CUNY Faculty Diversity & Inclusion Conference 2015

Promoting Diversity, Equity and Inclusion at CUNY

The CUNY Graduate Center
March 20, 2015
CONFERENCE AT A GLANCE

Registration and Continental Breakfast 7:30 a.m. - 8:45 a.m.  Concourse Foyer & Lobby

Opening Plenary Session  8:45 a.m. - 10:15 a.m.  Welcoming Remarks from University Dean Jennifer S. Rubain and Greetings from President Chase F. Robinson

Uncovering Talent: A New Model of Inclusion in the Academy
Kenji Yoshino, Chief Justice Earl Warren Professor of Constitutional Law, NYU School of Law

Break  10:15 a.m. - 10:30 a.m.

Concurrent Sessions  10:30 a.m. - 11:45 a.m.  Sessions Led by CUNY Faculty

Special Concurrent Session:  It Depends on the Lens: Unconscious Bias in the Faculty Search Process
Cornell Interactive Theatre Ensemble (CITE)

Buffet Lunch  11:45 a.m. - 1:00 p.m.  Concourse Lobby

Panel  1:00 p.m. - 2:30 p.m.  Greetings from Chancellor James B. Milliken

Women and Leadership: Empowering the Next Generation in Higher Education
Panelists
Joyce F. Brown, President, Fashion Institute of Technology-SUNY
Nancy Cantor, Chancellor, Rutgers-Newark
Chase F. Robinson, President, The CUNY Graduate Center
Abigail Stewart, Distinguished University Professor, University of Michigan

Moderator
Gloriana B. Waters, Vice Chancellor, CUNY

Break  2:30 p.m. - 2:45 p.m.

Concurrent Sessions  2:45 p.m. - 4:00 p.m.  Sessions Led by CUNY Faculty
Special Concurrent Session:  It Depends on the Lens: Unconscious Bias in the Faculty Search Process
Cornell Interactive Theatre Ensemble (CITE)

Closing Plenary Session  4:15 p.m. - 5:00 p.m.  Introductory Remarks by Vice Chairperson Philip A. Berry, CUNY Board of Trustees
The Intersection of Technology & Diversity in the Academy
Ann Kirschner, Dean, Macaulay Honors College

Reception and Poster Session  5:00 p.m. - 6:30 p.m.  Dining Commons, 8th Floor
CONFERENCE SCHEDULE

7:30 a.m. - 8:45 a.m.  Registration and Continental Breakfast  Concourse

8:45 a.m. - 10:15 a.m. Welcoming Remarks from University Dean Jennifer S. Rubain and Greetings from President Chase F. Robinson  Proshansky Auditorium

Keynote
Uncovering Talent:  A New Model of Inclusion in the Academy

Kenji Yoshino, Chief Justice Earl Warren Professor of Constitutional Law, NYU School of Law

Morning Concurrent Sessions

10:30 a.m. - 11:45 a.m.

SESSION 1: Centering Race & Racism in Classroom Conversations about Racial Equity  Proshansky Auditorium

Presenters
Willie Tolliver, Associate Professor, Silberman School of Social Work, Hunter College; Bernadette Hadden, Assistant Professor, Silberman School of Social Work, Hunter College; Fabienne Snowden, Doctoral Candidate; Robyn Brown-Manning, Adjunct Faculty, Hunter College

The academic frame of diversity mutes the role of race in classroom discussions about the recent police killings of two African American men, Michael Brown and Eric Garner. Despite what the frame promises, the diversity framework equates race with other social identities such as gender, sexual orientation, religion, and immigration status. Educating CUNY students about racial equity cannot be achieved through a framework of diversity. As educators in one of the most diverse cities and universities in the world, we shoulder an extraordinary responsibility to prepare ourselves to facilitate cross-racial conversations. In this workshop, the presenters/facilitators will share key lessons learned over the years from holding space for cross-racial dialogues in CUNY classrooms. The workshop will be presented in an experiential format.

SESSION 2: A Cross-Disciplinary Dialogue about Neurodiversity in the Academy  Room C197

Presenters
Alyson Bardsley, Associate Professor, English, College of Staten Island; Kristen Gillespie-Lynch, Assistant Professor, Psychology, College of Staten Island

Neurodiversity, or the view that neurological differences such as autism are valuable forms of human diversity like race or sexual
orientation that should be respected rather than “normalized,” is not yet widely understood in our culture, within or outside the academy. In order to increase understanding of neurodiversity and its applications to education, Professors Bardsley of English and Women’s, Gender and Sexuality Studies and Gillespie-Lynch of Psychology will lead a cross-disciplinary workshop to share and develop techniques to support students, faculty, and staff with diverse neurotypes.

SESSION 3: Beyond the Ivory Tower: Women’s Experiences in Academia  
Room C198

Presenters
Anahí Viladrich, Associate Professor, Sociology and Anthropology, Queens College & Doctor of Public Health Program, The Graduate Center; Beatriz Carolina Peña, Assistant Professor, Hispanic Languages and Literatures, Queens College; Patricia Tovar, Professor, Anthropology, John Jay College of Criminal Justice; Sandra Wozniak, Instructor, SEEK, Queens College

This session’s overall goal is to promote an open discussion about the difficulties and successes that minority and immigrant scholars (particularly women) experience in academia. This session invites to an open discussion about the challenges (in terms of language, gender, race and ethnicity) that session presenters as well as the audience, have experienced in academic settings in the United States. Participants will mine their personal experience to reveal the difficulties and successes they have encountered while moving up the “academic ladder,” including the challenges of teaching in English. Ultimately, this panel seeks to promote a frank and enriching debate about cultivating tolerance and inclusiveness, both inside and outside the classroom.

SESSION 4: Rethinking Dilemmas & Challenges of Teaching Asian Literature  
Room C201

Presenter
Jungah Kim, Assistant Professor, English, Borough of Manhattan Community College

The current debates on multiculturalism and teaching for diversity issues complicate subject positions of teachers and students in classroom practices. By emphasizing cultural differences and celebrating diversity in teaching Asian American literature, instructors often find themselves falling into problems of essentializing those differences as “cultural authenticity.” In this presentation, I attempt to raise questions of how our subject positions challenge us to rethink the issues of diaspora identity through Asian American literature within Asian and Asian American cultural politics as well as dilemmas in classroom interactions among teachers and students when the resistances of Asian American students in learning their cultural heritages through Asian American literature class are persistent. Rethinking the issues of diaspora identity by examining Asian American context, I will examine transnational interventions to challenges and dilemmas of teaching for diversity through Asian American experiences.

SESSION 5: Promoting Reflective Dialogue about Sexual Orientation & Gender Identity  
Room C202

Presenter
Mohan Vinjamuri, Assistant Professor, Social Work, Lehman College

Openness towards differences in sexual orientation and gender identity is a key component of embracing human diversity. This workshop is based on a qualitative study exploring the learning experiences of graduate social work students in a semester-long course on social work with LGBT populations. As students learned about the experiences of LGBT people, they became increasingly aware of their biases and perceptions about sexuality, gender, religion, and family. What supported students in what was often a challenging and uncomfortable learning journey was providing multiple forums to express themselves. In this workshop I will guide participants in using two learning tools in tandem – weekly reflective journals and small group discussions – to engage students in reflective dialogue about how their histories and identities shape their thoughts and feelings about sexual orientation and gender identity. The critical role of the instructor in creating a safe and inclusive learning environment will be highlighted.

SESSION 6: Many Shades of Gray: Diversity in the Context of Aging & the Life Course  
Room C203

Presenters
Justine McGovern, Assistant Professor, Social Work, Lehman College; Patricia Kolb, Associate Professor, Social Work, Lehman College; Lydia Ogden, Assistant Professor, Social Work, Lehman College

This workshop aims to enhance cultural competencies in the academy and increase equity in service provision by helping professionals
by situating diversity in the context of aging and the life course. By adding age to race, ethnicity, class and gender as a primary factor affecting quality of life, the workshop challenges dominant categories of identity that tend to ignore the impact of diversity over the life span. Case studies focusing on transnational aging, trends in caregiving, and aging and wellness in the context of the life course highlight the subjective experience of aging and diversity. Ultimately, the workshop argues for a more inclusive definition of cultural competence that takes the life course into account and is reflected in pedagogical approaches that promote the values of diversity. Panelists will facilitate interaction with workshop participants to cultivate cultural humility and practice inclusive teaching approaches through role-plays.

SESSION 7: Italian Americans & Institutional Discrimination

Presenters
Fred Gardaphé, Distinguished Professor, English & Italian American Studies, Queens College and John D. Calandra Italian American Institute; Anthony Julian Tamburri, Distinguished Professor, European Languages & Dean, Queens College and John D. Calandra Italian American Institute; Donna Chirico, Professor, Psychology & Interim Dean, School of Arts & Sciences, York College

Among the European ethnic groups, economic success has not always been accompanied by educational success. This stems, in part, from the values of these groups. In the case of Italian Americans, the lack of educational attainment and creating a presence within the universities has been additionally encumbered by active discrimination. This presentation will consist of three papers that will provide the historical and cultural contexts of institutional discrimination of Italian Americans in the United States. The first will explore the history of discrimination against Italians in early 20th-century media and up to and through the academy, the second will consider the images of discrimination and racism found in the literature of Americans of Italian descent and the final paper will examine the situation at CUNY. Suggestions will be included for future actions aimed at increasing diversity.

SESSION 8: Muslim Awareness Initiatives on Campus: Promises & Challenges

Presenters
Maria R. Volpe, Professor, Sociology & Director, CUNY Dispute Resolution Center, John Jay College of Criminal Justice; Syeda A. Fatima, Project Coordinator, CUNY Dispute Resolution Center, John Jay College of Criminal Justice; Nafij Ahmed, Yellda Balouch, Sana Nawaz, Student Authors of Finding Islam in Tomorrow

This presentation will address the promises and challenges of a variety of Muslim awareness activities aimed at chipping away at the widespread negative stereotypes and images of Muslims as a monolithic group of extremists outside of the mainstream American society. The lasting images for the public are often those presented by the media highlighting stories that portray unfavorable and hurtful images of Muslims. On a daily basis, there are few opportunities to meet and hear from, or to interact with Muslims who are achieving and doing important work in a variety of contexts. Our work is based on the premise that familiarity breeds trust. The more individuals get to know each other in a safe, respectful context, the more likely they will be better and more accurately informed about the faceless other. Without opportunities to meet and interact, the other remains mysterious and enigmatic. And, without opportunities for tangible outcomes like publications by young Muslims, others will continue to portray and define Muslims and Islam. Our Muslim awareness work has drawn on the richness of the Muslim student community to further knowledge and familiarity with Islam and Muslim identity.

SESSION 9: It Depends on the Lens: Unconscious Bias in the Faculty Search Process

Presenters
Dane Cruz, Director, Cornell Interactive Theatre Ensemble (CITE), Cornell University
Jum Warritary, Coordinator & Actor, Cornell Interactive Theatre Ensemble (CITE), Cornell University

The session will focus on unconscious bias in the faculty search process and is designed to create a deeper understanding of how unconscious bias can impact our ability to make an objective decision. CITE and the CU-ADVANCE Center have worked very closely to develop an interactive scenario on unconscious gender bias in the faculty search process. Please join us for an engaging presentation featuring CITE, a group of professional actors and facilitators who use theatre to explore unconscious bias in a safe and open forum. CITE will present a faculty-focused interactive session that combines short film, live theatre, and audience participation.

11:30 a.m. - 1:00 p.m.  Buffet Lunch  Concourse
Greetings from Chancellor James B. Milliken

Panel

Women and Leadership: Empowering the Next Generation in Higher Education

Panelists

Joyce F. Brown, President, Fashion Institute of Technology-SUNY
Nancy Cantor, Chancellor, Rutgers-Newark
Chase F. Robinson, President, The CUNY Graduate Center
Abigail Stewart, Distinguished University Professor, University of Michigan

Moderator

Gloriana B. Waters, Vice Chancellor, CUNY

Afternoon Concurrent Sessions

2:45 p.m. - 4:00 p.m.

SESSION 10: Ethnic Sharing: Creating Dialogue about Self-Awareness, Cultural Awareness & Diversity

Presenter

Brenda Williams-Gray, Assistant Professor, Social Work, Lehman College

The purpose of this workshop is to provide an opportunity for participants to engage in Ethnic Sharing, a guided group learning and brief cultural immersion experience, and follow-up reflection. The workshop will allow faculty to explore a means of infusing diversity education into their curriculum in a manner that is purposeful, authentic, and can be replicated. Ethnic sharing gives voice to participants who tell their story from their worldview, thereby exposing alternate and shared perspectives with other participants. The role of the facilitator in creating an environment to be safe enough to withstand honest discourse will be addressed. Outcomes from the students’ evaluations of its efficacy in creating the conditions for exploration of self-awareness and cultural awareness as a means for developing culturally-informed professional skills practice will be presented.

SESSION 11: Are We There Yet? Reports & Reflections on 10 Years of GLBTQ Research & Advocacy (GLARE)

Presenters

Maria R. Scharrrón-del Río, Associate Professor, School Counseling Program, Brooklyn College; Wayne Reed, Assistant Professor, Childhood, Bilingual and Special Education, Brooklyn College; Florence Rubinson, Professor, School Psychology, Counseling, and Leadership, Brooklyn College; Paul McCabe, Professor, School Psychology, Brooklyn College

GLARE (GLBTQ Advocacy in Research and Education) is an organization founded by faculty in the School of Education at Brooklyn College. Its mission is to prepare future educators who are able to foster school climates that affirm the dignity of all. Representatives from GLARE will reflect on their advocacy efforts at Brooklyn College and elsewhere and their research over the past 10 years as well as discuss the challenges of sustaining their efforts for LGBTQ students.

SESSION 12: Feminist Publishing & Editing at CUNY

Panelists

Matt Brim, Associate Professor, English, College of Staten Island; Cynthia Chris, Associate Professor, Media Culture, College of Staten Island
This panel will familiarize our audience with possibilities for feminist publishing at CUNY. The panelists, who currently co-edit *WSQ* (*Women’s Studies Quarterly*) will give an overview and history of *WSQ*, which is published by the Feminist Press at the CUNY Graduate Center. By drawing attention to the institutional presence within CUNY of this leading feminist journal, and by demystifying the work of writing for, editing, and publishing the journal, we hope to strengthen the connection between members of the CUNY faculty and opportunities for publishing in the interdisciplinary fields of feminist scholarship. The other main goal of the panel will be to promote pedagogical innovation around diversity issues by previewing a team-taught Graduate Center course on feminist editing and publishing at CUNY. This course might serve as a model for weaving diversity resources into the fabric of the University through curricular design.

**SESSION 13: Increasing Diversity & Educational Opportunity via a Transformative Activist Approach**

*Room C201*

**Presenters**

Anna Stetsenko, Professor, Psychology/Human Development & Urban Education, The Graduate Center; Eduardo Vianna, Associate Professor, Social Science, LaGuardia Community College; Dušana Podlucká, Postdoctoral Fellow, Bernard L. Schwartz Communication Institute, Baruch College

There is a growing recognition of increasing inequality and widening disparities across a spectrum of social and economic indicators. The crisis of inequality including alarming disparities in education requires critical engagement with the presently dominant theories of human development and learning. These theories have traditionally underpinned policies producing inequality by providing them with a presumed legitimacy based in appeals to a fixed and unalterable human nature to explain unequal achievement and social stratification. This panel will address innovative approaches at the intersection of developmental theory and education that open up ways to promote the goals of equity and diversity in education. We will present the recently developed perspective termed the transformative activist stance and demonstrate how it has been employed to devise educational practices premised on ideals of equality to better understand and radically improve engagement and achievement of students struggling with the legacy of poverty.

**SESSION 14: Project PASS: Promoting Access, Support & Success...A Strength-based Approach to Classroom Inclusion**

*Room C202*

**Presenter**

Tameka S. Battle, Assistant Professor, Health Science, LaGuardia Community College

This presentation is designed to provide educators with strength based strategies on how to provide meaningful, engaging and supportive classroom experiences for all of their students using Universal Design for Learning (UDL) principles. With the support of the Office of Student Disabilities, educators could learn ways to develop meaningful curricula goals and facilitation techniques that will look at "what," "how" and "why" of learning using with concept.

**SESSION 15: How Technology Can Help Address Faculty Frustrations with ESL Learners**

*Room C203*

**Presenters**

Kristina Baines, Assistant Professor, Anthropology and Faculty for Academic Technology, Guttman Community College; Vanita Naidoo, Instructor, English, Guttman Community College

This workshop highlights frequently felt faculty frustrations related to instruction with ESL students and the use of technology in the classroom, with a focus on promoting equity and inclusion. Using amusing video vignettes, we suggest and demonstrate ways faculty can produce quality instruction. This workshop demonstrates that inclusion of diverse perspectives in the teaching and learning process is enhanced through increasing student academic preparedness. The video recordings highlight this diversity by facilitating ongoing, collaborative, learning processes for faculty when considering how to implement innovation in and out of the classroom. This collaborative process highlights how there is no correct response to frequently felt frustrations and considering diverse perspectives contributes to understanding these issues more completely.
SESSION 16: The Cultural Genogram: An Experiential Learning Tool for Enhancing Instructor/Student Cultural Competency
Room C204

Presenter
Bryan Warde, Assistant Professor, Social Work, Lehman College

Research indicates that while didactic teaching methods are useful for imparting factual and descriptive content about culture, they are inadequate for stimulating students' cultural awareness and sensitivity, which are both critical to enhancing cultural competency. More useful for stimulating cultural awareness and sensitivity are teaching methods that incorporate experiential learning activities with an interactive group format. One such experiential learning activity is the cultural genogram, which challenges students to examine the development of their cultural values. After considering the development of their cultural values, students then critically explore them in a group setting with other students who have different experiences and perspectives. It is in this exploration with other students that cultural awareness and sensitivity are stimulated, and cultural competence enhanced. This interactive workshop introduces the cultural genogram as an experiential learning tool that instructors can use to help enhance students' cultural competency. To demonstrate how, workshop participants will take part in a cultural genogram experiential exercise.

SESSION 17: Undocumented Latino Youth Reach for College: Coming of Age in a Time of Uncertainty
Room C205

Presenter
Sally Robles, Assistant Professor, Psychology, Brooklyn College

This presentation focuses on undocumented Latino college students who were brought to the United States as children by their parents. These so-called DREAMERS are often highly acculturated to the United States yet once they graduate from high school, they are faced with the limitations inherent in their immigration status. This presentation explores – through case studies and a review of the relevant literature – the various psychological, socio-cultural and legal challenges encountered by undocumented Latino college students. In addition, the presentation proposes a preliminary framework for conceptualizing the identity development of undocumented young adults. It proposes an Undocumented Adult Identity Development Model that can be used to understand the varied emotional trajectories experienced by undocumented youth and young adults who wrestle with a marginalized immigration status.

SESSION 18: It Depends on the Lens: Unconscious Bias in the Faculty Search Process
Elebash Recital Hall

Presenters
Dane Cruz, Director, Cornell Interactive Theatre Ensemble (CITE), Cornell University
Jum Warritay, Coordinator & Actor, Cornell Interactive Theatre Ensemble (CITE), Cornell University

The session will focus on unconscious bias in the faculty search process and is designed to create a deeper understanding of how unconscious bias can impact our ability to make an objective decision. CITE and the CU-ADVANCE Center have worked very closely to develop an interactive scenario on unconscious gender bias in the faculty search process. Please join us for an engaging presentation featuring CITE, a group of professional actors and facilitators who use theatre to explore unconscious bias in a safe and open forum. CITE will present a faculty-focused interactive session that combines short film, live theatre, and audience participation.

4:15 p.m. - 5:00 p.m.  Introductory Remarks from Vice Chairperson
Philip A. Berry, CUNY Board of Trustees

Proshansky Auditorium

Closing Session
The Intersection of Technology & Diversity in the Academy

Ann Kirschner, Dean, Macaulay Honors College

5:00 p.m. - 6:30 p.m.  Reception and Poster Session
Refreshments and Jazz Band

Dining Commons, 8th Fl.
INVITED PRESENTERS

Professor Kenji Yoshino  
Chief Justice Earl Warren Professor of Constitutional Law,  
NYU School of Law

Kenji Yoshino joined the faculty of NYU School of Law in 2008. He taught at Yale Law School from 1998 to 2008, where he was the inaugural Guido Calabresi Professor of Law and served as the deputy dean. A specialist in constitutional law, antidiscrimination law, and law and literature, Professor Yoshino has been published in major academic journals such as the Harvard Law Review, Stanford Law Review, and Yale Law Journal. He has written extensively in other popular venues, such as the Los Angeles Times, the New York Times, and the Washington Post, and is a regular commentator on NPR and MSNBC. He is the author of two books — A Thousand Times More Fair: What Shakespeare’s Plays Teach Us About Justice (2011) and Covering: The Hidden Assault on Our Civil Rights (2006). His third book—Speak Now: Marriage Equality on Trial — will be published in 2015. In 2011, he was elected to the Harvard Board of Overseers. In 2014, he won the Law School’s Podell Distinguished Teaching Award.

He received his undergraduate degree from Harvard College (B.A. summa cum laude, 1991), took a Rhodes Scholarship to Oxford University (M.Sc., 1993), and earned his law degree at Yale Law School (J.D., 1996).

President Joyce F. Brown  
Fashion Institute of Technology-SUNY

Joyce F. Brown is President of the Fashion Institute of Technology (FIT), a specialized college of art and design, business and technology of the State University of New York (SUNY). Appointed in 1998, she is the college’s sixth president. A highly regarded educator and academic administrator, Dr. Brown has had over 30 years’ experience in public higher education. She held a number of senior administrative posts at the City University of New York (CUNY) before arriving at FIT, including acting president of Bernard Baruch College and vice chancellor of the university. Prior to her appointment at FIT, she was professor of clinical psychology at the CUNY Graduate School, where she is currently professor emerita. Dr. Brown also served as a New York City deputy mayor for public and community affairs during the David Dinkins administration.

Dr. Brown earned her doctorate and master’s degree in counseling psychology from New York University and her bachelor’s degree from Marymount College in Tarrytown, New York, where she served as a trustee from 1994 to 2000. She also received a certificate from the Institute for Educational Management at Harvard University.
Nancy Cantor is Chancellor of Rutgers University-Newark, a post she assumed in January 2014. A distinguished leader in higher education, she is recognized nationally and internationally as an advocate for re-emphasizing its public mission. This entails a view of the university not as a traditional "ivory tower," but as a public good, an anchor institution that collaborates with partners from all sectors of the economy to fulfill higher education’s promise as an engine of discovery, innovation, and social mobility.

Prior to her current position, Cantor served as chancellor and president of Syracuse University, chancellor of the University of Illinois at Urbana-Champaign, and provost and executive vice president for academic affairs at the University of Michigan.

While at Michigan, she was closely involved in the university’s defense of affirmative action in the cases Grutter and Gratz, decided by the Supreme Court in 2003. A leading voice on inclusion, diversity, and full participation, she speaks and writes frequently on these issues. She has served as Principal Investigator on a National Science Foundation ADVANCE Institutional Transformation grant, and on national bodies including The Century Foundation Task Force on Preventing Community Colleges from Becoming Separate and Unequal. An author of numerous books, chapters, and scientific journal articles, Dr. Cantor holds an A.B. from Sarah Lawrence College and a Ph.D. in psychology from Stanford University. Her academic work has been supported by the National Science Foundation, Andrew W. Mellon Foundation, Ewing Marion Kaufmann Foundation, and Carnegie Corporation of New York, among many others.

Chase F. Robinson is President of the Graduate Center of the City University of New York, the doctorate-granting institution of the nation’s largest university. Dr. Robinson, a historian of the premodern Middle East, is also Distinguished Professor of History.

From 2008 through June 2013, he served as provost and senior vice president of the Graduate Center. In this capacity, Dr. Robinson led a comprehensive planning process culminating in the GC’s Strategic Plan for 2012-2016, outlining the institution’s major goals. Dr. Robinson also worked with the Office of Institutional Advancement to secure major funding to enhance faculty support, helped establish the Graduate Center at the forefront of the digital evolution within higher education, expanded the Master’s in Liberal Studies program, and launched major initiatives, such as the Initiative for the Theoretical Sciences, the CUNY Institute for Language Education in Transcultural Context, and the Advanced Research Collaborative.

Dr. Robinson received an A.B. (Honors) from Brown University, having also studied at the American University in Cairo, the University of Cairo, and the Hebrew University of Jerusalem. In 1992, he earned a Ph.D. from Harvard University’s Department of Near Eastern Languages and Civilizations, where he was awarded a Charlotte W. Newcombe Fellowship from the Woodrow Wilson Foundation. In 1993 he joined the Faculty of Oriental Studies and Wolfson College, Oxford, where he taught until 2008. From 1999 to 2000 he was a member of the School of Historical Studies at the Institute for Advanced Study in Princeton, and in 2005 he received a two-year British Academy Research Readership.
As Chairman of the Faculty Board of Oriental Studies at Oxford, Dr. Robinson put in place the department’s first academic plan, broadened its scope in terms of development and external relations, and forged new relationships with international donors as well as academic institutions in the Middle East.

**Professor Abigail Stewart**  
**Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women's Studies, University of Michigan**

Abigail Stewart is Sandra Schwartz Tangri Distinguished University Professor and Director of the University of Michigan ADVANCE Program. The U-M ADVANCE Program is a multi-level program designed to improve the campus environment for all faculty — particularly women and underrepresented minorities — in terms of recruitment, retention, climate and leadership. She is past Director of the Women's Studies Program and the founding Director of the Institute for Research on Women and Gender. The recipient of numerous grants, Professor Stewart has published many scholarly articles and several books, focusing on the feminist theory and the psychology of women’s lives, personality, and adaptation to personal and social changes. Her current research, which combines qualitative and quantitative methods, includes comparative analyses of longitudinal studies of educated women’s lives and personalities; a collaborative study of race, gender and generation in the graduates of a midwest high school; and research on gender and science and with students and faculty.

Dr. Stewart received an A.B. in Psychology from Wesleyan University, an M.Sc. from the London School of Economics and a Ph.D. in Psychology from Harvard University.

**Vice Chancellor Gloriana B. Waters**  
**The City University of New York (CUNY)**

Gloriana Waters has spent her entire professional life in higher education, both as a teacher and an administrator. She worked at Columbia University and at three colleges in the CUNY system prior to joining the University's Central Office in 1994.

Appointed by CUNY Board of Trustees in December 2007 as Vice Chancellor for Human Resources Management, she is responsible for developing and implementing the policies and procedures that support the University's human resources functions, which serve more than 40,000 employees system-wide. Her office also monitors and ensures compliance with federal, state and local employment laws, as well as the University's rules, regulations and procedures regarding employment.

A passionate advocate of diversity and inclusive excellence in higher education, she holds membership in CUPA-HR, IPMA and SHRM, and has presented at those organizations’ local and national conferences.

She received her B.A. from SUNY-Cortland, and earned a Masters in Educational Psychology from Teachers College at Columbia University. She holds an M.P.A. in Higher Education Administration from Baruch College, and is a graduate of Harvard University’s Institute for Educational Management.
Dean Ann Kirschner
The Macaulay Honors College at CUNY

Ann Kirschner was named Dean of Macaulay in 2006. She began her career as a lecturer in Victorian literature at Princeton University. As an entrepreneur in media and technology, she launched satellite and internet businesses for the National Football League and Columbia University’s online education company, Fathom.

A writer and frequent contributor to conferences and publications on education and technology, Dean Kirschner was named one of New York Magazine’s Millennium New Yorkers and honored as a distinguished graduate of Princeton University and University of Buffalo. She is the author of Sala’s Gift, the story of her mother’s wartime rescue of letters from Nazi labor camps, available in German, Polish, Chinese, French, Czech, and Italian editions. The original letters are in the permanent collection of the New York Public Library. Her latest book is Lady at the OK Corral, the story of Josephine Marcus Earp, the woman who was Wyatt Earp’s common law wife for nearly 50 years.

She is a graduate of Princeton University, where she earned a Ph.D. in English and was honored as a Whiting Fellow in the Humanities. She received a B.A. in English from University of Buffalo and an M.A. in English from University of Virginia. She serves on the Board of Directors of Apollo, Public Agenda, the Jewish Women’s Archive, and the Princeton University Graduate School Leadership Council.

Cornell Interactive Theatre Ensemble (CITE)

The Cornell Interactive Theatre Ensemble (CITE) was formed in January 1992 as a unique resource for employee education and training at all levels. Interactive theatre combines live theatre and audience participation to create a resource for dialogue from multiple points of view on a wide variety of workplace issues. CITE presentations have been designed and implemented for academic institutions, corporations, professional groups, conferences, and government agencies. Participants leave CITE presentations with a deeper understanding of the dynamics of problematic situations in the workplace, with a visceral impression of the impact such problems can have on members in a workplace community, and with strategies for managing and preventing such problems.

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Conference Organizers

Gloriana B. Waters
Vice Chancellor for Human Resources Management
Central Office

Jennifer S. Rubain
University Dean for Recruitment and Diversity
Central Office

Planning Committee Members

Carolle Charles
Associate Professor, Sociology
Baruch College

Jean Chen
Coordinator of Data and Reporting
Office of Recruitment and Diversity
Central Office

Pamela Edwards
Director, Center for Center Diversity in the Legal Profession
and Professor of Law CUNY Law School

Jeanette Espinoza
Assistant Professor, Law and Paralegal Studies
New York City College of Technology

Lourdes Follins
Assistant Professor, Social Work and Human Services
Kingsborough Community College

Laura Kates
Associate Professor, Education
Kingsborough Community College

Rosamond King
Assistant Professor, English
Brooklyn College

LaRoi Lawton
Assistant Professor and Deputy Chief Librarian,
Library and Learning Resources Department
Bronx Community College

Natalie Mason-Kinsey
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Brooklyn College

Patricia Mathews-Salazar
Professor, Sociology and Director,
Center for Ethnic Studies
Borough of Manhattan Community College

Anna Matthews
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Sylvia Miranda
Special Assistant to the Vice Chancellor
Central Office

Mojúbáolú Olufúnké Okome
Professor, Political Science, African and Women’s Studies
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Deborah Parker
Director of the Women’s Resource Center
Borough of Manhattan Community College

John Rose
Dean for Diversity and Compliance
Hunter College

Marissa Schlesinger
Director of Academic Affairs
Kingsborough Community College

Joan Schwartz
Assistant Professor, Humanities
LaGuardia Community College

Paul Schwartz
Lecturer, Counseling Services
New York City College of Technology

Kelly Secovnie
Assistant Professor, English
Borough of Manhattan Community College

Evan Senreich
Assistant Professor, Social Work
Lehman College

Maya Sharma
Associate Professor, English
Hostos Community College

Gail Smith
Professor, Classics
Brooklyn College

Debbie Sonu
Assistant Professor, Education
Hunter College

Arlene Torres
Director, Chancellor’s Latino Faculty Initiative
and Associate Professor, Africana, Puerto Rican and Latino Studies
Hunter College

A special thanks to the Office of Recruitment and Diversity (ORD) and conference volunteers
General Information

**WiFi**

Use GCguest; enter any email address when you open the browser and you will be connected.

**Bathrooms**

There are bathrooms on the Concourse Level. Additional bathrooms are located on the first floor behind the Martin E. Segal Theatre (turn left off the elevators).

**Concurrent Sessions**

Session locations beginning with “C” are on the Concourse Level.

Please arrive on time for your sessions so the presenters may start and end promptly.

**Social Media**

Please use #DiverseCUNY to tweet your experience at the conference.