CUNY FACULTY DIVERSITY AND INCLUSION CONFERENCE
BUILDING ON A STRONG FOUNDATION: OPPORTUNITIES AND CHALLENGES
CUNY Graduate Center – Friday, March 8, 2013
Conference Agenda

8:00 AM - 8:30 AM
Continental Breakfast & Check-In
Concourse

Welcoming remarks by Vice Chancellor Gloriana B. Waters and greetings from President William P. Kelly and Trustee Valerie Lancaster Beal

8:45 AM - 9:45 AM
Keynote: Diversity & Inclusion: Opportunities & Challenges for CUNY in the Age of Globalization
Concourse
Proshansky Auditorium
Professor Evelyn Hu-DeHart, Director, Center for the Study of Race & Ethnicity in America, Brown University

Morning Concurrent Workshops

10:00 AM - 10:45 AM
SESSION 1: Assessment of a Campus Faculty Diversity Climate: Lessons Learned
Room C205

Presenter:
Charles Watkins, Professor, Mechanical Engineering & Chair of Council for Inclusive Excellence, City College of New York

This presentation delineates the lessons learned about climate assessment from the recently completed yearlong study to develop a plan to enhance faculty diversity and inclusion led by a council appointed by the president at City College. The presenter will review a pertinent component of the study: an assessment of the campus faculty diversity climate in the context of the research literature and national experience with diversity climate assessment. Among the topics considered are the framework and objectives for assessment, trade-offs between internally and externally designed and administered surveys, the role of interviews and focus groups, approaches to statistical analysis of survey results, benchmarking of results, and development of a climate improvement plan.

10:00 AM - 10:45 AM
SESSION 2: Cohesive Diversity or Segmented Assimilation? A Case Study of the Italian American Experience at CUNY
Room C204

Presenters:
Anthony Julian Tamburri, Dean & Professor, John D. Calandra Italian American Institute, Queens College
Donna Chirico, Professor of Psychology & Chair, Department of Psychology, York College

The presenters examine the persistent assumption that European immigrants move toward assimilation in a linear fashion with each succeeding generation gaining greater acceptance and participation than the previous one. They posit that post 1965, the arrival of non-European immigrants and the attainment of civil rights for African Americans has led to models of ethnic identity development that relate the degree and type of assimilation to multiple factors influencing group adaptation. Their discussion of the impact of the segmented assimilation of recent immigrants on previous immigrant communities focuses on the challenges faced by Italian Americans in the formation of personal and group identity. The workshop traces the history of this
experience in higher education, including CUNY, and highlights the difficulties in creating authentic diversity while providing equitable access and opportunities.

10:00 AM - 11:00 AM Room C198

SESSION 3: Searching for Excellence & Diversity®
Presenter:
Eve Fine, Researcher & Curriculum Developer, Women in Science & Engineering Leadership Institute (WISELI), University of Wisconsin-Madison

Hiring and retaining an excellent and diverse faculty is a top priority for colleges and universities nationwide. Many universities are evaluating their hiring processes, recognizing that faculty search committees receive little education about the process, and implementing programs to provide faculty with information, advice, and techniques that will help them diversify their applicant pools and interviewed candidates. Since 2004, WISELI has offered workshops for search committees at the University of Wisconsin-Madison and other universities across the nation. This presentation will describe these workshops, focus on the potential role of unconscious bias in the search processes, and share evidence-based strategies for minimizing the influence of unconscious bias.

10:00 AM - 11:00 AM Room C201

SESSION 4: Creating and Implementing a Faculty Interest Group for Underrepresented Faculty
Panelists:
Lourdes D. Follins, Assistant Professor, Behavioral Sciences & Human Services, Kingsborough Community College
Jose Nanin, Associate Professor & Co-Director of the Community Health Program, Kingsborough Community College
Lisa Paler, Assistant Professor, Behavioral Sciences & Human Services, Kingsborough Community College

The panelists discuss how Kingsborough Community College (KCC) strengthened its efforts to diversify the faculty. KCC is situated in one of the most culturally diverse cities in the world, yet according to its internal reports, people of color, women, lesbian, gay, bisexual, and transgender (LGBT) individuals, and differently-abled people, among others are underrepresented in the faculty. Empirical research demonstrates that once members of these groups enter the academy, some leave soon thereafter because of various challenges and obstacles related to their status as underrepresented faculty. To address these issues, a faculty interest group (FIG), designed to explore and attend to challenges faced by underrepresented faculty and to facilitate the process of these faculty attaining re-appointment, promotion, and tenure, was created. Using case studies and audience participation, this panel discussion will demonstrate not only the campus-specific need for such a FIG, but also the group’s impact on the co-creators and participants.

10:00 AM - 11:30 AM Room C202

SESSION 5: Skills and Strategies for Facilitating Challenging Dialogues on Diversity-Related Content
Presenters:
Nancy Velázquez-Torres, Chair & Director, Percy Ellis Sutton SEEK Department, John Jay College of Criminal Justice
Cheryl L. Franks, Adjunct Associate Professor, Percy Ellis Sutton SEEK Department, John Jay College of Criminal Justice

The presenters will delineate how as the diversity of students and faculty increases, and diversity infuses curriculum content, it is imperative that instructors constructively facilitate the classroom discussions that emerge. They will discuss some of the complex reactions of students and faculty when these challenging dialogues are not well managed by the instructor, including the impact on students who may experience the classroom as unsafe, the microaggressions that can occur, the possibility that classroom instructors may
avoid, thwart or dread such dialogues when they emerge, and the valuable opportunities to deepen learning about diversity that are missed. This workshop, created to parallel the classroom process, focuses on the knowledge and skills in productively facilitating these discussions and draws upon Lewin’s theory of group development, Deutch’s model of conflict resolution, and recent models for promoting a culturally responsive pedagogy. Participants will develop a common vocabulary, use didactic and experiential learning strategies, and leave with increased capacity and confidence in facilitating the process.

10:00 AM - 11:30 AM  
**SESSION 6: Practicing What We Teach**
**Team Teaching an Anti-Oppression Course with Multidimensionally-Diverse Colleagues**
*Panelists:*
**Caroline Gelman**, Associate Professor, Silberman School of Social Work, Hunter College  
**Samuel R. Aymer**, Assistant Professor & Co-Chair Social Work Practice Lab, Silberman School of Social Work, Hunter College  
**Nancy Giunta**, Assistant Professor, Silberman School of Social Work, Hunter College  
**Willie F. Tolliver**, Associate Professor, Silberman School of Social Work, Hunter College  
**Stephen Burghardt**, Associate Professor, Silberman School of Social Work, Hunter College

The panel offers a brief history of the development of an innovative course designed to deliver foundation skills to graduate social work students using anti-oppressive practice (AOP) and mindfulness as guiding frameworks. The panelists will discuss the challenges and successes, expected and unexpected, related to its implementation, and describe pedagogical implications of modeling anti-oppressive teaching methods. This “Practice Lab” utilizes a team-teaching approach that embraces the diversity of the three faculty teams. The presentation will spotlight the unique learning opportunities that arise during the delivery of the course content by instructors with a myriad of diverse characteristics. The presenters also highlight the resulting “teachable moments” for the purpose of illustrating anti-oppressive social work practice.

11:00 AM - 11:45 AM  
**SESSION 7: Grounded Mentoring of Untenured and Mid-Career Black and Latino Faculty**
*Panelists:*
**Arlene Torres**, Associate Professor, Africana & Puerto Rican/Latino Studies & Director, Chancellor's Latino Faculty Initiative, Hunter College  
**Anthony Browne**, Associate Professor, Africana & Puerto Rican/Latino Studies, Hunter College  
**Milagros Denis-Rosario**, Assistant Professor, Africana & Puerto Rican/Latino Studies, Hunter College

This panel will chronicle efforts to confront issues of retention and the promotion of Latino and Black faculty. The panelists will describe a yearlong seminar that seeks to alleviate concerns around promotion and productivity of untenured and mid-career faculty of color. They will summarize the findings of this initiative, developed at Hunter College. The presenters will share the results of their research which suggest that a supportive structure that encourages risk and is undergirded by clear expectations can increase scholarly productivity while fostering community among underrepresented faculty. They will also discuss with participants how to implement similar programs on their campuses.

11:00 AM - 11:45 AM  
**SESSION 8: Enriching Your Research and Teaching on Diversity: CUNY Library Services and Support**
*Presenters:*
**Frans Albarillo**, Assistant Professor and Business & Sociology Librarian, Brooklyn College  
**Beth Evans**, Associate Professor & Electronic Services Specialist, Brooklyn College

The first half of this two-part presentation will focus on archives and special collections, containing many physical and electronic collections that support student and faculty research in topics that involve diversity,
gender, cultural, LGBT, and multilingual resources, in CUNY libraries including the Harriet and Kenneth Kupferberg Holocaust Resource Center (Queensborough Community College), the Shirley Chisholm Papers (Brooklyn College), and the International Association of Women Police (John Jay College). The second half will cover some of the licensed databases and free information portals that support diversity research topics available at CUNY libraries. This session will show that CUNY libraries, archivists, and librarians support and maintain excellent collections for the study of diversity and multiculturalism.

11:45 AM - 12:30 PM Buffet Lunch Concourse

Introductory greetings from Executive Vice Chancellor Allan Dobrin and remarks by Chancellor Matthew Goldstein

12:30 PM - 2:00 PM Panel: Microaggressions & Subtle Biases: The Unkindest Cuts of All Concourse
Moderator: Derald W. Sue, Professor, Psychology & Education Teachers College, Columbia University
Panelists:
Virginia Valian, Distinguished Professor, Psychology Hunter College
Ryan Smith, Associate Professor, School of Public Affairs Baruch College

Afternoon Concurrent Workshops

2:15 PM - 3:15 PM Session 9: Searching for Excellence & Diversity® Room C198

Hiring and retaining an excellent and diverse faculty is a top priority for colleges and universities nationwide. Many universities are evaluating their hiring processes, recognizing that faculty search committees receive little education about the process, and implementing programs to provide faculty with information, advice, and techniques that will help them diversify their applicant pools, their interviewed candidates, the offers they make, and ultimately the new faculty they hire. Since 2004, WISELI has offered workshops for search committees at the University of Wisconsin-Madison and other universities across the nation. This presentation will describe these workshops, focus on the potential role of unconscious bias in the search processes, and share evidence-based strategies for minimizing the influence of unconscious bias.

2:15 PM - 3:15 PM Session 10: Promoting Faculty Diversity at CUNY Through the NSF AGEP Program Room C202
Moderator: Gail Smith, Acting Assistant Provost & AGEP Principal Investigator, Graduate Center
Panelists:
Anthony Clement, Assistant Professor, Mathematics, Brooklyn College
Sophia Suarez, Assistant Professor, Physics, Brooklyn College

The moderator will describe activities of the NSF Alliances for Graduate Education and the Professoriate (AGEP) program and present data on outcomes that show an increase in STEM minority enrollment and
She will also share best practices on recruiting minority faculty and mentoring junior faculty to achieve tenure through the utilization of the national AGEP Listserv, the Institute for Broadening Participation, and the SREB (Southern Regional Education Board) Compact for Faculty Diversity. The two panelists, alumni of the NSF CUNY AGEP program, will each present their individual perspectives on their current professional responsibilities within their departments and college and will discuss how they combine research and teaching in their disciplines with their interest in promoting diversity and inclusion.

2:15 PM - 3:15 PM
Room C203

SESSION 11: Myths & Realities for Asian Pacific American Faculty & Students

Moderator:
Joyce Moy, Executive Director, Asian American/Asian Research Institute, CUNY

Panelists:
Tarry Hum, Associate Professor, Urban Studies & Planning, Queens College
Jennifer Hayashida, Director, Asian American Studies Program (AASP), Hunter College
Erica Chutape, Adjunct Assistant Professor, Asian American Studies Program (AASP), Hunter College

This discussion centers on Asian Pacific Americans (APAs), the city’s fastest growing population, representing over one million residents or 13% of the population and 14% of public school students. Seven out of 21 CUNY campuses have APA populations of 20% or more. APAs comprise approximately 11% of full-time faculty at CUNY senior colleges, but senior faculty and executive representation remains largely stagnant. This roundtable will present a cross-section of perspectives in order to invite discussion about how to better support APA students and faculty/staff in ways that are effective and directly address common misconceptions concerning APAs in higher education. Topics will include: disaggregation of data and qualitative assessment of representation and experiences of APA students and faculty/staff, improved recruitment and retention of APA faculty and executive staff, culturally competent advising and counseling for APA students, and institutional support for curriculum and scholarship on APA history/experience.

2:15 PM - 3:15 PM
Room C201

SESSION 12: "Disability? What Does That Have To Do With What I Teach?"
Disability as Diversity: Extending Notions of Inclusivity across College Campuses, Classrooms, and Curriculum

Presenters:
Jan W. Valle, Associate Professor, Teaching, Learning & Culture, City College of New York
David J. Connor, Associate Professor, Special Education, Hunter College
Chris Hale, Assistant Professor, Education, College of Staten Island

The panelists introduce CUNY faculty to the tenets of disability studies (DS) and its relevance to the college campus, classroom, and curriculum. They will discuss that in contrast to a therapeutic framing of disability, disability studies scholars explore the meaning and representation of disability within society, giving particular attention to the significance of the social and cultural context upon the experience of disability. The presenters will share with conference participants samples of work by noted DS scholars across various academic disciplines. Each panelist will discuss specific ways that he or she has infused disability studies within curriculum as well as examples of interdisciplinary classroom instruction and/or research with colleagues from within each respective campus. The panel will also explain how these collaborations (e.g., DS and mathematics education, DS and bilingual education, DS and educational theater) have resulted in richer understandings of human difference and more inclusive pedagogical practices among faculty.
SESSION 13: Challenges and Success in the Classroom: A Conversation About Experiential Teaching Among Bilingual Faculty
Panelists:
Beatriz Peña, Lecturer, Department of Hispanic Language & Literature, Queens College
Eva Fernández, Director, Center for Teaching & Learning, Queens College
Anahí Viladrich, Associate Professor, Departments of Sociology and Anthropology, Queens College
Sandra M. Wozniak, Lecturer, SEEK Department, Queens College

A panel of faculty members whose first language is a language other than English lead a conversation about the lessons learned from their experiences teaching in English. The panel will promote an honest and lively discussion — between the presenters and the audience — about the challenges, frustrations, and successes that faculty whose first language is a language other than English experience in the classroom. Panelists will also share their best practices and most successful teaching methods, explore how they have used their own bilingualism as a teaching tool, and describe how teaching in a non-native language enhances the classroom experience in the end. The overall goal of this session is to promote an open discussion towards cultivating tolerance and inclusiveness both inside and outside the classroom.

SESSION 14: Pursuit of the Rainbow Sticker: The Safe Zone Program at Kingsborough Community College
Presenters:
Steven Amarnick, Associate Professor, Department of English, Kingsborough Community College
Jose Nanin, Associate Professor & Co-Director of the Community Health Program, Kingsborough Community College
Marissa R. Schlesinger, Director of Academic Affairs, Kingsborough Community College

This workshop includes a discussion of the origins of Safe Zones at academic institutions around the country. The presenters will review the history of the Safe Zone at the Kingsborough Community College (KCC) campus. They will provide a walk-through of the three-hour-long New Allies workshop, a requirement for receiving the highly desirable “Rainbow Sticker” that designates a faculty, staff, or student leader as a Safe Zone Ally. They will also highlight some of the more palpable successes of the program, designed to create an atmosphere of LGBT inclusivity on campus.

SESSION 15: The Mathematics of Inclusion
Challenging the Underrepresentation of Women in Mathematics Through a Mathematics Circle
Presenter:
Lidia Gonzalez, Assistant Professor, Mathematics & Computer Science, York College

This session includes a description of the York Tensor Scholars Program, a mathematics circle at York College aimed at challenging the underrepresentation of women and other groups in mathematics. The presenter discusses the impact of participation in the program on students’ mathematics identity, future plans and beliefs about mathematics/mathematicians. Participants will have the opportunity to consider how aspects of the program or the research presented can be incorporated into their own work/schools to create a more inclusive environment especially as it pertains to mathematics and other disciplines in which students from underrepresented groups may be filtered out and/or marginalized.
SESSION 16: Finding an Academic Home, but Still Searching for Our Place
Panelists:
Kaliras Y. Salas-Ramirez, Professor, Department of Physiology, Pharmacology & Neuroscience, Sophie Davis School of Biomedical Education, City College of New York
Maria Pagan-Rivera, Assistant Professor, Social Science & Human Services, Borough of Manhattan Community College
Yadira Perez Hazel, Assistant Professor, Center for Ethnic Studies, Borough of Manhattan Community College

This session brings together the varied experiences of Latina faculty at different CUNY institutions. The panelists will present interdisciplinary perspectives from their respective disciplines. They will highlight similar experiences in the negotiation of identities as Latinas in their classes, institutions and research. Each will discuss how her identity shapes pedagogy, research methodologies and interactions with students and colleagues in and beyond the United States. The panelists will address the urgency of institutions of higher education in urban, diverse environments such as CUNY to understand and address the Latina experience and social locations and standpoints.

SESSION 17: Constructive Approaches to Address Retention Failure Involving Faculty and Staff of Color
Presenters:
Natalie Gomez-Velez, Professor of Law, CUNY School of Law
Pamela Edwards, Professor of Law & Director of the Center for Diversity in the Legal Profession, CUNY School of Law

The presentation will explore institutional failure to retain strong diverse faculty and staff using two case studies. The discussion will focus on circumstances in which the faculty or staff member performed well, yet met with obstacles that ran counter to stated diversity retention goals. The presenters will provide suggestions to identify constructive ways to raise the diversity issue where appointment/promotion decisions are presented as "neutral" or "merit-based" but may not be because the decisions ignore particular burdens placed on faculty or staff of color.

Greetings from Vice Chairman Philip A. Berry of the CUNY Board of Trustees

Closing: A Quality Education as a Civil Right
Marc Morial
President & CEO, National Urban League

Reception & Graduate Student Poster Session
Featuring Live Jazz Band