		MS	
22	Queens College	Mathematics	MS	X
22	Columbia University	Industrial/Organizational Psychology	PhD	X
22	University of Albany	Industrial/Organizational Psychology	PhD	
22	University of Connecticut	Industrial/Organizational Psychology	PhD	
22	Columbia University	Anthropology	PhD	X
22	New York University	Anthropology	MS	
22	University of Chicago	Anthropology	MS	
22	Massachusetts School of Professional Studies	Psychology	PhD	X
22	Hunter College	Anthropology	MA	X
22	CUNY Graduate Center	Human Development	PhD	X
22	Delaware University	Human Development	PhD	
22	University of Chicago	Political Science	PhD	X
22	Johns Hopkins University	Political Science	PhD	
22	Cornell	Political Science	PhD	
22	University of Washington	Political Science	PhD	
22	University of Minnesota	Political Science	PhD	
22	University of Virginia	Political Science	PhD	
22	New York University	Anthropology	PhD	
22	SUNY Stonybrook	Anthropology	PhD	
22	SUNY Binghamton	Anthropology	PhD	X
22	George Washington	Anthropology	PhD	
22	CUNY Graduate Center	Anthropology	PhD	
22	University of Oregon	Anthropology	PhD	
22	Indiana University	Anthropology	PhD	

CUNY Pipeline Program - Admits (past four years)

Cohort	University	Department	Degree	Accepted
22	New York University	Chemistry	PhD	X
22	CUNY Graduate Center	Chemistry	PhD	
22	Ohio State University	Chemistry	PhD	
22	SUNY Stonybrook	Chemistry	PhD	
22	Syracuse University	Chemistry	PhD	
22	SUNY Binghamton	Chemistry	PhD	
22	University of Rochester	Chemistry	PhD	
21 (2012-13)	Temple University	English	PhD	
21	New York University	English	MA	X
21	Fordham University	English	MA	
21	Smith College School of Social Work		MSW	X
21	Columbia University		MSW	
21	University of North Carolina, Chapel Hill		MSW	
21	University of Pittsburgh		MSW	
21	University of Chicago		MSW	
21	University of Wisconsin, Madison	Educational Leadership &Policy	PhD	X
21	University of Michigan, Ann Habor	Educational Leadership &Policy	PhD	
21	Columbia University, Teachers College	Educational Leadership &Policy	PhD	
21	Penn State, University Park	Educational Leadership &Policy	PhD	
21	CUNY Graduate Center/John Jay	Psychology&Law	PhD	X
21	Goldsiths, University of London	Research Methods in Psychology	MSc	
21	Royal Holloway, University of London	Applied Social Psychology	MSc	
21	University of Liverpool	Research Methods in Psychology	MSc	
21	Cornell University	Economics	PhD	
21	University of California Berkeley	Economics	PhD	
21	University of Wisconsin, Madison	Economics	PhD	
21	Senior Research Specialist, Princeton University	Economics	Pre-Doctoral	X
21	SUNY Stony Brook	Social&Health Doctoral Program	PhD	X
21	New York University	General Psychology	MA	
21	Queens College	General Psychology	MA	
21	University of Illinois, Chicago	Archaeology	PhD	X
21	CUNY Graduate Center	Liberal Studies	MA	X
21	Loyola University, Chicago	Sociology	PhD	X
21	University of Massachusetts - Amherst	Sociology	MA	X
21	New School for Social Research	Media Studies	MA	
21	American University	International Media	MA	
21	New York University	Media, Culture, Communication	MA	X
21	Adelphi University	Clinical Psychology	PhD	X
21	The New School for Social Research	Psychology	PhD	
21	Teachers College, Columbia University	Psychology in Education	MA	
21	Fordham University	Social Work	MSW	
21	Yeshiva University	Mental Health&Counseling	MA	
21	Long Island University	Psyschology	MA	
21	Fordham University	English	MA	

CUNY Pipeline Program - Admits (past four years)

Cohort	University	Department	Degree	Accepted
21	Wheaton University	Clinical Psychology	PsyD	X
21	Regent University	Clinical Psychology	PsyD	
21	Biola University	Clinical Psychology	PsyD	
21	SUNY Albany	Mental Health Counselor	MA	
21	Fordham University	English	MA	
20 (2011-12)	St. John's University	Clinical Psychology	PhD	X
20	University of Texas	Social Psychology	PhD	X
20	CUNY Graduate Center	Liberal Studies	MA	X
20	Brooklyn College	Mental Health Counseling		
20	Columbia University		PhD	X
20	University of Michigan		PhD	
20	University of Nebraska-Lincoln	Psychology		X
20	Hunter College		MA	X
19 (2010-11)	Columbia University, Teachers College	Organizational Psychology	MA	X
19	John Hopkins University	Epidemiology	MA	X
19	University of North Carolina, Chapel Hill			
19	Harvard University			
19	Columbia University			
19	University of Michigan			
19	University of Minnesota			
19	Columbia University	Health Policy and Management	MA	X
19	Louisiana State University	Music	MM	X
19	Queens College	Speech Language Pathology	MA	X
19	CUNY Graduate Center	Speech Language Hearing Sciences	PhD	
19	Boston University			
19	New York University			
19	SUNY Buffalo			
19	Syracuse University			
19	Adelphi University			
19	Brooklyn College	Adolescent Or Science Education		X
19	Yale University	American Studies	PhD	X
19	New York University	Organic Chemistry	PhD	X
19	New York University	Mathematics	MA	X
19	University of Pennsylvania	Educational	PhD	
19	Brooklyn College	English	MA	X
19	Queens College	Speech Language Pathology	MA	X
19	Pennsylvania State University			
19	Hunter College			
19	Hofstra University			
19	New York University			
19	University of Maryland			
19	Rutgers University	School Psychology	Ph.D	X
19	CUNY Graduate Center			
19	St.Johns University			

CUNY Pipeline Program - Admits (past four years)

Cohort	University	Department	Degree	Accepted
19	Kean University			
19	CUNY Graduate Center, Magnet Fellowship	Anthropology	Ph.D	X
19	University of Connecticut			X
19	Queens College	Speech Pathology	MA	X
19	Syracuse University			
19	Adelphi University			
19	Hofstra University			
19	Hunter College			
19	LIU C.W. Post			
19	LIU Brooklyn			
19	New York University			
19	University of Pennsylvania	Social Work	MSW	Declined

Submitted to New York City Council
Friday, April 25, 2014

Dr. Brenda M. Greene
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Good Morning Council Members:

Thank you for inviting me to testify on this important topic.

I am Dr. Brenda Greene, Chair of the English Department, a full professor and Executive Director of the Center for Black Literature at Medgar Evers College. The Center is home to the National Black Writers Conference and the only one of its kind in the country dedicated to supporting and promoting the literature of writers throughout the African diaspora.

I am a product of both public and private schooling, having attended Erasmus Hall HS in Brooklyn, NY, New York University for my undergraduate and doctoral degrees and Hunter College for my Master's degree. I symbolize the success of an African American woman whose parents were from the south and the Caribbean and who has "made it." I could be a poster board for CUNY and for public education.

I chose to speak on this topic when invited because I strongly feel that those who are called must speak and if we are not watching, monitoring and sharing what is happening around us, then we have no one to blame but ourselves.

On April 22, 2014, Justice Sonia Sotomayor criticized her peers on the Supreme Court after the Court's majority ruling that upheld Michigan's ban on affirmative action. Justice Sotomayor stated:

"Without limitations, even a democratically approved legislation can be used to oppress. She went on to say that "We are fortunate to live in a democratic society. But without checks, democratically approved legislation can oppress minority groups."

Justice Sotomayor also wrote:

"To know the history of our Nation is to understand its long and lamentable record of stymieing the right of racial minorities to participate in the political process," "As members of the judiciary tasked with

intervening to carry out the guarantee of equal protection, we ought not sit back and wish away, rather than confront, the racial inequality that exists in our society. It is this view that works harm, by perpetuating the facile notion that what makes race matter is acknowledging the simple truth that race does matter."

Justice Sotomayor's statement is a reminder that we cannot ignore race. In what some deem a "post-racial society, race does matter. CUNY recognizes this, has actively been working on Diversity and is committed to addressing Diversity at the university.

- CUNY is recognized as one of the most diverse universities with respect to race, ethnicity, and gender. The student body is 17.7% Asian, 25.4% black, 27.2% Hispanic, and 29.5% white.
- 41% of its undergraduates were born outside the U.S. mainland.
- More than 32% of its full-time faculty are from underrepresented minority groups; and
- Nearly 50% of its full-time instructional and classified staff combined are minority

In addressing diversity, CUNY has praised the work of some of its centers and institutes, centers and institutes such as

- The Asian-American and Asian Research Institute at Queens College.
- The Center for Puerto Rican Studies at Hunter College
- The Dominican Institute at City College
- The Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC) at the Graduate Center

When I spoke at this hearing two years ago I noted that the Centers at Medgar Evers College were not represented on CUNY's website. I wondered whether this was an oversight or a case of benign neglect. CUNY heard me and since then the research, advocacy and cultural education Centers at Medgar Evers College have been listed on CUNY's website. These include:

- The Caribbean Research Center
- The Center for Black Literature
- The DuBois Bunche Center for Public Policy and
- The Center for Law and Social Justice.

In March 2013, CUNY held a major conference on diversity. And more than six years ago, CUNY college presidents called for a "revitalization" of the University's affirmative action programs and pointed to the need to have specific efforts in both recruitment and retention because they recognized "there are still pockets within the University" where "traditional minority group members are conspicuous by their absence." They noted the high turnover of faculty due to

early retirements and stated that they were committed to replacing faculty who directly impact on the delivery of instruction to its students.

Macaulay Honors College recently announced that they had formed a Diversity Task Force and that they were impressed by President Crew's initiative to create a pipeline that would expand Medgar's student body.

However current events point out that there is still more to be done. Here are some examples of ongoing problems noted in recent studies done by CUNY.

For example, although we have a percentage of increase in minority faculty across CUNY, we have to ask whether are there still pockets in the university where minority groups are conspicuous by their absence.

CUNY-wide, combined figures for all faculty and professional staff show a mix of stagnation and modest gains in racial diversity over the last 10 years.

From 1997 to 2007, the proportion of assistant professors who are Black fell from 16.5% to 13.8%. The absolute number of Black assistant professors went up by about a third, but the total number of assistant professors increased even more, growing by about two-thirds to 1,881, so that Black faculty ended up as a smaller share of the total.

At some individual campuses, the decline was much steeper. For example, in 1997, 14% of assistant professors at Queens College were Black. Ten years later, the figure was 4%.

Black employees made up 16.5% of all CUNY "instructional staff" – full-time and part-time. That represents an increase of just half a percentage point since 1997.

The percentage of Black full professors increased a bit in this decade, rising from 7.2% to 7.8%. This slight relative growth happened even though their absolute numbers fell, from 160 to 143. This small rise in the proportion of black full professors may have been shaped more by who retired than by who was promoted.

Among Latino faculty, representation in the assistant professor title changed little in these 10 years, rising by half a percentage point to 8.9% in 2007. In the associate professor title there was slow progress, with the proportion of Latinos rising from 5.1% to 7.6% over the decade.

And when we look at the student population, we see similar concerns.

Faculty at Brooklyn College, in an article, ironically entitled "Is CUNY really upholding the Legacy of Medgar Evers?" pointed out that CUNY has managed in just one decade to cut in half the percentage of Black freshmen at Brooklyn College and City College, campuses located in two of the city's most predominantly (and historically significant) black

communities. <http://www.nydailynews.com/new-york/brooklyn/black-latino-freshman-top-cuny-colleges-new-study-finds-article-1.1083509>

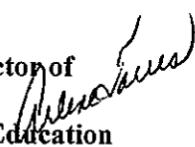
They pointed to the issue of low black/Latino enrollment and recruitment at Brooklyn College.

To conclude, yes, CUNY remains one of the most diverse college systems in the country. Yet black and Latino students are now far less likely than they were before 2009 to be enrolled in a CUNY senior college, particularly those in the top tier, where student outcomes in terms of retention and graduation are far higher than they are at the community college.

Justice Sotomayer reminds us that without checks and balances, democratically approved legislation can oppress minority groups. One of the benefits of affirmative action has been an institutionalized way of determining whether all groups have access.

- I ask, how many academic departments at CUNY are still, all or predominantly white?
- Have we increased the percentage of minority faculty in some departments and left others alone?
- Who is monitoring and watching that?
- When we have a public school system where the percentage of students deemed ready for college and careers is just half of the overall graduation rate, about 35 percent statewide and among Black and Hispanic students far lower (12.5 percent and 15.7 percent, respectively) we have a problem of access.
- How can we increase the enrollment of Black and Latino students in our colleges?
- What additional programs and strategic initiatives do we have in place to monitor what is happening?
- Does race still matter? Yes!
- Have we come up with more ways to diversify the faculty and student body at CUNY? Yes!
- Have we done enough? No!
- Do we have systemic strategies in place to ensure that diversity is monitored? Not enough!
- Do we need more checks and balances? Yes!
- Do we need legislation to help us do a better job with diversity of students, programs and faculty? Yes!

**Testimony of Professor Arlene Torres, Director of
CUNY's Latino Faculty Initiative
New York City Council Committee on Higher Education
Friday, April 25, 2014**



Good morning, I am Arlene Torres, Director of the CUNY Latino Faculty Initiative and Associate Professor of Africana, Puerto Rican and Latino Studies at Hunter College, CUNY. I thank you for providing me with the opportunity to speak to you about this important initiative.

The CUNY Latino Faculty Initiative (LFI) aims to recruit and retain Latino faculty and administrators across the system. Various approaches have been taken over the past four years to further advance these objectives. The Latino Faculty Initiative has attracted a host of scholars and administrators to CUNY. Working in collaboration with the Office of Academic Affairs and the University Dean of Diversity at CUNY to implement recommendations based on the Diversity Action Plan, "Building on a Strong Foundation: A Strategy for Enhancing CUNY's Leadership in the Areas of Faculty Diversity and Inclusion" the initiative will continue to achieve its goals.

Recruitment

The Latino Faculty Initiative continually works with the CUNY campuses to allow for the recruitment of faculty for advertised positions. The LFI director meets with university presidents and provosts, provost councils, deans, and department heads to further promote the initiative and our commitment to diversity and inclusivity. Information is also gathered about challenges and best practices given the culture on each campus and its departments.

Approximately fifty to sixty individuals per year who are actively seeking employment opportunities at CUNY work with the LFI director. She also serves on search committees upon request throughout the system to further enhance recruitment efforts. Her attendance at national, regional and CUNY sponsored conferences to inform the academic community about the initiative is on going. Efforts over the past four years have yielded over 40 hires related to the Latino Initiative, although the number of Latino faculty and administrators hired across the system is higher since not all prospective applicants interact directly with the office.

Let me take a moment to highlight some of our faculty's accomplishments. CUNY successfully recruited a professor to Baruch College who holds the Valentin Lizana y Parrague Endowed Chair in Latin American Studies. She is among the few Latina Endowed Chairs nationwide. With the support of a grant from the Robert Wood Johnson Foundation, an assistant professor at John Jay College sponsored a Latina Researchers Conference in 2011 that met with so much success a second conference was just held to support Latina advancement in the biomedical and social sciences. Several members of our faculty served as facilitators and mentored undergraduate and graduate students interested in careers in the sciences. The Initiative also assisted in the recruitment of assistant professors to LaGuardia Community College. They

have come together to develop a conference, Latin@ Cultural Studies at CUNY: Past, Present and Future. Members of the professoriate from across the nation are gathering today to discuss the state of the field. This cutting edge conference dovetails nicely with the 2nd Annual CUNY High School Student Symposium on Latina, Latino and Latin American Studies scheduled for May at Queens College. The symposia initiated by undergraduate and graduate students with the support of faculty at Queens College, the Dominican Studies Institute at City College, and the Mexican Studies Institute at Lehman College provide a venue for our high school students to consider how knowledge is produced. Conference organizers expect that these opportunities will promote scholarly collaboration and enhance the pipeline to the professoriate. These are just a few examples of consummate professionals that are conducting research, teaching, and bringing their knowledge to bear on the broader community. As such, they are enhancing the visibility and prestige of CUNY.

Faculty Development and Retention Efforts

Efforts to develop and implement strategies to retain faculty have yielded positive outcomes. While the attrition of Latino faculty continues to be of concern in spite of the advances in recruitment over the last decade, various initiatives are underway to augment CUNY's best practices.

The Director continues to attend activities and conferences system-wide and nationally focusing on mentoring and pedagogical strategies. These activities and the Diversity Action Plan, "Building A Strong Foundation," provide a framework to further assess the challenges and possibilities among the CUNY faculty. A strong theme reiterated by faculty and administrators alike throughout the system is the retention of a diverse faculty. Helping a young assistant professor move up the academic ladder is just as effective a tool for faculty diversity as successful recruitment. Similarly, developing the administrative skills of faculty and staff also allows this cohort to assume positions of leadership throughout CUNY.

For example, to this end, in partnership with faculty in the Africana, Puerto Rican and Latino Studies Department at Hunter College, the Director submitted a proposal for the development of a Faculty Research/Writing Seminar. Dr. Anthony Browne and Dr. Arlene Torres successfully received a small grant to implement the seminar in AY 2012-2013 with support from the Dean of the College of Liberal Arts and Sciences at Hunter College. The objective of the seminar is to provide a venue for the research and advancement of publication of assistant and associate professors. We also seek to develop communities of scholars with shared intellectual interests. The seminar is now in its second year and is yielding positive results. The Director anticipated that the seminar would serve as a model that can be implemented in other units and on other campuses with the support of their respective administrations. This past year, under leadership of Dr. Ana Yolanda Ramos at Baruch College another Faculty Research/Writing Seminar was developed. The seminars are consistent with long-standing University-wide initiatives that assist full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure. Many of the tenure-track faculty recruited to CUNY are availing themselves of these and other innovative opportunities for their professional advancement. These programs include but are not limited to the CUNY Faculty Fellowship Publication Program administered and sponsored by the Office of the Vice Chancellor for Human Resources and the Office of the Dean for Recruitment and Diversity which were discussed by Executive Vice Chancellor Waters.

In sum, our recent history makes clear that institutions of higher education can and do demonstrate their commitment to social justice and equality by enacting far reaching policies that enhance educational prospects for all. In collaboration with administrators, and members of the faculty, the Latino Faculty Initiative is working to foster an environment where a diverse student body, faculty and administration seek opportunities throughout CUNY, to further develop the skills to advance within the system. Together, we aim to make lasting contributions to our community and the broader society.

**TESTIMONY OF THE PROFESSIONAL STAFF CONGRESS/CUNY
NEW YORK CITY COUNCIL HEARING
MAY 2, 2014**

*Delivered by PSC President Dr. Barbara Bowen,
Treasurer Dr. Michael Fabricant and Secretary Arthurine De Sola*

**SUMMARY OF PRINCIPAL FINDINGS
PSC STUDY: CUNY, RACE AND GENDER, PART I: FULL-TIME FACULTY**

FINDING 1: Although CUNY's faculty is diverse by national standards, the racial and ethnic demographics of the CUNY faculty do not reflect the demographics of either the CUNY student body or the city.

The CUNY full-time faculty is far less diverse than the CUNY student body, or than the population of New York City. The University continues to fall short of its own goal of achieving a faculty whose demographics resemble those of the student body.

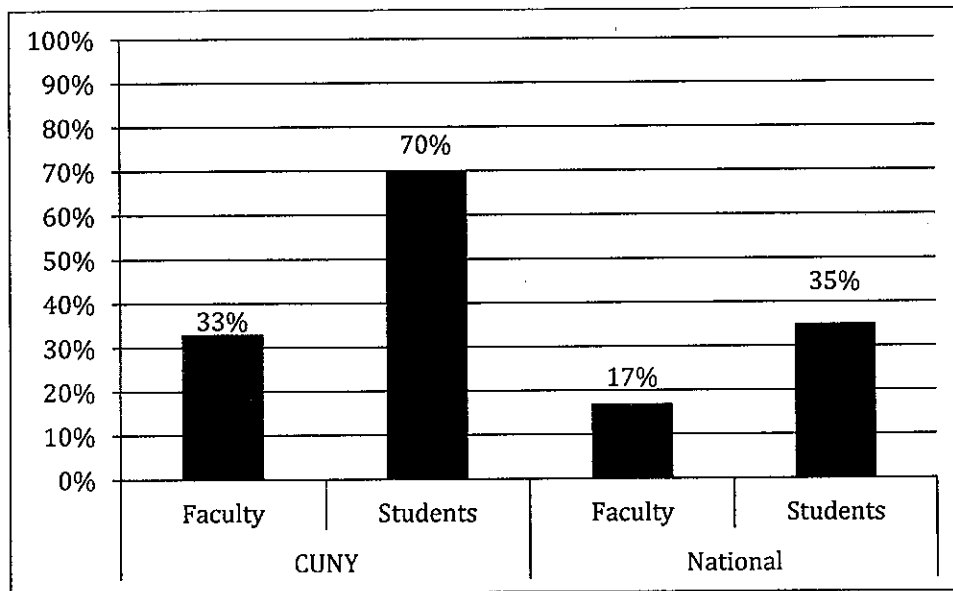
Faculty and Student Demographics across CUNY

In 2008-09, the final year for which the data were collected for the PSC study, the total CUNY full-time faculty was 30 percent people of color. During the same year, the student body was 70 percent people of color—a difference of 40 percentage points. The CUNY faculty is also dramatically less diverse than the population of New York City, which during the same time period was 64 percent people of color.

The CUNY Administration frequently notes that its faculty is more diverse than the national average (32 percent faculty of color at CUNY versus 17 percent nationwide in 2011). While the national comparison is important, and CUNY's higher rate of diversity is the result of conscious effort, the national average is based on colleges and universities whose student bodies are typically far less diverse than CUNY's.

When we consider the *variance* between percentages of faculty and students of color, however, a different story emerges. The U.S. Department of Education statistics for the most recent year available, 2011, show that among all faculty—including both full-time and part-time faculty—17 percent are people of color, while 35 percent of undergraduates are minorities. CUNY's percentage of undergraduates of color, however, is twice the national average. Nationally, the gap between percentages of faculty and students of color is on average 18 percentage points; at CUNY it is 40 percentage points. CUNY is far from reaching a level of racial and ethnic diversity among its faculty comparable to the level among its student body.

Comparison of Faculty and Student Diversity at CUNY to the National Average (2011)



Differences in Diversity among Colleges

There are also significant differences among the various CUNY colleges in the size of the gap between faculty and student racial and ethnic demographics. The most dramatic difference is at community colleges. Even though CUNY's community colleges employ the highest percentage of faculty of color, they have substantially higher enrollments of students of color than CUNY's senior and comprehensive colleges. The result is a difference of 43 percentage points between students and full-time faculty of color. The smaller variances observed at the comprehensive and senior colleges are the result of smaller percentages of students of color, not higher percentages of minority faculty.

Closing the Gap

Closing the gap is not about achieving an essentialist one-to-one correlation of faculty and students by race, ethnicity and gender. A discussion of the academic impact of the gap between faculty and student demographics is beyond the reach of this study, but such a discussion should be an urgent priority for a CUNY Administration committed to increasing student retention and graduation rates. There is strong evidence to suggest that lack of diversity among faculty has a negative impact on student retention, student graduation rates, and faculty retention. The gap between student and faculty racial demographics may also have a subtler impact on pedagogy, faculty/student relations, student activism, students' sense of freedom in raising dissenting views, opportunities for student/faculty research collaboration and other areas. While the point of

FINDING 2: CUNY failed to seize the opportunity to increase the proportion of faculty of color during a 10-year period during which the number of full-time faculty rose by 20 percent.

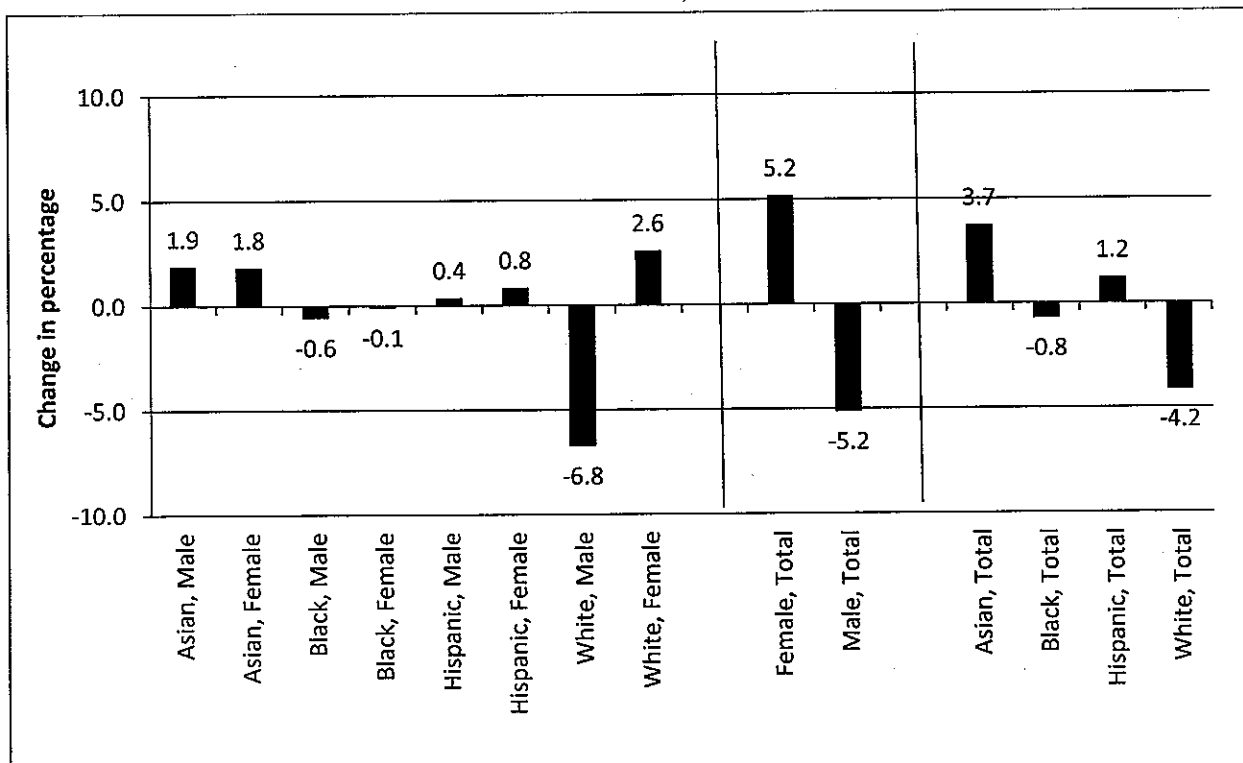
This may be the most salient of all our findings. Despite a hiring initiative that resulted in more than 1,000 new full-time faculty positions, the racial, ethnic and gender diversity of the faculty was largely unchanged.

In conjunction with a sustained advocacy effort by the PSC, and with the support of the City Council, CUNY was able to secure funding to increase the full-time faculty from 5,801 in 1999-00 to 6,970 in 2008-09, a 20 percent increase. At the same time, student enrollment grew by 25 percent. Yet the racial, ethnic and gender composition of the full-time faculty did not significantly increase. The proportion of faculty of color increased by only four percentage points, from 26 percent to 30 percent. The most important gains were in Asian faculty, who accounted for most of this 4 percent increase; their share rose from seven percent to 10 percent.

At the senior colleges, the share of faculty of color stagnated or declined.

Over the last decade, the share of Black faculty at senior colleges decreased by 0.8 percentage points, while the share of Hispanic faculty increased by 1.2 percentage points. The share of White male faculty declined by 6.8 percentage points, largely because the shares of White women and Asian men and women increased slightly (2.6 percentage points and 3.7 percentage points respectively).

Change in distribution of faculty by race/ethnicity and gender, senior colleges: 1999-00 to 2008-09



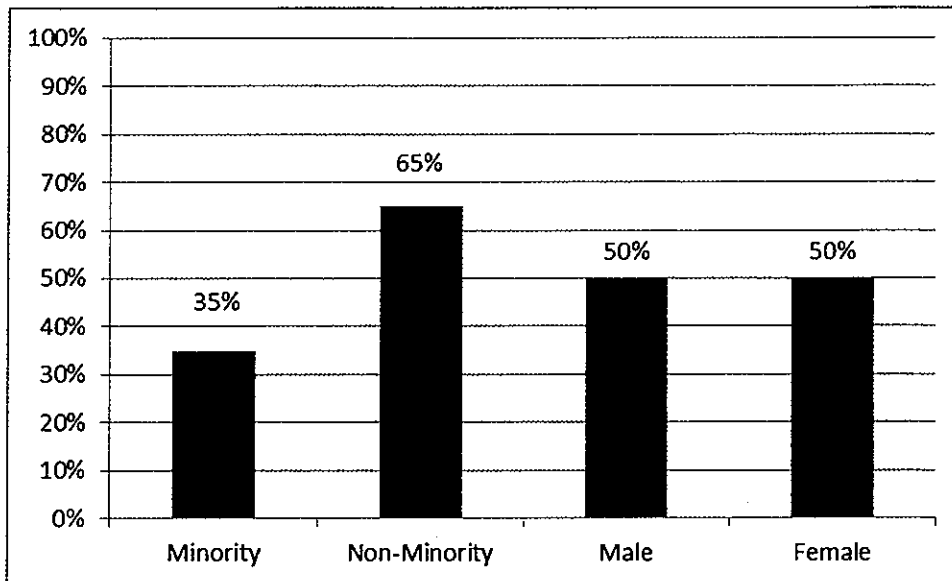
1999-00: n = 3,075 2008-09: n = 3,474

At all college types. White faculty continue to be hired into assistant professor positions at higher rates than faculty of color.

The most important portal for resetting or expanding CUNY's share of faculty of color is the assistant professor position. Among the 4,671 full-time instructional faculty members hired between 1999-00 and 2008-09, the majority (57 percent) came in as assistant professors. Only 14 percent joined the CUNY faculty at the associate or professorial level.¹ Yet only 35 percent of assistant professors who were hired during this period were minorities. In order for CUNY to increase the share of minorities at all ranks in its faculty, more minorities must be hired at the assistant professor level.

Percentage of assistant professor new hires by race/ethnicity and gender: 1999 to 2008

¹ The remainder were hired as Lecturers (14 percent) or Instructors (15 percent).



FINDING 3: The full-time faculty at CUNY is highly stratified by race/ethnicity and gender in relation to both college type and faculty rank.

The CUNY faculty is distributed among senior, community and comprehensive colleges, with the senior colleges enrolling the majority of students. While during the period of our study, 52 percent of full time faculty were employed by senior colleges, only 36 percent of Black faculty, women and men, held senior college positions. Twenty percent of all faculty were in positions in comprehensive colleges and 26 percent in community colleges. Yet women of any race or ethnicity were more likely to teach in community colleges than men (29 percent versus 23 percent). These trends in turn exacerbate the problem of retaining minority faculty and women because faculty salaries tend to be higher and working conditions tend to be better at senior colleges.²

Throughout CUNY faculty of color and women occupy lower faculty ranks, resulting in lower average salaries than White males. Overall faculty of color were:

- 42 percent of lecturers,
- 38 percent of assistant professors/instructors,
- 27 percent of associate professors and
- 21 percent of full professors.

² Salary and workload are determined by the PSC/CUNY collective bargaining agreement. However, regression analysis revealed that salaries were higher at senior colleges than at community and comprehensive colleges. This result was highly statistically significant. As for workload, faculty at senior colleges have an annual teaching load of 21 credits per year, while faculty at community colleges have a teaching load of 27 credits. CUNY's senior colleges also tend to have more funds available to ameliorate faculty working conditions, such as teaching load.

The disparity could reflect recent efforts to hire more minority faculty into assistant professor positions.

Women comprised:

- 52 percent of lecturers,
- 52 percent of assistant professors/instructors,
- 47 percent of associate professors and
- 36 percent of full professors.

FINDING 4: For most categories of faculty of color, rates of tenure and promotion are lower than rates for White faculty.

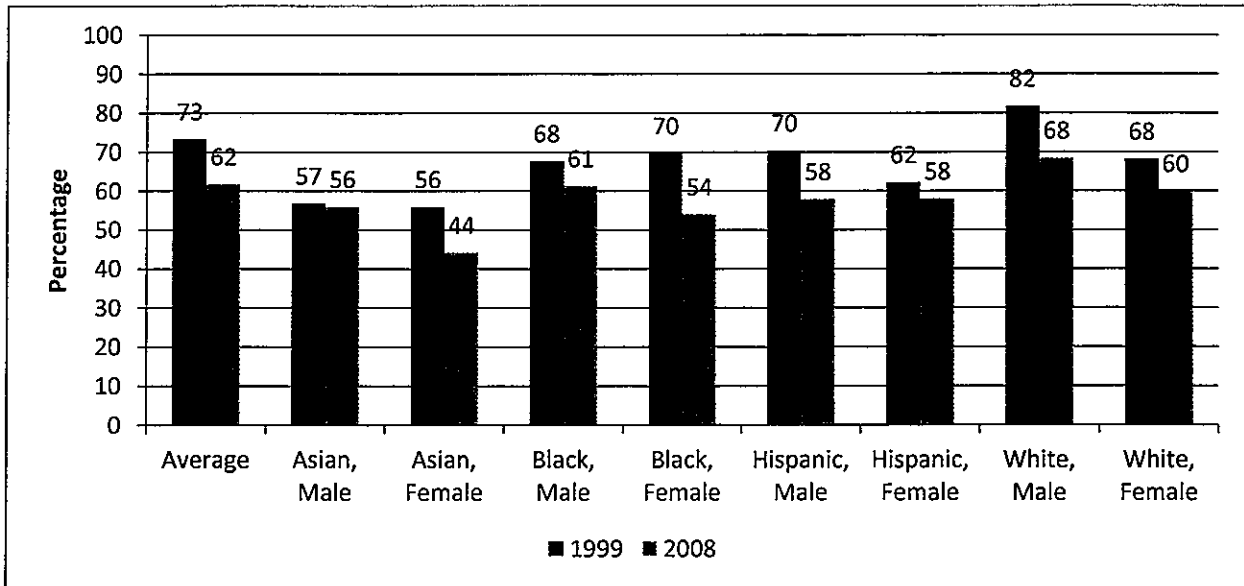
Tenure

In 1999-00, 73 percent of all faculty held tenured positions. Overall, the percentage of faculty who are tenured declined over the decade by 11 percentage points to 62 percent in 2008-09.³ The decline may be the result of retirements among senior faculty and the increase in the total number of faculty positions, most of which were allocated to new, untenured faculty.

Black women (54 percent) and Asian women (44 percent) ended the period of study with the lowest percentage tenured among the racial/ethnic groups. Their proportionate representation relative to the entire faculty declined by 16 percentage points for Black women and by eight percentage points for Asian women. Although White men experienced a decline of 14 percentage points in the number of those tenured, they remained the ethnic/racial group most likely to hold a tenured position (68 percent).

Percentage of faculty tenured by race/ethnicity and gender: 1999 and 2008

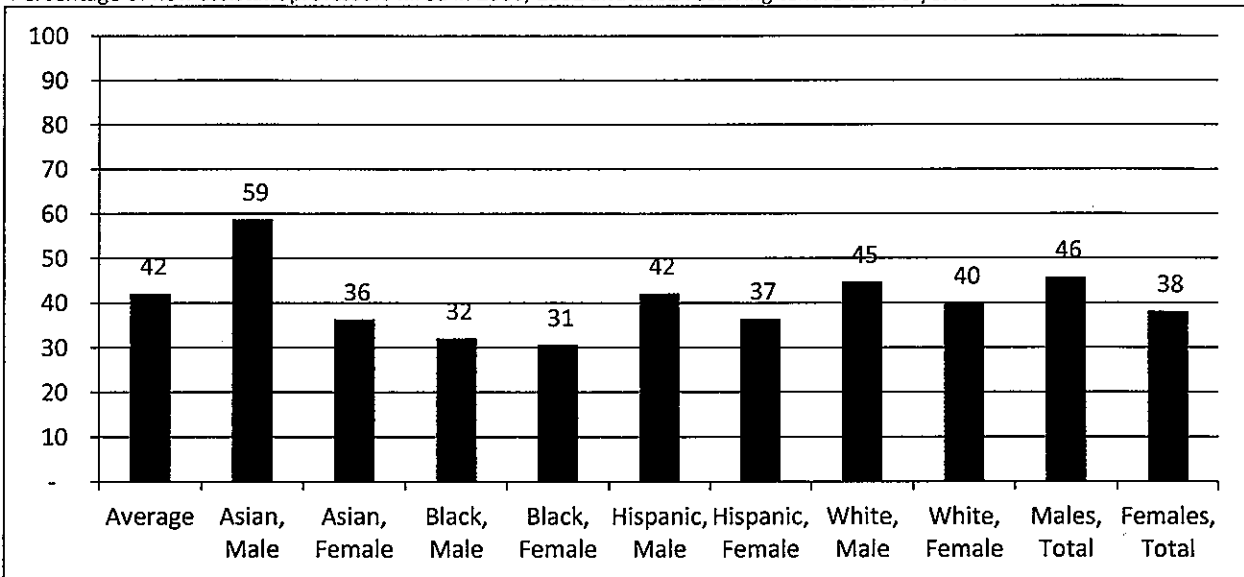
³ The decline in the overall percentage of tenured faculty is most likely due to a significant reduction in the hiring of full-time faculty from the mid-70s to the mid-90s combined with the retirement of older faculty.



1999: n = 5,683

2008: n = 6,849

Percentage of new assistant professors hired in 2000, 2001 and 2002 receiving tenure after 5 years



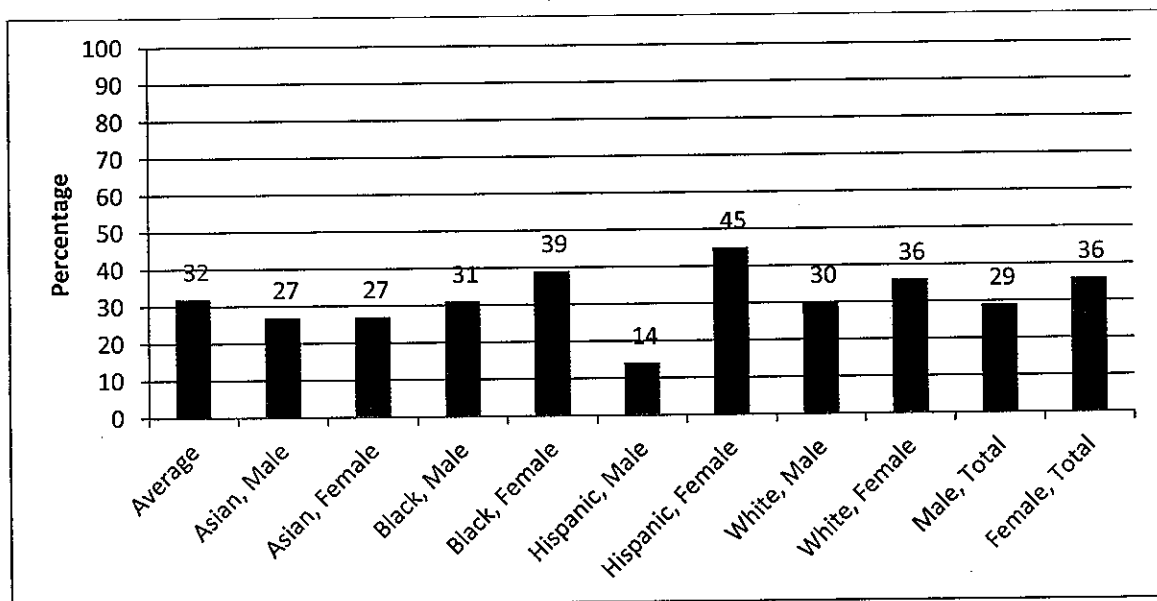
n= 632

More telling, however, is the evidence about the *rates* of tenure and promotion among new faculty cohorts, as these numbers indicate not the history of who has tenure at CUNY but the success of different groups in attaining tenure. The proportion of the cohort of assistant professors hired between fall 2000 and spring 2003 receiving tenure after five years was 42 percent. Within this cohort, White men (45 percent) and Asian men (59 percent) were most likely to be granted tenure, while Black men (32 percent) and Black women (31 percent) were least likely. These trends reflect, among other factors, the higher attrition rates among women and faculty of color. But they may also reflect additional obstacles or difficulties for these groups in attaining tenure. Without exit interview data, however, we cannot be sure: among the faculty of color who do not

achieve tenure at CUNY may be significant numbers who leave before the tenure decision to accept other faculty positions—with more attractive salaries and teaching loads.

The average rate of attrition for assistant professors hired between fall 2000 and spring 2003 was 32 percent after five years. The attrition rate for all women (36 percent) was above the average; for Hispanic women (45 percent) and Black women (39 percent), it was substantially above. Interestingly, the attrition rate for Black men was 31 percent. It is therefore reasonable to conclude that attrition does not seem to account for the lower tenure rate among Black men.

Cumulative attrition after 5 years for assistant professors hired in 2000-01, 2001-02, 2002-03

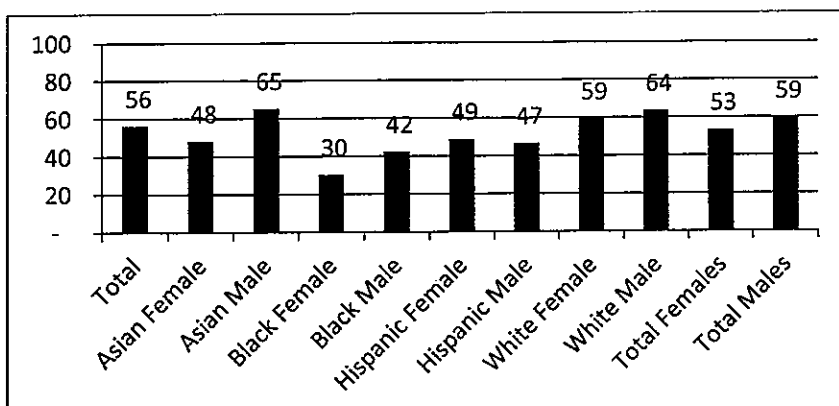


$n = 670$

Promotion

Black and Hispanic faculty were the least likely cohorts of faculty by race and ethnicity to be promoted. For faculty hired between 1995 and 2000, the data show that 56 percent of assistant professors were promoted to associate professor. In turn 45 percent of those who achieved associate professor status by 2000 were promoted to full professor by 2008. Black women (30 percent) were least likely to be promoted to associate professor followed by Black men (42 percent), Hispanic men (47 percent) and Asian women (48 percent). Asian men (65 percent) were promoted to associate professor at the highest rate followed by White men (64 percent) and White women (59 percent).

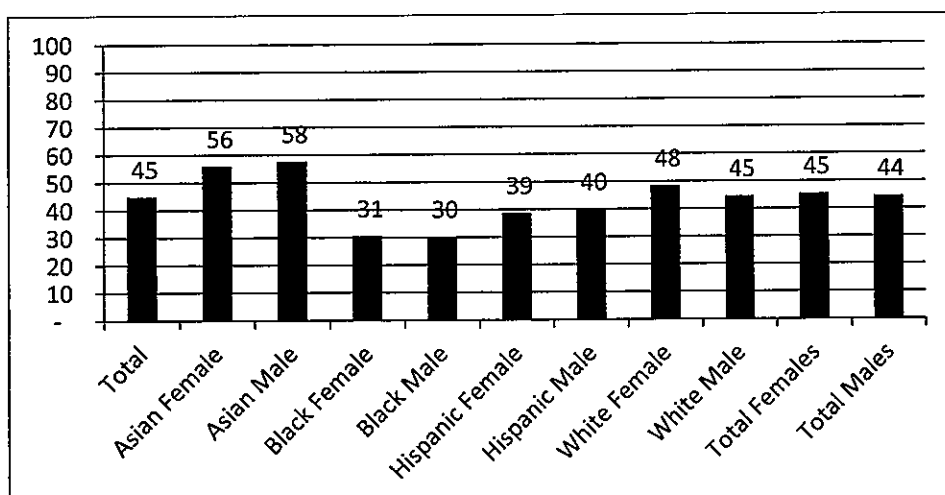
Percentage of assistant professors hired between 1995 and 2000 promoted to associate professor by 2008



n = 1,065

Black men and women and Hispanic men and women were least likely to be promoted to full professor from associate—30 percent, 31 percent, 40 percent, and 39 percent, respectively. Again, Asian men (58 percent) were promoted from associate to full professor at the highest rate, followed by Asian women (56 percent), White women (48 percent) and White men (45 percent). These trends show that faculty of color, particularly Hispanic and Black faculty, are less likely to be promoted to more senior positions.

Percentage of associate professors hired between 1995 and 2000 promoted to full professor by 2008



n = 683

At CUNY tenure can be granted without promotion, and the rates of receiving tenure without promotion vary by race/ethnicity and gender, but the difference is largely attributable to the prevalence of awarding tenure without promotion at the community colleges and comprehensive colleges. A relatively large percentage of Black assistant professors were granted tenure but did not receive promotion within two years—58 percent of Black men and 52 percent of Black women. This compares to an overall average of 29 percent who did not receive promotion within two years of tenure.

Critically, the proportion of Black men and women achieving promotion without tenure is two times more likely than for the rest of the faculty.

FINDING 5: Adjunct faculty positions are an important pipeline to full-time faculty positions, especially for Black and Hispanic faculty.

One of the more surprising findings of our study was the high percentage of full-time faculty members who move into the position after serving as CUNY adjunct faculty. This is especially true for Black faculty—both women and men—and for Hispanic men.

Among full-time faculty employed at CUNY in the final year of our study, 29 percent of assistant professors (767 out of 2,644) and 65 percent of lecturers (469 out of 721) had been previously employed as adjunct faculty. Community and comprehensive colleges were more likely than senior colleges to hire permanent faculty from the adjunct ranks. When we look at *all* previous CUNY employment, including professional staff positions, we find an even larger number with previous CUNY employment: 34 percent of assistant professors and 78 percent of lecturers.

For Black faculty, the percentages are still higher: 41 percent of Black men and 46 percent of Black women enter assistant professor positions from adjunct faculty or professional staff positions. Among Hispanic men, the share is 39 percent. When these numbers are compared to the percentage of all assistant professors who were previously employed as adjuncts, 29 percent, the importance of a pipeline from within CUNY becomes clear.

Especially in a university that benefits from thousands of long-serving adjuncts, some with Ph.D.s, it should be logical that an adjunct position would be a stepping-stone toward full-time faculty employment. Holding a prior adjunct faculty position is the most powerful occupational predictor of transition to a full-time faculty position within CUNY. Yet thousands of adjuncts who hope to teach full-time at CUNY are not able to move to full-time appointments, often because of a shortage of funding for full-time positions. . A serious effort to increase faculty diversity at CUNY should include paying much closer attention to the importance—especially for Black and Hispanic faculty—of the possibility of movement from a previous adjunct position. We could speculate on why this is a more important route to full-time faculty positions for these groups than for Asian or White faculty, but an accurate answer would require further study.

And no transformation of faculty diversity is possible without a transformation of funding. The overall number of full-time faculty at CUNY remains 4,000 below the number when CUNY last had enrollments as high as the current enrollment. An essential step in any serious plan to increase faculty diversity at CUNY must be a restoration of the University's budget.

Shortcomings of CUNY's Data

CUNY published a report entitled *Building on a Strong Foundation: A Strategy for Enhancing CUNY's Leadership in the Areas of Faculty Diversity and Inclusion*. Through the report the University tells part of the story regarding the composition of the faculty. Critically, the CUNY narrative explores the experience of diversity almost exclusively

through aggregated data sets and undifferentiated ~~comparisons of faculty diversity at CUNY to national averages and to other statewide public university systems.~~ Consequently the analysis of the data does not explore the differentiated experience of faculty of color or women, for example, in relationship to college type. It is through this more refined conjunction of workplace variables and career choices that the more complicated story of retention and recruitment of faculty of color is most accurately told.

Equally important, simply comparing the proportion of faculty of color at CUNY to other “similar” public universities does not satisfactorily explore the impact of the recent and historic increase in the diversity of CUNY’s student body on establishing appropriate goals for faculty diversity. To the contrary, the proportion, for example, of students of color in a university or host city as contrasted to the proportion of faculty of color and a composite ratio offers a more complete understanding of adequacy of effort in diversifying a faculty. Moreover, CUNY’s numerous graphs focusing on the increase in absolute numbers of minority faculty from 2001 to 2009 without regard to the overall increase in the number of faculty over this time period obfuscates the fact, documented elsewhere in the report, that there was virtually no change in the proportion of Black and Hispanic faculty. The PSC analysis of faculty diversity is more refined and complete than CUNY’s. Perhaps most importantly, the PSC’s refined dissection of aggregated data begins to unearth the often variant and undermining experiences of faculty of color and better explains persistent issues of retention and recruitment.

Recommendations

The PSC’s complete report will provide detailed recommendations, but a few might be useful here. They include:

- CUNY should conduct exit interviews to determine why faculty leave. Without exit interviews the University cannot determine the factors that influence the decision and has no data on which to act in implementing changes and help to retain faculty members, including faculty of color.
- CUNY should disaggregate the data it collects on faculty demographics in order to see the way in which each racial/ethnic category interacts with gender to affect recruitment, retention, tenure and promotion.
- CUNY must collect more consistent and better data, particularly among job applicants, to allow for an assessment of the role of race and gender in the recruitment process. CUNY should commit to ensuring the reliability of all demographic data.

- CUNY should allocate additional funds for departments to recruit faculty of color. Aggressive and successful recruitment may require several trips to professional meetings, more funding for campus visits, and other expenses.
- More support must be provided to department chairs to educate them about best practices and to enable them to devote more time to the recruitment and professional development of women and faculty of color.
- CUNY must offer competitive compensation and working conditions for all faculty. It is unreasonable to expect any potential faculty member, but especially candidates most likely to have extra demands on their time—typically women and people of color—to sacrifice either their personal or professional lives to come to CUNY. The University must make it a priority to reduce class size, create a manageable teaching load and bring salaries to competitive levels if accepting a job at CUNY is not to be seen as a sacrifice.

BARUCH COLLEGE LACKS AFFIRMATIVE ACTION

Baruch College has had no Affirmative Action Plan since 2012. Baruch College had no Affirmative Action Officer for over a year. There have been dozens upon dozens of hires this year without an Affirmative Action report assessing the presence of underrepresented groups, or any plan to address their dwindling numbers as the college regulations, and the law, require. **Baruch College still does not have a fully functioning Affirmative Action Office.**

ACCORDING TO THE 2012_BARUCH COLLEGE AFFIRMATIVE ACTION REPORT

. . . . Overall Baruch should have **51** more women professors, **23** more Black professors, **8** more Hispanic professors and **6** more Asian/Pacific Islander professors. (p. 21)

. . . . There should be **3** more Black administrators, **1** more Asian/Pacific Islander administrator, and there should be **4** more Hispanic administrators. (p. 20)

College records indicate that the situation has only worsened in the last two years.

In the summer of 2012, Baruch's Affirmative Action Officer, Carmen Pedrogo was summarily dismissed and escorted off campus. Someone was brought in temporarily for a few months and then she departed. Only after these matters began to be discussed and publicized on campus was an Interim Affirmative Action Officer put into place. This year, **Tony Davis**, head of College Now at Baruch and who among other things was instrumental in greatly facilitating the Black Male Initiative

Program, aimed at increasing the Black and Latino enrollment, was summarily dismissed and ejected from the campus. As an example of the discriminatory practices at Baruch, **Dr. Latoya Conner**, an eminent, Ivy League trained psychologist serving as an underpaid substitute professor at Baruch was not even interviewed for a full-time position when it came open this semester. Enclosed please find

..... A list and description of the duties of the President and the Affirmative Action Officer, which have almost gone wholly unfilled for the past two years.

..... An essay, **"Baruch's Disappearing Black and Latino Students and Staff"** which puts these issues into the larger national context.

..... An essay, **"On the Proposed Changes to Admittance to Baruch's Business School"** detailing recent attempts to institute measures that would radically decrease the already puny Black and Latino student enrollment.

In the past 20 years the numbers of Black and Latino students as well as staff have sharply decreased, and the two phenomena are deeply connected. As we all know, It is entirely possible to follow the letter of the law while violating its spirit. However, when you do not even go through the motions, we can be certain that the intent of the law has been completely disregarded. These documents show that that has long been the case at Bernard M. Baruch College of the City University of New York.

Thank you for giving us an opportunity to speak.

Dr. Arthur Lewin, Black and Latino Studies Department, 646-312-4443

arthur.lewin@baruch.edu

BARUCH'S *DISAPPEARING* BLACK AND LATINO STUDENTS AND STAFF

Over the years the number of Baruch College Black and Latino staff and students has dropped dramatically. Should that not concern us? Are we not "Our Brother's Keeper?" Is there anything that we can do, should do, or *are mandated to do*, to reverse this abysmal course?

For several years now, and for the foreseeable future, the majority of children born in the US have been of Latino or Black descent. Can this society survive if we refuse to *even acknowledge*, let alone rectify, the fact that the majority of our youth, the future of the country, is being systematically overlooked, cast aside, stopped and frisked and denied a quality education, and thus an equal chance at life?

Though Latinos and Blacks are 54% of New York City's populace, in 2012 they were but 22% of the Baruch student body, having dropped over 20% in the previous two years.

According to the last Baruch College Affirmative Action Report (2012), given the available pool of eligible, qualified candidates, we should have **51** more female professors, **23** more Black professors, **8** more Latino professors and **6** more Asian/Pacific Islanders in the professorial ranks, and there should be **4** more Latino administrators, **3** more Black administrators, and **1** more Asian/Pacific Islander administrator.

Baruch College's comprehensive, detailed **Strategic Action Plan (2013 – 2018)** mentions nothing, absolutely nothing at all, about improving student diversity. Though it makes passing reference to faculty diversity, we went through our entire fall term without a Diversity Officer, and we've yet to produce an Affirmative Action Plan for this academic year, though *both are required by law*. Meanwhile, the college has been quietly letting go key individuals specifically tasked with increasing the diversity of students and staff. (Tony Davis, head of Baruch's College Now and Collaborative Programs is but the latest example.)

Am I mistaken, or is this not one of the, if not *the*, most important issue in **PUBLIC ADMINISTRATION**? Can American **BUSINESS** expect continued prosperity if we pretend there is no such thing as targeted inequality? Of all the questions that the **LIBERAL ARTS** ponder are not justice, fairness and equality at the top of the agenda? In short, is this not a worthy topic to discuss, and meaningfully address, in the public square of the flagship college of the nation's largest university?

City University, which literally pioneered public higher education, and which began right here at Lexington Avenue and 23rd Street, has always had as its governing, overriding, overarching mission to extend opportunity to those systematically denied equality. For many years Baruch College proudly stood as the most diverse college in the country. Now, though, we seem firmly set upon a decidedly different course.

No less than the President of the United States has, repeatedly, asked us to address this vital issue. Should we, located in the heart of the nation's largest, most diverse city by far, in the premier institution created to broaden educational opportunity, not do our part? Can we talk?

Should we not make this a topic of discussion, at least occasionally, inside and outside the classroom, not to mention the public square? Are we to content ourselves with writing papers and footnotes to history when what we choose to do, or not do, will help shape the future of the nation for the next generation?

Fittingly, these matters will be on the agenda of the Baruch College FACULTY SENATE MEETING on THURSDAY, APRIL 3, Room 14-250 in the Newman Vertical Campus Building.

Dr. Arthur Lewin, Black and Latino Studies Department, Room 4-280, 646-312-4443, arthur.lewin@baruch.cuny.edu

ON THE PROPOSED CHANGES FOR ADMITTANCE TO THE ZICKLIN SCHOOL OF BUSINESS AT BARUCH COLLEGE

On October 17th 2013, the *Committee on GPA Requirement Changes in Zicklin* released its report. It assessed the impacts of raising the average GPA on gateway courses to the BBA major to 2.50 and 2.75, from the current 2.25. The report's Abstract asserts, "If we increase the minimum GPA to 2.5 (or 2.75) the proportion of black, Latino, Asian and white Zicklin BBA students would shift slightly (i.e. three percentage points or less.)"

However, this is directly contradicted by the figures within the body of the document. They show that increasing the minimum GPA to 2.5 would result in 11% fewer Black students, and an increase to 2.75 would cause a 17% decrease. Regarding Latinos, these GPA increases would diminish Latino representation by 6% and 15%, respectively.

Donald Schepers, a member of the committee, was moved to comment on the "disparate impact on the African American and Latino populations." He noted that, "*the data demonstrates a clear and sustained disparate impact on these two populations. I don't see how the school or college could institutionalize a policy that would create this effect.*"

Undeterred, the Associate Dean for the Undergraduate Program in Zicklin, strongly urged in her own comments in the report, that the minimum GPA to enter Zicklin be raised to 2.5 and to 2.66 for Accounting majors. She also wants the minimum GPA for transfer students raised to 2.75 from the current 2.5, and for students to be allowed to take the gateway courses into Zicklin only two times instead of three. (The latter will be voted on this Thursday.)

Her rationale? "As the impact of Pathways begins to be felt, and other CUNY colleges develop accredited undergraduate business programs, the Zicklin School must develop programs around excellence rather than size. These coordinated efforts clearly will improve the quality of our student body and both our large and small programs would benefit if all of these measures were put into effect." But the report, itself, notes that increasing the minimum GPA would have no impact on the quality of Zicklin students. *"If we increase the minimum GPA to 2.5 (or 2.75). . . the graduation rate of those admitted to the BBA would increase some 1% and 3% and there would be minimal impact on cumulative GPA at time of graduation, employment and salary."* But it will, nonetheless, greatly diminish the percentage of Black and Latino students majoring in Business.

In fact, the decreases in Black and Latino student enrollment will be much higher than stated above if the GPA for transfer students is raised from 2.5 to 2.75. The vast, overwhelming bulk of Black and Latino students at Baruch are, in fact, transfers. Also, reducing the number of times that a student can take a course from three to two is likely to diminish the number of students entering Zicklin, but *the report offers no evidence whatsoever that these will be better students than those denied entrance.*

This brings us to the question as to why students are repeatedly failing certain courses at Baruch. Could the nature of the curriculum taught, as compared to what is expected on the finals, and the quality of instruction be major factors?

Dr. Arthur Lewin, Black and Latino Studies Department

To ensure effective implementation of this Affirmative Action Plan, the College has designated specific responsibilities to various personnel. The President, Affirmative Action Officer, executive officers (provost, vice presidents, deans, administrators), directors, academic department chairpersons, and managers and supervisors of administrative offices have undertaken the responsibilities described below.

A. THE PRESIDENT

The President has the primary responsibility to provide leadership and oversee the implementation of the College's affirmative action policies, procedures and diversity programs as well as assuring compliance with all related federal, state, and city laws, rules and regulations as well as the policies of the City University of New York. This role includes, but is not limited to, the following duties:

1. Designate appropriate personnel with the responsibility for overseeing, administering, implementing, and monitoring the College's AAP, specifically, appointing an Affirmative Action Officer, Sexual Harassment Coordinator, 504/ADA Coordinator, and a Title IX Coordinator.
2. Ensure that designated personnel responsible for all AAP components are given the necessary authority, top management support, and staffing to successfully implement their assigned responsibilities.
3. Communicate his/her total involvement and commitment to equal employment opportunity programs including the issuance of an Annual Re-Affirmation Letter supporting affirmative action, diversity and equal opportunity. (See copy of President's Re-Affirmation Letter in VII. Appendix A.)
4. Submit annually to the Office of the Vice Chancellor for Human Resources Management an Annual Report on Non-discrimination, which shall include information on complaints filed within the past year.

B. AFFIRMATIVE ACTION OFFICER

The President has designated Ms. Mona Jha to serve as the Interim Affirmative Action Officer (AAO), Title IX Coordinator, 504/ ADA Compliance Coordinator, and Sexual Harassment

Coordinator. The Affirmative Action Office is located at: 55 Lexington Avenue, Newman Vertical Campus, Room 5-205; Mona.lha@baruch.cuny.edu. 646-312-4542.

The Affirmative Action Officer is responsible, as the President's designee, for providing confidential consultation, complaint investigation and resolution of all internal complaints of discrimination/harassment, and annually disseminating to all employees the Non-Discrimination Policy, the Policy Against Sexual Harassment, the Form for Notification of Protected Categories, and the names, titles, telephone numbers, and office locations of the Affirmative Action Officer, the Sexual Harassment Coordinator, and the 504/ ADA Compliance Coordinator. The AAO is responsible for ensuring that such information is widely disseminated and included in the orientations (including supervisory orientation sessions), handbooks, newsletters, and on the College's website. In addition, the AAO ensures that *Policies and Procedures on Non-Discrimination and Sexual Harassment* are incorporated into the training curriculum for employees who are involved in investigating discrimination complaints.

A full-time member of the instructional staff and reporting directly to the President, the Affirmative Action Officer, at a minimum, is also responsible for directing the development, implementation and monitoring of the Affirmative Action Program, as well as apprising the President and other college officials as to the status and progress towards achieving the College's affirmative action goals.

Some of the specific duties of the Affirmative Action Officer with respect to the Affirmative Action Program include the following:

- oversees the collection and analysis of relevant data and information for the preparation of affirmative action reports;
- reviews and revises the College's annual *Affirmative Action Plan* and all supporting reports including the Utilization Analysis, the Adverse Impact Ratio Analysis, the Personnel Activity Tables, and the Veterans-IOOA Report;
- conducts data analyses of personnel actions including new hires, promotions, tenure, transfers, and separations, and reviews findings of analyses with deans, directors, and

1 chairs and to discuss strategies to reduce and/or eliminate underutilization or underrepresentation of women and minorities;

- provides counseling and information on affirmative action issues to the College community and serves as liaison between the College and campus interest groups;
- oversees all faculty and professional staff recruitment activities; serving as liaison to deans, directors, and department chairs to discuss recruitment strategies to increase and diversify applicant pools;
- serves as a resource person to deans, search committees, department chairs, college officials, and personnel action committees to review affirmative action guidelines and personnel policies and procedures;
- monitors all vacancy postings, advertisements, and recruitment documentation;
- monitors the internal and external dissemination of affirmative action and equal employment opportunity policies and disseminates information to college and university officials and to the college community;
- investigates employee and student complaints of discrimination and sexual harassment; and when necessary, advises students and employees of internal and external complaint forums.

1 The Affirmative Action Officer submits written reports to the President, other college officials, the Baruch College Affirmative Action Committee, Baruch College faculty; the College's Affirmative Action Committee, and the University's Office of the Vice Chancellor for Human Resources Management. The Affirmative Action Officer advises the President, the Provost, and other college officials of the College's progress in meeting affirmative action goals and objectives, and also keeps abreast of personnel practices to chart trends which may have adverse impact on women and minorities and other groups. The Affirmative Action Officer also provides statistical information, when requested, to the Labor Designee and other college officials.

The Affirmative Action Officer is a member of Baruch College's Professional Staff Screening Committee (PSSC) which reviews and recommends personnel actions that concern hiring, salary, and appointment to higher ranks for staff in the Higher Education Officer series,

and also reviews and recommends personnel actions for select positions in the Classified Staff. In addition, the AAO serves on select search committees for recruitment of professional staff and senior administrators, is a member of the CUNY Council of Affirmative Action Officers, and serves as college liaison to the University Offices of Workforce Diversity and Compliance Programs and Recruitment and Diversity.

The Affirmative Action Officer also chairs the Baruch College Affirmative Action Committee (BAAC), and is responsible for the Committee's programmatic activities designed to educate the campus community about affirmative action issues, and for operational activities which include scheduling meetings, preparing agendas, keeping the Committee abreast of affirmative action issues, reviewing reports with the Committee, advising the Committee on the status of searches, and reporting to the President the Committee's concerns and progress relating to affirmative action.

C. EXECUTIVE OFFICERS, ACADEMIC CHAIRPERSONS, MANAGERS AND SUPERVISORY PERSONNEL

All executive officers, academic chairpersons, managers, and other supervisory personnel are crucial to the success of the affirmative action program. These officials ensure compliance with the College's affirmative action policy and help foster an inclusive environment.

Their specific responsibilities include:

2. Adhering to the College's equal employment opportunity and affirmative action policy.
3. Assisting the president and Affirmative Action Officer in developing, maintaining, and successfully implementing the AAP.
4. Fostering an inclusive environment within their sphere of influence

D. AFFIRMATIVE ACTION COMMITTEE

The Affirmative Action Committee is responsible for:

New York City Council Committees on Higher Education and Civil Rights

Testimony of Félix V. Matos Rodríguez, Ph.D., President

**Eugenio María de Hostos Community College
of The City University of New York (CUNY)**

Friday, April 25, 2014

Good morning. I am Félix V. Matos Rodríguez, President of Eugenio María de Hostos Community College of CUNY, and I am pleased to have been invited by the New York City Council to participate in this meeting on diversity. As I'm sure you know, Hostos was established to help redress the historical lack of access to higher education affecting individuals from socioeconomically disadvantaged households, or are the first member of their family seeking to attend college, or who are on the way of becoming emerging bilinguals.

The College takes pride in its historical role of educating students from diverse ethnic, racial, cultural and linguistic backgrounds, and particularly Hispanics and African Americans. An integral part of its mission is to provide transitional language instruction for students who are learning English as a second language, and Spanish/English bilingual education offerings to foster a multicultural environment. In keeping with its commitment to its equal employment opportunity and affirmative action policies, Hostos continues to be an exemplar for the employment, promotion, and retention of a diverse, multicultural, multiethnic work force. Women and minorities constitute a significant percentage of Hostos employees. As of **March 31, 2014**, the College had a full-time, permanent workforce of **557 employees**.

The following statistics are indicative of our institutional commitment to diversity:

289 (51.9%) are women

The total number of protected ethnic/racial group members is 416 (74.7%).

128 Black

252 Hispanic

34 Asian

2 American Indian

15 Italian American

126 are White (or 141 White if Italian American is included).

Among the 557, there are **172 faculty members**.

91 (52.9%) are women.

The total number of protected ethnic/racial group is 89 (51.7%).

24 Black

50 Hispanic

15 Asian

7 Italian American

76 are White (or 83 White if Italian Americans included).

History and Mission

Hostos Community College is wholeheartedly committed to inclusion, diversity, and non-discrimination. This is confirmed by the College's leadership and staff, and reaffirmed in its website, student and faculty handbooks, Annual Affirmative Action Plan, and other means of communication.

Hostos is the only dual-language college in CUNY and one of the few bilingual institutions of higher education in the United States.

Search Committee Charge

At Hostos, job searches are conducted by search committees. The Chief Diversity Officer (CDO) holds a "charge" meeting at which search committee members are apprised of the College's commitment to diversity, pluralism, inclusion, and fostering a non-discriminatory working environment. The CDO also instructs the search committee to refrain from asking irrelevant interview questions relating to protected categories, including, but not limited to, race, age, national origin, ethnicity, sex, disability, and military status. The CDO is available for any questions the committee chair/members may have with respect to the search process.

Job Vacancy Announcements and Outreach

Every posting for positions at Hostos includes the following "Equal Employment Opportunity" statement:

"We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer"

The College makes good faith efforts to recruit candidates from protected groups, including Italian-Americans. During the past year, job announcements were placed in various periodicals and websites that have wide circulation, such as *The Chronicle of Higher Education* and the CUNY and Hostos websites. Job advertisements are also systematically disseminated to various ethnic organizations, including the Asian American/Asian Research Institute (AAARI), the John D. Calandra Italian American Institute (CALANDRA), the Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC), and the National Puerto Rican Coalition, Inc. The University also sends advertisements to such wide-reaching sources as Simplyhired.com, HERC, Indeed.com, Monster.com, and Inside Higher Ed.

Overall, Hostos has a very diverse workforce. Half of our employees are women, and three-fourth are members of minority groups. That being said, we are intensifying our efforts to recruit several groups for which we have identified underutilization. One of these groups, for example, in our case, are Asian Americans. We regularly forward postings to such organizations as the *Asian American Research Institute (AAARI)*, *Asians in Higher Education*, and *The National Association of Asian American Professionals*.

We are also working to establish ties with *HR Promise*, an executive search firm that recruits prospective Asian employees. We are working on arranging to regularly send all job advertisements there at affordable prices. We can utilize HR Promise for both faculty searches and our administrative positions.

Our efforts to find Asian candidates for jobs has resulted in a significant increase in applications and interviews. In Fall 2011, we received a total of 70 applicants who identified themselves as Asian. That reporting year, the College interviewed seven Asian applicants. In Fall 2012, we received a total of 208 applicants who identified themselves as Asian. That reporting year, the College interviewed nine Asian applicants. In Fall 2013, the number of applicants who identified themselves as Asian increased to 435. For that reporting year, the College interviewed 24 Asian applicants.

In an additional effort to diversify our outreach to protected groups (e.g., veterans and persons with disabilities), the College regularly sends job postings to the following organizations: Veterans - Bronx Outreach Specialist at the US Dept. of Veterans Affairs, and for Disabilities - NYS Adult Career and Continuing Education Services – Vocation Rehabilitation unit (ACCESS – VR).

Faculty Diversity Strategic Plan

In Fall 2013, Hostos Community College initiated its five-year Faculty Diversity Strategic Plan (2013-2018). To achieve its mission and to maintain the College's enduring legacy of Community Building, we believe that it is crucial to attract and retain an innovative, talented, and *diverse* faculty, and to provide it with a respectful and inclusive environment in which all may thrive. As part of these efforts, the Faculty Diversity Strategic Plan focuses on continuous improvement in three (3) goal areas: (1) recruitment, (2) retention, and (3) climate for our faculty members, including those from underrepresented groups. The plan also includes actions to improve recruitment, retention, and climate for all of our faculty and the entire campus community.

The following are some highlights from the Faculty Strategic Diversity Plan's three goal areas:

1. Recruitment:

Academic departments will create a database of listserves, professional associations, and special interest groups for recruitment purposes. At present, the departments are in the process of identifying these groups and organizations. The database will provide each academic department with affordable places to publish job advertisements in its area of study, thereby advancing the College's efforts to diversify its faculty and eliminate underutilization.

2. Retention:

Hostos' academic departments are in the process of creating and strengthening mentoring programs for untenured faculty, which will include the essential components of ongoing evaluation measures and foster continued professional development. To this end, the Office of Academic Affairs (OAA) has begun to develop faculty mentoring plans, specifying goals and monitoring efforts. Beginning in Fall 2013, OAA departments held two or more meetings with mentors and mentees during each semester.

3. Climate:

The Office of Compliance and Diversity continues to conduct Non-Discrimination/Diversity workshops and training for faculty and staff.

Workshops conducted for the faculty in the 2013-2014 academic year included the following:

Fall 2013 and Spring 2014: Independent consultant on diversity and equity Benny Vásquez conducted diversity training workshops for OAA faculty and staff.

Fall 2013 and Fall 2012: The Office of Compliance and Diversity, in collaboration with the Legal Affairs Office, conducted EEO/Diversity training for adjunct faculty as part of the OAA's New Faculty Orientation program.

Spring 2014: The Office of Compliance and Diversity, in collaboration with the Legal Affairs Office, conducted EEO/Diversity training for new faculty as part of the OAA's New Faculty Orientation program.

Internal dissemination of the College's commitment to non-discrimination and diversity

The University/College's statement of non-discrimination and its commitment to promote diversity is distributed to faculty, staff, and students in the annual welcoming letter from the President, in the annual welcoming letter from the Office of Compliance and Diversity, and in the College's Annual Affirmative Action Plan. The University/College's policies are also communicated via the College's website, the Office of Compliance and Diversity website, the Office of Compliance and Diversity and Human Resources bulletin boards, and are discussed in meetings with executive, managerial, and supervisory personnel. The College

policies are included in various student and employee handbooks and pamphlets such as the College Catalog, which includes statements on the College's Affirmative Action policy, its Non-Discrimination policy, and its Sexual Harassment policy.

EEO Training

Hostos' Office of Compliance and Diversity continues to provide Equal Employment/Education Opportunity (EEO) training that provides supervisors and employees with current information on federal, state, and local anti-discrimination laws and regulations. (Federal laws include Title VII, Title IX, and the Americans with Disabilities Act Amendments Act (ADAAA), and New York State and New York City Human Rights laws).

The training emphasizes the College's policy to recruit, employ, retain, promote, and provide benefits to employees, and to provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, unemployment status, sexual orientation, gender and/or gender identity, marital status, domestic partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence, sex offense, or stalking.

The training also provides information about reasonable accommodations for disabilities, religious needs, pregnancy, and victims of domestic violence, sex offense, and stalking.

The training stresses the importance of inclusion, diversity, and providing a respectful working and learning environment for students and staff.

To conclude, I would like to assure you that at Hostos we are committed to creating and nurturing – and I think the evidence shows that we have been doing a solid job through the years -- a systemic presence of diversity, inclusion, and excellence. We can always do better, and with the help and support of our colleagues in the Central Office at CUNY we labor every day to bring about that change. Thank you for your attention this morning and I will very happy to entertain any questions you might have.

**Testimony of Interim Provost Louise Lennihan
The Graduate Center, CUNY
New York City Council Committees on Higher Education and Civil Rights
Friday, April 25, 2014**

Good morning. My name is Louise Lennihan. I am the Interim Provost of The Graduate Center of the City University of New York. I appreciate this opportunity to share with the Committees on Higher Education and Civil Rights our efforts to diversify the professoriate. The Graduate Center's efforts are primarily focused on recruiting, retaining, and graduating a large pool of underrepresented minority doctoral students. In addition, through our work with the CUNY Pipeline Program, we provide academically talented CUNY undergraduates from underrepresented minority groups with an intensive academic experience to enhance the likelihood that they will apply and be admitted to M.A and Ph.D. programs at universities across the country.

During my time this morning, I will give a thumbnail sketch of the Graduate Center, and a summary of the major elements of our efforts to diversify the professoriate. I will cede the rest of my time to Ms. Irene Morrison-Moncure, Director of the CUNY Pipeline Program at the Graduate Center. She will briefly describe the program and its impact on students.

The Graduate Center

The Graduate Center is the principal doctorate-granting institution of CUNY. Compared to most other CUNY colleges the Graduate Center is small in size, but large in terms of the range of its academic programs, institutes and centers, and public programs.

The Graduate Center offers doctorates in 34 areas ranging from Anthropology, Art and Audiology, through History, Linguistics and Music, through Public Health, Sociology and Urban Education.

Each of these individual programs has a small number of faculty who are hired by the Graduate Center, and like most doctoral programs across the country, we admit a small number of new students each year. The Graduate Center is fortunate to be able to supplement faculty hired by the Graduate Center with a large number of professors from CUNY's undergraduate colleges. In fall 2013, our doctoral faculty was constituted of 141 faculty members hired by the Graduate Center, and 1661 faculty from CUNY's undergraduate colleges.

The Graduate Center hires very senior scholars. Currently, 134 (95%) are Full Professors, 40% of whom hold the title of Distinguished Professor. 97% of our faculty are tenured. We have only 7 associate professors and no assistant professors. We do not hire in large numbers. For example, this year we hired 7; last year we hired 2.

With the above overall description as a background, allow me to describe the major ways in which the Graduate Center works to diversify the professoriate.

1. The Graduate Center helps diversity the professoriate by ranking above the national average in producing Ph.D.s among underrepresented minorities.

- A) *We have been successful at recruiting, retaining and graduating students from underrepresented groups. Compared to other institutions nationally, over the last 3 years (2010-11 through 2012-13) we have*

done well in terms of admitting, retaining and graduating students from underrepresented groups.

B) Over the 3 years, on average:

- 24% of doctoral applicants were from underrepresented minority groups
- 21% of our new entering doctoral students were from underrepresented minority groups
- 21% of all enrolled doctoral students were from underrepresented minority groups
- 19% of doctoral graduates were from underrepresented minority groups

B) We do as well or better than other institutions nationally in the percentage of graduates who are from underrepresented minority groups.

Based on the Survey of Earned Doctorates, funded by the National Science Foundation:

- The percentage of Graduate Center graduates who are Black is on par with graduates from all institutions nationally (6.5% vs. 6.5%).
- The percentage of Graduate Center graduates who are Hispanic is higher (10.5% vs. 6.2%).
- We are ranked 12th nationally in terms of doctoral degrees granted to Hispanics

To give you a sense of the scale of what the above percentages mean, the Graduate Center graduated well over 400 students last year.

- This places us among the top 30 doctoral-granting institutions nationally, in terms of number of degrees granted

- We grant the 3rd most Social Science degrees nationally and the 7th most Humanities degrees.
- These numbers demonstrate that we do have an important impact on the composition of the future professoriate.

2. The Graduate Center has taken recent steps to improve recruitment and retention of students from underrepresented minority groups

While we are proud of our record, the figures have been fairly constant over the last 3 years, and we want to improve our performance. To do this, the Graduate Center has taken several new steps in the last 5 years and especially in the last 2 years, to improve recruitment, retention and graduation of students from underrepresented groups:

A) We continue to review and update admissions requirements and processes to better identify a more qualified, more diverse group of students. This is consistent with the first goal of our 2012-2016 Strategic Plan – “The Graduate Center will attract and retain the best and most diverse students.” Recent improvements in the admissions requirements and process aimed at admitting more diverse cohorts are largely based in the degree programs, since it is the programs that make admissions decisions. These improvements include:

- We have asked the Ph.D. programs to develop strategic recruitment plans for students from underrepresented groups for next year’s recruitment cycle – many started the process on their own this year.
- We allocated funds to support diversity recruitment efforts, and we will increase the amount next year.

B) We have improved and continue to improve financial support to students from diverse backgrounds. These efforts include:

- For many years we have offered competitive 5-year financial aid packages (called Presidential Magnet fellowships) to students from underrepresented groups. The package includes full tuition and a stipend, which has been increased twice over the last 5 years to make them more competitive.
- Starting in 2010, additional financial support has been provided to new and continuing minority students who did not receive Magnet fellowships with the result that virtually all received at least a tuition fellowship.
- Starting this academic year, and to be fully implemented by fall 2015, a full-funding model of financial aid will provide every student admitted to the Graduate Center with 5 years of tuition and most students will also receive a \$25,000 per year stipend. This full funding model should increase the number of students from underrepresented groups who receive improved financial support.

C) We make every effort to recruit and retain a diverse faculty, thereby increasing the likelihood that minority students will choose and remain at the Graduate Center. The doctoral faculty based at CUNY colleges other than the Graduate Center is 73.9% White, 14.7% Asian, 4.3% Black, 6.9% Hispanic, .2% Native American. The faculty based at the Graduate Center is 87% White, 2.9% Asian, 6.5% Black, and 3.6% Hispanic. We continue to make strenuous efforts to increase the diversity of this group. This academic year 2 of 7 new faculty hires (28%) are minority individuals. Last year 1 of 2 new hires (50%) was a minority individual. We do have a very strong record when it comes to

retaining our faculty from underrepresented groups when they receive offers from other universities. We are very conscious of the need to improve, despite the fierce competition for faculty from diverse backgrounds in the pool of very senior scholars from which we draw. In the meantime, we focus on doing all that we can to address the crucial need to diversify the future professoriate. This is a prime area where we are well suited to make an impact.

In conclusion, I have outlined the major steps taken at the Graduate Center to recruit, retain and graduate students from underrepresented groups, including changes in admissions and financial support. I also described the successful impact of these and previous efforts, placing us above the national average in Ph.D.s earned by students from underrepresented groups, and well above the national average in Ph.D.'s earned by Hispanics. We are not satisfied with these achievements and will continue to strive to improve.

One of the ways in which we continue to try to make an impact is through the CUNY Pipeline Program. It is my pleasure to introduce Ms. Irene Morrison-Moncure, to tell you about that program.

Thank you.

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