

Chancellor James B. Milliken
The City University of New York
Remarks
New York City Council Higher Education Committee Hearing
Wednesday, June 14, 2017

Thank you Chairperson Barron and members of the Committee for this opportunity, very much appreciated, to discuss the CUNY School of Medicine and the extremely important mission it is fulfilling for the people of New York. I am Vita Rabinowitz, CUNY's Executive Vice Chancellor and the University Provost, and I am here today speaking on behalf of Chancellor James B. Milliken, who was unable to appear in person because of health issues that are, I am happy to report, improving. I will be reading his prepared testimony. But the medical school and its very important work are priorities to him and to the University, so we are pleased to have the opportunity to be here with our Dean and others to give you an overview and answer any questions you may have.

The mission of the CUNY School of Medicine is not just vital to our city, it is intimately connected with the University's overall mission and our new strategic vision. As Chancellor, I made the opening of our new medical school one of my highest priorities and it is very meaningful to me that our partners have joined us in making it a reality. It is essential that CUNY continue its decades of hard work in creating opportunities for medical education to students from underrepresented groups and make high quality health care available to underserved areas in our city. The school is collaborative, an important objective in our strategic framework. It is deeply connected to significant needs of our city, since the school's fundamental aims involve increasing the diversity in the medical field, producing badly needed primary care physicians, where there is a serious shortage in the city, and bringing quality health care to underserved communities, an ongoing problem that our school addresses in innovative ways.

This is why I believe the medical school speaks volumes about who we are at CUNY and the many ways we contribute to making New York prosperous and exciting while providing exceptional opportunities to our students.

Originally, the program was founded in 1973 as the Sophie Davis School of Biomedical Education. For promising young students, Sophie Davis provided a 5-year program that gave students a BS degree and then the first two years of medical school, focused on basic science, stopping short of the following two years, which include the intensive clinical education. The students then went on to complete their medical degrees at one of a number of other medical schools with which CUNY had built a strong relationship.

We enjoyed great success for many years with that approach. Dean Trevisan will highlight some of these successes.

As proud as we have been of those results, the world changed and we needed to adapt to ensure that our contributions could be sustained, for our students and for our communities. For a variety of reasons, the slots for the final two years of medical training were disappearing, so it was growing difficult to place Sophie Davis students in appropriate schools to complete their degrees. In addition, some schools were altering their teaching models by introducing more clinical training into the first two years of medical school, creating further challenges. Our staff was able to assess the issues and identify what became an excellent solution that, we believe, will continue to serve New Yorkers well for many years.

We formed a partnership with the St. Barnabas Health System in the South Bronx as our teaching partner and the first class commenced in 2016, as you probably know. We appreciate very much the substantial support we received from the Governor and the State as well as the City Council and the City. Our new program covers 7 years and we recruit directly from high school. This is an excellent track for students passionate about building careers in medicine in New York City. We work closely with many high schools in the area to identify good candidates and make students aware of the opportunity that the CUNY Medical School provides to highly motivated people.

We are delighted with the response from applicants and the make-up of our classes. At this time, 62 percent of our enrolled students are females and 38 percent males. About half of the entering class is from underrepresented minorities, while 59 percent are sons and daughters of immigrants and 11 percent are immigrants themselves, a total of 70 percent. You could hardly find a group better positioned to understand and contribute to the underserved parts of our city. More important, you could hardly find a group more representative of the promise of this city's future.

Thank you again for your interest in the CUNY Medical School, thank you for your support and let us know how we can improve and answer to the city's interests.

**Testimony Provided by Maurizio Trevisan, MD, MS, Dean of the
CUNY School of Medicine
Hearing with New York City Council Committee on Higher Education
Oversight – CUNY School of Medicine
Remarks – Wednesday, June 14, 2017**

Thank you Chairperson Barron and members of the Committee for the opportunity to discuss the important developments of the CUNY School of Medicine and the impact that it has on our community. I am Dr. Maurizio Trevisan, the Dean of this medical school located in Harlem. I, myself, live in Harlem. I am responsible for leading the CUNY School of Medicine, overseeing its operation, ensuring that the quality of the medical education is of a high standard and that the students and faculty have what they need to be successful.

I first want to also take this opportunity to thank the City Council for your support for CUNY and its mission throughout the years and your support benefiting our students by means of capital funding and supporting the school's minority recruitment effort.

I want to begin by giving a brief overview of our school. The CUNY School of Medicine has two programs: a BS/MD program leading to an MD degree and a Physician Assistant Program leading to a Master degree. The School builds upon the 40-year success of the Sophie Davis School of Biomedical Education where, for the BS/MD program, we operated under a Cooperating Medical School Model. During the first five years of the program, students completed the requirements for a baccalaureate degree together with the didactic components of the first two years of traditional medical school. Students then transferred as third year medical students to one of six Cooperating Medical Schools to complete two years of clinical education (rotations). Unfortunately, despite its extraordinary mission and outstanding record of accomplishments, numerous external forces were threatening the very existence of the program and its unique mission.

Changes in medical education, and the limited availability of clinical training for our students made our model obsolete. This represented a critical threat to our ability to pursue the school's mission to train a diverse group of students devoted to serving the underserved.

Now, as the CUNY School of Medicine, we have been approved by the State to grant the MD degree and have received preliminary accreditation by the accrediting body of medical schools, the LCME (Liaison Committee on Medical Education) in June 2015. We are excited to have a strong and committed partnership with the St. Barnabas Health System in the Bronx.

Mission

Our mission has remained unchanged over the years to provide access to medical education to talented youth from social, ethnic and racial backgrounds historically underrepresented in medicine and to develop physicians committed to practicing in underserved communities with a special emphasis on primary care.

Financial Aid & Scholarships

Our BS/MD students now pay the CUNY undergraduate tuition for the first three years of the program (the college years) and \$38,000/year for the medical school years (years 4-7).

Currently, during the college years of the program (years 1-3), most CSOM/SBE (~80%) receive financial support in the form of need-based federal and state aid, merit-based scholarships, or both.

Annually, we provide more than \$1,000,000 in scholarships and fellowships every year to our students. Approximately a total of \$700,000-800,000 is provided during the college years of our program (the first three years) and \$300,000 is provided during the medical school years. A new service-based scholarship will be made available next year for eight students per class (in the medical school years) that will cover 50 percent of the annual tuition costs (a total of \$608,000/year when fully implemented).

Financial aid for medical schools is often in the form of loans, as federal and state grants do not apply to graduate school. The CSOM Office of Financial Aid and the Office of Student Affairs keep students apprised of other funding opportunities through both on-campus and off-campus programs, including notification of opportunities and deadlines for applications.

We realize that while CSOM has the least expensive tuition of all medical school in the state, the tuition burden is high, especially for the type of students we recruit. We work continually and diligently to find opportunities to establish scholarships for our students through our development office.

Recruitment

Entry to the 7-year BS/MD program is directly from high school. Recruitment of applicants to the CSOM/SBE combines vigilant attention to area high schools, routine participation in various regional and school-based college fairs, longstanding partnerships with various enrichment programs and most recently the initiation of our own pipeline program. The Office of Admissions staff and many current students in the school are involved in these efforts.

The Office of Admissions staff have longstanding relationships with counselors at many area high schools. This ensures that many of the best students from high schools in the region learn about CSOM/SBE. Annual individual recruitment visits to area high schools enables the Office of Admissions to widely disseminate information about the School. The numbers of area high schools that can be covered in this process is increased by enlisting the aid of current students in the program to make recruitment visits to college fairs at high schools or individual visits, often at the same high school from which they graduated. Recruitment efforts also include hosting student groups from different high schools or area programs at the CSOM/SBE campus as well as an Annual Open House that attracts more than 700 people. Besides college fairs at individual schools, we are routinely represented at many regional college fairs including The National Hispanic College Fair, The Black College Expo and the CUNY High School Counselors Conference.

Pipeline Programs

The CUNY School of Medicine/Sophie Davis Biomedical Education program offers three high school mentorship programs:

- The Sophie Davis Health Professions Mentorship Program

A pipeline program designed to provide the initial academic skill development and health care career exposure to high school students who are underrepresented in health professions. Thirty participants are recruited annually from the five New York City boroughs, Long Island, and upstate New York, and must be rising high school juniors. Thirty percent of participants are Hispanic, 33% Black and 2/3 are from economically disadvantaged high schools.

- The G.O.O.D. Project (Growing Our Own Doctors)

Funded in 2016 by the West Harlem Development Corporation, the G.O.O.D. Project creates a mentorship program model at the A Phillip Randolph (APR) High School.

- The Health Professions Recruitment and Exposure Program (HPREP) at the CSOM/SBE

This program began in spring 2015 and is run by CSOM students. It serves to expose, inspire, recruit, and mentor aspiring minority high school students who are interested in medicine, science, and/or research.

Admissions Process

Recruitment activities result in an applicant pool of slightly more than 1,000 applicants. About 25 percent of the applicant pool is interviewed following a thorough review of applications, including academics, school activities and community service. Invited applicants receive three interviews; one from a current student and two from faculty or staff of the School, including one who is a member of the Admissions Committee. The Admissions Committee ranks applicants based on whole file review and presentation by the interviewer to the full committee. This holistic admissions process closely follows recommendations from the Association of American Medical Colleges.

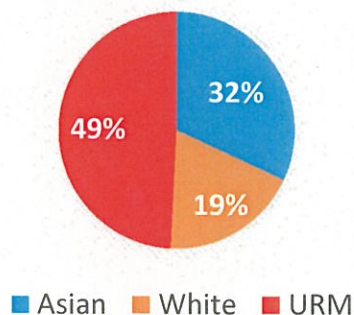
Our Entering Class

We continue to be successful in enrolling students from communities that are underrepresented in the medical field. In addition, other noteworthy statistics are:

- 62 percent of our enrolled students are females and 38 percent males
- Approximately half of our entering class are from groups traditionally underrepresented in medicine
- 59 percent of our matriculated students are sons and daughters of immigrants and 11 percent are immigrants themselves for a total of 70 percent

CUNY SCHOOL OF MEDICINE

Entering Class 2016-2017: Ethnicity



URM (underrepresented minorities) includes: **Black/African Americans (B/AA)**, **Hispanic/Latino/of Spanish origins (H/L)**, and **Multiple Ethnicity** where the ethnicity includes either or both **B/AA** and/or **H/L**

Curriculum Overview

The new integrated curriculum of the 7-year BS/MD program combines an undergraduate liberal arts program with a medical curriculum. While they pursue a liberal arts education during the college years of the program (the first three years) our students begin to learn the fundamental sciences of the medical curriculum, are exposed to an extensive population health and community-oriented primary care curriculum with great emphasis on the societal forces that shape the health of our communities, the social determinants of health and the principle of health equity. Our students learn to appreciate how social and economic factors that predict health and disease patterns may also predict patterns of health services, and how access to health services influences health outcomes.

Students Support Services

The CSOM has an extensive support system for our students that spans from academic support to advising, mentoring and support of their psychological and social wellbeing. These supports are provided through the Learning Resource Center, the academic Advising Program and Wellness and Counselling Services.

Finances

The current financial resources for the medical school are comprised of several sources. We are currently spending \$10.2 million to upgrade our facilities. These funds include \$3 million from the New York City Council, in addition to state funding. I want to take this opportunity to express my deepest gratitude and appreciation for the generosity of the Council in supporting the educational and capital funding needs of the School. In terms of the current operating budget (academic year 2016-17), the sources are: \$11,241,404 in tax levy funding transferred from the School's old model (Sophie Davis School of Biomedical Education), \$2,800,000 from CUNY, and tuition revenues: \$2,626,000 for the MD program (the student pays \$38,000/year in tuition

for the four years of the medical school). At the time of full enrollment in the program the yearly resources generated by the tuition of the four medical school year will be approximately \$10,500,000) and roughly \$1.4 million in PA program tuition (the total budget at full enrollment is summarized in the following table:

CUNY School of Medicine Revenue at full enrollment (2019)	
Sources	Total
Tax Levy Base	11,241,404
MD Program Tuition	10,500,000
PA Program	1,436,925
CUNY	2,800,000
Total	25,978,334

Alumni Success

Our school is building upon the success of the Sophie Davis program which historically recruits and graduates a diverse cohort of students, many of whom go on to practice primary care and in underserved areas. I share the following statistics with you:

- The percent of graduates in the last 20 years who are under-represented minorities: 35%
- Approximately 60% have their NY State licenses (1977-2010 data)
- 40.5% are Primary Care Physicians (1977-2010 data)
- Over half of the African Americans (52.3%) and Latino (50.9%) graduates choose Primary Care careers (1977-2010)
- Practice in Health Professional Shortage Areas*: 26%
 *Medically Underserved Areas/Populations are designated by HRSA as having too few primary care providers, high infant mortality, high poverty and/or high elderly population. Despite initiatives to improve the provision of health services to populations in need, only about 14% of physicians in New York State work in health professional shortage areas (HPSAs).

Thank you for allowing me this opportunity to share this information with you about our special school. I will be happy to answer any questions.

NYC Council Committee on Higher Education Hearing

Testimony of Hercules E. Reid, Vice Chair for Legislative Affairs, CUNY University Student Senate

June 14, 2017

Good Morning Honorable Members of our City Council,

My name is Hercules Emile Reid and I am ending my second term as Student Government President at New York City College of Technology. I am also the current Vice Chair of Legislative Affairs for the University Student Senate.

Both as a student and student leader I have taken note of the financial strain on the University, and have seen its direct effects on my campus. In my position as vice chair, I have been to Albany on numerous occasions to advocate for things like more funding for capital projects, faculty, and especially the need to freeze tuition and fully fund CUNY. Due to the lack of funding on the state and city levels, CUNY has not been able to maintain its growth over the years.

There is a struggle to provide for the needs of today's students; one of the main issues being a shortage of full time educators. Teachers are the backbone of the education system, and a lack thereof has a very obvious and detrimental impact on the students. My mother, is an educator in the New York teaching system, so I have witnessed first hand the importance of an educator and the impact a good one has on a student's life. As a proud graduate, I attribute a large part of my success to my professors, they however have been stretched thin and at times the quality of education has suffered. With proper funding to hire more full time staff, the colleges would be able to properly address this issue and ensure that high standards of education are met and maintained.

Another one of the current problems is the poor infrastructure on CUNY campuses, nowhere is this more evident than on my own campus. Students are in buildings that are falling apart, elevators are breaking down, bathrooms need renovating, buildings are being over crowded, and there is simply not enough space to offer all the classes students need within the semester. There are leaks in buildings when it rains, and I myself have sat in a classroom where temperatures reached over 90 degrees. How can we as a system, expect to maintain high quality education in these conditions? If more money was allocated toward the college's operating budget, many of these issues could be remedied. **The onus of funding these things should fall on the state and city not the students who it seeks to educate.**

CUNY is being forced to raise tuition by \$200 on already financially strained students to make up for needed funding. Even with free tuition now being the CUNY standard, we are still having a conversation about operating the college on the backs of students... why? If operating costs are still a major issue how can we expect to financially support the potential growth associated with the free tuition scholarship? Without remedying the existing issues, new ones will arise- colleges will run out of building space to host

the growing class sizes and will inevitably continue to fall apart due to overuse. Faculty, staff and administrators will be stretched even more thin and the entire infrastructure will begin to crumble, while free tuition serves as a facade for a poorly operating public higher education system.

I am here today as an alumnus, to raise awareness of the climate on campuses around CUNY. I would like to encourage you to continue to be a part of the growth of this amazing dream machine, it's future depends on people like us who were elected to serve and represent the interest of its constituents. If funds are so tight, how then can we consider continuing to expand? If funds are available, why not put them to existing programs, or underfunded projects, initiatives and capital projects. The money that would be used to fund a new college should be used to develop what is already here, and allow each of the **25** colleges of the City University of New York to flourish and reach their full potential!

NYC Council Committee on Higher Education Hearing
Testimony of Jona Kerluku, Vice Chair for Fiscal Affairs, CUNY University Student Senate
June 14, 2017

Good Morning Honorable Members of our City Council,

My name is Jona Kerluku, and I recently graduated Lehman College Summa Cum Laude with my Bachelor of Science. I earned a 3.9 GPA while being involved in community service, student leadership, and athletics. I am currently completing my term as Vice Chair of Fiscal Affairs in the University Student Senate. I plan to take the MCAT, Medical College Admissions Test, on August 19th, and then apply to medical school in 2018. As you all know, the MCAT is the admission exam for medical school, and I am looking forward to taking it. In addition to receiving high grades and a good MCAT score, competitive medical school applicants should complete research (it would be better to be published), shadow physicians, to do community service, and/or participate in extracurricular activities. Medical schools also want students to be well rounded. A good applicant has his or her share of experiences in other fields rather than just being deeply integrated into the scientific community. I am happy to report to this committee that Lehman College has prepared me for medical school and the road ahead.

I want to read a testimony from my friend and fellow Lehman College student leader, Zara Adamou. She will be starting her first year at Weill Cornell Medical College next month. She says, "As you all may be aware, finding a medical school to call home for the next four years was a tasking process. It is imperative that a medical school possess adequate resources and facilities to train future physicians. As a former student and advocate for CUNY I am requesting that more attention is placed on the CUNY School of Medicine. Many CUNY undergraduates and undergraduates in other universities are interested in the medical school; however, many students are also unwilling to sacrifice obtaining the best possible medical training. All I ask is that great consideration is placed on the facilities that will house future CUNY Med students, the support from distinguished researchers and physicians, and most importantly a strong hospital network to supplement their knowledge."

I agree with Zara's perspective. As we add another piece to CUNY, which is already the largest urban institution of higher learning in the nation, we should make it a priority, making sure the CUNY School of Medicine receives all the resources it needs to ensure its success. We need a commitment from all the key decision makers—our legislators and administrators, our Deans and professors-- that the physicians of the future that attend this new medical school have access to everything. I understand that CUNY is a public institution and resources are short. But New York City is among the richest cities in the world. We shouldn't have shortages in education. I remember examining a virtual cadaver in one of my undergraduate courses and thinking how much more interactive and meaningful the learning experience could be if we had more in class resources. As most CUNY colleges experienced in our undergraduate anatomy courses. I also remember thinking about how important it would be if the vast majority of our courses were taught by full-time faculty that had the time and resources to nurture our talents.

The students of the CUNY School of Medicine will depend on you to give them all the resources they need to save lives. Given that consideration, I am humbly requesting that this legislative body work to do everything possible to ensure CUNY gets the funding and resources they need that will make the CUNY School of Medicine a success.

Thank you for your time.

**Testimony Provided by Stephan Lestin, 5th Year Sophie Davis Student
Hearing with New York City Council Committee on Higher Education
Oversight-CUNY School of Medicine
Remarks-Wednesday, June 14th, 2017**

“What are you fighting for?” I ask myself daily. In our respective lives, we are each driven by this sense of purpose in order to fuel a desire to accomplish the wonderful and uncertain goals we assign ourselves. This drive is either encouraged or deterred by the hardships we encounter. Exposure to the harsh reality of being the eldest child raised by single mother of two and enduring hardships like her loss of employment, have allowed me to comprehend the deterring forces of success in underrepresented neighborhoods. However, the hardships I endured are not uncommon within the youth minority populations. Fortunately, my strong support system has not only helped me overcome the mounting obstacles in my life but also intensified my passion to become a physician. Thus, the desire to support, educate, and heal the upcoming generation despite the stereotypical labels of society, became ingrained within my mind.

Prior to my acceptance into Sophie Davis, I remember being told discouraging phrases such as “You won’t get in”, “You aren’t smart enough”, or “Why didn’t you apply to easier schools?” which at the time I believed were true. In hindsight, I now see that minority students are often the most susceptible to these statements due to many socio-environmental factors that prevent them from achieving academic excellence. I can attest that without the support of many faculty members and my fellow classmates, I would not have been able to complete this program. During my time here, I was able to participate in support groups such as Black Male Initiative (BMI) which was designed to increase the retention rates of black males within Sophie Davis and was led by Mr. Jerrold Erves. BMI consisted of biweekly meetings which included one on one mentorship with both upper classmen and Alumni, open group discussions on academic techniques, internships, jobs, and research opportunities all of which helped me successfully navigate becoming a physician. Through Sophie Davis and BMI, I was able to work with award winning scientist at Memorial Sloan-Kettering Cancer Center researching a diverse array of fields ranging from advanced brain tumors to the Effects of Marital Status on Cardiovascular health of Immigrant Taxi cab drivers and I was even allowed to present my work at national scientific conferences in both Texas and Florida. My entrance into Sophie Davis has not only granted me access to a career in medicine but also served as a platform in inspire and motivate a younger generation.

My interactions while working with youth in Harlem’s Health care centers allowed me to witness the complexities of medicine and fully comprehend that it is a multi-faceted topic that weaves together clinical knowledge and social understanding in support of a patient’s voice. Growing up in similar backgrounds as these children, I continuously see that mentorship played such a vital role in my success up until this point. To ‘pay it forward’ to others, I desired to make a positive educational change in the youth of my community. As Vice-President of Student National Medical Association (SNMA), I led the AP Randolph High School (APRHS) Mentoring Program to establish a center for change, encouraging more

students to attend college in pursuit of their dreams. I forged a lasting bond with my mentee, a disadvantaged young man like myself, by relating to his personal life and transforming his short coming into tools of motivation. As an external tool, I was able to internalize problems of the youth, and motivate them. When invited back to APRHS, as the keynote speaker for their Gateway to Medicine Induction Ceremony, I discovered my mentee was awarded a full scholarship to Princeton University. My ability to help one student achieve his dreams of going to college sparked a passion to mentor others. In addition, I was given the opportunity to lead to Sophie Davis's First Health Professions Mentorship pipeline program. This two- year mentoring program was designed to introduce minority high school students across the NYC area to health professional careers. In light of this program, our pipeline graduating class has 7 out of 30 students attending Sophie Davis in the fall, and the others will pursue Health careers at schools such as Brown University, Penn State, Fordham University, SUNY Albany, Macaulay Honors program at Hunter and Brooklyn Colleges.

By far, my favorite aspect of being a Sophie Davis student was being surrounded by such inspirational peers. Behind the scenes, many of my classmates dealt with both personal and familial illness, language barriers, and financial crises, but still managed to make it class everyday and excel all while keeping a smile on their faces. I will forever be grateful for Sophie Davis for nurturing us into physicians who are not only academically brilliant, but also wholesome, compassionate, emphatic and culturally competent individuals. We were constantly taught to be our patient's advocates and become doctors who do not sit idly in the face of health and social injustice, but those who take action. Examples of this include last year's BMI Flint Water Crisis Benefit Dinner, which we raised approximately \$4000 to provide freshwater, supplies and goods to those affected in Flint, Michigan as well as many of my other classmates who traveled to Ghana to provide medical assistance free of charge to local villages. My peers serve as constant reminders that there is no limit to our potential in redefining the face of medicine.

My enlightening experiences with patients, peers, faculty, and research while at Sophie Davis have allowed me to see the importance of viewing patients holistically. As a future physician, I will view patients beyond the scope of their physical disease by listening to their stories and supporting them on the journey to improve their lives. I intended to unite my two greatest passions, medicine and education, to bring healing to others. Thus, my question is finally answered. I fight to help others realize their full potential. I fight to serve my community. I fight to make a difference.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: 6/14/17

(PLEASE PRINT)

Name: CHRISTOPHER WANYONYI

Address: 31 ALBION PL SINT 10302

I represent: CUNY SCHOOL OF MEDICINE

Address: 160 CONVENT AV. NYC 10021

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Name: He-calls Kard-CUNY 655

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THE CITY OF NEW YORK**

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THE CITY OF NEW YORK**

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in favor in opposition

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Name: MR. STEPHAN LISTON

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I represent: SCHOOL SCHOOL

Address: _____

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**THE COUNCIL
THE CITY OF NEW YORK**

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in favor in opposition

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Name: VICE CHANCELLOR VITA

Address: RABINOWITZ

I represent: CENTRAL ADMINISTRATION

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**THE COUNCIL
THE CITY OF NEW YORK**

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 in favor in opposition

Date: _____ *VITA*

(PLEASE PRINT)
Name: DEAN MAURIZIO TREVISANOWITZ *RAZIN*

Address: CUNY MEDICAL SCHOOL

I represent: _____

Address: _____

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**THE COUNCIL
THE CITY OF NEW YORK**

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 in favor in opposition

Date: _____

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Name: _____

Address: _____

I represent: _____

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