

FOR THE RECORD

From Ron Howell
Associate Professor,
English Department,
Journalism Program,
Brooklyn College
rhowell@brooklyn.cuny.edu
917 968-5930

Dear Chair Barron and Colleagues on the Higher Education Committee:

Missing from CUNY's stated commitment to racial diversity is the passion it takes to reach that goal. I've lived in Latin America and speak Spanish, but I was born and raised in Brooklyn and am African American by all definitions. I am pained by CUNY's failure to properly integrate its faculty and I am especially pained to see the distressingly low representation at Brooklyn College, where I've been teaching since 2009. In the English Department where I am an associate professor, I'm the only black male out of almost 40 full-time professors. This is in a borough with 900,000 black residents. This is in a borough that in its history has claimed the nation's best-known writers as its residents, W. E. B. Du Bois, Richard Wright, Paule Marshall, Alice Walker, and so many recent writers of fiction and non-fiction, including Pulitzer Prize winners. What's the problem?

Last week a colleague of mine at Brooklyn College, Robert Cherry, longtime economics professor, wrote an opinion piece in the New York Daily News that carried the following headline: "Integration isn't the answer: We can't improve segregated schools by spreading their kids around." I have bonded with Robert Cherry over the year on a number of other campus issues, including concerns he has voiced about anti-Semitism in society. But here's the thing: I believe that powerful administrators at the college and decades-long (white) faculty members act in perfect concert with the anti-integration ideas expressed in my colleague's article last week. The problem is that they would never come out and say they oppose integration and so, instead, they continue to favor the white promotion seekers and job applicants with whom they feel natural bonds. When they take actions that violate Title VII or even the union contract or simple fairness, the college nor its supposed oversight institution, CUNY, takes no action. I know because I, and lawyers I've retained, have filed complaints about discrimination and retaliation over the years, without correcting action being taken from above. Most often, there has been no response at all.

These concerns I am expressing are easily swept under a rug these days, especially in Brooklyn where hiring of new faculty, largely non-local, often plays into the gentrification process annually reducing the numbers of black and brown long-time residents.

I ask for two actions here: One, that local legislators demand lists of discrimination complaints that have been filed against CUNY colleges in recent years; and, two, that actions be taken to replace department chairs and other administrative types who have shown crass disregard for CUNY's stated commitments to diversity.

I'll say lastly that I'd hope elected officials find wisdom and knowledge in my book, now being released, about Brooklyn's first black elected official, Bertram L. Baker, a Caribbean immigrant who in 1948 was elected to the Assembly representing the then growing neighborhood of Bedford Stuyvesant. Baker made a name for himself nationally and locally over the next two decades. The book is "Boss of Black Brooklyn: The Life and Times of Bertram L. Baker." It's published by Fordham University Press. Baker was my maternal grandfather, though the book is mostly written as a standard biography. The book says much about a Black Brooklyn that is disappearing before our eyes.

Presentation to City Council
Thursday, September 27, 2018
Dr. Brenda M. Greene
Founder & Executive Director, Center for Black Literature
Chair, English Department
Medgar Evers College, CUNY

Thank you Council Member Barron for leading the effort to ensure that City Council Members become more aware of the status of Black Faculty and Black Studies or Africana Studies in CUNY. My presentation will focus on Black Studies in CUNY. It is the result of a survey conducted with Black Studies Departments and Programs within CUNY and a review of the *2018 Quarterly Report on Faculty Diversity*. The names Black Studies and Africana Studies are often interchanged. For the sake of consistency, I will use the term Black Studies in this presentation.

Overview of Black Studies in CUNY

Five senior colleges currently offer baccalaureate Black Studies Degrees in CUNY. These include City College, Brooklyn College, Hunter College, York College, and Lehman College. John Jay College, Queens, New York City Tech and Baruch offer Black Studies minors or concentrations. The Graduate Center offers an Africana Studies track within the Masters of Liberal Studies and a Certificate in Africana Studies at the PhD level.

The two senior colleges which offer no Black Studies programs are Medgar Evers College and the College of Staten Island. The English Department at Medgar Evers College offers an AA in African Diasporic Literature and has a BA in African Diasporic Literature under review. The Social and Behavioral Sciences Department at Medgar Evers College is working on a degree in Africana Studies.

Fall 2017 data reveal that the percentage of Black students at senior and community colleges is 24.7% with the highest percentage at Medgar Evers College (84.7%).

Black Studies is included under Area, Ethnic and Cultural Studies in the CUNY Faculty Diversity Report, Data from this Report reveal that Area, Ethnic, and Cultural Studies have the lowest number of Black faculty hires. From 2010-2016, the number of Black Faculty hired in this area was eight. In 2016-2017, the number of Black faculty hired was two.

Strong Black Studies Programs

Hunter, Lehman and City have strong majors. Hunter has 30 majors and 70 minors. Lehman has 59 majors and 45 minors and although City College does not have a Black Studies Department, it has had as many as 93 majors and currently has about 60 majors.

Lehman has 7 full-time faculty, one of whom has a joint appointment and 10 adjunct faculty. Hunter has 5 full-time faculty and 14 part-time faculty. City College currently has two faculty; it

lost four faculty due to retirement or resignation in the last three years and the faculty have not been replaced.

Challenges

Although nearly 25% of students in CUNY are Black, the institutional support for programs reflecting Black Studies has been reduced over the last three years.

Colleges have failed to replace faculty who have retired or resigned, thereby affecting program growth and the number of Black Studies majors.

Faculty have cited a lack of support from the Administration as a rationale for resignation.

In some colleges, there are no full-time or part-time faculty directly connected to the Black Studies Program. There is a high attrition rate for directors or coordinators of Black Studies Programs. In one college, there have been five coordinators of Black Studies in 10 years.

The administration cancels upper level Black studies courses, thus eliminating courses needed for the major and affecting retention in the program.

One College reported that two Black Studies proposals submitted within the past 8 years for a major have been denied by CUNY.

Solutions

Black Studies must be respected within the confines of the institution.

The number of students who enroll in courses within Black Studies is not an issue. Students enroll in Black Studies courses in high numbers when they are offered. These courses should be supported within degree programs and with full-time faculty.

Colleges must utilize deliberate strategies that support and retain Black studies programs and faculty.

CUNY should create a Black Studies Discipline Council that will be responsible for monitoring, discussing and reviewing Black Studies within CUNY.

English/literature courses are not broadly represented in Black Studies. A degree in African Diasporic Literature provides a niche in CUNY and supports an interdisciplinary approach to African diasporic literature.

CUNY offers no Masters degree in Africana/Black Studies. The Graduate Center should develop a Black Studies Master's degree program that is in concert with the foundation of Black Studies as a discipline and reflective of a broad range of thinkers across disciplines.

Data on Black Studies Programs and Black faculty hires with respect to status and college need to be documented. Data should not be grouped under Area Studies.

Overview of CUNY Survey on Black/Africana Studies

College	Dept./Program	Degree	Full-Time Faculty	Part-Time Faculty	# Majors	# Minors	Notes
Graduate Center	Masters	Africana Studies Track	Consortial		N/A	N/A	Students don't get certificate until they complete dissertation.
	PhD	Africana Studies Certificate					
Baruch	Dept. Black & Latino Studies	Minor	6 (3 have joint appointments)	4			
Brooklyn	Dept. Africana Studies	BA, Africana Studies	5	14	21		Lost 3 F/T faculty/ # of students increased by 30%
City	Program in Black Studies	BA, Black Studies	2	N/A	60	21	Acting Chair is HEO
Hunter	Dept. Africana & Puerto Rican/Latino Studies	BA, Africana & Puerto Rican/Latino Studies	9	14	30	70	# of majors decreased with higher requirement for SAT scores
John Jay	Dept. Africana Studies	Minor	6	12		74	Mostly a social sciences dept.
Lehman	Dept. Africana Studies	BA, Africana Studies	7	10	58	45	50 graduates in 2018

College	Dept/Program	Degree	Full-time Faculty	Part-time Faculty	# Majors	# Minors	Notes
NY City Tech	Dept. African American Studies	African American Studies Option	5	12	N/A		More BA students than AA students
Queens	Africana Studies Programs	Major or Minor Concentration	1	1		12	
York	Dept. History, Philosophy & Anthropology	BA, Black Studies	Affiliated Faculty		3 to 5		High Attrition of Coordinator; 25% student decrease

Note. Five colleges offer a baccalaureate degree in Black of Africana Studies. Four colleges offer a concentration or option.

Compiled by Dr. Brenda M. Greene, Medgar Evers College, CUNY

**CITY UNIVERSITY OF NEW YORK
BOARD OF TRUSTEES
PUBLIC HEARING
MARCH 12, 2018**

**TESTIMONY: KASSON COLON-MANGIN, CITY COLLEGE OF NEW YORK
African American Studies and Hiring of Black faculty at the City University
of New York**

Dear Committee on Higher Education,

My name is Kasson Colon-Mangin and I am currently enrolled at City College of New York as a Black studies major. I am also an alumni from BMCC. Through my academic career I have always been in public school and I have had a couple black teachers and professors. When I came to CUNY as a black studies major I was able to receive advisement based around my academics but also based on cultural competency and understanding of cultural competency. I would like to read a folktale from Zora Neal Hurston titled "How to Write a Letter".

"Ah know another man wid a daughter.
The man sent his daughter off to school for seven years, den she come
Home all finished up. So he said to her, "Daughter, git yo things and write
Me a letter to my brother!" So she did.
He says, "Head it up," and she done so.
"Now tell Im, 'Dear brother, our chile is done come home from school
And all finished up and we is very proud of her.'"
Then he ast De girl "is you got dat?"
She tole im "yeah".
"Now tell him some mo'. 'Our mule is dead but Ah got another mule and When Ah
say (clucking sound of tongue and teeth) he moved from de word.'"
Is you got dat?" he sat de girl.
"Naw Smh," she tole 'im.
He waited a while and he ast her again, "You got dat down yet?"
"Cause Ah can't spell (clucking sound)."
"You mean to tell me you been off to school seven years and can't spell clucking
sound)? Why Ah could spell dat myself and Ah ain't been to school
a day in may life. Well jes' say (clucking sound) he'll know what yo' mean
and go on win de letter."

This folktale represents our current educational system to a certain extent. The power of the African language and the cultural traditions are important to being rooted when students enter the work force. The cultural and social benefits of



Artsucation™ Academy Network

Become your best with H.I.G.H. E.S.T.E.A.M.!

Healthy Living ✧ Inclusive Instruction ✧ Geography ✧ History

English Language Arts ✧ Science ✧ Technology ✧ Engineering ✧ Artsucation™ ✧ Mathematics

Founder Ms. Hanan Hameen, MEdL

Email: ArtsucationAcademyNetwork@gmail.com

Phone: (475) 444-9570

September 27, 2018

Greetings,

I am Hanan Hameen, MEdL, a proud product of the public education system of New York City, including Pre-K - 12, CUNY, and SUNY. Since 1981, starting at age two at the City College Child Development Center of New York, I attended 8 public schools, 3 CUNY, and 1 SUNY institution, and earned 2 certifications, a dual bachelor's degree, 2 Masters' degrees, and am currently in pursuit of a Doctorate of Education in Curriculum, Instruction, and Assessment. As a Gifted and Talented student, my family's search for an intellectually challenging school with culturally responsive educators was extensive, difficult to navigate, and full of obstacles.

As a doctoral student currently doing research in education to combat this cultural disconnect in our public school system, I see the gaps in literature and practice that make negative educational experiences possible. As an educator with training and credentials to be a district leader and principal, I use the arts as a weapon of social justice to train educators, administrators, and students through my teaching methodology and curriculum to eliminate the occurrences that I experienced during my educational journey. I make this point to say that this void starts somewhere and carries over into any classroom. It is imperative that instructors including those in Higher Education know their students, know their culture, history and have a genuine respect for each child's right to learn and be who they are. Strongly put, the white experience is NOT the black experience. Many of my college professor associates constantly commiserate about the poor condition of their students and how much time they have to spend "re-teaching" and in many instances "teaching" their students the basics before they can even start to teach their own subject at a higher level. They take the position that it is the fault of the

students and their inadequate teachers in lower grades. They rarely question the “whys”. I do not think they ever take into consideration that many of their colleagues were lower grade teachers first, such as the “teacher” I had the misfortune of being subjected to. If the foundation is not laid correctly the institution crumbles from within.

The taxing educational journey I experienced included being bussed from my predominantly African-American neighborhood to schools in predominantly Italian-American, Hispanic and African-American, diverse European-American, and Caribbean-American neighborhoods. Armed with a strong sense of self from my home environment, each school I attended smacked me with indifference, lack, bullying, miseducation, microaggressions, and institutionalized racism in some way. The negative experiences I was subjected to was from students, teachers, and administrative staff. The epitome of that reality came to light during my High School years, CUNY City College of New York Campus High School, A. Philip Randolph, when a well- respected English teacher did everything she could to demean, degrade and destroy the very existence of every child in her classroom. By attacking others cultures and bemoaning the fact that no other people on the planet suffered more than hers, that her people, the Irish, were the forgotten people and any claims to the contrary were false. Not able to sit through the almost daily attacks, when voicing disagreement, she placed me in the hallway more than once to the point where my parents, because of no assistance from its insensitive administration, had to remove me from the school and place me in a specialized alternative, innovative, science school in Brooklyn, Science Skills Center High School for Creative Arts and Technology. With a founding principal and staff who were culturally similar, relevant, and responsive I was able to flourish as a student and individual. This growth led me to create programs at the school including the Jow-Ile-Bailar Dance Company featured in the PBS Emmy-nominated documentary ‘PS Dance!’ and begin creating a business plan to open my own school.

Revitalized with a love for education upon graduation from high school, I entered the CUNY system encouraged and ready to learn. Throughout this process of seeking an educational and culturally safe space to learn, my exposure to educators and professors who shared the same cultural background as me or displayed respect for my culture was slim to none. On the CUNY level, I did not have any professors of color/melanin, within SUNY, I had only two. As a lover of learning, in spite of being raised by parents who are conscientious educators, this lack of diversity within CUNY faculty, especially in the STEM fields, was harmful to my development and detrimental to my educational career causing me to drop out of college after two years. My yearning for and nature of being a life-long learner sent me in a desperate search for culturally appropriate mentors who when found in the cultural arts community, later guided me back to

higher education with a purpose, after four years since leaving school. For these reasons, it is vital that there is an increased presence of black professors in CUNY and SUNY and hiring should increase for this demographic.

In conclusion, we must question the reason why there is a lack of black faculty so that the status quo of miseducation and misrepresentation can cease to continue. That is my purpose and response to the question, what are your answers? Thank you.

Thank you,

Ms. Hanan Hameen, MEdL
Founder, Director, Principal
Artsucation™ Academy Network
Creator of the Artsucation™ Curriculum
Advocate for Lupus, Youth, and Social Justice
“Education Needs Artsucation™!”

*New York City Council, Committee on Higher Education
September 27, 2018
215 Broadway, Committee Rm. 14th Floor*

Good Morning Chairwoman Barron and all other members of the Higher Education Committee. My name is Liam Giordano and I am one of two elected delegate Senators from Bernard M. Baruch College to the City University's Student Senate. Today, I am here to provide testimony in regard to African American Studies at Baruch College and the hiring of black faculty at the the City University. While officially, my role includes representing all 500,00+ students enrolled in the City University, I will specifically speak to my knowledge and experience of my campus, on behalf of all Baruch College students. This includes 15,238 matriculated undergraduate students and more than 2,500 matriculated graduate students.

First and foremost, I would like to address the issue directly. As a student who takes liberal arts and social science courses exclusively and who is a senior completing the last year of a bachelors degree, I can count on one hand, the number of ethnic minority professors that have instructed me. Excluded from this small number are african american instructors. I am testifying here today that to the best of my knowledge, this an experience shared by a substantial number of my peers. I find this incredibly disappointing and unrepresentative of our diverse City and its pool of qualified, educated individuals looking to teach for our City University.

While on the topic of unrepresentative samples of diversity, I would like to discuss the curriculum at my College. This semester, undergraduate students at my College had the opportunity to enroll in any of ten (10) listed courses offered

under the subject “Black Studies”. Of these ten (10) courses, there were fifteen (15) slots available. This means some classes were offered at more than one time. Of these fifteen (15) slots, six (6) were the basic, introductory course into “Black Studies” that fulfills a CUNY core requirement for undergraduate students. Teaching the fifteen (15) slots, are eight (8) professors, four (4) of whom only teach one (1) course in the subject. Of these ten (10) courses, six (6) are combined section classes, that share enrollment with another department. Five (5) of those six (6) are shared with the Latino Studies Department, which after discounting the aforementioned courses and professors offers only two (2) other instructors.

This semester, undergraduate students at my college had the opportunity to enroll in any variation of more than four dozen business-related courses that were taught by more than three dozen instructors. In my calculation, I only added the postings of Economics, Finance and Business Administration subject courses/professors, let alone the many other business related subjects like accounting, mathematics and many others offered at Baruch.

My research turned up no graduate level courses pertaining to Black or Latino studies this semester.

While I understand my testimony can quickly be perceived as irrelevant as Baruch College is the business staple of the City University system and generates rankings and reputation to underwrite that, I would like to clarify my position. The City University of New York should uphold the principles that this city embodies and should be indicative of the values we hold ourselves to as New Yorkers. This should be translated into not only our student body, but the very lifeline of our education system, through our educators.

We live in very trying times, where diversity and inclusion is threatened quite regularly and it is my recommendation that we offer students a well rounded education to combat that growing threat. I recommend a more revamped hiring system that is more inclusive than ever before to offer our University students the just education that they deserve.

Thank you for your time,

Liam Giordano, Baruch College

CHARGE OF DISCRIMINATION Charge Presented To:

New York State Division Of Human Rights and EEOC

EEOC

520-2018-02322

Dr. Valerie Small
Adjunct Professor
Borough of Manhattan Community College
Speech & Theatre Department

THE PARTICULARS ARE (If additional paper is needed, attach extra sheet(s)):

I am a 55 year old African American female who has worked for the City University of New York (CUNY) at the Borough of Manhattan Community College (BMCC) for 16 years as an Adjunct Lecturer. I believe I have been discriminated against on the basis of my race when I was repeatedly denied promotion to full time, professor-level positions, and retaliated against because of my opposition to discrimination, in violation of Title VII of the Civil Rights Act of 1964, as amended.

Specifically, the Speech, Communication, and Theater Arts Department at BMCC has repeatedly promoted Caucasian individuals less qualified than I, going back to at least January 2016. In January 2018, three Caucasian men without Ph.Ds were promoted on a 'sub-line' basis to Instructor, while I was denied such an opportunity, despite my expressed interest. I complained to the Department chair about the discriminatory nature of these promotions. More recently, in June 2018, I applied to a full-time Instructor or Professor position, but was rejected as well. I believe this decision is based on my race and/or in retaliation for my opposition to discrimination.

Based on the above, I believe I have been discriminated against on the basis of my race and retaliated against in violation of Title VII of the Civil Rights Act of 1964, as amended.

###



Greetings,

Chairperson Barron, Members of the New York City Higher Education committee and distinguished guests.

My name is John Aderounmu, and I am the Chairperson of the City University of New York, University Student Senate (CUNY USS). USS is the student governance body responsible for representing the 500,000 students that attend CUNY. I also have the distinct pleasure of serving as a CUNY Trustee.

I am a proud Alumni of BMCC; I graduated with an associate degree in computer science where I then transferred to Hunter College before joining the CUNY Baccalaureate program which allowed me to create my own major and encouraged me to take classes on various CUNY campuses.

My experiences taking classes in both a community college and two senior colleges would suggest that even I, do not have a significant enough sample to draw from when talking about the lack of substantial Black Faculty.

What I can highlight in my speech is one of the obstacles CUNY faces at the senior colleges compared to the community colleges; that is the use of adjuncts.

Adjuncts are the underpaid, overworked and undervalued members of the institution. They are forced into taking the burden of advanced classes in senior colleges. While community colleges have a notable number of adjuncts, the senior colleges recruit graduates' students at a disproportionate rate to community colleges in my experience. If you have CUNY of the numbers, they would confirm what I just said.



This use of adjuncts in this manner leave it impossible for some of the other non-student adjuncts that might be black to make progress in the senior colleges in term of tenure and being a full-fledged member of the faculty. Combine that with an adequate amount of from the state for decades to our senior colleges. CUNY has not made changes in increasing its faculty as a whole to match with it increasing student population with the rise of technology and the demand of online classroom, and I suspect this situation would get worse.

In respect to black faculty, in particular, the very best we own are poached by other university and colleges around the country in the bid to improve their numbers as they can offer better salaries and conditions.

To address the issue, CUNY would have to be adequately funded by the state in order to remove it from the regression in currently faces, it would need to reduce its reliance on adjuncts and student adjuncts and higher most black faculty from the numerous graduates it has produced. It would need to be the greatest urban university it claims to be in our subway stations and not look for shortcuts through online classes as the supposed future. That would need to be complimented not replaced. It is proven the students do better when they have someone teaching look like them, if you understand the composition of CUNY, then this is self-explanatory.

Thank you for listening and holding a hearing on this matter.

Dr. Anthony Browne
Chair, Department of Africana and Puerto Rican/Latino Studies
Hunter College, CUNY
New York City Council
Higher Education Committee on African American Studies and Hiring of Black Faculty
Thursday, September 27, 2018

Good morning, I thank Councilwoman Barron and her staff for the opportunity to present today. I will focus my remarks on two crucial areas: The recruitment and retention of Black faculty:

According to 2017 data, university-wide, 12% (940) of CUNY's faculty are identified as Black. The percentage of Black faculty members varies significantly across senior and community colleges and within departments. CUNY can address these disparities through a targeted campus-specific approach that would significantly increase the number of Black faculty across departments at both senior and community colleges.

Recruiting Black Faculty

Recruitment of Black faculty can be a challenge particularly in departments with an uneven history of tenured Black faculty. A strategy that has been successfully utilized by both public and private universities to address faculty diversity is cluster hiring. A cluster hire would involve hiring a critical mass of Black faculty members based on shared, interdisciplinary research interests. These hires could be in a single department or a cross-disciplinary research area that would provide the new hires with a community of scholars that would reduce feelings of isolation and marginalization.

For CUNY, building on the University's research, teaching, demographics and location, a cluster hiring initiative would enhance the University's existing research capacity, contribute new discoveries and applications of knowledge, and address real-world problems that require cross-disciplinary expertise. For example, a cluster hire initiative centered in Africana Studies departments around the theme of *Black Futures* would attract Black faculty whose teaching and research focuses on challenges facing urban areas, that might include race and social justice, educational and/or health disparities, urban housing, poverty, policing, and any other topics that speak to persistent concerns facing New Yorkers. Research would be coordinated through a Black Futures CUNY wide Disciplinary Group that would coordinate research, funding, cross-disciplinary collaborations, and the dissemination of research.

Retention of Black Faculty

Keeping faculty from exiting a university is a pressing challenge for institutions. A higher turnover rate of professors of color is a familiar reality as many campus leaders don't acknowledge some of the issues that Black and other faculty members of color face on predominantly white campuses or departments and how that climate affects turnover. These issues include: feelings of isolation, the burden of invisible labor, and a hostile workplace environment. Therefore, building an environment that is inclusive and equitable will go a long way in helping faculty members feel safe and less marginalized in their new positions. For instance, conducting a survey or focus group on the climate in a department and campus can assist in

identifying and strategizing how to ensure inclusivity. CUNY has conducted climate surveys in the past and additional research that addresses the concerns of Black faculty should augment prior data.

Strong mentoring is an effective method for promoting retention among underrepresented groups. In fact, numerous studies have shown mentoring to be an effective way to recruit, retain and promote the advancement of faculty, and that the absence of, or inadequate, formal mentoring has disproportionately negative effects on Black and Latinx faculty. Many report feeling isolated from informal social and professional networks which reduce opportunities to build the broad-based networks needed to successfully navigate the academy. The degree of association with supportive senior faculty as well as peers has been shown to be a strong predictor of success in the academy.

As we move further into the 21st century, CUNY is strategically positioned to significantly increase the number of Black faculty through cluster hires who can unpack questions related to Black Futures and related concerns that can offer not only students but policy makers, researchers, and community leaders new knowledge and tools to discern and address issues that cohere around persistent forms of racial and ethnic inequality.

References

Castañeda, M., Zambrana, R. E., Marsh, K., Vega, W., Becerra, R., & Perez, D. J. (2015). *Role of institutional climate on underrepresented faculty perceptions and decision making in use of work-family policies*. *Journal of Family Relations*.

Diversity building on a strong foundation: A strategy for enhancing CUNY's Leadership in the areas of faculty and inclusion

http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/diversity-and-recruitment/DiversityActionPlan09_17_14.pdf

Diversifying the Faculty Turner, C. S. V. (2002). Diversifying the Faculty. Washington, DC: AAC&U. <http://www.aacu.org/publications/divfacintro.cfm>

Moreno, J. F., Smith, D.G., Clayton-Pedersen, A.R., Parker, S., & Teraguchi, D. H. (2006). *The revolving door for underrepresented minority faculty in higher education: An analysis from the campus diversity initiative*. Washington, DC: Association of American Colleges & Universities

Quarterly Report on Faculty Diversity Office of Human Resources Management. CUNY. January, 2018 <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/recruitment-diversity/statistics-and-reports/2018-01-Quarterly-Report-on-Faculty-Diversity.pdf>

Searching for a diverse faculty

https://ofew.berkeley.edu/sites/default/files/searching_for_a_diverse_faculty_data-driven_recommendations.pdf

Owen Brown, Ph.D.
Obrown@mec.cuny.edu
Professor of Sociology
Testimony

New York City Council
Higher Education Committee on African American Studies and Hiring of Black Faculty
Thursday, September 27, 2018

Good morning, my name is Owen Brown and would like to begin by thanking Councilwoman Inez Baron for the opportunity to address this most important issue of diversity within CUNY full-time faculty ranks. I am a Professor of Sociology at Medgar Evers College.

My remarks today will focus on the need for CUNY faculty to reflect the diversity of the people who reside in New York City; the current state of African Americans or Black faculty members employed by CUNY; and finally, an important challenge they face.

Historically, CUNY has helped immigrants afford a college education. This has led many of them to become productive workers and citizens who have contributed and who continue to contribute to the development of this nation and our great City. However, there is a lingering problem and that problem is the continuing marginalization of minorities and in particular African Americans. This problem manifests itself in CUNY among its faculty in the areas of full-time hires, tenure and promotions.

According to a 2017 report by CUNY's Office of Human Resources Management titled "Quarterly Report on Faculty Diversity," CUNY had 7,508 full-time faculty in 2016. Among its adjuncts, that number totaled 12,562. 918 Blacks or African Americans were counted among CUNY full-time faculty and 2,018 were classified as part-time faculty members.

Overall, African Americans or Blacks constitute 12.3 percent of CUNY's 7,508 full time professors. While some would argue that this represents progress because the percentage of CUNY full-time professors reflects the percentage of Blacks who make-up the American population, I would counsel caution. Here is an important example of why we all should be cautious in forming false conclusions based on institutional data. CUNY full-time faculty members do not reflect the demographic reality of New York City or of CUNY students. For example, New York City's population is 44.6 percent White, 27.5 percent Hispanics, 25.1 percent Blacks, and 11.8 percent Asian Americans. But over 60 percent of its full-time faculty are White. Additionally, Hispanic and African-Americans constitute 9 percent and 12.2 percent, respectively, of its full-time faculty according to CUNY's Office of Human Resources Management.

In the report I just cited, from Fall of 2015 to Fall of 2016, CUNY Colleges hired approximately 244 new faculty members. Of that number, 21 were African Americans or Blacks and only one was hired in the category of Area, Ethnic, Cultural, Gender, and Group Studies.

We must also be careful when utilizing CUNY's data because at least in one case, I discovered a glaring mistake. This mistake was on page 7 in Table A-3 of the Office of Human Resource Management's Report. This table indicated that in the Fall of 2016 Medgar Evers College had only 36 full-time faculty who were categorized as African Americans or Blacks compared to 432 full-time White professors. Obviously, these data points should be closely studied to make sure that they are not misrepresentative.

We as concerned individuals and important voices in our communities need to look more carefully at the hiring and recruiting practices of individual colleges and ask that CUNY Central provide guidelines and financial resources that will buttress strategic recruiting and hiring practices of qualified African Americans. These strategic and recruiting practices need to be consistent with Federal laws.

Equally important, CUNY is not exempted from America's historical structures that perpetuate institutional racism. This is not to say that CUNY is a racist institution, because I believe it is not. However, it's meant to recognize that Black faculty face many barriers to getting full-time positions, achieving tenure, and promotion. As a former Chairperson of the Department of Social and Behavioral Sciences, I have met many talented Blacks scholars who I knew could add value to the institution and the students we serve. However, many of them have departed because I could not offer them full-time positions.

By way of a conclusion, the reality is that most institutions fund their strategic priorities. What is CUNY doing to adequately fund its diversity priorities? If we look at the resources CUNY is investing in transforming its faculty into a diverse group reflecting the historical and cultural traditions and people currently living in New York, I think it would be safe to say that it has more work to do.

Thank you

Testimony of CUNY BMI Interim University Director Shawn Best

For New York City Council Higher Education Committee

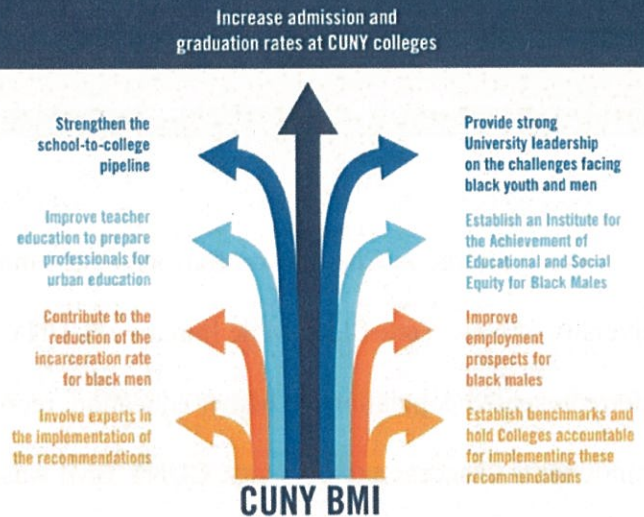
“Oversight - African American Studies and Hiring of Black Faculty at the City University of New York”

Good afternoon Chairperson Barron and the members of the Higher Education Committee. The City University of New York Black Male Initiative (CUNY BMI), through its focus on one of the most severely underrepresented populations in higher education, represents one expression of CUNY’s most significant commitments to access and diversity. CUNY BMI was established in 2005 and is based on a promising model first started at Medgar Evers College. With the continuous support from the New York City Council over the last thirteen years, CUNY BMI funds projects throughout the university. And as of November 2013, CUNY BMI’s funding was baselined. Therefore, the \$2.5M CUNY BMI receives from the New York City Council is now a part of CUNY’s operating budget allocation. These projects are designed to strengthen the education pipeline for severely underrepresented populations in higher education, particularly African, African American, Black, Caribbean and Latino/Hispanic males, by increasing the enrollment, retention and graduation rates of these students. Since its beginning in 2005, CUNY BMI has grown from 15 projects to over 30 projects in 2018. CUNY BMI projects do not discriminate based on race or gender and will serve as models for improving educational outcomes of all students. All programs and activities of the CUNY Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin or other characteristics. The 9 recommendations of what CUNY BMI should represent, are listed below on this testimony.

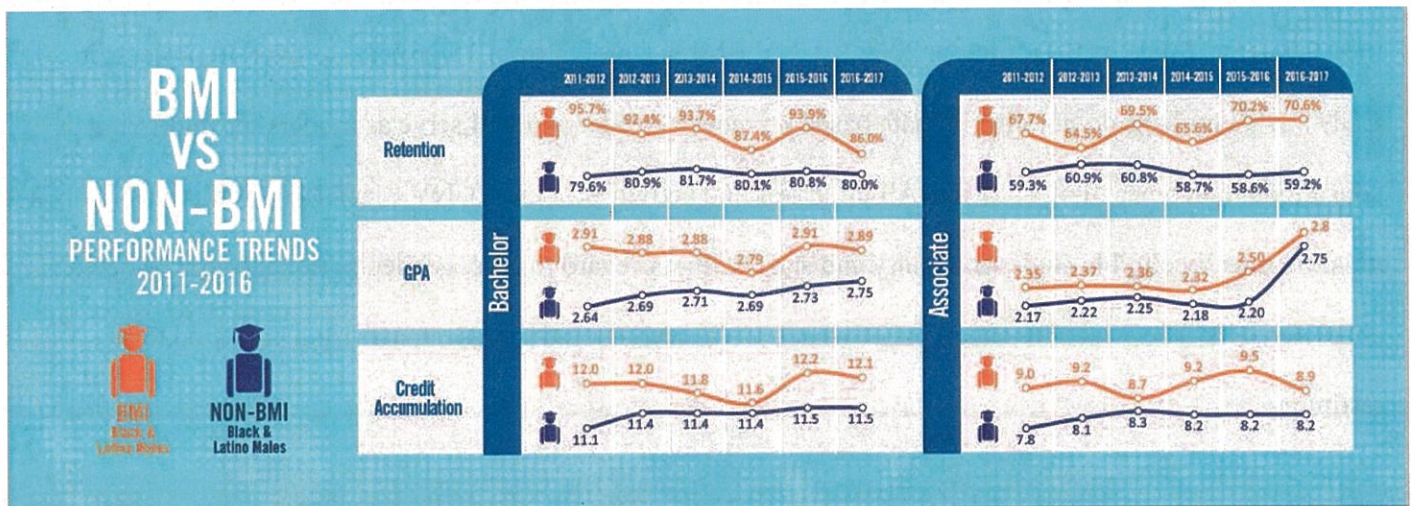
THE TASK FORCE PROPOSED

9 MAJOR RECOMMENDATIONS

In the fall of 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. The Task Force was charged with developing recommendations that would include a series of action-oriented projects to help black males overcome the inequalities that lead to poor academic performance in the K-12 system, the attendant weak enrollment, retention, and graduation from institutions of higher education, and high rates of joblessness and incarceration.



CUNY BMI does 8 of them well, but will continue to work with the University in increasing admission and graduation rates at CUNY colleges as an aspirational goal. A helpful resource in this effort would be that CUNY BMI needs a BMI Service Group Indicator added to every Black and Latino male in CUNYFirst. The data is there - our Black and Latino men outperform non-BMI Black and Latino men in every statistical category. You can see some figures in this chart below, and also on our website if the chart is too small.



We have every reason to believe that if CUNY BMI had access to support more men of color at the institution, we would move the needle to increase persistence rates, graduation rates, and also attract more men

of color to the institution. We continue to ask you and CUNY for institutional commitment and financial support in order to shape the outcomes of tens of thousands of young Black and Latino men in New York City as it pertains to their careers, their ability to give back to CUNY and having them cultivating the next crop of bright young talent that comes from their family and social circles.

CUNY BMI Central provides vision and leadership and monitors the progress of the 31 campus-based BMI projects. CUNY BMI Central provides fiscal management and oversight of the \$2.5M yearly grant from the New York City Council, directs cross functional staff and establishes strategic directives and organizational goals. CUNY BMI Central designed a bi-yearly site visit process in which each project can be viewed and assessed, which culminates in a Best Practices document that is available on our website at www.cuny.edu/bmi. Each project contains six fundamental components – three inputs and three outputs. The inputs are Institutional Commitment, a robust Advisory Committee and Diversity Recruitment. The outputs include Culturally Competent Peer-to-Peer Mentoring, Academic Enhancements and Socioemotional Programming. We serve students that fall into 5 categories: Pre-College, Community College, Comprehensive and Senior Colleges, Graduate and Professional School Programs, and Reentry Programs. Our best practices document that touches on how we do this work, is now a document that is sent nationally and has guided at minimum 17 other University systems and Colleges to replicate what we have done on their campus – for free. A reaction to a colleague who benefitted from this resource and applied these principles to their college, remarked ‘Now this is truly a real life Wakanda moment. Wakanda Forever.’ The ingredients to our success are connected to why are here today.

About half of our 31 CUNY BMI Project directors, and also members of their leadership team, serve as faculty on their campus in addition to their role of leading their Black Male Initiative project. Every BMI director wears multiple hats on their campus. One day, we hope to have one dedicated full-time CUNY BMI director per campus, paid by their institution as a sign of institutional commitment and intentional growth. Our

students not only know their BMI directors in the realm of their BMI leadership, but also as an academic leader in their community. The bottom line, which is true for most of us, is that if you can see success, you are more likely to become successful. The feedback from our annual CUNY BMI student surveys highlights notes from our men that mention that they do not see enough Black faculty in their classrooms – even if their concentration is Black studies.

We can look at Baruch College for a prime example of these issues. From Fall 2010 to Fall 2016, Baruch College hired 119 full-time faculty. Three of them were Black (2.5%), the lowest number and percentage of Black hires of all CUNY colleges. Next lowest was Staten Island, (4.6%) of their hires were Black, nearly twice that of Baruch College. The problem of retaining Black and Latino staff is particularly acute in the Black and Latino Studies Department, simply because it is the department with the highest concentration of Black and Latino faculty. It is currently down to just 3 professors. As a possible correlation, Baruch's Black student population has been cut in half in recent years.

CUNY BMI supports the idea of hiring and promoting more Black faculty at CUNY, but also recognizes that this effort cannot be done without intention and a real commitment to success. Just putting together another task force, strategic diversity plan or hiring new diversity officers are not sustainable solutions. Real solutions for most issues that involve moving the needle typically requires putting resources toward the right people and processes that are working hard to build the right CUNY brand, and to really focus on cultivating more faculty of color.

CUNY BMI is in our third year of hosting a CUNY Doctoral Network series, supported by Interim Vice Chancellor Christopher Rosa, which has already yielded about 15 CUNY administrators who are actively pursuing doctoral or tertiary degree opportunities, with another 5 people that have begun their journey to acquire their doctoral degree. 80% of them are black men, and will be looking for faculty work at CUNY or beyond in the next 3-5 years. I am also in my last year of doctoral work at Northeastern University, and am

following the steps of two other men that have already pursued their tertiary degree while being the CUNY BMI director – Mr. Elliott Dawes, JD, LLM and Dr. Jermaine Wright, PhD. We continue this great legacy and tradition of CUNY BMI erecting and modeling the highest standards for academic success for our students, so that they can see the success that they want to be.

I welcome any further conversation or follow up about our initiative and all related programs after today. Also, please see CUNY BMI students, faculty and staff in action at the 13th Annual CUNY BMI conference held at New York City College of Technology, from 8:30AM to 6PM on Friday, October 5th, where our supporter and friend, Councilwoman Inez Barron will be giving opening remarks, along with nationally recognized influencers in the STEM field that will be shining examples of success for the 1200 Middle School, High School, CUNY students, students from around the country, and many administrators, faculty and staff that will be in attendance on that day.

Finally, we offer the idea of ‘Sankofa’, a concept we instill in our young people during the Birthright AFRICA experience we provide students, as well as all of our students, as a reminder that you have to look back on your past in order to know how you proceed in going forward. Thank you for your time.

**NEW YORK CITY COUNCIL
COMMITTEE ON HIGHER EDUCATION
PUBLIC HEARING
AFRICAN AMERICAN STUDIES AND HIRING OF BLACK FACULTY AT THE CITY
UNIVERSITY OF NEW YORK
SEPTEMBER 27, 2018
Hercules E. Reid**

Greetings Honorable Committee Chairperson Barron and Honorable Councilmembers,

My name is [Hercules Emile Reid] and I serve as [Legislative Director] for the City University of New York University Student Senate, also known as CUNY USS. I am an alumnus of [New York City College of Technology] where I studied [Architectural Technology]. I also had the distinct honor to serve as a the [Co-Chair of City Councils CUNY Task Force]. I'm also a proud member of city council district [45], represented by Councilmember [Jumaane Williams].

My Story as a student

I am a transfer student who was privileged to transfer into CUNY from a Historically black college. A space where importance of education, empowerment and culture were in the DNA. Being able to be educated, mentored and supported by someone/people who looked like me gave me a level of support I took for granted. Seeing successful faculty and administrators of color gave me hope, and pride. Most importantly, the only time I learned about my history was not just an elective or the responsibility of the African American department. Transferring to CUNY, I had no expectations outside of the branding CUNY boast, greatest largest Urban University.

During my time at City Tech, I can use one hand to count how many faculty, let alone adjuncts I encountered as a student in my department. I was not even lucky enough to be enrolled in their classes but I knew they existed. I am extremely grateful for my education nonetheless, but we are here to discuss the elephant in the room.

The numbers don't add up.

I would like to read an excerpt from the white paper drafted by the Taskforce.

“The CUNY Teaching Workforce

CUNY’s teaching workforce, which provides instruction to 274,000 CUNY undergraduate and graduate students, was composed in Fall 2016 of approximately 8,000 full-time and approximately 13,000 part-time instructors. The total number of CUNY instructors has increased over the past decade (2007 to 2016) by 17.3 percent. But that increase in the number of faculty, though important to recognize, is more than matched by an even larger increase during the same period in the total number of CUNY undergraduates, whose numbers grew from 203,515 in 2007 to 243,526 in 2016, a 19.6 percentage increase. It is also essential to note that the overall CUNY faculty continues to lack ethnic and racial diversity. In Fall 2014, approximately two-thirds of CUNY’s 7,698 full-time faculty members were white, while only 12.1 percent were Black, 8.9 percent Hispanic, and 12.1 percent Asian, little changed from a seven years ago.”

If you google right now to find stats on diversity in CUNY, they will show you “new, faculty hire stats”. In these stats which I’m sure CUNY boast diverse faculty hires are increasing, however it is not enough. In a chart for new hires from 2010-2017 1,106 white faculty was hired university wide, 153 Hispanic, 191 Black, and 303 Asian or Pacific Islander. You don’t have to study statistics to conceptualize there is a huge disparity when it comes to hiring faculty of color. There can not be a lack of people of color who are qualified and need a job. CUNY pay is abysmal, we have to do more to get quality over quantity. The students deserve this:

“Our Asks”

CUNY Students Need the city and state to secure and commit the necessary funding to increase the salaries and number of full-time CUNY faculty.

CUNY Faculty Need increased pay and an increase in the numbers and percentage of full-time faculty teaching at CUNY. This will make it possible for the campuses to successfully recruit more faculty of color to reflect more closely the demographic profile of CUNY’s student population.

Thank you for all the work that you do on behalf of members in our community we look forward to working with you to make CUNY place where everyone can attain a higher education.

The Honorable Councilwoman, Inez Barron, Chair
New York City Council Higher Education Committee,
Black Studies and the Hiring of Black Faculty at City University
Thursday, September 27, 2018

Testimony

Professor James Blake, President BMCC Black Faculty and Staff Association

“We Have The Money But We Can’t Buy The Ice Cream.”

I want to begin by thanking the Honorable Chairwoman, Inez Barron for having a hearing on such an important topic: “Black Studies and the Hiring of Black faculty at the City University of New York”

I was born in New York and from kindergarten through high school I never had a Black teacher. In fact, I did not know that such persons existed. Fortunately, I became aware of the existence of Black Colleges at the end of my senior year. By that time I had been awarded a four year scholarship from a social agency to attend NYU. I decided to turn down the scholarship and attend a southern black college. When the scholarship committee asked why I wanted to go south to a college that was not as prestigious as NYU, I said, **“I wanted to be in the presence of achievers who looked like me.”** At age seventeen, I felt my success was more linked to role models that I could identify with than to a prestigious college like NYU. Unwillingly, the committee awarded me the scholarship.

In 1960, I enrolled in North Carolina College. In addition to an excellent classroom education, much learning occurred in the southern environment surrounding the college. For the first time I experienced overt racism—both as victim and eyewitness. Signs specified colored and white water fountains, bath rooms, waiting rooms, restaurants and other accommodations. Inadvertently, I entered a white restaurant but discovered that, though I had the money, I could not buy ice cream. That was nearly sixty years ago. Unfortunately, the CUNY hiring practices today are marred by hiring practices similar to those pre-civil rights movement racist institutions of the south that engaged in the exclusion and marginalization of Blacks.

Black applicants who seek full time faculty positions *have the money*—that is they have the professional qualifications, experience and even worked as adjunct faculty. However, they *can’t buy the ice cream*—that is, they find it nearly impossible to get full time faculty positions. Racism in the hiring practices of faculty at CUNY, the

PSC Union leadership, and the CUNY Central Office has a destructive impact on the University and a devastating outcome for students. Such discrimination sends a discouraging message to CUNY'S Black and Latino students, who comprise more than 70% of the CUNY student body. It says to them that race rather than academic achievements, intellectual ability and professional accomplishments, will set professional boundaries that severely limit their upward mobility and preclude them from acquiring the positions and attained by their White counterparts.

Ironically, the more things changed, the more they remained the same. When I arrived at BMCC. The CUNY student protest movement was in full swing. As is the case today, BMCC faculty was predominantly white and the student body was predominately Black and Hispanic. In the 1970s, joined by a few progressive White Students, Black and Latino students insisted that the college hire faculty to reflect the race and ethnicity of the student body. They also demanded that the college establish a Black and Puerto Rican Studies Department. Resistance to such equity in education, prompted sit-ins in the president's office; and ultimately the jailing of students and three supportive faculty member—two others and me. In response to the protests, a Black studies program rather than department was established and a handful of Black Faculty was hired. Now, several decades later, it is as if the protests never happened and promises of an inclusive educational enterprise has fallen by the wayside.

Unfortunately, among the faculty represented at CUNY, diversity remains an issue. I surveyed the academic departments at the college in terms of quantifying the population of Black full time faculty. What I discovered was disturbing, for example:

- *1. **Modern language department** 27 f/t faculty, NONE of them are Black/African American,
- *2. **Science Department** 58 F/T faculty, NONE of them are Black/African American,
- *3. **Computer Science department**, 16F/T faculty, NONE of them are Black/African American,
- 4. **Computer Applications department** 16 F/T faculty, NONE of them are Black/African American,
- *5. **Academic Literacy and Linguistics department**, 38 F/T faculty and only 3 are Black/African American, This department recently hired 8 new F/T faculty. None of them were black.
- *6. **Music and Art Department**, 24 F/T faculty and only 1 of them are Black/African American.

***7. English Department, 53 F/T faculty, and only 5 of them are Black/African American**

***Data taken from the BMCC 2018 Affirmative Action Report**

According to the 2018 BMCC Affirmative Action Report the college employs approximately **732 full time faculty**, of that number **142 are Black /African American**. Departments, such as **CIS, Mon. Languages, Computer Applications, Science, Music and Art, Academic Literacy and Linguistics**, and **Speech** based on their above noted hiring practices, when they advertise full time faculty positions, they might as well have, a sign that says **“Only Whites” need apply.**

Finally, I agree with the PSC Union President Barbara Bowen’s statement a March 2010 PSC Workshop on Diversity, “If we’re worth our salt as a union, then we have to take on the question of racism. It’s a major workplace issue and a major intellectual issue, one that’s important for our whole membership.” She further commented, “I think institutionalized racism is so entrenched, that if we don’t actively work to undo it, in both the union and the University, we run the risk of simply perpetuating it”

I am submitting my full survey and findings on all of the academic departments, I BMCC 2018 Affirmative Action Report, copies of the latest Black Notes published by the BMCC Black Faculty and Staff. Association.

We have the Money but we can’t buy the Ice Cream!

**Testimony of President Claudia Schrader
New York City Council Committee on Higher Education
Kingsborough Community College of The City University of New York
September 27, 2018**

Good morning Chairperson Barron and members of the Higher Education Committee of the City Council. I am humbled to provide this testimony to you today on African-American Departments and programs and the hiring of Black faculty at the City University of New York. This is a topic that is deeply personal to me.

When I entered Rutgers University in 1986 as an eager freshman, I just knew I would major in Journalism. But my major in Journalism was not at all what I thought it would be. As the only black student in many of my classes, I would raise my hand only to be ignored. When I was acknowledged, my contributions were dismissed in favor of other students whose contributions were often a carbon copy of my own. Most importantly, there was little or no opportunity for me to do what I loved to do in the first place—write.

Disillusioned, I sought refuge in the arms of the Department of Africana Studies and my world opened up. I audited courses taught by Ivan Van Sertima and Amiri Baraka; and went to lectures by Kwame Toure and Angela Davis. I fell in love with the great works of Zora Neal Hurston, James Baldwin, and Richard Wright. I fell in love with the critical and creative writing I was finally able to do. I fell in love with learning about the African diaspora, my people and our inextricable link and impact in the World. And most importantly, in world that often determines what beauty is and isn't, I fell in love with myself as a black woman and for the first time I felt that I could do anything I set my mind to.

My Africana Studies major provided me with fertile ground from which I grew as a professional. It was my papers on the link between young black men being placed in special education and their incarceration rates that sparked my interest in special education and my subsequent graduate work at Teachers College in Special Ed.

Africana Studies was the fertile ground which I sowed through my work as a homebased developmental specialist in Brownsville, East New York and other underserved areas in Brooklyn helping to support the development of infants with developmental delays and thwart their fall into the special education to prison pipeline.

Africana Studies was the fertile ground which nurtured my completion of a doctorate in International and Transcultural Studies and my first full time position as faculty at Medgar Evers College in the Teacher Education Department.

I cut my teeth at Medgar and the rest, as we would say, is history. I advanced through administrative ranks to Associate Provost at Medgar and Provost at Bronx Community College where I have spent the last 5 years and where during my tenure, I attended to the hiring, retention and success of faculty of color, closing the achievement gap for black and Hispanic students and the success of all students. I am now proud to continue this work at Kingsborough Community College where I serve as the institution's first Black president.

From where I stand, University has made marked progress in forwarding an agenda of diversity, equity and inclusion. We know that there is much work to be done not only to recruit and hire faculty of color, but to retain them on campuses and in climates that are conducive to their growth and success. The University recognizes this as do I.

As Provost at BCC I worked to ensure that our faculty reflected our student body and were a part of all academic departments. I encouraged faculty and staff to avail themselves of opportunities created by the CUNY Office of Recruitment and Diversity such as funding for research, support for scholarly writing and the development of programs that advance diversity and improve campus climates. When data generated by the Collaborative on Academic Careers in Higher Education (COACHE) survey revealed that our women and faculty of color did not feel adequately supported toward being promoted and receiving tenure, BCC took decisive action. We revised relevant materials to ensure that criteria were clear and consistent and information was accessible; and developed to provide support to faculty preparing for promotion at each level and tenure.

The University's commitment to the professional development of faculty and staff of color is further demonstrated through the development of the CUNY Harvard Consortium leadership development program. I was fortunate to be sponsored by the University to participate in Harvard's Institute for Educational Management; but I am even more excited to serve as a mentor to the Consortium's first cohort, a dynamic group of 8 faculty and staff of color (which include 2 Black women and 3 black men) who I am confident will be CUNY's next generation of leaders.

In closing, there is an African proverb that says "we bequest two things to our children, one is roots and the other wings". I am confident and living proof that a programs in Black Studies will provide the same for students who chose to embrace it as I did: a solid liberal arts foundation, deep roots of personal fulfillment, respect for others, and the wings to make a difference.

Testimony of President José Luis Cruz
New York City Council Committee on Higher Education
Lehman College of The City University of New York
September 27, 2018

Chairperson Barron, and members of the Higher Education Committee, thank you for the opportunity to testify before you on the important issues of faculty diversity and Africana studies programs.

My name is José Luis Cruz and I have the privilege of serving as president of Lehman College of The City University of New York — the only CUNY senior college in the proud, resilient borough of the Bronx.

And in the past year, as Chancellor Rabinowitz indicated, I've had the honor of serving as co-chair of the University's Faculty Diversity Working Group.

Based on my own personal experience, both as a former faculty member and long-time academic administrator, and the deep discussions with members of the working group — which includes eight other campus presidents, two vice chancellors and a University dean — it is clear to me that the hard, important work of building a diverse faculty is as much about the implementation of best practices as it is about empowering better practitioners — practitioners who can not only design, develop, and implement effective search processes that yield highly qualified hires from a diversity of backgrounds, but who are also able to nurture and support them through the reappointment, tenure, and promotion process by sustaining a highly inclusive campus climate.

Lehman College — a designated Hispanic Serving Institution with more than 14,000 students in 170-plus undergraduate and graduate programs — is an excellent example of how institutions can accelerate their efforts through these types of intentional efforts. As the top-ranked vehicle of upward mobility among our nation's minority serving institutions and with a student body that represents 131 countries, creating a truly diverse, inclusive campus is imperative at Lehman.

Indeed, eight and a half years ago (February 24, 2010), my predecessor, Dr. Ricardo Fernández, came before this committee. In his testimony, he painted a picture of a College deeply committed to the University's affirmative action, equal opportunity, and diversity policies because of the campus community's strong belief that "a diverse workforce enriches the intellectual discussions, promotes cultural competency, and strengthens our ability to prepare our students to live and work in a global society."

At the time, President Fernández reported that in the previous five years "total [full-time] minority faculty [had] grown from 23.4% to 26.9%" and foreshadowed that significant gains would be made in the ensuing decade in support of the College's 2009-2019 Strategic Plan, which included diversity as a core institutional value.

Today, I am pleased to report that on issues of faculty diversity, Lehman is trending upward and moving forward.

As of last week, the department of Human Resources reports that Lehman employed 377 full-time faculty of which 37% are faculty of color. This represents an increase of 10 percentage points in the proportion of full-time faculty of color — a gain made more impressive by the fact that full-time faculty employment has decreased from a total of 384 since President Fernández's testimony.

The diversity gains registered in recent years are perhaps best illustrated by a breakdown of Lehman's full-time faculty by rank. While faculty of color currently represent 0% of the College's Distinguished Professors and 18% of the full professors, they represent 35% of associate professors, 47% of assistant professors, and 50% of lecturers. This profile is significant because it suggests that if in addition to perfecting our College's recruitment and hiring practices, we are able to retain our current faculty of color and help them progress through the academic ranks, the increase in the percentage of full-time faculty of color that we will register in the next five years— as we enter the second half of our first century— will be even more impressive than it has been to date.

As an institution with deep roots in the liberal arts, Lehman works hard, day-in and day-out, to live up to the ideal—articulated upon our founding—of “enrich[ing] the human spirit and offer[ing] to as many as can realize their potential, the opportunity to be so enriched.”

Lehman's department of Africana Studies is one important vehicle for advancing this ideal.

The department offers a 36-credit major and 15-credit minor. It employs six full-time faculty and is recruiting for another one. As of fall 2017, there were 47 majors and 30 minors.

But these numbers do not tell the entire story, as the department reaches many students at the College beyond majors and minors: courses from the department are well represented in the Pathways General Education Curriculum that all students must complete. At Lehman, courses from Africana Studies Department comprise a significant number of courses in the World Cultures and Global Issues and Creative Expression distribution areas. Faculty from the department also teach course sections of our upper division College Option requirement. Nearly 1,200 students were impacted through these courses in AY 2017-18.

Indeed, ethnic studies programs across the country have a long history of fueling multigenerational transformational change. And this is true both at the personal and societal level, as the story you will soon hear of the ascension of my colleague, Dr. Claudia Schraeder, to the presidency of Kingsborough Community College, so vividly illustrates.

In closing, I want to state that in my two-plus years at Lehman, both in my role as president and co-chair of the University's Faculty Diversity Working Group, I can attest to the commitment of every campus in the system to recruiting and retaining a world-class faculty that reflects the rich diversity of our student body and to building and maintaining robust ethnic studies programs that further our University's commitment to inclusive excellence.

Thank you.

**Interim Chancellor Vita Rabinowitz
City Council Higher Education Committee Hearing
September 27, 2018**

**Oversight: African American Studies Departments and Programs,
and Hiring of Black Faculty at the City University of New York**

Interim Chancellor Rabinowitz's Formal Testimony

Thank you and good morning, Chair Barron and members of the Higher Education Committee of the City Council. My name is Vita Rabinowitz, and I am Interim Chancellor of The City University of New York. I am pleased to join you today along with my esteemed colleagues José Luis Cruz, President of Lehman College, and Claudia Schrader, President of Kingsborough Community College (as of 12 days ago). I appreciate the opportunity for us to testify before you and thank you, as always, for your steadfast support of CUNY, and our students and faculty. I am here today to speak with you about faculty diversity generally, with a particular focus on the hiring of Black faculty. You have also asked about the state of Black Studies at CUNY, and we will be addressing that as well.

CUNY is a majority-minority system and arguably the most diverse university in the United States, if not the world. We pride ourselves on reflecting the extraordinary diversity of the city we serve. We exemplify our commitment to access, diversity, inclusion, and equity in so many places – in our student enrollments, in our leadership, in the many programs the University and its colleges run to recruit and support diverse populations, in our scholarly work in the public interest, in our welcoming and accommodating campus climates, in the extensive services that CUNY offers to the New York City community.

Our approach to the hiring, retention and advancement of faculty of color is a key example of this commitment, and has been a particular focus of mine over the past three years as University Provost.

Hiring faculty of color is deeply rooted in our mission of academic excellence and opportunity for all. We simply cannot be the University we aspire to be without a diverse faculty and staff. The quality of the education we offer our students and our contribution to academic knowledge depends on having a wide range of backgrounds, experiences and perspectives in our faculty and leadership. In addition, we know from research and deeply believe that the composition of our faculty matters to students' success. For our minority students, seeing people who look like them and share their backgrounds engages and inspires them. It reinforces our essential mission: CUNY was built for them; they are welcome here, they can thrive here. For all students, regardless of ethnicity, exposure to a diverse set of great thinkers and leaders prepares them for our increasingly globalized world. For any of our students who want to be professors themselves, they have come to the right place.

Let me start with some basic facts to ground today's discussion:

- In recent years both the number and the share of our total faculty who are members of federally protected minority groups (comprised of: American Indian/Native Alaskan, Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, and Two or More Races) has been growing. Between 2010 and 2017 the share of full-time minority faculty has grown from 32.3% to 35.9% and the total number has grown from 2,369 to 2,746.
- In the same period, full-time Black/African American faculty grew from 933 to 944, although their share of the total has been essentially flat at 12.3%.
- It is important to note that there is wide variation in the share of faculty who are minority across campuses and disciplines.
- In terms of executive positions on campus and in the central office, in fall of 2017 35% were underrepresented minorities with 17% Black/African American. Again, there is a wide range across institutions.

In order to advance diversity among faculty and staff, we have to work on several fronts simultaneously. First, we have to bring in more diverse new hires. And second, we have to work to retain and advance our minority faculty and staff. We are doing both of these things and beginning to see results, but we have more to do.

Making a difference in both hiring and in retention starts with leadership. In recent years, CUNY has greatly increased the share of Black, Hispanic, and female leaders among its college presidents, placing a diverse group of eminently qualified individuals in these highly visible positions. Across CUNY's 18 undergraduate college presidents, half are Black or Hispanic and seven are now women.

In terms of new faculty hiring, we have seen higher rates of Black and minority hiring recently. In 2016-17, 44 percent of all new, full-time faculty hires at CUNY were members of federally protected minority groups, up from 30 percent from 2013-14. Fifty of these, or 15.1%, were Black faculty.

In the past academic year, at the recommendation of a Faculty Diversity Working Group, co-chaired by Presidents José Luis Cruz and Michelle Anderson of Brooklyn College, Chancellor Milliken and I asked campuses to step up training, technical support and monitoring of faculty searches in departments where data showed us the share of minority faculty falls below benchmarks of labor market availability. These are the places where we have the most need and the most opportunity to make a difference. The goal is to create a greater degree of transparency, innovation and accountability for faculty diversity.

While this work has just begun, we saw departments adopt innovative and research-based practices like expanded outreach to a wider array of professional organizations, early, intensive engagement with Historically Black Colleges and Universities (HBCUs), use of conferences to identify promising candidates and invite them to present work on our campuses. We have some early data from last year's efforts which tracked a subset of total new hiring, 110 completed

searches with underutilization. 51.6% of the hires from these searches were from federally protected minority groups, including 14 Black faculty. We are continuing this intensive support this year.

And CUNY's graduate students at the Graduate Center and beyond are the most diverse PhD students nationwide, allowing us to cultivate a robust and diverse pipeline of future faculty members.

Hiring more minority faculty will not accomplish our diversity objectives, however, if we do not do more to retain and advance the diverse faculty we already have.

Our important work in this area has been deeply informed by the COACHE survey of faculty satisfaction. This tool, developed by the Harvard Graduate School of Education and last administered in 2015, showed that CUNY faculty of color in particular yearned for more opportunities for promotion and senior leadership and more department collegiality. We have begun addressing these concerns through a range of initiatives, including diversity & inclusion conferences, implicit bias training, faculty publication programs, and a diversity projects development fund. Here too the Faculty Diversity Working Group has made recommendations and we are implementing new initiatives.

Let me describe just a few:

1. In fall, 2017, we established the ***Chancellor's Opportunity Fund*** that promotes strategic recruitment and retention efforts across the disciplines and the university with a significant financial investment. That fund continues to this day, and to date, 10 awards have been made. Of those ten awards, three were used to successfully retain Black faculty members who had offers to go elsewhere.
2. The ***CUNY Mellon Faculty Diversity Career Enhancement Initiative*** develops sustained mentorship for junior faculty with an emphasis on those from underrepresented groups via research/writing seminars and a series of professionalization workshops. Currently, the initiative works in conjunction with Queens College, Hunter College, Brooklyn College and City College of New York, the four Mellon Mays Undergraduate Fellow (MMUF)-serving institutions at The City University of New York.
3. The ***Mid-Career Faculty Fellowship Program*** addresses CUNY's goal of retaining and advancing a diverse faculty by providing support and resources to help tenured Assistant and Associate Professors advance their scholarly productivity and move toward promotion via writing groups, mentorship, and professional development. Of the 21 participants this last year, 16 were from underrepresented groups and 7 of these, fully one third of the group, were Black faculty.
4. And I am especially excited to tell you about ***Diversifying CUNY's Leadership: A CUNY-Harvard Consortium*** among CUNY, Harvard's Graduate School of Education and the Harvard Club of New York Foundation. This is a brand-new program that aims to cultivate a diverse group of future CUNY leaders by providing best-in-class professional

development for faculty and staff who are interested in advancement and leadership opportunities at CUNY. 72 faculty and staff across CUNY applied to participate, and 8 were selected along with President Claudia Schrader, who is participating as a mentor to the cohort. Of the nine leaders who were selected in a competitive process, five are Black. The program launched this past summer, and program components have included training at the Harvard Institutes for Higher Education this summer and additional mentorship and development opportunities. I just learned last week that the Foundation has committed to another round of funding to sponsor a new cohort.

President Schrader – our newest president, a transformative leader committed to diversity, and a Black woman who has risen through the ranks at Medgar Evers College, Bronx Community College and now Kingsborough Community college – will share more about her experience in the program, and her role as mentor to the cohort, during her testimony today.

Turning to the topic of Black and Latino Studies at CUNY, these are important interdisciplinary areas of study at the University, allowing students to examine history, sociology, culture, science and technology, and more through the critical lens of racial equity, in our country and beyond. CUNY has long been committed to providing opportunities for this kind of learning.

- Five CUNY senior colleges offer majors and degree programs in Black studies: Brooklyn, City, CSI, Hunter, and Lehman. The Grad Center offers an advanced certificate in Africana Studies to currently matriculated doctoral students. Additionally, Baruch, John Jay and New York City College of Technology have a Black, Africana, and African-American Studies Department respectively, offering a range of coursework and minors, but not a degree program.
- Enrollment and degrees granted by these programs is growing modestly. Between fall 2013 and fall 2017, enrollment grew from 165 to 193 and degrees granted is up from 58 to 65 in the period. The largest programs are at City, Hunter, and Lehman.
- Many more students are taking courses offered by these departments than five years ago. By fall 2017, 6,159 students were enrolled in these courses, up from 5,223 in fall 2013, an increase of 18%. Students can use these courses for other majors or for electives.

Let me pick two examples to describe in more detail:

First, the Brooklyn College Africana Studies Department is one of the oldest in the nation, founded more than 40 years ago with support from the Ford Foundation. Given the department's solid reputation and the breadth of offerings covering the black diaspora of the African, African-American, and African-Caribbean experiences, student enrollment has remained robust. The department engages in interdisciplinary collaboration by supporting the Shirley Chisholm Project on Brooklyn Women's Activism, the Caribbean Studies Program and Women's Studies.

Brooklyn's Africana Studies Department cross-lists 40% of its courses with other departments, such as English, History, Sociology, Business, American Studies, Music, Theater, and Political Science.

Second, City Tech's Department of African-American Studies offers a broad array of academic coursework and cultural activities related to the African Diaspora. Even though City Tech does not offer a major in Africana Studies, the Department has seven full-time faculty and will soon be celebrating its 50th anniversary. Each semester, approximately 1,000 students enroll in more than 30 classes that cover the history, politics, literature and arts of the peoples of the African Diaspora. Many of these classes involve guest lecturers and field trips to New York City museums, the United Nations, the African Burial Ground, The National Black Theatre, and New York City Hip Hop archives and landmarks.

CUNY values diversity and is committed to diversifying the ranks of its faculty, supporting and retaining and advancing that faculty, and also supporting robust, meaningful Black Studies programming. Even as perhaps the most racially and ethnically diverse university in the world, CUNY's commitment to colleges that are inclusive and diverse at their highest levels and throughout the faculty ranks has never been more central to its mission.

Chair Barron, I want to make clear that while we are investing and making progress, we are by no means where we want and need to be on this. We also know that progress is uneven among our colleges and within academic disciplines and departments. Continued progress requires strong leadership from the top, strategic investments, and constant vigilance. Our Board of Trustees, led by Chairman Bill Thompson, is itself the most diverse in CUNY's history, and the Board has made faculty and leadership diversity a priority. So have I, and so will anyone CUNY chooses as its permanent chancellor. In fact, we have announced that CUNY will appoint its first Vice Chancellor for Diversity and Inclusion to be selected by and reporting to the new chancellor. Meanwhile, there is evidence of a deeper culture change throughout the university. Our presidents and senior leaders in the central office and throughout the colleges are thoroughly committed to this work and to moving the needle on faculty diversity, starting their own innovative programs, not just to meet targets, but because they feel the moral, societal, and academic imperative to better serve our students.

It is now my pleasure to invite President José Luis Cruz of Lehman College to testify about the work of the Chancellor's Faculty Diversity Working Group and his efforts at Lehman College to address faculty diversity.

PRESIDENT CRUZ TESTIFIES

Finally, I am pleased to invite President Claudia Schrader of Kingsborough Community College to testify about her work as a faculty member and administrator at CUNY and her role as mentor to our Harvard Leadership cohort.

PRESIDENT SCHRADER TESTIFIES

Black Faculty and Staff – BMCC

Black Notes March 2018

"America is a nation of competing communities, the stronger your community the more you get, the weaker your community the less you get." — Professor James Blake, President, BMCC Black Faculty Association

A Message to the Black Faculty at BMCC

- (1) Are you an adjunct who's frustrated by being overlooked when full time positions -- including sub-lines -- become available in your department?
- (2) Are you tired of seeing full time faculty positions being granted to less experienced applicants with fewer professional credentials—including teaching experience?
- (3) Are you concerned about the small number of Black faculty with full professor ranking at BMCC?
- (4) Are you consistently disregarded for promotions, despite your professional achievements?

For example: An adjunct-- who has been teaching at BMCC for over 15 years-- earned a doctorate degree in the major that was approved by the Chair at the time of her starting the program, and was told it meets the criteria for the department's discipline. This individual also holds two Master's degrees, coupled with ten plus years of corporate experience in the field of the courses being taught-- which are requirements that students take-- yet she is consistently disregarded as a candidate for full time positions.

Moreover, this same individual inquired about a sub-line and corresponded with the department Chair regarding an interest in such a position, but was informed that there were no "lines" available. The Department Chair, however, hired three "white men" with lesser credentials; one of the three has been granted a sub-line position at least three times prior to his most recent hire. In every occasion that there was a newly elected Chairperson, he was granted a sub-line position even though there were people of color with comparable qualifications.

Who Are the PSC faculty Union Fighting For?

Some of Us, or All of Us!

If you speak with the PSC leadership about the struggle to gain a fair and equitable contract from CUNY, with boundless passion and eagerness they will tell you about the need for faculty salary increases, release time for junior faculty, paid sabbaticals, paid adjunct office hours, etc. They will speak powerfully about the need to mobilize, demonstrate, and lobby elected officials in the state and the city, to achieve a contract that fulfills their demands.

As a PSC faculty member, I fully support PSC/CUNY struggle to secure a decent and fair contract. However, I am disappointed by the failure of the PSC Union to employ the same passion and enthusiasm to address the issue of the pathetically low number of African Americans and Latino faculty at BMCC and CUNY. This apparent institutional racism has resulted in the university being overwhelmingly stocked with white faculty.

The hiring of faculty at BMCC and CUNY, is controlled mainly by the same PSC faculty members who were demonstrating and marching outside of the meeting of Board of Trustees on Monday, December 4, 2017 for a fair and equitable contract. Unfortunately PSC contract demands do not address the disproportionately low number of Black and Latino faculty who are hired, reappointed, promoted and acquire tenure at CUNY.

I agree with the following statements, *"If we're worth our salt as a union"* commented PSC President Barbara Bowen, *"then we have to take on the question of racism. It's a major workplace issue and a major intellectual issue, one that's important for our whole membership."* She further

commented, "I think institutionalized racism is so entrenched, that if we don't actively work to undo it, in both the union and the University, we run the risk of simply perpetuating it"

The above statements were made to the Union's Diversity Committee in 2001. Unfortunately, those who control the hiring of faculty have become entrenched in perpetuating racism in the hiring of faculty of color at CUNY. The faculty responsible for these racist policies are members of the PSC. Applicants who apply for faculty positions at CUNY are vetted by the PSC faculty who sit on the Personnel and Budget Committees of the various academic departments. After reviewing the resumes to determine the applicant's qualifications the PSC faculty committee members who sit on the hiring committee vote to recommend applicants for faculty positions. Their recommendations are then sent to the College Provost and then the President for first year appointments. Reappointments, promotions, and recommendations for tenure are approved by the department P and B, the College Wide P and B, the Provost and finally the President. The College Wide Personnel and Budget Committees, members consist mainly of the chairs of each academic department. The chairs are mainly White and are also members of the PSC Union. They review and approve the recommendations for appointment to the faculty and forward them to the College Presidents for final approval. It is highly irregular for a college president to fail to appoint an applicant to the faculty who was approved by these committees.

The small number of Black and Latino faculty applicants recommended by these committees are waning their presence on campuses in CUNY. This is a clear preference by the PSC faculty members on both the department and college wide P&B committees to hire and retain faculty that looked like them and share their racial and cultural mores.

The leadership of the PSC union has said they are interested in a more diverse CUNY faculty. The university's central office has also voiced a similar interest. To demonstrate their commitment to diversity, CUNY's central management sponsors an annual conference at the Graduate Center to promote diversity. As previously mentioned the PSC union has undertaken studies on diversity and has even testified before the City Council Higher Education Committee on the need for greater diversity within CUNY. Both groups, however, have failed miserably in their efforts to increase the number of Blacks and Latino. Consequently, they lack the moral authority to right the wrongs of institutional racism in the hiring practice of faculty.

The higher level leadership positions of the PSC Union and of CUNY's management are 99% white. Their verbal expressions of a strong commitment to diversity rings hollow. It is ostensible that neither of them are devoted to building a university that values inclusion.

Unfortunately, racism in the hiring practices of faculty at CUNY, the union leadership and the central office of CUNY have an detrimental impact on the upward mobility of Black and Latino Faculty. It also sends an inauspicious message to CUNY's Black and Latino students who comprise more than 70% of CUNY Undergraduates—that regardless of one's academic achievements, intellectual ability, and professional accomplishments, he/she will experience professional boundaries that precludes them from acquiring the wealth and upward mobility attained by white counterparts, solely because of racial privilege. The role of white privilege in hiring CUNY faculty, in the leadership positions of the PSC and CUNY central has a devastating effect on achieving diversity.

Recently the Governor and the Mayor appointed several persons of color to the CUNY Board of Trustees. Hearteningly, the Board members are quite diverse. Many of them have an impressive history of fighting inequality and racial bias. It will be interesting to see if the example of diversity and inclusion displayed by the Governor and the Mayor appointees will trickle down and significantly address institutional racism in hiring CUNY faculty.

Professor James Blake
Department of Student Life

*****April 2018 edition of Black Notes*****

"Diversity and Inclusion"

We will focus on specific departments the first; the Department of Academic Literacy and Linguistics

Office of Compliance and Diversity

BMCC Faculty Recruitment Data**

Faculty	Black		Hispanic		Asian		White		Am In/ Alaska Nat		Two or More Races		TOTAL*
AAP 2013-2014	#	%	#	%	#	%	#	%	#	%	#	%	#
Applicants	669	14.98%	598	13.39%	676	15.14%	2497	55.92%	25	0.56%			4465
Interviews	41	11.88%	58	16.81%	61	17.68%	185	53.62%	0	0.00%			345
Offers	7	14.00%	11	22.00%	8	16.00%	24	48.00%	0	0.00%			50
AAP 2014-2015													
Applicants	662	16.12%	437	10.64%	577	14.05%	2405	58.56%	26	0.63%			4107
Interviews	39	10.60%	40	10.87%	51	13.86%	235	63.86%	3	0.82%			368
Offers	1	2.38%	4	9.52%	2	4.76%	35	83.33%	0	0.00%			42
AAP 2015-2016													
Applicants	493	15.55%	453	14.29%	442	13.94%	1150	36.28%	6	0.19%	0	0.00%	3170
Interviews	21	11.11%	21	11.11%	55	29.10%	58	30.69%	0	0.00%	0	0.00%	189
Offers	26	21.67%	16	13.33%	21	17.50%	56	46.67%	0	0.00%	0	0.00%	120
AAP 2016-2017													
Applicants	549	17.96%	405	13.25%	473	15.47%	1560	51.03%	6	0.20%	64	2.09%	3057
Interviews	5	21.74%	2	8.70%	3	13.04%	12	52.17%	0	0.00%	1	4.35%	23
Offers	5	21.74%	2	8.70%	3	13.04%	12	52.17%	0	0.00%	1	4.35%	23
AAP 2017-2018													
Applicants	1028	16.78%	689	11.25%	1069	17.45%	3198	52.21%					6125
Interviews	12	21.43%	5	8.93%	8	14.29%	30	53.57%					56
Offers	12	21.43%	5	8.93%	8	14.29%	29	51.79%					56
AAP 2018-2019													
Applicants	578	15.34%	556	14.76%	464	12.31%	1657	43.98%	0	0.00%	106	2.81%	3768
Interviews	85	19.59%	54	12.44%	73	16.82%	164	37.79%	0	0.00%	12	2.76%	434
Offers	10	24.39%	7	17.07%	7	17.07%	13	32%	0	0.00%	1	2.44%	41

*INSTRUCTOR, LECTURER & PROFESSORIAL

** This data is compiled from BMCC's Affirmative Action Plans. Links to the Executive Order 11246 Plan are on the BMCC website.

Black Faculty and Staff Association----

BMCC

Black Notes... April--May 2018

America is a nation of competing communities, the stronger your community the more you get, the weaker your community the less you get"
Professor James Blake, President

Breaking News

New York City Councilwoman Inez Barron, Chair of the Higher Education Committee, attends BMCC's Black Faculty and Staff Association Meeting.

At the **May 2, 2018** Meeting of the BMCC Black Faculty and Staff Association, **Councilwoman Inez Barron, Chair of the Committee on Higher Education** made a surprise appearance. At the meeting, she expressed her support for the work of the Black Faculty and Staff Association addressing inequities in the hiring policies at both BMCC and CUNY. She shared our concerns regarding qualified adjuncts of color not getting appointed to full time positions and the disparity of full time faculty of color at CUNY, as well as the stagnation of full time faculty of color in regards to promotions, sabbaticals and tenure.

As the Chair of the City Council's Committee on Higher Education, Councilwoman Barron plans to hold Committee Hearings in the fall 2018 on the lack of Diversity at BMCC and other CUNY colleges. The Councilwoman encouraged the Black Faculty and Staff Association to research diversity at BMCC, to continue to speak out on issues of equity and inclusion and to testify at the council hearing in the fall. Most importantly, she asked that we keep her and her council colleagues up-to-date through **Black Notes** on our efforts to eliminate institutional racism at BMCC and other CUNY Colleges.

Department of Academic Literacy and Linguistics

Dr. Ken Levinson, Chair

***Did you know the Department of Academic Literacy and Linguistics has approximately 48 full time faculty, and only 5 are African American/Black faculty or Latino and that only 1 of them has the rank of full Professor?**

***Did you know the Department of Academic Literacy and Linguistics hired 8 F/T faculty in fall 2016 and NONE were African American/Black or Latino?**

***Did you know the Department of Academic Literacy and Linguistics recently hired an additional 3 F/T faculty and NONE of them was Black/ African American or Latino person?**

***Did you know the Department of Literacy and Linguistics has denied sabbaticals to faculty of color with years of teaching and scholarship credentials and have awarded sabbaticals to white faculty with less teaching experience?**

***Did you know the Department of Literacy and Linguistics denied a sabbatical to a senior faculty member of color and granted sabbaticals to white faculty with less seniority?**

Islamophobia at BMCC

October 31, 2017: A terrorist murdered and seriously injured many innocent people. This heartbreaking event occurred across the highway from BMCC's main campus. The news reports that the culprit shouted "Allah U Akbar" was particularly upsetting to BMCC Muslims students in particular and all Muslims in general. In the aftermath, Muslim students experienced apprehension, anguish and trepidation in the college and surrounding community. At the request of the Muslim students, I attended a meeting of the Muslim Student Association right after the incident to counsel and encourage students of the Islamic faith during this difficult period. It became clear to me during the meeting that BMCC needed a college-wide approach to addressing Islamophobia.

I brought my concerns to the BMCC Academic Senate, the governing body of the college that consists of faculty, students and administrators—specifically, the need to address Islamophobia on Campus. The Academic Senate declined to address this important issue. According to a Southern Poverty Law Center study, hate groups against Muslims have tripled and college students are a particular target. Unfortunately, some of our Muslim students continue to experience incidents of Islamophobia at BMCC. Recently, I received an e-mail from a faculty colleague lamenting the hateful behavior against a Muslim female student she counsels. According to my colleague, the student was adjusting her Hijab (head covering) in the college's restrooms, when an unidentified female approached her and said, "We need to get you out of this college and out of this country." The student was traumatized and reported the incident to her counselor. The counselor provided the student with intensive counseling to help her regain a sense of inner balance and safety. Other hateful incidents have occurred on campus. A college official forced a Muslim female student to remove her Hijab to take a college ID photo, and a Muslim student felt that his instructor gave an assignment to his classmates that made mockery of the Islamic faith. Muslim students, with the support of student leaders, has expressed frustration with the College's handling of these incidents. The Student Government threatened to organize a "Student Walkout" to highlight the membership's frustration with the College's sluggish pace in addressing Islamophobia at BMCC, the college's student affairs administrators agreed to meet with them and to implement recommendations that address Islamophobia.

The College's stance on Islamophobia is reminiscent of the academy's unwillingness to acknowledge and address the existence of racism on campuses. If the purpose of higher education is to prepare students to live in a diverse world and to work in ways that contribute to both their overall well-being and a better society, then we must include the Muslim Community and other marginalized groups in the discussion about who "all" is on our campuses and in our society as a whole.

Justice or Just Us!

The Article entitled, "Justice for CUNY Food Workers, by Arie Paul in the May 2018 edition of the Clarion "rightfully" speaks about the need to improve the working conditions of CUNY's mostly Black and Latino Cafeteria workers. In the article the PSC pompously boasts of its support for the CUNY cafeteria workers' struggle for "Economic Justice. Nevertheless, by failing to adequately address inequity in the hiring practice in CUNY and the Union, the PSC is also guilty of "Economic Injustice." The PSC's "**JUST US**" mentality reflected in the leadership ranks of the Union and the CUNY Faculty, illuminates the body's failure to organize, educate and address the racist faculty hiring practices at CUNY and the PSC. PSC members play a major role in who gets hired, promoted and fired. It is hypocritical of them to support the injustice of the disenfranchised cafeteria workers, while turning a blind eye to racist hiring practices of PSC faculty.

The rising number of white faculty and the dwindling number of black, and Latino, faculty at CUNY is symptomatic of White Privilege that permeates the PSC and CUNY. As one of my colleagues stated, because of the glaring absence of Faculty of Color, "the PSC Delegate Assembly looks like the Republican National Convention". I am convinced that the PSC efforts on behalf of the black and Hispanic cafeteria workers is nothing but a strategy to delude the public from recognizing the PSC's **ghastly** record in addressing "Economic Justice" for black, and Latino, faculty at CUNY.

I look forward to the day when PSC members regardless of color will join Picket Lines with signs that say, **JUSTICE FOR ALL....NOT JUST US!!**

Black Faculty and Staff Association
Borough of Manhattan Community College
City University of New York

Black Notes....

August 2018 ----September 2018

President Perez

WE WISH HIM WELL!!

The Struggle Continues.....

****The Campus Affirmative Action Plan 2014-2016 data on faculty hiring at BMCC, revealed the following:***

29% of the applicants seeking full time faculty positions at BMCC were Black/African American, 11% of these applicants were granted interviews, and 2% were offered a full time faculty position.

11 % of the applicants seeking full time faculty positions at BMCC were Hispanic, 11% of these applicants were granted interviews and 10% were offered full time faculty positions.

59% of the applicants seeking full time faculty positions at BMCC were White, 64% of these applicants were granted interviews, and 83% were offered full time faculty positions.

**The data provided information on the percentages of the applicant pool that were interviewed and offered full time positions by race and ethnicity. The data does not tell how many accepted offers and were hired.*

Provost Wilks (now Interim President), heads the Committee on Diversity and Inclusion

As the committee ponders ways to address the lack of Diversity in the faculty ranks at BMCC, we recommend the consideration of the following:

- * Address barriers that adversely affect opportunity
- Serious commitment from Administration and Academic Departments
- Administration and Academic Departmental Accountability
- Effective communication between Administration, Academic Departments and the intended beneficiaries
- Conscientious implementation

Upcoming Events

BMCC Black Faculty and Staff Association

Will host

"A GATHERING OF BLACK EDUCATORS"

Thursday, September 27, 2018 7-9pm

Theater 2

Distinguish Speakers

The Honorable Eric Adams

Brooklyn Borough President

The Honorable Richard Carranza,

Chancellor, New York City Public Schools

The next Black Faculty and Staff Association meeting will be held:

Wednesday September 26, 2018 2:30 - 4pm

Rm N587

Agenda

Selection of a New BMCC President

Diversity issues in the Speech and Theater Arts Department

Upcoming City Council Hearings on Diversity at BMCC and CUNY

Upward Mobility Issues for African American HEO'S

Come and share your views

In Unity There Is Strength!!

"America is a society of competing communities, the stronger your community the more you get, the weaker your community the less you get"

Professor James Blake, President

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☒ in favor ☐ in opposition

Date: 9/27

(PLEASE PRINT)

Name: Kasson Colon-Mangin

Address: 82 Rutgers Slip apt. 9 D

I represent: CCNY BMJ

Address: Harlem NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: RAS. Omeil MORGAN

Address: 956 E. 84 ST, BK, N.Y. 11236

I represent: Comm-Love-Unity

Address: SAME AS ABOVE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Hanan Hameen

Address: 241 Munson St, New Haven CT

I represent: "Actsucation" Academy Network

Address: _____

10

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☒ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Nayidah Correll
Address: 240 Valentine lane, Yonkers NY
I represent: City College Student
Address: _____

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: DR. ANTHONY BROWN
Address: 496 MONROE ST. BROOKLYN 11221
I represent: HUNTER COLLEGE
Address: 695 PARK AVE. N.Y. N.Y. 10065

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: John Aderounmy & Hercules Reid
Address: _____
I represent: CUNY USS
Address: _____

3

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/2018

(PLEASE PRINT)

Name: Dr. Valerie Smale

Address: P.O. Box 622, NYC 10116

I represent: _____

Address: _____

12

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/2018

(PLEASE PRINT)

Name: ASSETOU KONE

Address: 267 W 140th St

I represent: City College of New York / The Black Institute

Address: _____

9

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Shawn Best

Address: CUNY CASH

I represent: CUNY

Address: _____



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



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Jerome Brown

Address: 77 West 24 St BMCC

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: PROF. James BLAIR

Address: BMCC

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: September 27, 2018

(PLEASE PRINT)

Name: Liam Giordano

Address: 414 73rd St Bklyn, NY 11209

I represent: BARUCH COLLEGE / U.S.

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Dionne Bennett

Address: 300 Jay Street

I represent: African American Studies

Address: Dept at City Tech

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Owen Brown

Address: 84-15 Parson Blvd Apt 4C

I represent: Madison Ave S College

Address: 1680 Bedford Avenue

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: DR. ARTHUR LEWIN

Address: 17 Bernard Rd, E. BRUNSWICK, N.J.

I represent: BARUCH College 09816

Address: ONE Bernard BARUCH WAY

N.Y.C. N.Y. 10010

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/2018

(PLEASE PRINT)

Name: Brenda Greene

Address: Medgar Evers College

I represent: 1650 Bedford Ave.

Address: Brooklyn NY

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Claudia Schrader, President

Address: Brooklyn, NY

I represent: Kingsborough Comm. College

Address: _____

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

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Jose Luis Cruz, President

Address: Bronx, NY

I represent: Lehman College / CUNY

Address: _____

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

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: 9/27/18

(PLEASE PRINT)

Name: Vita Rabinowitz, Interim Chancellor

Address: 205 E. 42nd St NY

I represent: CUNY

Address: _____

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