I. INFORMATION ITEMS
   A. Chancellor’s Dashboard for Personnel Actions
   B. Amendments to the policy regarding Centers and Institutes

II. ACTION ITEMS

A. Approval of the Minutes of the November 19, 2018 Meeting

B. POLICY CALENDAR

1. Committee Report (II-B-1)
2. Amendments to the Governance Plan at the CUNY School of Labor and Urban Studies (II-B-2)
3. Amendments to the policy regarding namings (II-B-3)
4. Appointment of Monika Son, Assistant Professor at John Jay College, with tenure pursuant to §6.2(b) of the Bylaws (II-B-4)
5. Appointment of Anna D’Souza, Professor at Baruch College Marxe School of Public and International Affairs, with Early Tenure pursuant to §6.2(d) of the Bylaws (II-B-5)
6. Appointment of Nizan Packin, Professor at Baruch College, Zicklin School of Business, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws (II-B-6)
7. Appointment of Sarah Bishop, Professor at Baruch College, Weissman School, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws (II-B-7)
8. Appointment of Siraj Ahmed, Professor at Lehman College, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws (II-B-8)
9. Appointment of Russell Rosen, Professor at the College of Staten Island, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws (II-B-9)
10. Appointment of Brian Kerr, Vice President for Student Affairs at Queensborough Community College (II-B-10)
11. Appointment of J. Michael Parrish, Provost and Senior Vice President for Academic Affairs at College of Staten Island (II-B-11)
12. Appointment of Peter O. Nwosu, Provost and Senior Vice President for Academic Affairs and Student Success at Lehman College (II-B-12)
13. Appointment of Appointment of Ms. Carol A. Robles-Roman as Executive Counsel to the President and Labor Designee at Hunter College (II-B-13)
CHANCELLOR’S DASHBOARD
FOR PERSONNEL ACTIONS

PROGRESS REPORT

Office of Human Resources Management
NEW BOARD APPROVAL PROCESS

On December 10, 2018, Board amended the CUNY Bylaws so that the Board would only approve 11 different types of critical personnel actions:

- Senior VP and VP appointments
- All other executive appointments (including acting and interim)
- Faculty appointments with tenure and named chairs
- Fellowship leaves
- Instructional transfers
- Reappointments with early tenure
- Reappointments tenure on schedule
- Executive staff terminations
- Appointments and reappointments requiring a waiver of the bylaws
- 211 waivers
- 212 notices

All other personnel actions will be approved by the Chancellor or his/her designee.
NEW CFSA REPORT

The Board will no longer receive personnel actions directly.

Instead, the 11 types of actions will first be submitted to the Committee on Faculty, Staff and Administration (CFSA):

- The Senior VP and VP appointments will be submitted by OHRM as CFSA agenda items
- The other 10 actions are submitted to the CFSA via a new report called the CFSA Report.

After CFSA approval, the actions will go to the full Board.

There is no change for the colleges. Campuses continue to enter the personnel actions the same way into CUNYfirst. OHRM provided the new CFSA Report cutoff deadlines so colleges met the new CFSA meeting deadlines.

The first CFSA Report will be presented to the CFSA on January 14th. The first report will have a similar format as the current CUR. OHMR will continue to work with CIS so subsequent CFSA Reports will have an enhanced design.
## OLD CUR APPROVALS vs. NEW CFSA REPORT

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<tr>
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<td>4,892</td>
<td>1,024</td>
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<tr>
<td>Approved by BOT</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
NEW DASHBOARD

A Dashboard is being developed to provide interactive information to the Board on all employment actions.

CIS and OHRM have worked on the first Dashboard which should be available at the January 14th CFSA meeting.

DASHBOARD VERSION 1.0
The Dashboard will present employment actions approved by the Chancellor or his/her Designee and also those actions approved by the Board via the CFSA Report

The Dashboard will allow for a dynamic query by:

- Date range
- Employee actions by campus
- Job function
- Individual
DASHBOARD – VERSION 2.0

DASHBOARD Version 2.0

OHRM and CIS will further develop the Dashboard to show:

- Personnel actions that are considered “outliers” through OHRM’s policy review, and any others as identified by the Board as valuable

- Trends
CUNY EMPLOYMENT ACTIONS DASHBOARD

The CUNY Employment Actions Dashboard is a dynamic tool to view employment actions approved by the CUNY Board of Trustees and by the Chancellor or Chancellor’s Designee.

Click on any tab to view actions entered in CUNYfirst related to:

- Appointments
- Reappointments
- Salary Changes
- Special Actions
- Leaves
- Separations
- Position Changes

Actions can be filtered by:

Employing Unit:
- University
- College

Category of employee:
- Executive
- Instructional
- Classified

Date:
- Date action was entered into CUNYfirst
- Effective date of action
- Actions within a specified date range

In addition, actions may be broken down by individual employee records.
**ACTION DATE**
Defaults to Action Date between last 30 Days on landing

**EFFECTIVE DATE:** 00/00/0000 and 00/00/0000

**APPOINTMENTS ▼**

- Classified, 372, 31%
- Instructional, 556, 46%
- Executive, 279, 23%

**INSTRUCTIONAL CLASSIFIED EXECUTIVE**

Drill down to Business Unit Level details by selecting a Bar.

**PLACEHOLDER**
(Additional Analysis TBD)
Screenshot of Dashboard in CUNYsmart
Appointments: Baruch College

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<tr>
<th>Job Function</th>
<th>Action Type</th>
<th>Total</th>
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<tr>
<td>Classified</td>
<td>Appointment - Classified - Full-Time</td>
<td>1</td>
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<tr>
<td></td>
<td>Appointment - Classified - Hourly</td>
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<td></td>
<td>Reinstatement - Classified</td>
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<td></td>
<td><strong>Subtotal</strong></td>
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<tr>
<td>Executive</td>
<td>Acting Appointment - Executive - Below VP</td>
<td>4</td>
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<tr>
<td></td>
<td>Acting Appointment - Executive - VP and Above</td>
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<td></td>
<td>Appointment - Executive - Below VP</td>
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<td></td>
<td><strong>Subtotal</strong></td>
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<tr>
<td>Instructional</td>
<td>Appointment - Distinguished Lecturers</td>
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<tr>
<td></td>
<td>Appointment - Faculty - Full Time with Equivalency</td>
<td>3</td>
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<tr>
<td></td>
<td>Appointment - Faculty - Hire With Tenure</td>
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<tr>
<td></td>
<td>Appointment - Faculty - Named Chair</td>
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<tr>
<td></td>
<td>Appointment - Instructional - Adjunct/Hourly</td>
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<tr>
<td></td>
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<td>Appointment - Instructional - Full-Time</td>
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<td></td>
<td>Continued Appointment - Instructional Substitute</td>
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<td></td>
<td>Substitute Appointment - Instructional</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
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<td></td>
<td><strong>Grand Total</strong></td>
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Click to Drill Down to Employee Level Detail.
**EMPLOYEE LISTING:** Baruch College, Acting Appointment - Executive - Below VP

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<tr>
<th>NAME</th>
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<th>EFF_DATE</th>
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<tr>
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<tr>
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<td>00/00/0003</td>
<td>Assoc Dean...Acting</td>
<td>Executive</td>
<td>XYZ Dept</td>
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</table>
DASHBOARD FOLLOW UP ITEMS

- CIS will identify the technology platform to host the Dashboard & access management
- OHRM and CIS developing reports to show “outliers”
WHEREAS, CUNY has approximately 180 Centers, Institutes and Consortia, affiliated with various campuses, that offer research or services across a wide variety of subject areas; and

WHEREAS, Article 1.09.5.2 of CUNY’s General Policy states “at the end of every other fiscal year, the colleges (for institutes), and the boards of directors (for consortia), shall submit to the Office of Academic Affairs, for informational purposes, a report from each institute and consortium. The report shall contain: a) The director’s statement of the institute’s or consortium’s current progress toward meeting its goals; b) The institute’s or consortium’s staffing; c) A description of current and projected activities; d) A current and projected budget including individual project budgets, a tax-levy budget showing expenditures of these funds, and a chart indicating the sources of staff and faculty salaries; and

WHEREAS, On the basis of the institutes’ and consortia’s reports, the Office of Academic Affairs shall prepare and submit to the Committee on Academic Policy, Program, and Research, for informational purposes every other year, a report on research and training institutes and consortia, which will also include a listing of new, continued, and terminated institutes and consortia; and

WHEREAS, on the basis of the report submitted, when questions arise concerning the viability, governance, or mandate, of a specific institute or consortium, the Office of the Vice Chancellor for Academic Affairs will seek clarification from the president of the appropriate college (for institutes) or the board of directors (for consortia); therefore be it

RESOLVED, that, going forward, on order to assist in evaluating the viability, governance and mandate of specific institutes and centers, all CUNY centers, institutes, and consortia must submit an Annual Report to the Office of Academic Affairs as per Article 1.09.5.2 of the General Policy, which will include the following information in addition to those items currently included in Article 1.09.5.2: e) the mission statement of the center, institute, or consortia; f) the strategic vision and plan for the upcoming academic year; g) accomplishments, projects, and highlights that occurred during the fiscal year; h) a list of funders, grantors, and donors and corresponding donations from the ending fiscal year; and i) organizational information on the center, institute, and consortia including the names and titles of all executive staff, the names and titles of all members of the board of directors, and a detailed organizational chart. This information will be provided on the attached standardized template to be completed by each center, institute, and consortia to promote fulsome and consistent information across all entities.

As per Article 1.09.5.2 of the General Policy, the report on the institute or the consortium, together with any supplementary materials, will be submitted to the Chancellor and the Committee on Academic Policy, Program, and Research in October of each year for review and appropriate action.
EXPLANATION:

CUNY has a large number of centers, institutes, and consortia operating across each of its 26 campuses. These organizations provide important contributions to their specific field of study. While annual reports have been required for Institutes, it is also important that centers report on their accomplishments each year. These reports will be provided to the Chancellor and the Board for their respective review.
The meeting was called to order by Committee Chair Lorraine Cortés-Vázquez at 6:20 p.m.

The following people were present:

**Committee Members:**
- Hon. Lorraine A. Cortés-Vázquez, Chair
- Hon. Ken Sunshine, Vice Chair
- Hon. Michael Arvanites
- Hon. Una S. T-Clarke

**Faculty Member:**
- Prof. Kerin Coughlin, faculty representative

**Student Member:**
- Ms. Jennifer Fernandez, student representative

**Ex-officio:**
- Hon. Barry F. Schwartz, Vice Chairperson

**COP Liaison:**
- President Mary Lu Bilek

**Observer:**
- President José Luis Cruz

**Trustee Staff:**
- Senior Advisor to the Chancellor and Secretary of the Board Gayle M. Horwitz
- Interim General Counsel and Senior Vice Chancellor for Legal Affairs and Senior Vice Chancellor for Labor Relations Pamela S. Silverblatt
- Deputy Secretary Anne Fenton
- Ms. Teisha Mitchell
- Ms. Fenella Ramsami

**University Staff:**
- Interim Chancellor Vita C. Rabinowitz
- Interim Executive Vice Chancellor and University Provost Jane Bowers
- Vice Chancellor Brigette Bryant
- Acting University Executive Deputy to the Vice Chancellor Dona Roy

**Cal. No.**

**DISPOSITION**

The agenda items were considered and acted upon in the following order:

**II. INFORMATION ITEMS:**

A. **Notice of Proposed Amendments to §6.1 of the Bylaws, creation of titles, Postdoctoral Fellow and Athletic Coaches**

Acting University Executive Deputy to the Vice Chancellor Dona Roy presented notice of proposed amendment to §6.1 of the Bylaws to establish the titles of Postdoctoral fellow, Head Athletics Coach (full-time), Head Athletics Coach (part-time), Assistant Athletics Coach (full-time), and Assistant Athletics Coach (part-time).

B. **Revised Naming Policy Guidelines**

Vice Chancellor Brigette Bryant gave an overview of the framework of the proposed naming opportunity policy, highlighting the evolution of the original policy document.

A discussion about the proposed policy followed, including the guidelines and best practices of gift minimums that will assist the University’s efforts by providing an opportunity to help donors raise their sights.

C. **Report of the Faculty Diversity Working Group**

President José Luis Cruz reported on the implementation efforts of the Faculty Diversity Working Group, highlighting the recommendations of the analysis performed.
I. ACTION ITEMS:

A. APPROVAL OF MINUTES OF THE MEETING OF OCTOBER 9, 2018. Moved by Trustee Una Clarke and seconded by Committee Vice Chair Ken Sunshine, the minutes were unanimously approved as submitted.

B. POLICY CALENDAR

1. Require CUNY Colleges to Use External Peer Review in Considering Promotion and Tenure Cases. Interim Chancellor Vita Rabinowitz stated that effective with the 2019-2020 tenure and promotion processes, all CUNY colleges shall use a CV format that clearly distinguishes between peer-reviewed and non-peer-reviewed scholarship and further stated that effective with tenure track faculty hired in the 2018-2019 academic year, all four-year-degree granting colleges in CUNY shall ensure that faculty pursuing tenure and/or promotion are evaluated by peers who have expertise in their area(s) and are external to CUNY.

Moved by Committee Chair Cortés-Vázquez and seconded by Committee Vice Chair Sunshine, the item was presented and opened for discussion.

Prof. Kerin Coughlin inquired about faculty consultation in connection with the review process.

President Mary Lu Bilek noted that the CUNY Law School does have peer evaluation for all their candidates for promotion and tenure but the world of legal education in peer-reviewed are not standard.

Trustee Michael Arvanites made a motion to amend the resolution by adding the following paragraph, “RESOLVED, That in instances were peer-review is not the professional standard (e.g. CUNY Law School), the non-peer-review will be acceptable.” as the second RESOLVED paragraph. Trustee Clarke seconded, and following discussion, the motion was approved.

Moved by Trustee Arvanites and seconded by Trustee Clarke, and following discussion, the amended item was approved for submission to the Board. Prof. Kerin Coughlin abstained.

2. Appointment of Hanna Halaburda, Associate Professor of Economics and Business at City College, with tenure pursuant to §6.2(c) of the Bylaws.

3. Appointment of Monika Son, Assistant Professor at John Jay College, with tenure pursuant to §6.2(b) of the Bylaws.

4. Appointment of Anna D'Souza, Professor at Baruch College Marxe School of Public and International Affairs, with Early Tenure pursuant to §6.2(d) of the Bylaws.

5. Appointment of Nizan Packin, Professor at Baruch College, Zicklin School of Business, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws.

6. Appointment of Sarah Bishop, Professor at Baruch College, Weissman School, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws.
Committee Chair Cortés-Vázquez made a motion to postpone approval of items I.B.2 through I.B.6 until the next scheduled committee meeting to allow the Office of Academic Affairs to submit revised resolutions with sufficient supporting documentation. Committee Vice Chair Sunshine seconded, and following discussion, the motion was approved.

7. Appointment of Ann Lopes, Provost and Senior Vice President for Academic Affairs, Brooklyn College.

8. Appointment of Mark Healy, Vice President of Adult and Continuing Education, LaGuardia Community College.

Acting University Executive Deputy to the Vice Chancellor Dona Roy highlighted the success of Dr. Ann Lopes, including experience in teaching, research and academic administration, and Mr. Mark Healy, noting that he is a managing member of BGBY Investments LLC which he founded in 2015 as a diversified financial services company, focusing on financial planning and advisory services.

Moved by Trustee Arvanites and seconded by Committee Vice Chair Sunshine, and following discussion, items I.B.7 and I.B.8 were unanimously approved for submission to the Board.

Committee Chair Cortés-Vázquez moved to go into Executive Session at 6:57 p.m. The motion was seconded by Committee Vice Chair Sunshine.

CONVENING OF EXECUTIVE SESSION:
Committee Chair Cortés-Vázquez called for an Executive Session pursuant to Section 105, Article 7, of the Public Officers Law, for the purpose of discussing matters pertaining to personnel. The Committee met in Executive Session from 7:01 p.m. to 7:06 p.m.

The Committee reconvened in Public Session at 7:07 p.m.

B. POLICY CALENDAR

9. Appointment of Jane Sovern, Associate Vice Chancellor, Office of the General Counsel.

Committee Chair Cortés-Vázquez made a motion to postpone approval of item I.B.9. Committee Vice Chair Sunshine seconded, and following discussion, the motion was approved.

Committee Chair Cortés-Vázquez moved to adjourn the meeting. The motion was seconded by Trustee Clarke and the meeting was adjourned at 7:08 p.m.
### Bronx CC

#### Reappointment

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<td>Asst Professor</td>
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<td>Dept of Biological Sciences</td>
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## English Language & Literature

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<td>9/1/2019</td>
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<td>Barberan,M Laura</td>
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<td>9/1/2019</td>
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## Laboratory / Research

### Education & Academic Literacy

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## Total Action Reappointment: 14

Total Action Reported: Instructional Reappointment

- Faculty: 12
- Laboratory / Research: 2
- Total Instructional: 14
### Executive Compensation Plan

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<td>ECP Acting &gt;=6 Mo Or Prior Ben</td>
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<td>1/2/2020</td>
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**Total Action Appointment: 1**

**Total Action Reported: Executive Compensation Plan**
- Appointment
  - ECP Below Vice President: 1
  - Total Executive Compensation Plan: 1
## Central Office

### Executive Compensation Plan

#### Appointment

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**Total Action Appointment: 1**

#### Termination-Executive

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<th>Eff From</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Univ Administrator</td>
<td>Univ Sr Exec Dir HR Ops Sys</td>
<td>Opperman, Judith J</td>
<td>ECP (Not Acting)</td>
<td></td>
<td>Base Sal</td>
<td>$187,938.00</td>
<td>1/1/2019</td>
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**Total Action Termination-Executive: 1**

**Total Action Reported: Executive Compensation Plan**
- Termination-Executive: 1
- Appointment: 1
  - ECP Below Vice President: 1
- Total Executive Compensation Plan: 2
College of Staten Island

Executive Compensation Plan

Appointment

<table>
<thead>
<tr>
<th>Title</th>
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<th>Name</th>
<th>Type</th>
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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr Vice President</td>
<td>Sr VP Acad Aff and Provost</td>
<td>Parrish, James Michael</td>
<td>ECP Acting &lt;6 Months</td>
<td>2</td>
<td>Base Sal</td>
<td>$245,000.00</td>
<td>1/22/2019</td>
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Resignation

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Asst Vice President</td>
<td>Asst VP Facil Planning and Ops</td>
<td>Christensen, Cameron R</td>
<td>ECP (Not Acting)</td>
<td>3</td>
<td>Base Sal</td>
<td>$167,500.00</td>
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<td></td>
<td>Payout lump sum annual 12 days 1 hour 10 mins</td>
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Total Action Resignation: 1

Total Action Reported: Executive Compensation Plan

Appointment

ECP Vice President and Above: 1

Resignation

ECP Below Vice President: 1

Total Executive Compensation Plan: 2
## Reappointment

### Sociology and Anthropology

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Selby, Don F.</td>
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<td></td>
<td>Base Sal</td>
<td>$84,678.00</td>
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### WORLD LANGUAGES & LITERATURES

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<th>Eff To</th>
<th>Notes</th>
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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Rosen, Russell Scott</td>
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<td>Base Sal</td>
<td>$84,678.00</td>
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<td>Reappoint with early tenure</td>
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### Media Culture

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Baez, Jillian Gates, Racquel</td>
<td>Tenured</td>
<td></td>
<td>Base Sal</td>
<td>$84,678.00</td>
<td>9/1/2019</td>
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<td></td>
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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Baez, Jillian Gates, Racquel</td>
<td>Tenured</td>
<td></td>
<td>Base Sal</td>
<td>$84,678.00</td>
<td>9/1/2019</td>
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### Performing & Creative Arts

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tr>
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<td>Assc Professor</td>
<td>Verene, Chris</td>
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<td></td>
<td>Base Sal</td>
<td>$84,678.00</td>
<td>9/1/2019</td>
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### Psychology

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Karasik, Lana</td>
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<td>Base Sal</td>
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<td>9/1/2019</td>
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<td>Amount</td>
<td>Eff From</td>
<td>Eff To</td>
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<tr>
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<td>Tenured</td>
<td></td>
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<td>9/1/2019</td>
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Total Action Reappointment: 7

Total Action Reported: Instructional
Reappointment
Faculty: 7
Total Instructional: 7
### City College

#### Instructional

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
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<td>Chen, Suzhen</td>
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<td></td>
<td>Base Sal</td>
<td>$66,849.00</td>
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<td>Tenure</td>
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**Total Action Reappointment: 1**

**Total Action Reported: Instructional Reappointment Laboratory / Research: 1**

**Total Instructional: 1**
## Executive Compensation Plan

<table>
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<tr>
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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Sr Vice President</td>
<td>Sr VP Acad Aff and Provost</td>
<td>Wrigley, Julia C</td>
<td>ECP Acting &gt;=6 Mo Or Prior Ben</td>
<td></td>
<td>Base Sal</td>
<td>$250,000.00</td>
<td>12/10/2018</td>
<td>12/9/2019</td>
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**Total Action Appointment: 1**

**Total Action Reported: Executive Compensation Plan**
- Appointment
- ECP Vice President and Above: 1
  - Total Executive Compensation Plan: 1
### Instructional

**Faculty**  
Ph.D. Program In Music

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<th>Eff To</th>
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<tr>
<td>Professor</td>
<td>Professor</td>
<td>Agawu, Victor K.</td>
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<td></td>
<td>Base Sal</td>
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**Total Action Appointment: 1**

### Fellowship Leave - Half Year

**Faculty**  
MA/Ph.D. Prgm in Philosophy

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Dist Professor</td>
<td>Distinguished Professor</td>
<td>Priest, Graham George</td>
<td>Instructors and others PSC</td>
<td></td>
<td>Base Sal</td>
<td>$128,485.00</td>
<td>1/25/2019</td>
<td></td>
<td>Paid fellowship LOA from 1/25/2019 - 6/30/2019 at 80% Pay.</td>
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<td>SAB</td>
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<td>Stipend(D)</td>
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### Library

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<th>Salary Component</th>
<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Ascc Professor</td>
<td>Ascc Professor-Librarian</td>
<td>Cirasella, Jill</td>
<td>Tenured</td>
<td></td>
<td>Base Sal</td>
<td>$97,628.00</td>
<td>1/25/2019</td>
<td></td>
<td>Paid fellowship LOA from 1/25/2019 - 6/30/2019 at 80% Pay.</td>
</tr>
</tbody>
</table>
## Committee on Faculty, Staff and Administration (CFSA) Report
### February 2019

**Ph.D. Subprog in Envrtl. Psych**

<table>
<thead>
<tr>
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<th>Salary Component</th>
<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Hart, Roger</td>
<td>Tenured</td>
<td></td>
<td>Base Sal</td>
<td>$128,485.00</td>
<td>1/25/2019</td>
<td></td>
<td>Paid fellowship LOA from 1/25/2019 - 6/30/2019 at 100% Pay.</td>
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**Total Action Fellowship Leave - Half Year: 3**

- Total Action Reported: Instructional Appointment
  - Faculty: 1
  - Fellowship Leave - Half Year
    - Faculty: 3
    - Total Instructional: 4
### Hunter College

**Executive Compensation Plan**

<table>
<thead>
<tr>
<th>Title</th>
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<th>Salary Component</th>
<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst Dean</td>
<td>Asst Dn Science</td>
<td>Wong, Nina Yar</td>
<td>ECP Acting &gt;=6 Mo Or Prior Ben</td>
<td></td>
<td>Base Sal</td>
<td>$155,000.00</td>
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<td>12/9/2019</td>
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Total Action Appointment: 1

Total Action Reported: Executive Compensation Plan
- Appointment
  - ECP Below Vice President: 1
  - Total Executive Compensation Plan: 1
### Instructional

#### Fellowship Leave - Full Year

<table>
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<tr>
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<th>Type</th>
<th>SW</th>
<th>Salary Component</th>
<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Greenberg, Lynn e A</td>
<td>Tenured</td>
<td></td>
<td>Base Sal</td>
<td>$97,628.00</td>
<td>8/25/17</td>
<td>8/26/18</td>
<td>Fellowship leave full year 8/25/17-8/26/18 @80%</td>
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**Total Action Fellowship Leave - Full Year: 1**

**Total Action Reported: Instructional Fellowship Leave - Full Year**
Faculty: 1
Total Instructional: 1
## Executive Compensation Plan

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Asst Administrator</td>
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<td>Herst,Jared Owen</td>
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Total Action Resignation: 1

Total Action Reported: Executive Compensation Plan Resignation
ECP Below Vice President: 1
Total Executive Compensation Plan: 1
### Instructional Fellowship Leave - Half Year

#### Faculty

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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tr>
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<td>$97,628.00</td>
<td>2/1/2019</td>
<td>6/30/2019</td>
<td>Fellowship leave paid at 80%</td>
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#### Dept, Comm & Perf Arts

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<th>Functional Title</th>
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<th>Eff To</th>
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<td>6/30/2019</td>
<td>Fellowship leave paid at 80%</td>
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<td>Base Sal</td>
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<td>6/30/2019</td>
<td>Fellowship leave paid at 80%</td>
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**Total Action Fellowship Leave - Half Year: 3**

**Total Action Reported: Instructional Fellowship Leave - Half Year Faculty: 3**

**Total Instructional: 3**
## Executive Compensation Plan

### Appointment

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<tr>
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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Prof School Asst Admin</td>
<td>PSch Exec Dir Alumni Engagnt</td>
<td>Newman, Alizabe th</td>
<td>ECP Acting &gt;=6 Mo Or Prior Ben</td>
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<td>Base Sal</td>
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<td>7/1/2018</td>
<td>6/30/2019</td>
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Total Action Appointment: 1

Total Action Reported: Executive Compensation Plan Appointment

ECP Below Vice President: 1

Total Executive Compensation Plan: 1
## Instructional Fellowship Leave - Full Year

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<tr>
<th>Title</th>
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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<td>Law Professor</td>
<td>Loffredo, Stephen</td>
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<td>Base Sal</td>
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<td>1/26/2020</td>
<td>Fellowship leave at 80% pay full year</td>
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## Total Action Fellowship Leave - Full Year: 1

## Instructional Fellowship Leave - Half Year

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<th>SW</th>
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<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>Law Distinguished Professor</td>
<td>Robson, Ruthann</td>
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<td>Base Sal</td>
<td>$191,064.00</td>
<td>1/25/2019</td>
<td>6/30/2019</td>
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<td>1/25/2019</td>
<td>6/30/2019</td>
<td>Fellowship leave at 80% pay spring 2019</td>
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<tr>
<td>Law Professor</td>
<td>Law Professor</td>
<td>White, Alan</td>
<td>Tenured</td>
<td></td>
<td>Base Sal</td>
<td>$163,209.00</td>
<td>1/27/2020</td>
<td>6/30/2020</td>
<td>Fellowship leave at 100% pay spring 2020</td>
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## Total Action Fellowship Leave - Half Year: 3

## Total Action Reported: Instructional Fellowship Leave - Full Year

Faculty: 1
Fellowship Leave - Half Year
Faculty: 3
Total Instructional: 4
### Fellowship Leave - Full Year

#### Social Sciences

<table>
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<th>Type</th>
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<th>Salary Component</th>
<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>Assoc Professor</td>
<td>Aikas, Rose-Mari e</td>
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<td>8/27/2019</td>
<td></td>
<td>Fellowship Leave from 8/27/2019 to 8/25/2020 at 80% pay.</td>
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#### Biological Science & Geology

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<th>Type</th>
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<th>Salary Component</th>
<th>Amount</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
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<td>Assoc Professor</td>
<td>Tawde, Mangala Deepak</td>
<td>Tenured</td>
<td></td>
<td>SW</td>
<td>Base Sal</td>
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<td>8/27/2019</td>
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<td>Fellowship Leave from 8/27/2019 to 8/25/2020 at 80% pay.</td>
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#### Music

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<th>Amount</th>
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<th>Eff To</th>
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## Foreign Languages & Literature

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**Total Action Fellowship Leave - Full Year: 7**
## Fellowship Leave - Half Year

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<th>Eff From</th>
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**Total Action Fellowship Leave - Half Year: 1**

Total Action Reported: Instructional

- Fellowship Leave - Full Year
  - Faculty: 7
- Fellowship Leave - Half Year
  - Faculty: 1
  - Total Instructional: 8
# Queens College

## Fellowship Leave - Half Year

**Faculty**

**Educational & Community Prgms**

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**Total Action Fellowship Leave - Half Year: 1**

**Total Action Reported: Instructional**

- Fellowship Leave - Half Year
  - Faculty: 1
  - Total Instructional: 1
WHEREAS, the Board of Trustees adopted a Governance Plan for the CUNY School of Labor and Urban Studies (“SLU”), effective July 1, 2018; and

WHEREAS, SLU’s Governance Plan calls for department chairs to be elected from among the full-time and jointly-appointed faculty; and

WHEREAS, SLU is in its early stage of development and does not yet have a full complement of full-time and jointly-appointed faculty available to serve as department chairs; and

WHEREAS, SLU wishes to allow consortial faculty to serve as interim department chairs for limited time periods when necessary; therefore be it

RESOLVED, that the Board of Trustees adopt the proposed amendment to the Governance Plan of the CUNY School of Labor and Urban Studies, effective February 4, 2019, to allow consortial faculty to serve as interim department chairs for limited time periods where necessary until a time at which SLU will have the opportunity to increase its full-time and jointly-appointed faculty. This will allow the election of an interim chair for a maximum term of two years from among SLU’s consortial faculty in the event that a vacancy existed that could not be immediately filled by full-time or jointly-appointed faculty members.

EXPLANATION: The current CUNY School of Labor and Urban Studies Governance Plan requires that department chairs be elected from among the full-time and jointly-appointed faculty. While SLU expects to add full-time faculty members over the next several years, the current pool of faculty members who are eligible to serve as chairs is very limited. The proposed revision would allow the election of an interim chair for a maximum term of two years from among SLU’s consortial faculty in the event that a vacancy existed that could not be immediately filled by full-time or jointly-appointed faculty members. The revision would enable SLU to function in this early stage of its development.

The proposed amendment was approved by SLU’s Academic Governing Council on November 7, 2018 and is recommended by SLU’s Dean.
CUNY SCHOOL OF LABOR AND URBAN STUDIES ACADEMIC GOVERNANCE PLAN

Preamble

1. The CUNY School of Labor and Urban Studies (SLU) fosters a unique partnership among the City University of New York, organized labor, worker centers, and community-based organizations for the purpose of expanding higher education opportunities for workers and those interested in studying labor, poverty and inequality, and working-class communities; and further serves as a resource for students, scholars, organized labor, community leaders, and allied organizations seeking a deeper understanding of work, workers, and urban issues.

2. SLU’s three core values are social justice, diversity, and access to higher education. Its goals are to expand opportunities for working adults; develop the next generation of labor and community leaders; and become the pre-eminent intellectual center for learning and research related to workers and poor and working-class communities. SLU maintains a commitment to reduce barriers to admission, provide robust academic support, and facilitate timely graduation for students. SLU will build on its existing academic programs by creating new undergraduate and graduate degree and certificate programs. To accomplish its goals, the School will offer a robust set of programs, services, and activities in Labor Studies, Urban Studies, research, workforce development, and service to the community.

3. This Governance Plan reflects several foundational principles, including transparency in decision-making; collaboration and mutual consultation between faculty and administration, including over issues of personnel and budget; faculty responsibility over academic areas and administrative responsibility over administrative areas; democratically elected representation from faculty, staff, and students; elected departmental chairs; and, where appropriate student, administrative, community and labor voice in committees. SLU, like other CUNY colleges and schools, and pursuant to this Governance Plan, will have the authority to propose to the CUNY Board of Trustees its curriculum and admissions criteria, award degrees, conduct searches, recommend to the Board of Trustees personnel actions with respect to appointment, reappointment, promotion, and tenure, and engage in internal review and assessment protocols.

A. Administrative Officers

1. Dean. A Dean of the SLU shall be appointed by the Chancellor, subject to approval of the CUNY Board of Trustees. The Dean shall report to the Chancellor (or the Chancellor’s designee) and shall have responsibilities and authority comparable to that of College Presidents as described in CUNY Board of Trustees Bylaw 11.4.

   a. When a vacancy occurs or is expected in the office of the Dean, a Search Committee shall be established under CUNY’s Guidelines for Presidential Searches, except that there may be either two or three SLU faculty representatives selected to serve on the Search Committee. In addition, in light of the specialized nature of the School of Labor and Urban Studies, a member of the School’s Advisory Board will serve on the Presidential Search Committee.

   b. A Review Committee constituted under CUNY’s Policy on Presidential Review will be appointed every three to five years to review the Dean’s performance. This Committee will make a report to the Chancellor.

2. Associate Dean of Academic Affairs. The Dean shall create a new Associate Dean position, conducting a search with appropriate elected representation from the faculty to participate in the selection process, and assign academic leadership duties and such other responsibilities as are necessary and appropriate.

3. Search committees for senior staff positions: Search committees for senior administration, full HEO, director and manager titles shall be appointed by the Dean and shall include members with Higher Education Officer series titles and full-time faculty representatives.
B. Administrative/Advisory Bodies

1. Dean's Cabinet. There shall be a Dean’s Cabinet consisting of the Dean, the Associate Dean of Academic Affairs, the Department Chairpersons, the Chairperson of the Academic Governing Council (AGC) (see section C below), and other such persons designated by the Dean. The Cabinet shall advise the Dean with respect to the policies and operations of the SLU.

2. Advisory Board. There shall be an Advisory Board consisting of members appointed by the Dean who shall be representative of external labor and community organizations. Department Chairs, and other faculty or staff invited by the Dean may serve as ex officio members without vote. The Labor and Community Advisory Board shall meet at least once a semester and as further requested by the Dean and shall advise the Dean with respect to the programs, curricula, research, and workforce development and training to ensure that they meet the needs of the School’s community and labor partners.

C. Academic Governing Council

1. The AGC shall be the governing body of the SLU pursuant to the Bylaws of the Board of Trustees.

2. Meetings. The AGC shall meet at least two times per semester and shall distribute its agenda at least one week prior to its meetings. A majority of the members of the AGC shall constitute a quorum. Meetings shall be conducted in accordance with the latest edition of Roberts Rules of Order, except that no action may be taken by the AGC or any of its Standing Committees unless there is an affirmative vote of a majority of all of its members.

3. Membership. The AGC shall consist of all full-time, jointly-appointed, and consortial faculty. The Dean, the Associate Dean for Academic Affairs, and the two Higher Education Officers (HEOs) who have primary responsibility for administration of the School’s two academic programs shall serve as ex-officio members without vote. At least one student from each department shall be elected in accordance to rules established by the student governing body; the ratio of student to faculty representation on the council shall not exceed 1:3. Students shall serve for up to three years; student elections shall be staggered to produce overlap between new and experienced student representatives. One teaching adjunct from each department shall also serve for a term of one year elected by the adjuncts teaching in the program. Elected adjuncts who serve on the AGC shall be compensated for their attendance at AGC meetings. One member of the HEO staff at the school shall be elected by the HEOs to serve on the AGC for a two-year term. Other teaching adjuncts and staff may attend meetings and serve on committees with voice but without vote. The AGC shall elect a tenured member of the faculty as Chairperson to preside over its meetings for a term of three years. In order to conduct official business and to approve resolutions a majority (half plus one) of the voting members of the AGC must be present. The AGC will be assigned administrative assistance from among school administrative staff for keeping minutes, calling meetings, and other administrative functions.

4. Duties. The AGC shall have the duties to:
   a. formulate educational policy and develop standards for admissions, academic performance and degree requirements for students, as well as standards for the appointment and reappointment of faculty consistent with and subject to the Bylaws and policies of the Board of Trustees and other University policies and procedures;
   b. review and recommend to the Dean and Board of Trustees all new academic programs, centers, and institutes;
   c. review and approve all proposed curricular changes in existing departments;
   d. recommend to the Dean and the Board of Trustees, based on a vote of the voting faculty members, the granting of graduate degrees, program certificates and honorary degrees to qualified candidates;
   e. establish a framework for student government in consultation with interested students;
f. consider any other academic matters and make recommendations to the Dean and the Board of Trustees;

g. establish a Faculty Student Disciplinary Committee. Until such time that such a committee is established, cases will be sent to the Graduate School’s Faculty Student Disciplinary Committee

h. receive, consider, approve, and forward, as appropriate, reports and recommendations of Council's standing committees

i. recommend revisions to this Governance Plan.

5. Standing Committees. The AGC shall establish such standing and temporary committees as are needed to accomplish its goals, determine the number of members and assign them such duties as it deems appropriate. Faculty members shall be a majority of the members of each committee. The voting faculty members of the AGC shall elect the faculty and students shall elect their representative members of each standing or ad hoc committee, providing all departments with equitable opportunities to participate in committees. Each standing or temporary committee shall elect its own chairperson. The Dean may also appoint to each such committee one or more administrative staff; such staff shall have voice but no vote. Initially, the AGC shall have the following standing committees:

a. Steering and Elections Committee. The Steering and Elections Committee shall identify major issues for the Council's consideration and oversee the activities of the other standing committees. It shall also oversee the election of faculty to the AGC and its committees. The Steering Committee may act for the AGC between Council meetings where there is an urgent need for immediate action and the Dean requests such action. The Dean or his/her representative shall be a member of the Steering and Elections Committee.

b. Curriculum Committee. The Curriculum Committee shall review all programs and courses, and amendments and addition thereto within the SLU and report its recommendations to the AGC.

c. Admissions and Awards Committee. The Admissions Committee shall recommend standards for admissions for each program within the SLU. The Committee shall also recommend procedures and standards for awards.

d. Student Academic Appeals Committee. The Academic Appeals Committee shall oversee all student academic appeals, in accordance with rules and practices it develops for approval of the AGC.

D. Faculty

1. Except when otherwise specified, “faculty” refers to those of faculty rank or faculty status, in accordance with the CUNY Bylaws sections 8.1 and 8.2.

2. Full-time faculty members are those whose contractual teaching and administrative loads are at the SLU.

3. Jointly-appointed faculty members are those whose contractual teaching load is officially shared between two or more campuses. At the SLU, full-time faculty members with “joint” appointments have faculty rank and are part of the faculty of the school, with the same rights and privileges as those whose faculty lines lie solely at the School.

4. “Consortial faculty” refers to faculty appointed to the school whose faculty line or primary teaching responsibilities reside within another school within CUNY, including emeriti faculty. Except where otherwise stated, consortial faculty have faculty rank and are part of the faculty of the school, with the same rights and privileges as those whose faculty lines are based solely at the school. Consortial faculty appointments have three-year terms, and are renewable.
E. Academic Departments

1. The SLU shall have academic departments. There currently are two academic departments: the Department of Labor Studies and the Department of Urban Studies. Additional academic departments, centers, and institutes may be added with the approval of the AGC, the Dean, and the CUNY Board of Trustees.

2. Notwithstanding the provisions of paragraph "3" below, the chairperson of each department shall be elected by all members of the department's faculty, in accordance with the Bylaws of the Board of Trustees of The City University of New York, Section 9.1(b), from among the full-time and jointly-appointed professors, associate professors, and assistant professors at SLU. The chairperson shall serve as the executive officer of the department, shall carry out the department's policies, and shall perform the duties of the chairperson in accordance with Bylaw Section 9.3. Each department, subject to the approval of the AGC, shall have control of the educational policies of the department through the vote of all members of the faculty.

2.1 Notwithstanding the provisions of this section (E.2) that limit eligibility for the chair position to full-time and jointly-appointed faculty, and in compliance with paragraph E.3 below, a consortial member of the SLU faculty who has the title of professor, associate professor or assistant professor, may be elected interim chair by each department for a term not to exceed two years. This provision is to be used when a vacancy exists which cannot be immediately filled.

3. Until such time as the total number of faculty with full-time and jointly-appointed faculty rank (but not including consortial faculty) of each department exceeds five, all of the department practices and functions enumerated below in section 4 shall be conducted jointly, with the Labor Studies and Urban Studies departments meeting and acting as a single unit.

4. Departmental meetings shall take place at least twice a semester. In all departmental elections, an affirmative vote shall be determined by satisfaction of the following:

   a. There must be an affirmative vote of a majority of those present and eligible to vote at a duly constituted election meeting of the Department, a quorum being present.
   b. A quorum shall be defined as a majority of the “adjusted membership” of the Department.
   c. The “adjusted membership” of the Department shall be defined as the whole membership of the Department eligible to vote, less those on leaves of absence, those in full-time administrative positions outside the Department, and those without assignment within the Department for a continuous period of two years prior to the election.
   d. Eligible voting members are all members of the department with faculty rank or faculty status. Adjunct faculty members shall be invited to department meetings with voice but no vote.

5. Each department shall have its own curriculum committee, with members serving for one-year terms. Each curriculum committee shall consist of at least two faculty members of faculty rank or status (full-time, jointly-appointed, or consortial) from the department and one (1) student pursuing a degree in the department. Committee members shall elect a chair of the committee, who may subsequently appoint adjuncts to the committee. Adjuncts serving on curriculum committees shall be compensated for their time spent at meetings. The curriculum committee shall consider and make recommendations concerning curricular proposals for department action; department action will be transmitted to the Curriculum Committee of the AGC. One or more members of the professional staff in each department shall serve on the department’s committee as ex officio members without vote. Additional faculty or practitioners may be invited to committee meetings by the committee chair. The committees shall keep minutes of their proceedings in conformity with Robert’s Rules of Order, latest revised edition.

F. School-wide Committee on Personnel and Budget

1. The SLU shall have a School-wide Committee on Personnel and Budget. The School-wide Committee on Personnel and Budget shall consist of chairpersons of the departments and three other faculty members of faculty rank (who may be full-time, jointly-appointed, or consortial faculty members) elected by the voting faculty members of the AGC, who shall be voting members of the Committee. The Dean and Associate Dean shall serve on the Committee as non-voting members.
The voting faculty members shall also elect at least one alternate faculty member of faculty rank to serve on the Committee if any of the other faculty members are unable to attend a meeting. The Chair of the School-wide Committee on Personnel and Budget shall be elected by the voting members of the Committee. The Committee shall meet twice a semester, or more as necessary.

2. All appointments and reappointments without tenure shall be recommended to the School-wide Committee on Personnel and Budget by the chairperson of the applicable department. The Dean and Associate Dean shall participate in discussion of the candidates, and the Committee shall make its recommendations to the Dean. The Dean will make a final recommendation to the Board of Trustees.

3. Members of this Committee shall not be eligible to vote on their own appointments, promotion or tenure and on those occasions of such conflicts, voting members of the committee shall exclude the candidate. Assistant professors may not vote on decisions of tenure or promotion to Associate Professor or Professor, and Associate Professors may not vote on promotions to Professor.

4. The Dean shall present for review and consultation the all-funds budget to the School-wide Committee on Personnel and Budget at least once a term.

G. Amendments

Amendments to this governance plan may be proposed by a petition or affirmative vote of 20 percent of the members of the AGC. Amendments may be adopted by a two-thirds affirmative vote of the members of the AGC who are present if that number also constitutes a majority of the members of the Council, provided that the text of the proposed amendment has been sent in writing to every member of the AGC at least two weeks before the meeting at which the proposed amendment is to be considered. Amendments adopted by the AGC are subject to the approval of the Board of Trustees before they become effective.
CITY UNIVERSITY OF NEW YORK
Naming Opportunity Policy and Minimum Gift Level Guidance

WHEREAS, the City University of New York seeks to ensure that CUNY’s assets are offered at competitive levels which support the advancement of its schools and colleges; and

WHEREAS, that naming opportunities offered align with a donor’s vision and intent to support CUNY’s needs and priorities; and

WHEREAS, as the City University of New York seeks to maximize its collective fundraising potential; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approves the 2019 minimum gift guidelines and naming opportunities policy, Policy 8.04 of the General Manual of Policy.

EXPLANATION: Minimum gift guidelines and the current Naming Policy were last updated in 2007. Regular updates to the policy are required as per the policy and to ensure that CUNY keeps pace with inflation and then current gift levels norms. The 2007 policy was in place throughout the inaugural Invest in CUNY system-wide campaign (July 1, 2000 – December 31, 2015), which resulted in $3.03 billion for the City University of New York. This new policy will support the university’s growth in philanthropic outcomes and achievement.
Policy 8.04  Naming Opportunities

Goals and Objectives

This document will serve to set policy for all naming opportunities at CUNY and its schools and colleges. Given the vast differences between CUNY’s schools and colleges, this policy will help to provide context for development teams and help to bring uniformity across the CUNY system.

Naming opportunities are a means to raise funds for CUNY’s educational mission and support its programs, faculty, and students. They also allow CUNY to express and recognize the unique story of donors and their ties to CUNY.

Transformative gifts will differ by school or college and its anticipated use may vary according to the needs and priorities of the recipient institution’s academic leadership.

Driven by factors beyond actual costs, naming opportunities are an expression of value, a reflection of prestige of association with the CUNY brand, and should be structured to bring a sense of pride to both the donor and CUNY. Naming opportunities can serve as transformational agents for recipient institutions but should also seek to align with national benchmarking standards. Ideally, naming opportunities deemed significant or prominent should be totally or primarily allocated for endowed support of core operating purposes. The present value of the gift should also be large enough to provide sufficient additional income to take the receiving institution to a new level of excellence.

In all cases, naming opportunities should:

1. ensure CUNY’s assets are offered at nationally-tested, competitive levels which support the recipient institution’s advancement
2. align a donor’s philanthropic vision with institutional needs and priorities
3. maximize CUNY’s fundraising potential
4. reflect best practice standards in naming physical assets and funds
5. offer tangible budget relief for the support of operations or provide incremental growth in areas of academic, infrastructural or operational priority
6. create new or support existing academic, programmatic or physical assets

The Role of University Advancement

With an overarching goal to support CUNY colleges and schools in their fundraising objectives, and lead to the successful submission of a naming opportunity for trustee approval, the Office of University Advancement offers the following services:

1. provide national benchmarking data to ensure appropriate level setting
2. create and distribute approved gift agreement and resolution templates
3. draft, edit and review gift agreements for campuses, as necessary and/or requested
4. write gift agreements for all gifts over $10M and for gifts of significant and/or prominent naming opportunities
5. provide support for all trustee approval submissions, including guidance on procedural/requirements, deadlines, Legal and OHRM review.
6. coach and mentor advancement teams and leadership as needed, identifying training opportunities like CASE (Council for Advancement and Support of Education) courses for presidents and deans.

Guidance

The road to a named gift begins with a series of conversations with a prospective donor that help to reveal both donor interest as well as donor goals and capacity. Centered on donor intent and a philosophical alignment with institutional needs and priorities, these conversations should also reveal where the donor’s gift can best be applied. The process of any naming opportunity represents a tangible synergy between the donor and an institution. Therefore, the resulting naming opportunity is a celebration of the donor’s philanthropy and the institution’s met need.

The process for accepting a naming gift should be careful and deliberate. To the extent that it is reasonable and possible, conversations with the prospective donors should make clear that a naming opportunity requires the participation and approval of several different enterprise-wide officers, including the Chancellor, and culminates with review and approval by the CUNY Board of Trustees.

The opportunity to name a Chair, Deanship, Professorship or Department in recognition and honor of an individual or corporation institution, or to place the name of an individual or corporation institution on a building or part of a building, is welcomed at The City University of New York and its constituent schools and colleges. (BTM,2007,06-25,005_{Q})

Naming opportunities which require a commitment by the City University of New York to spend institutional funds, either upon receipt or in the future, in addition to amounts contributed or pledged by donor, must receive prior written approval by the Chancellor and the CUNY Board of Trustees. Examples include:

- the provision of matching funds by CUNY
- a commitment to continue a project after depletion of gift funds
- financing construction projects
- a commitment to finance and/or administer an undertaking outside the routine functioning of CUNY

Donor Control

IRS regulations and CUNY policy prohibit donor control over the administration of gifts. A donor must relinquish control of any funds donated in order to be properly classified as a philanthropic gift to be eligible to received favorable tax treatment by the IRS. For any naming opportunity, a donor may not direct, and CUNY will not promise a donor in consideration of a gift, the appointment of a specific individual to a named professorship or a directorship or the election of financial aid recipients or specific research studies to be pursued by CUNY or any of
its schools or colleges. This should be communicated clearly to donors as part of the fundraising process and in connection with the documentation of any gift.

Advisory Committees

The convening of donor oversight or advisory committees should be discouraged in accepting a gift. If such committees are required as a condition of a gift, CUNY, its schools and colleges, not the donor, should appoint the majority of members.

Term for Naming Opportunities

To best support the educational mission of CUNY, its schools and colleges, endowed naming opportunities must meet both current and forecasted future needs of the recipient institution. Endowed funds are designed and intended to keep pace with inflation by providing a steady state of generated income to support institutional need as determined and agreed to by donor and recipient institution. For significant and prominent naming opportunities this is particularly crucial. When endowed funds established to support significant and prominent naming opportunities fail to keep pace with institutional and/or programmatic growth or the ongoing financial needs of a named entity, a president or dean will have the right to act in the best interest of his or her students, facilities or the name entity itself. Therefore, under certain circumstances and wherever feasible, naming opportunities for significant and prominent need not be made in perpetuity. Instead, gift agreements governing naming opportunities should include a prescribed duration for each naming opportunity, negotiated with the donor and the president or his or her designee, after which point, a president is able to seek either a supplemental gift from the existing donor or his or her heirs to maintain the naming opportunity or may seek a new donor for the renaming of the named entity.

Naming Opportunity Requirements

All namings of physical assets, academic programs, and positions require the approval of the CUNY Board of Trustees. (BTM, 2007, 06-25, 005, Q)

A naming opportunity is generally designed to be consistent with the mission and goals of the University and its schools and colleges to enhance teaching and research and strengthen the academic enterprise and is usually based on the desire to (BTM, 2007, 06-25, 005, Q):

a) honor the exemplary character, scholarly distinction or distinguished service of an individual

b) recognize a significant financial contribution to the College University and/or its schools and colleges
All naming opportunities should be reviewed first by and approved by the College President or School Dean of the soliciting school or college, before in advance of formal submission for the naming opportunities process. For significant and prominent naming opportunities, i.e. gifts to name schools, colleges, centers, institutes, and/or buildings or gifts of $10M or more, the College President or School Dean must seek to include consultation with the Chancellor, who will advise the Chairman of the Board and the FSA Chair of the opportunity, before any gift can be finalized.

To officially submit a significant and prominent naming opportunity for BOT review, the following steps must also be provided by the president or dean.

1. **Rationale for the Gift/Exception**

   While the minimum gift amounts as articulated in the minimum gift guidelines should be applied as stated, a campus president or school dean may request an exception. Should a proposed gift fall below the prescribed minimum gift guidance for school naming opportunities, the School or College must submit a request for an exception to the guidelines. Additionally, a meeting with the Chancellor (and/or his or her designee) should also be scheduled. If the Chancellor concurs, he or she would endorse the exception and be an advocate for the proposed gift to the CUNY Board of Trustees.

   The following limitations on exceptions will apply:

   For proposed gifts which fall below the prescribed minimum gift guidance and for which an exception has been granted, all customary terms and conditions will be required in order to advance the gift to closure. As a general guiding principal, the threshold below which a gift may not be considered is 80% of the minimum gift guidance.

2. **Knowledge of Donor/History with President and/or School or College**

   For significant and prominent naming opportunities, the School or College has an opportunity to paint a picture of the relationship it has had with the donor(s), including their giving history, friend or alumni engagement, the steps taken for this gift, and, if applicable, their service to the College. This should include how long the Dean or President has known the donor(s) and why their name is the ideal name to permanently affix to the School or College. When a gift falls below the minimum gift guidelines, the Dean or President must also articulate what other steps have been taken or with whom have they engaged (other than the donors) for the naming opportunity and should include what other opportunities were offered the donor. If there are other considerations specific to the School or College, the borough, and/or the donors, it can also be included here.

3. **Unsigned Gift Agreement**
The CUNY Board of Trustees must see how the gift would be framed and what the donor might request of the School or College and the University. Before an agreement can be finalized, CUNY must be able to fulfill the terms of any agreement into which it enters. This, however, should NOT be signed until the Board has had to time to review and discuss.

4. Third Party Due Diligence

Any agreement would be made on the condition of a reputational assessment of the donor to ensure that permanent association with CUNY would be additive and be a complement to the CUNY brand.

Naming Financial commitments and all major gifts, whether recognized by as a naming rights opportunity or not, are reflections on the ideals and reputations of the College and the University and its schools and colleges. Accordingly, each gift and naming commitment opportunity should be reviewed carefully for full compliance with minimum gift guidelines, applicable laws, and ethical principles. (BTM,2007,06-25,005,_Q)

The above is especially critical where there is some direct or indirect business or other continuing relationship between the a donor and the College and/or the University, its schools and colleges, and/or its officers or employees. Any questions about the applicability of state or federal laws on conflicts of interest and other ethical considerations should be referred to the Office of the Vice Chancellor for Legal Affairs. (BTM,2007,06-25,005,_Q)

1. Namings Opportunities Designed to Honor Distinguished Service with No Financial Gift

The merits of any naming opportunity in honor of an individual should be determined by carefully weighing the individual's high scholarship and/or distinguished service. All naming requests must involve a thorough review by the campus to ensure appropriateness and be supported by evidence that the honoree or donor meets the highest values and societal standards. Buildings, campus grounds or other campus facilities will generally not be named for individuals currently employed by the University, or the City or State of New York unless that individual has provided exceptionally distinguished service over a sustained period of time. When the person to be honored is living, one year should have passed since any formal association with the University or employment with the City or State of New York. The naming of buildings, campus grounds, or other campus facilities in recognition of an honoree implies a promise to the honoree that the space, site, facility, and/or other forms of tangible recognition, will be permanently maintained, or if change is unavoidable, that an alternative means of recognition will be found with appropriate historical reference to the original naming opportunity, as necessary. (BTM,2007,06-25,005,_Q)

2. Naming Opportunities for Cumulative Giving

In order to fully maximize CUNY’s philanthropic potential, naming opportunities to acknowledge existing donors with robust giving histories should be used in rare instances.
For example, when a donor’s lifetime giving is not only substantial but also has not previously been reflected in any other naming opportunities, a cumulative giving naming opportunity may be appropriate. Naming opportunities for cumulative gifts can limit the ability to offer that naming opportunity to another donor.

3. Namings Opportunities Designed to Recognize a Significant Financial Contribution to the College

A naming opportunity is usually appropriate only when a significant gift is received which is consistent with established minimum gift guidelines. All naming requests opportunities must involve a thorough review by the campus to ensure appropriateness and be supported by evidence that the donor and/or honoree donor meets the highest values and societal standards. Buildings, campus grounds or other campus facilities will generally not be named for individuals currently employed by the University, or the City or State of New York. When the person to be given a naming opportunity is living and is a former employee, one year should have passed since any formal association with the University or employment with the City or State of New York unless the donor(s) provide(s) a sufficient gift in honor of that individual. There is no such waiting period required for honorees with no previous association with the University. The naming of buildings, campus grounds, other campus facilities or endowed funds in recognition of a donor or honoree implies a promise to that donor or honoree that the space, site, facility, endowment fund and/or other forms of tangible recognition will be permanently maintained, or if change is unavoidable, that an alternative means of recognition will be found with appropriate historical reference to the original naming opportunity, as necessary. Any combination of gifts, pledges and/or irrevocable deferred gift arrangements are acceptable for naming commitments. With respect to deferred gifts, the required gift amounts may should be set higher due to the delay in acquiring access to the gift and the time value of money. (BTM,2007,06-25,005, Q)

4. Process Approval Requirements for Naming Gift Opportunities

The process of a named gift begins with a discussion with a prospective donor. The discussion should be a flexible negotiation with the objective of acknowledging the donor's support and matching the donor's intent and interest with the College's needs of the soliciting institution. (BTM,2007,06-25,005, Q)

All naming gift opportunities should adhere to the minimum gift guidelines and be reviewed and approved by the College President or School Dean before submitted to the central office for preparation for trustee approval. The President or Dean must submit the naming opportunity recommendation to the Chancellor and/or his or her designee (i.e. the Vice Chancellor for University Advancement) with all appropriate documentation. For naming opportunities of physical assets, submitted documentation must also include a statement of reputational standing and a statement of financial wherewithal to fulfill the commitment as promised. Third party due
diligence may also be required. All naming gift opportunities are pending CUNY Board of Trustee review and approval. If the Chancellor or his or her designee concurs, the recommendation will then be presented to the CUNY Board of Trustees for review and approval. All proposed names naming opportunities for buildings and other facilities should be held in confidence during the negotiation, review and approval process. Each school or college is responsible for maintaining a record of all endowed funds, named buildings, grounds, rooms and other facilities on their campus, in addition to endowed funds. Reports on the status of named gifts will be provided periodically to the CUNY Board of Trustees by the Office of University Development Office Advancement. (BTM,2007,06-25,005_Q)

5. Naming Opportunities and Unsolicited Deferred Gifts

For unsolicited realized bequests, where minimum gift guidelines have been met, a fund (endowed or current-use) should be named as directed by the estate documents. In rare cases where the estate documents contain naming instructions that present a possible challenge to the University, its schools and/or colleges, the final naming opportunity applied to the fund will be left to the discretion of the college President or school Dean.

6. Gift Types Accepted for Naming Opportunities

The City University of New York and its schools and colleges welcome most gift types to fulfill donor commitments made for naming opportunities. Many combination of gift types are permissible. However, conditional pledges, corporate matching gifts, or revocable gifts of any type cannot be used to fulfill personal commitments. Additionally, most life income gifts cannot be used to fund construction projects, unless such gifts are exceptionally significant in size. In-kind gifts cannot be used to fulfill any naming opportunity at the City University of New York or its schools and colleges.

7. Gift Fulfillment for Naming Opportunities

7.1. Physical Assets – Buildings, Campus Grounds, or Any Campus Facilities

Before any naming opportunity can be associated with any CUNY building or associated with any campus grounds or other campus facilities, the naming opportunity must first be established through and codified by a written gift agreement, and signed by a donor or donor(s) and an authorized CUNY representative. The gift agreement must articulate gift objectives or purpose as well as amount of gift, a gift fulfillment schedule, which includes timing and amount of any installment payments, purpose of gift, and all special terms and conditions. Additionally, a minimum of 30% of the overall commitment must also first be received by the soliciting campus or office. Gift agreements must specify
disposition of any funds received should donor be unable to fulfill the entire commitment as specified in writing.

For all naming opportunities of ten million or more, donors should seek to fulfill a minimum of the first 30% of their commitment before establishing a multi-year fulfillment schedule. For all naming opportunities, commitments may be fulfilled in a lump sum payment or over a period of years, not to exceed five. Specifically for commitments of ten million or more, a donor's financial circumstances may require greater flexibility. Any such case should seek guidance from the Chancellor or his or her designee.

7.2. Current Use or Endowed Funds

After a naming opportunity has been established through and codified by a written gift agreement, signed by a donor and an authorized CUNY representative, the naming opportunity may be applied immediately. Gift agreements must specify disposition of any funds received should donor be unable to fulfill the entire commitment, up to an including removal of a donor’s name from a fund established or the naming opportunity in question, no return of any portion of the gift already made, and an agreement not to hold CUNY and its schools and colleges liable for name removal.

Commitments may be fulfilled in a lump sum payment or over a period of years up to five years. In rare cases, exceptions may be requested from school or college leadership.

8. Minimum Contribution Levels

8.1. Building

The amount of the contribution required to name a building or part of a building may vary with the cost and the impact of the structure upon campus life. Colleges Each campus must take into account old/new buildings’ age, privately-funded or state-funded buildings, size of buildings, etc. (BTM,2007,06-25,005, _Q)

Consultation with the Chancellor prior to offering this opportunity is required.

Minimum gift amount for:
   a) Senior Colleges: $15M
   b) Community Colleges: $10M

8.2. School

The permanent naming of a school will ensure the growth and quality of the named school by providing the financial support for faculty development, programs, facilities, and scholarship support. (BTM,2007,06-25,005, _Q) (See chart for guidance.)
Minimum gift amount for (BTM.2007.06-25.005_Q):

a) Senior Colleges: $15 million - $20 million
b) Community Colleges: $5 million - $10 million
c) Professional, Graduate and Specialty Schools (except Macaulay): $20 million - $50 million

8.3. Named Departments/Academic Programs

Funds are expected to be used to enhance academic offerings. (BTM.2007.0625.005_Q) Consultation with Chancellor prior to offering is required. (See chart for guidance.)

Minimum endowment amount for (BTM.2007.06-25.005_Q):

a) Senior Colleges: $2.5 million - $3 million
b) Community Colleges: $1.25 million - $1.5 million
c) Professional, Graduate and Specialty Schools: $3 million - $4 million

8.4. Centers, Institutes, Programs or Academic Units

Funds should be proportional to the amount of endowment that is necessary to sustain an existing program, create a new program or propel the program to new heights on a permanent basis. (BTM.2007.06-25.005_Q) New academic centers and institutes must meet Board of Trustee regulations and be approved by the Board of Trustee Committee on Academic Policy, Program and Research (CAPPR)

Minimum endowment endowed gift amount for (BTM.2007.06-25.005_Q):

a) Senior Colleges: $2.5 million - $7.5 million
b) Community Colleges: $1.2 million - $2 million
c) Professional, Graduate and Specialty Schools: $2 million - $4 million

8.5. Deanships

An endowment for a named Dean provides flexible resources for deans to meet special needs in their schools. For funds to be used as salary supplements, the approval of the Chancellor is required. (BTM.2007.06-25.005_Q)

Minimum endowment endowed fund amount for (BTM.2007.06-25.005_Q):

a) Senior Colleges: $2 million - $3 million
b) Community Colleges: $1 million - $2 million
c) Professional, Graduate and Specialty Schools: $3 million

8.6. Chairs Endowed Substitutional Professorship
Supports the board needs of an existing scholar, including supplemental salary support, travel needs, and support for academic research or other scholarly activity. (BTM, 2007, 06-25,005, Q)

Minimum endowed fund amount for:

a) Senior Colleges: $1 million
b) Community Colleges: $500,000
c) Professional, Graduate and Specialty Schools: $1 million

8.7. Named Incremental Professorships

A named Professorship (also known as a Chair) may be established to support disciplines or areas of study which are included in the existing academic offerings of the School or College, or consistent with its mission. It can also be established to enhance teaching and research by attracting and/or retaining outstanding faculty. The endowed funds would supplement the salary and fringe benefits of the professor and provide funds for office and technical support or auxiliary support staff (BTM, 2007, 06-25,005, Q)

Minimum endowed amount for (BTM, 2007, 06-25,005, Q):

a) Senior Colleges: $750,000 - $1.5 million - $2 million
b) Community Colleges: $750,000 - $1 million
c) Professional, Graduate and Specialty Schools: $2 million - $3 million

8.8. Named Scholars/Visiting Scholars/Artist-in-Residence

Cover the needs of the scholar, including support for academic research. (BTM, 2007, 06-25,005, Q)

Minimum endowment amount for (BTM, 2007, 06-25,005, Q):

a) Senior Colleges: $500,000 - $1 million
b) Community Colleges: $500,000
c) Professional, Graduate, and Specialty Schools: $1 million

8.9. Art Gallery (Large and Small)

Galleries can be creatively defined spaces which need not always be a big open space. For example, hallways with extensive white space where art can be displayed can also be named. (See chart for guidance.)

Minimum endowed gift amount for:

a) Senior Colleges: $1 - 2 million
b) Community Colleges: $500,000 - $1 million
c) Professional, Graduate, and Specialty Schools: $500,000 - $1 million

8.10. Performance Spaces/Auditorium

Consultation with Chancellor prior to offering space is required.

Minimum endowed gift amount for:

a) Senior Colleges: $3 million - $10 million
b) Community Colleges: $1 million
c) Professional, Graduate and Specialty Schools: $1 million - $2 million

8.11. Laboratories (Large and Small)

Funds are expected to be used as unrestricted funds or to provide support for laboratory maintenance and needs. Consultation with Chancellor prior to offering is required for large laboratory spaces.

Minimum endowed gift amount:

a) Senior Colleges: $250,000 - $2 million
b) Community Colleges: $250,000 - $500,000
c) Professional, Graduate and Specialty Schools: $1 million - $2 million

8.12. Lecture Hall

Funds may be used to support, unrestricted purposes.

Minimum endowed gift amount:

a) Senior Colleges: $300,000 - $500,000
b) Community Colleges: $250,000
c) Professional, Graduate, and Specialty Schools: $500,000

8.13. Library, includes specialized libraries and special collections

Funds can be used to support unrestricted purposes.

Minimum endowed fund amount:

a) Senior Colleges: $1.5 million - $2 million
b) Community Colleges: $1 million
c) Professional, Graduate, and Specialty Schools: $1 million - $2 million

8.14. Scholarships (endowed)

Gifts above the minimum are encouraged.
Minimum gift amount is $100,000

8.15. Fellowships (endowed)

Gifts above the minimum are encouraged.
Minimum gift amount for advanced study programs is $100,000 - $350,000

8.16. Conference Rooms (Large and Small)

Funds can be used to support unrestricted.

Minimum endowed gift amount:
   a) Senior Colleges: $75,000 - $200,000
   b) Community Colleges: $50,000
   c) Professional, Graduate, and Specialty Schools: $75,000 - $200,000

8.17. Lectureships

Funds should be proportional to the amount of an endowed fund that is necessary to sustain or propel a program to new heights on a permanent basis.

Minimum endowed fund amount:
   a) Senior Colleges: $250,000 - $500,000
   b) Community Colleges: $200,000
   c) Professional, Graduate, and Specialty Schools: $250,000

Gift funds can be used to support unrestricted purposes. (See chart for guidance.)

8.18. Other Named Endowed Funds

For academic development, program innovation, library acquisition, faculty professional travel, equipment, research publications, recognition awards, other gift objectives may be created for sums appropriate for each respective area. (BTM.2007.06-25.005.-Q)

Minimum endowment amount for (BTM.2007.06-25.005.-Q):
   a) Senior Colleges: $75,000
   b) Community Colleges: $75,000
   c) Professional, Graduate, and Specialty Schools: $75,000

8.19. Named Academic Awards and Prizes

The Schools and Colleges will not automatically accept modest gifts for endowed departmental awards and prizes. Each purpose and amount must be reviewed on a case-by-case basis as to its merits. (BTM.2007.06-25.005.-Q)
Minimum endowment amount for (BTM.2007.06-25.005, Q):

a) Senior Colleges: $25,000
b) Community Colleges: $25,000

Special needs or exceptional circumstances that warrant deviation from this policy require the approval of the Chancellor. (BTM.2007.06-25.005, Q)

The Chancellor or his or her designee will update this policy on a regular basis, no less than every four years. (BTM.2007.0625.005, Q)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Appointment of Dr. Monika Son with Tenure at John Jay College of Criminal Justice

WHEREAS, the SEEK Program is highly successful in supporting students in their goal to obtain an undergraduate degree and therefore requires strong leadership; and

WHEREAS, Dr. Monika Son has been a member of the SEEK Department for well over a decade and is fully prepared to assume this leadership position, having advised students, supervised counseling staff, implemented technology initiatives, and helped develop academic policies; and

WHEREAS, After a search, Dr. Son was chosen as the preferred candidate to be the chair of the SEEK Department; and

WHEREAS, she holds a doctorate in Developmental Psychology from CUNY and her research focuses on academic success in college for students from marginalized communities; and

WHEREAS, Dr. Son has already provided a significant amount of service to both John Jay and the University holding a Certificate of Continuous Employment from the University; and

WHEREAS, Dr. Son’s candidacy has been endorsed by the department, the College Personnel and Budget Committee, the Provost and the President; therefore be it

RESOLVED, that Monika Son be awarded immediate tenure as an Assistant Professor in the SEEK Department at John Jay College with a waiver of bylaw 6.2.b effective December 10, 2018.

EXPLANATION: John Jay is one of only two CUNY senior colleges in which SEEK, a higher education opportunity program, is an academic department rather than a program. In addition to some teaching, the SEEK faculty advise students in individual and group settings. The Seek Department is in need of a new chair. In additional to teaching and supervising the other faculty members, the chair is responsible for managing professional and support staff and overseeing the department’s budget and academic support initiatives. After a search, Dr. Son was chosen as the preferred candidate to be chair. She has been a doctoral lecturer in the SEEK Program since 2004. She holds a Ph.D. in Developmental Psychology from the CUNY Graduate Center and her research has focused on college student success. Because Dr. Son has a Certificate of Continuous Employment from the University and not tenure this bylaw waiver is being requested. Her candidacy has been endorsed by the department, the college personnel and budget committee, the Provost, and the President.
Justification for the Immediate Tenure of Dr. Monika Son, John Jay College

This letter sets out to explain why Dr. Monika Son merits immediate tenure. Dr. Son has been a Lecturer in the SEEK department since 2003, and is the college’s choice to chair the SEEK Department. Part of the request that she be granted immediate tenure is related to her unique qualifications to lead John Jay’s SEEK Department, and thus some background information as to our search for its leader is necessary. In addition, while this tenure may be technically “immediate,” it in fact comes 15 years after Dr. Son started at John Jay as a Lecturer, and many years since she gained her C.C.E. (certificate of continuous employment), which is equivalent to tenure for faculty members in lecturer lines.

John Jay College is one of two CUNY senior colleges that have faculty lines in their SEEK Departments. As such, SEEK at John Jay is both a Department and a Program, and therefore must have as its leader a person who functions both as its Chair (who per CUNY bylaws must be a tenured member of the faculty), and its Director. The Chair/Director of SEEK at John Jay reports to the Dean of Undergraduate Studies and the Provost, and externally reports to the CUNY Office of Special Programs. The program is responsible for the effective use of federal funds to support approximately 1,100 low-income and traditionally under-represented students as they pursue their college degrees. The program oversees counseling as well as academic support, and essentially functions like a small college within our college. The Chair/Director of such a program has to have a multi-faceted skill set, including academic skills, counseling skills, and administrative skills. We believe Dr. Monika Son has all of these necessary skills. Because she has C.C.E. status, has been in this role at John Jay for fifteen years, and has been working with the Office of Special Programs for six years, Monika has the experience to keep our SEEK program on track.

Currently there are five faculty members in John Jay’s SEEK Department: 2 tenured Associate Professors, 1 tenured Assistant Professor, and 2 Lecturers (including Dr. Son) with C.C.E. After
one failed search for an external candidate to lead the Department, Dr. Son applied for the position in our second search. She was easily the best qualified to lead the program. She has been instrumental in writing the Department’s social-justice focused curriculum, She has had administrative and assessment responsibility of the counseling function of SEEK since 2012, has assisted in outcomes assessment work, and teaches the Department’s core curriculum. In addition, of course, she has a caseload of 80 students.

To understand why it makes sense to tenure Dr. Son, one must understand that the SEEK faculty workload is very different from other CUNY Faculty. In addition to teaching, each SEEK faculty counselor has a caseload of 80-137 students to counsel/manage, while also devising and overseeing the special programs that help SEEK students to be retained and excel. A CUNY Board of Trustees 1995 Memorandum outlines that “a minimum of 80 percent of faculty counselor hours—twenty-four hours—should be assigned to scheduled student counseling in individual or group sessions. The SEEK Department Chair, faculty and HEO staff receive no release time. The SEEK Department Chair maintains a 5-day workload, counseling faculty maintain a 4-day workload, and HEO counselors maintain a 5-day workload. Given that SEEK Department faculty are required to commit 80% of their workload to serving students through teaching and counseling, service and teaching have a larger than typical share in the assessment of SEEK Department faculty job performance.

Dr. Son joined the faculty in 2003 and received her Ph.D. in Developmental Psychology from the CUNY Graduate Center in 2013. She has a body of scholarship to date, in keeping with her Lecturer line, but in converting to a tenure-track line she is committed to developing it further. Her research centers around internalized narratives of student success for immigrant and under-represented individuals. She addresses issues of injustice in pedagogy and seeks to develop classrooms as transformative spaces for young people from marginalized communities.

Dr. Son’s scholarly activity includes:

Publications:

- Forthcoming-Spring of 2019 invited book chapter titled “Re-examining the “You’re Not Good Enough” narrative through a contemplative, embodied practice and framework in Practicing Liberation around issues of oppression in educational spaces and what kinds of practices offer healing and liberation for people of color in these spaces.
- May 2018 “Pushing Our Will to Experience Resilience” in the Journal of College and Character (May 2018). This article explores the low enrollment, retention, and graduation rate among men of color in higher education.

Recent Presentations:
• August 24 2018 “Se que soy negra: Why affirming Afro-Native Latinidad is necessary to ending anti-blackness, injustice, and implicit bias in the Latinx and Higher Ed communities. Latina Researchers Conference at John Jay

• Visiting Scholar Smith College – Summer 2018 one of six lead faculty for the Center for Contemplative Mind Association of Higher Education annual summer session for faculty. The weeklong session in August, houses 85 faculty from all over the country at “Growing and Supporting Students’ Comfort with Discomfort when Facilitating Discussions about Education, Justice and Critical Consciousness” and the plenary, “I wish you well: A Practice in Healing for Students of Color”.

• Invited presentation October 2018 Amherst College: Presenting at The Center for Contemplative Mind Association for Higher Education, “A Journey on Becoming a Change Agent in Academia; Leaning into Our Discomfort and Withdrawing Our Commitment from Oppressive Spaces”

Dr. Son’s teaching is an area of strength. She teaches the courses she helped develop, Education and Justice 100 and 300 which facilitate challenging dialogue around issues of power, privilege, race, gender and oppression and build awareness of how education as an institution is structured to replicate experiences of injustice in marginalized groups, to engage the student in critical analysis of oppression and injustice as it pertains to educational systems in general and then higher education specifically. Dr. Son has an average student evaluation score of 4.89 (out of 5) and receives consistent positive evaluations.

Dr. Son has been a highly committed and effective member not just of the SEEK Department but also of John Jay and CUNY. Recently she has served in the following ways:

➤ **Department:** Counseling Coordinator Fall 2012-Spring 2018

➤ **College Service**
  - 2017-Present Board of Directors, Children’s Center
  - 2012 - 2016 Undergraduate Curriculum Committee and Programs Subcommittee
  - 2015 -2016 Behavioral Intervention Team
  - 2012-2018 Academic Advising Council
  - 2012 and 2016 Department Search Committee, (HEO Counselor line)

➤ **University Service**
  - 2012-2018 Council of Counseling Coordinators, Office of Special Programs, Central Office CUNY
  - 2016 Fall Search Committee for Director of Office of Special Programs/ Central Office/CUNY
  - 2015 Spring Advisory Committee to the Dean/Office of Special Programs (Counseling lines)

Because CUNY does not link tenure to promotion, and because SEEK Department faculty are mandated by CUNY to devote 80% of their workload to student counseling, Dr. Son has the years of experience, the teaching prowess, the service commitment and the research output befitting a SEEK Department tenured Assistant Professor. John Jay College needs her leadership
to ensure that our SEEK program continues to excel, propelling more low-income and under-represented students to degree completion. Again, while this tenure may be technically “Immediate,” it in fact comes 15 years after Dr. Son started at John Jay as a Lecturer, and many years since she gained her C.C.E. She is a permanent member of our faculty already. Granting her tenure will allow her to be a permanent member of the faculty whose title allows her to assume the leadership position she has earned and that we need to be filled by Dr. Son.

Sincerely,

Karol V. Mason
President

Yi Li
Provost and VP for Academic Affairs
Curriculum Vitae

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(917) 806-6101
mson@jjay.cuny.edu

EDUCATION


HONORS/CERTIFICATIONS

Digication/E-portfolio, John Jay College of Criminal Justice, Faculty Development training (Spring 2016)


Writing Across the Curriculum, John Jay College of Criminal Justice, Faculty Development Training (Spring 2015)


John Jay College of Criminal Justice, Chi Alpha Epsilon National Honor Society, inducted, Fall, 2005
AREAS OF EXPERTISE

- Social justice, inclusion, equity and access in higher education
- Students of color success and retention in higher education
- Social Construction of race, identity, class and immigration in higher education
- Latino Student Retention and Success in Higher Education
- Supervision and leadership in higher education
- Contemplative practices in teaching, learning and leadership in higher education

PUBLICATIONS


McKessey, A., Rogers, J., Son, M.L (under preparation). Just Like the Water, Surviving and Thriving as a Woman of Color Moving Through the Academy.


RESEARCH BACKGROUND

2005-2006  **Researcher:** Interrater reliability for “It is who you know that counts: Intergroup contact and judgments about race-based exclusion”, funded by the National Institute of Health (Principal Investigator) Martin Ruck

PRESENTATIONS

Referred presentations


Son, M. L., Velazquez-Torres, N. (2014, October). One Size Doesn’t Fit All: Knowing and Serving Latino/a Millenials. Workshop at the Association for Hispanic Colleges and Universities, Denver, CO


Invited Presentations

Son, M.L. (August 2018) **Plenary Speaker.** I wish You Well, A Practice in Healing. The Center for Contemplative Mind Association for Higher Education, Summer Session, Smith College, MA

Son, M.L. (August 2018) **Faculty.** Growing and Supporting Students’ Comfort with Discomfort when Facilitating Discussions about Education, Justice and Critical Consciousness. The Center for Contemplative Mind Association for Higher Education, Smith College, MA


Son, M.L., Velazquez- Torres, N. (2016, October). **Co-Presenter.** One Size Doesn’t Fit All: Knowing and Serving Latino/a Millenials. One Size Doesn’t Fit All: Knowing and Serving Latino/a Millenials, Bronx Community College

Son, M.L. (2015, November). **Presenter.** The Path To Letting Go: Using Mindfulness to Help College Students Excel in Life. Presentation for Chi Alpha National Honor Society, Percy Ellis Sutton SEEK Department

Son, M.L. (2015, October). **Panel Presenter.** You've Got to Live and Learn: Race, Gender and the Road to Success. Career Panel Medgar Evers College

Son, M.L. (2015, June) **Presenter.** Mindful Mentoring, Presentation for College Initiative Program

Son, M.L. (2015, October) **Panel Presenter.** Career Panel on Higher Education, AVRASA & Metro Chapter, NRA Joint Conference Charting the Course: Emerging Trends for the Future of Vocational Rehabilitation, NYU


Son, M.L. (2014, March). **Presenter.** Understanding the Impact of Mindful Mentoring Presentation for Chi Alpha National Honor Society

MULTIMEDIA APPEARANCES

- Creative Genius Start UP Weekend Conference July 2015: Integrating Mindfulness and Creativity: An Exploration of Values and Commitments
PROFESSIONAL BACKGROUND
Administration and Faculty

2012-present  Counseling Coordinator

Contributions
- Increase collaboration, assessment, and publication of counseling initiatives through qualitative evaluations of counseling roles, having counselors present on their areas of research and practice expertise at weekly counseling meetings, increased participation in the First Year Research Showcase for EDU 100 students for three consecutive years, presenting as a unit/teams at (from Fall 2012- Spring 2016- at the Tri-State Consortium of Opportunity Programs), revitalized student engagement through the creation of SEEK Society, increased membership in our honors society, Chi Alpha Epsilon, including co-presenting with SEEK faculty at Chi Alpha’s National Conference, creation of the Men of Color (POWER) groups, forthcoming publications to be released in Spring 2018 on the implementation of Men of Color Groups and the use of Social Work Interns in opportunity programs.
- Implementation of Advisor Trac for the counseling staff, including counselors, college assistants and other support staff.
- Updated the SEEK Policy and Procedures for the use of Advisor Trac for counselors and front desk reception staff.
- Training and Development for Learning Facilitators and Supplemental Instructors in making referrals, in working with the Education and Justice 100 curriculum, supervised a training on changing facilitators perception of challenging students
- Weekly planning meetings with Academic Support Coordinator
- Supervision of Academic Success Committee for students on academic probation and creation of TEAM (Together Everyone Achieves More) pre-semester meeting.
- Triaged and managed student concerns regarding counseling needs and services
- Collaborated with Enrollment Management, The Office of the Registrar, Academic Advising, The Office of Financial Aid and Student Affairs to improve campus services for SEEK students

2003-present  Lecturer/Counselor  John Jay College of Criminal Justice, Percy Ellis Sutton SEEK Department

Responsibilities and Innovations:
- Provides academic advisement, counseling and support to 100-120 SEEK students annually
- Instructor for FRC101, SSC 100, EDU 100 and EDU 300
- Develops and facilitates student workshops and groups
- Serves as educational coordinator and task supervisor for social work interns
- Supervised mental health counseling master's student
- Provides supervision on group development and co-facilitation for SEEK faculty, administrators, staff and interns
- Designed and teaches a new course curriculum on, “Education and Justice” for all entering SEEK students; presented at an all-state conference for innovations in opportunity programs
Co-Developed one 300 level course on Social Justice “Education and Opportunity”.
Faculty Representative on College Readmissions Committee
Presented with Chair and SEEK faculty at 5 conferences Co-chaired (see conferences) and chaired, SEEK Awards Night Planning Committee for 2 years
Chaired Academic Success Committee (1 year)

Presented at two faculty development days (see presentations)
Served on Gender, Race and Career Panel at Medgar Evers
Trained and Facilitated peer mentor and student Workshops on “Race and Implicit Bias " for the Honors Program at John Jay
Served on planning committee for Sharing What Works: SEEK & CD Biannual Conference/Office of Special Programs Central Office.

Served on College’s Undergraduate Curriculum Committee (six years), sub-committees: Programs and Courses

**Supervision**

2012- Present

- Supervision of 8 junior faculty/counselors and 4 senior/tenured associate/assistant professors/counselors
- Supervision for Mental Health licensure for one counselor (2 years)
- Supervision of Mental Health counseling graduate intern (1 year)
- Task supervisor for Social Work Interns (3 years)

**Peer Mentoring**

2014-2016

- Supervision of fourteen peer mentors in the Fall 2014 through Spring 2016 Academic year.
- Facilitated once a week training, assessment and program planning meetings
- Conducted Semester Evaluations of the Peer Mentors
- Conducted application review, interviewing and hiring of new Peer mentors
- Implemented Peer Mentors classroom matches with Education and Justice 100 faculty
- Implemented and Supervised Monthly June training for New Peer Mentors

**Training, Consultation and Professional Service**

2017 October  Undoing Racism: Unlearning Voicelessness, Office of Special Programs, monthly meetings, Central Office/CUNY

2017-present  Race and Implicit Bias Training (students and peer mentors), Honors College, John Jay College of Criminal Justice
College Service

2017-Present       Board of Directors, Children’s Center
2012 - 2016       Undergraduate Curriculum Committee and Programs Subcommittee and Courses Subcommittee
2015 -2016       Behavioral Intervention Team
2012- 2014       Academic Advising Council
2012 and 2016     Department Search Committee, (HEO Counselor line)

University Service

Present       Sharing What Works Conference Planning Committee/ Council Of Counseling Coordinators, Office of Special Programs, Central Office CUNY
2016 Fall       Search Committee for Director of Office of Special Programs/ Central Office/CUNY
2015 Spring       Advisory Committee to the Dean/Office of Special Programs (Counseling lines) Central Office /CUNY

ADDITIONAL TRAINING IN PROFESSIONAL PRACTICE

2017- Present       Invited Apprenticeship in Embodied Leadership Coaching and Organizing in Somatics and Social Justice/WEL; Universal Partnership, Rusia Mohuddin
2017 -Present       Practice and Justice Retreat for Social Justice Educators, Organizers and Advocates, Reverend Angel Kyodo Williams and Rusia Mohuddin
2014-present       Group Supervision: Cheryl Franks, Educational Coordinator and Field Supervisor, Columbia School of Social Work

PROFESSIONAL AFFILIATIONS

2017, Consultant, Coach/Trainer       Universal Partnership
2017, Member       ACMHE/ Association for Contemplative Mind in Higher Educatio
BARUCH COLLEGE
Appointment of Dr. Anna D’Souza with Early Tenure at Baruch College

WHEREAS, Dr. Anna D’Souza is an outstanding and well published scholar in the field of food insecurity; and

WHEREAS, her research, some of which is with the World Bank, informs international policy; and

WHEREAS, Dr. D’Souza is an outstanding teacher and a highly engaged member of the School and College communities; therefore be it

RESOLVED, that Anna D’Souza of the Marxe School of Public and International Affairs at Baruch College be awarded early tenure in accordance with bylaw 6.2.c.(2) effective September 1, 2019.

EXPLANATION: Professor D’Souza is an applied economist in the field of development and food economics who studies inequality, food insecurity and systemic corruption in impoverished countries. Her work regularly appears in top journals and is frequently cited by researchers in the development economics field. Prior to coming to Baruch, Professor D’Souza worked at the US Department of Agriculture and was a visiting scholar at NYU. What is of particular interest to Baruch, in view of its community-oriented mission, is that Dr. D’Souza’s work informs policy. She frequently collaborates with researchers at the World Bank and some of her research informed the World Bank Policy concerning development lending in Afghanistan and other low-income countries.

External reviewers praise Dr. D’Souza’s methodological creativity and rigor and believe that she easily exceeds the threshold for tenure. One of the reviewers points out that Dr. D’Souza is a particularly good fit for a school of public affairs such as Marxe since she is able to draw on “real policy experience” doing “great work with secondary data from large, nationally-representative samples.”

Dr. D’Souza is described as an excellent classroom teacher and active member of the Baruch community. Her strong record of service to both the Marxe School and Baruch College includes, among others, work in developing the innovative curriculum for the recently launched Master’s of International Affairs, bringing the prestigious NASPAA-Batten Graduate Student Simulation Competition to campus, and contributing to the Middle States accreditation self-study. In sum, Dr. D’Souza has demonstrated her value to Baruch through hard work, high quality research, and enthusiastic service, and her faculty peers as well as the college leadership strongly believe it would be in the best interest of the school to grant her early tenure.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: 10.25.18

College or Unit: Baruch College

Name of Candidate: Anna D’Souza

Department: Marxe School of Public and International Affairs

Appointment Title: Associate Professor

Full-Time Tenure Track x

Date of Initial Appointment: 08/27/2014

Summary of Action: Reappointment with Early Tenure

By-law to be waived/applied: 6.2.d

Waiver requested for:

Reappointment with Tenure x

Date of Departmental P&B: August 29, 2018

Date of College-wide P&B: October 9, 2018

Waiver effective as of (starting date): September 1, 2019

I hereby certify that this request for a waiver of the Bylaws is for the good of the institution.

[Signature]

(President’s/Provost’s signature)

DAVID P. CHRISTY

(President’s/Provost’s name, typed or printed)
WAIVER JUSTIFICATION

Name: Anna D’Souza  Unit/College: Baruch College
Department: Marxe School of Public and International Affairs

Professor D’Souza received her Ph.D. in Economics in 2009 then spent four years as a staff economist at the US Department of Agriculture and a fifth year as a visiting scholar at NYU; she joined us as an untenured Associate Professor in 2014. The totality of Professor D’Souza’s record, her recent productivity, and strong pipeline amply justify tenure on the basis of her research record, and opinion shared by her external reviewers. She is also an outstanding teacher and an highly engaged member of the School and College communities.

Scholarship: Professor D’Souza is a development economist who uses microeconomic techniques to study inequality, exogenous shocks, food insecurity, and systemic corruption in impoverished countries. Her work regularly appears in the top journals in her field of food policy and developmental economics, such as World Development, the Journal of Development Economics, Economic Development and Cultural Change, and the British Medical Journal – Global Health. Her external reviewers praise her methodological creativity and rigor. A referee from a Tier-1 research institution writes that she “easily exceeds” the usual 4-6 top-journal threshold for tenure.

Very important to us too at the Marxe School is that Professor D’Souza’s work directly informs policy. She often collaborates with researchers at the World Bank, which is itself a nod to the value of her work. One referee who is an economist at the Bank (but not a collaborator) writes that her work “… was a key component of the broad set of analytical work on Afghanistan undertaken by the World Bank to inform the World Bank as we as the government and other stakeholders.” We prize scholarship that is academically distinguished and policy-relevant; Professor D’Souza is an excellent performer in both arenas. Her four research projects currently in the pipeline promise to uphold these standards going forward.

Teaching: Professor D’Souza arrived with teaching experience. She did well out of the gate and has improved to the mid-4 range in her student evaluations, unusually high marks for an instructor in economics. She has taken advantage of the College’s instructional support programs and facilities and obviously cares deeply about the School’s teaching mission.

Service: Professor D’Souza is a highly active, collaborative and creative member of our community. She took a lead role in development participation in policy simulations as co-curricular supplements to our regular instructional program. She is an engaged and vocal member of our Executive Committee. She was vital in helping to craft our new Master of International Affairs and has served on several search committees. This would be an outstanding record of service for a tenured faculty member; it is remarkable for someone only now applying for tenure.

In sum: Professor D’Souza has met or exceeded the criteria for tenure on every dimension. As a productive scholar for nine years, this tenure is “early” only insofar as she has not spent all of
that time with us. I am delighted to have her aboard and strongly support her reappointment with tenure.

Attach the Request Form, candidate's CV, outcome of all P & B meetings, candidate's personal statement, summary of student course evaluation, peer reviews, a list of referees, with those selected by the department marked with an asterisk, letters from outside referees, and other relevant information. Please send in a format compatible with Word for Windows 2003. Email these materials to Kenneth.Norsman@mail.cuny.edu.
D'Souza, Anna

1. **EDUCATION:**

<table>
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<tr>
<th>Degree</th>
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<th>Field</th>
<th>Dates</th>
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<tr>
<td>Ph D</td>
<td>University of California - Los Angeles</td>
<td>Economics</td>
<td>2009</td>
</tr>
<tr>
<td>MS</td>
<td>University of California - Los Angeles</td>
<td>Economics</td>
<td>2005</td>
</tr>
<tr>
<td>BS</td>
<td>New York University, Stern School</td>
<td>Economics and Finance</td>
<td>2000</td>
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2. **FULL-TIME ACADEMIC EXPERIENCE:**

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<th>Institution</th>
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<tr>
<td>Baruch College, Austin W. Marxe School of Public and International Affairs</td>
<td>Associate Professor</td>
<td>Economics</td>
<td>August 2014 - Present</td>
</tr>
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3. **PART-TIME ACADEMIC EXPERIENCE:**

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<th>Rank</th>
<th>Field</th>
<th>Dates</th>
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<tr>
<td>New York University, Robert F. Wagner Graduate School of Public Service</td>
<td>Visiting Fellow</td>
<td>Economics</td>
<td>January 2014 - August 2014</td>
</tr>
<tr>
<td>Johns Hopkins University, School of Advanced International Studies</td>
<td>Adjunct Professor</td>
<td>Econometrics</td>
<td>August 2010 - May 2011</td>
</tr>
<tr>
<td>University of California - Los Angeles, Economics Department</td>
<td>Teaching Assistant</td>
<td>Intermediate Microeconomics, Econometrics</td>
<td>September 2007 - June 2008</td>
</tr>
<tr>
<td>University of California - Los Angeles, Economics Department</td>
<td>Teaching Assistant</td>
<td>Intermediate Microeconomics, Econometrics</td>
<td>September 2006 - December 2006</td>
</tr>
<tr>
<td>University of California - Los Angeles, Economics Department</td>
<td>Teaching Assistant</td>
<td>Intermediate Microeconomics, Econometrics</td>
<td>September 2004 - June 2005</td>
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4. NON ACADEMIC EXPERIENCE:

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<tr>
<td>The World Bank Group</td>
<td>Consultant</td>
<td>January 2017</td>
</tr>
<tr>
<td>The World Bank Group</td>
<td>Consultant</td>
<td>June 2016</td>
</tr>
<tr>
<td>The World Bank Group</td>
<td>Consultant</td>
<td>July 2015</td>
</tr>
<tr>
<td>U.S. Department of</td>
<td>Research Economist</td>
<td>September 2009 - October 2013</td>
</tr>
<tr>
<td>Agriculture, Economic Research Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Peace Corps</td>
<td>Volunteer</td>
<td>September 2000 - November 2002</td>
</tr>
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5. EMPLOYMENT RECORD AT BARUCH:

<table>
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<tr>
<th>Rank</th>
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<tr>
<td>Associate Professor</td>
<td>August 2014 - Present</td>
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6. PUBLICATIONS IN FIELD OF EXPERTISE:

A. Books:

B. Papers in Professional Journals:

(1) Articles:


(2) Proceedings:

C. Chapters in Books:


D. Government Reports or Monographs:


D'Souza, Anna (cont'd)


E. Book Reviews:

7. OTHER PUBLICATIONS:


8. PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES:


D'Souza, A., Jolliffe, D., Seminar, Baruch College, Marxe School, "A Profile of Food Insecurity Dynamics in Rural Ethiopia". (December 2015).


D'Souza, A., Jolliffe, D., Rutgers University-Newark, Economics Department, "Food Insecurity in Vulnerable Populations: Coping with Food Price Shocks in Afghanistan", Seminar, Invited. (September 2013).


9. WORK IN PROGRESS:
   A. Papers submitted to journals for consideration.
   B. Other completed papers.
   C. Research in progress.


   D'Souza, Anna, Sharad Tandon, "Food Insecurity and Changes in Economic Well-being: Evidence from the Gallup World Poll", Writing Results, Scholarly.

   D'Souza, Anna, Sharad Tandon, "Food Insecurity and Conflict in Sub-Saharan Africa", Planning, Scholarly.


D’Souza, Anna (cont’d)

D’Souza, Anna, Sharad Tandon, "Shocks and Intra-Household Nutritional Inequities in Rural Bangladesh", Writing Results, Scholarly.

10. PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:

USDA Secretary’s Honor Award. (2011).


Dissertation Year Fellowship, UCLA. (2008).

Graduate Research Mentorship Fellowship, UCLA. (2005).


Beta Gamma Sigma, NYU. (1998).

Leonard N. Stern University Scholarship, NYU. (1996).

11. GRANTS-IN-AID:


D’Souza, A., Summer Research Stipend, Marxe School of Public and International Affairs, $7,500.00. (start: June 2018, end: August 2018).

D’Souza, A., Dean’s Research Award, Marxe School of Public and International Affairs, $1,985.00. (start: July 2017, end: June 2018).


D’Souza, A., Dean’s Research Award, Marxe School of Public and International Affairs, $1,280.00. (start: February 2017, end: June 2017).
D'Souza, A., Grant, "The Dynamics of Food Insecurity in Rural Ethiopia", PSC-CUNY, $3,499.00, Funded. (start: July 2016, end: June 2017).


12. INSTITUTIONAL SERVICE:
   A. Service to the Department
   B. Service to the School
      Research Committee, Committee Member. (September 2017 - Present).
      Executive Committee, Committee Member. (September 2015 - Present).
      Search Committee for Endowed Chair in International Economics and Governance, Committee Member. (2016 - 2018).
      NASPAA-Batten Student Simulation Competition, Technical Leader. (February 2018).
      Search Committee for Assistant Professor in Nonprofit Management, Committee Member. (2017).
      Master in International Affairs Committee, Committee Member. (December 2014 - June 2016).
   C. Service to the College
      Baruch College Self-Study Working Group, Committee Member. (April 2018 - Present).
      Baruch College Strategic Plan Implementation Plan Working Group. (April 2018 - Present).
      Undergraduate Honors Committee, Committee Member. (September 2017 - Present).
      Joint Committee on Research, School Representative. (September 2016 - Present).
   D. Service to the Graduate Center
   E. Service to the University

13. OFFICES HELD IN PROFESSIONAL SOCIETIES:
14. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:

Population Association of America (PAA), Member. (2014 - Present).

International Agricultural Trade Research Consortium (IATRC), Member. (2011 - Present).

Agricultural and Applied Economics Association (AAEA), Member. (2010 - Present).

American Economic Association (AEA), Member. (2008 - Present).


Agricultural Economics, Reviewer, Journal Article. (December 2017).

Food Policy, Reviewer, Journal Article. (September 2017).


Food Policy, Reviewer, Journal Article. (March 2016).

Food Policy, Reviewer, Journal Article. (September 2015).


Food Policy, Reviewer, Journal Article. (February 2015).


Food Policy, Reviewer, Journal Article. (December 2011).

International Agricultural Trade Research Consortium (IATRC), Discussant, Annual Meeting. (2011).


15. TEACHING ACTIVITIES AT BARUCH:

A. Courses Taught

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Spring 2018).

PAF 9450, International Development, Graduate, new course preparation, (Spring 2018).

PAF 9130, Economic Analysis and Public Policy, Graduate, (Fall 2017).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Fall 2017).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Spring 2017).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Spring 2017).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Fall 2016).
D'Souza, Anna (cont'd)

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Fall 2015).

PAF 9699, Special Topics: Food Policy, Graduate, new course preparation, (Fall 2015).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Spring 2015).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Spring 2015).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Fall 2014).

PAF 3102, Economic Analysis of Public Policy, Upper Division, Undergraduate, (Fall 2014).

B. New courses/programs developed

PAF 9450, International Development, Graduate, new course preparation, (Spring 2018).

PAF 9699, Special Topics: Food Policy, Graduate, new course preparation, (Fall 2015).

16. CERTIFICATION ITEM:

I hereby certify that the information given above is accurate and complete to the best of my knowledge.

Signature of faculty member

August 20, 2018

Date

Signature of department chairperson

5/2/15

Date
BARUCH COLLEGE
Appointment of Professor Nizan Packin with Early Tenure at Baruch College

WHEREAS, Professor Nizan Packin has published ground-breaking research in the regulation of emerging technologies in the financial sector; and

WHEREAS, she has been a visiting fellow at Haifa University and is an affiliated scholar at Indiana University’s Program on Governance of the Internet and Cybersecurity; and

WHEREAS, Professor Packin has proven to be an outstanding classroom teacher and member of the Baruch faculty; therefore be it

RESOLVED, that Nizan Packin of the Law Department of the Zicklin School of Business at Baruch College be awarded early tenure in accordance with bylaw 6.2.c.(2) effective September 1, 2019.

EXPLANATION: Professor Packin is a prolific scholar, having published eleven articles in top law reviews. She is an expert in the regulation of emerging technologies in the financial sector. She has received visiting fellowships at Haifa University, School of Law and is an affiliated scholar at Indiana University’s Program on Governance of the Internet and Cybersecurity. In addition she is an excellent teacher, receiving high ratings on her student evaluations in addition to being an active faculty member of the Baruch community.

One external reviewer has stated “…Dr. Packin is building on and entering a field of gifted scholars from whom she has learned and with whose work she is in conversation…”

A second reviewer writes “…Professor Packin’s scholarship on innovative financial technology is cutting-edge and original…Many of her pieces in this area are seminal works and broke new ground upon their publication,” and “She is an excellent ambassador for your institution, and she increased my already deep respect for your school.”

And yet another external colleague wrote, “Each of the articles I reviewed deals with extremely significant issues and does so in a way that is groundbreaking and crucial. Professor Packin’s scholarship is original and the quality of scholarship is outstanding.” As well as, “The inclusion of Packin’s work in the annotations of the Code of Federal Regulations is a proxy for how valuable her research is to her legal peers.”

Professor Packin is an outstanding teacher. A colleague observing her, noted that she created an excellent classroom environment in which students are comfortable asking and responding to questions.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: **10.25.18**

College or Unit: **Baruch College**

Name of Candidate **Nizan Packin**

Department: **Law**

Appointment Title: **Assistant Professor**

Full-Time Tenured _____ Full-Time Tenure Track _____x_____

Date of Initial Appointment: **08/27/2013**

Summary of Action: _____ Reappointment with Early Tenure _x_

By-law to be waived/applied: **6.2.d**

Waiver requested for: **Re-appointment with Tenure_____x_______**

Date of Departmental P&B: **September 20, 2018**

Date of College-wide P&B: **October 9, 2018**

Waiver effective as of (starting date): **September 1, 2019**

I hereby certify that this request for a waiver of the *Bylaws* is for the good of the institution.

---

(President’s/Provost’s signature)

---

(David P. Chrisdy)

(President’s/Provost’s name, typed or printed)
WAIVER JUSTIFICATION

Name: Niran Packin  
Unit/College: Baruch College

Department: Law

Please summarize your justification for requesting a waiver. Give examples of the candidate’s publications, quality of teaching, honors, service and other achievements. You are encouraged to use only the space provided on this template but may add a second page if needed, particularly in the case of justification for early tenure.

Professor Packin has developed an outstanding record of scholarship, teaching and service. She has published eleven (11) articles (seven sole-authored) in premier law reviews (e.g., *The Indiana Law Journal, William and Mary Law Review, Houston Law Review, Washington University Law Review*). She is an expert in the regulation of emerging technologies in the financial sector. Her work is regularly featured at academic symposia, and she has received visiting fellowships at Haifa University School of Law. She is also an affiliated scholar at Indiana University’s Program on Governance of the Internet and Cybersecurity. External reviews of her scholarship were uniformly positive, noting the quality of the journals in which she has published, the rigorous analysis presented and significance of her work. For example, one reviewer noted that “Professor Packin is a prolific, nationally recognized scholar who has published numerous ground-breaking articles; her work exceeds the requirements for tenure and promotion to Professor of Law at (prominent) Law, and should satisfy the tenure and promotion standards of any institution.”

Professor Packin is an exemplary teacher. Her peer evaluations are excellent. For example, one peer evaluator noted: “Professor Packin has obviously created an excellent classroom environment in which students are comfortable asking questions and responding to questions. Professor Packin made outstanding use of classroom technology.” Likewise, her student evaluations are very high with most of her scores above 4.5 (on 5 point scale). She has also been active in course development, particularly in her area of scholarship: Financial Regulation of Emerging Technologies.

Professor Packin is an active member of the faculty and is always willing to serve the Department, School and College. Here are a few examples: Professor Packin has served on the Department Faculty Search Committee, and she was recently elected to the Departmental Executive Committee. She has been the Zicklin School representative to the Marxe School of Public and International Affairs Curriculum Committee. She has served on College committees including Assessment and Continuous Improvement. She has also served as Secretary to the Zicklin faculty and as an advisor to Delta Sigma Pi.

Attach the Request Form; candidate’s CV; outcome of all P & B meetings; candidates personal statement; summary of student course evaluation; peer reviews; a list of referees, with those selected by the department marked with an asterisk; letters from outside referees, and other relevant information. Please send in a format compatible with Word for Windows 2003. Email these materials to Kenneth_Nor@manv.cuny.edu.
Packin, Nizan G.

1. **EDUCATION:**

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<tr>
<td>SJD - Doctorate in Law</td>
<td>University of Pennsylvania, School of Law</td>
<td></td>
<td>2014</td>
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<td>LLM</td>
<td>Columbia University, School of Law</td>
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<td>BA</td>
<td>Haifa University</td>
<td>Economics</td>
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<tr>
<td>LLB</td>
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2. **FULL-TIME ACADEMIC EXPERIENCE:**

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<tr>
<td>Baruch College</td>
<td>Assistant Professor of Law</td>
<td></td>
<td>August 27, 2013 - Present</td>
</tr>
<tr>
<td>Haifa University, Faculty of Law</td>
<td>Teaching and Research Assistant</td>
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<td>August 2005 - August 2006</td>
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<th>Rank</th>
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<tr>
<td>University of Pennsylvania</td>
<td>Visiting Scholar</td>
<td></td>
<td>January 1, 2015 - January 1, 2016</td>
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<tr>
<td>Baltimore University</td>
<td>Coordinator of The Haifa Woman for Woman (Isha Le’Isha)</td>
<td>University Workshop Instructor</td>
<td>June 2006 - August 2006</td>
</tr>
<tr>
<td>Summer Law institute</td>
<td></td>
<td></td>
<td>2006</td>
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<tr>
<td>Union Settlement</td>
<td>Board Member</td>
<td>December 2015 - Present</td>
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<tr>
<td>Skadden, Arps, Slate, Meagher &amp; Flom LLP</td>
<td>Associate, Corporate Restructuring Group</td>
<td>October 2007 - July 2013</td>
</tr>
<tr>
<td>Honorable Jack B. Weinstein, United States District Court, Eastern District of New York</td>
<td>Student Clerk</td>
<td>January 2007 - May 2007</td>
</tr>
<tr>
<td>Justice Salim Joubran, Supreme Court of Israel</td>
<td>Law Clerk</td>
<td>March 2005 - March 2006</td>
</tr>
<tr>
<td>Hod Sokol LLP</td>
<td>Intern</td>
<td>December 2003 - May 2004</td>
</tr>
<tr>
<td>The IDF Junior Command</td>
<td>Teacher</td>
<td>1999 - 2001</td>
</tr>
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5. EMPLOYMENT RECORD AT BARUCH:

Rank
Assistant Professor of Law

Dates
August 27, 2013 - Present

6. PUBLICATIONS IN FIELD OF EXPERTISE:

A. Books:

B. Papers in Professional Journals:

(1) Articles:


Packin, Nizan G. (cont'd)


(2) Proceedings:


C. Chapters in Books:


D. Government Reports or Monographs:

E. Book Reviews:


7. OTHER PUBLICATIONS:


Packin, Nizan G. (cont’d)


8. PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES:
Packin, N. (cont'd)

Packin, N., National Business Law Conference, University of Georgia, Georgia, "Cryptojacking and Ethics in Crypto Currency", Conference, Accepted. (June 2018).


Packin, N., Annual Privacy Law Conference, Tel Aviv University, Tel Aviv, Israel, "In Big Data Algorithms We Trust." Conference, Accepted. (May 2018).


Packin, N., National Business Law Conference, University of Utah, S.J. Quinney College, Utah, "Too-Big-To-Fail 2.0: Cybersecurity & Digital Service Providers", Conference, Accepted. (June 8, 2017).


Packin, N., Inaugural Ostrom Workshop Colloquium on Cybersecurity and Internet Governance, Indiana University Bloomington, IN, Indiana, "Too-Big-To-Fail 2.0: Cybersecurity & Digital Service Providers:“, Conference, Accepted. (April 27, 2017).


Packin, Nizan G. (cont'd)


Packin, N., Ethics of Big Data, Indiana University, Bloomington, Indiana University, IN, "On Social Credit", Conference, International, Accepted. (April 9, 2016).


Packin, N., Institute for Economic Inquiry, Creighton University School of Law & Heider College of Business, Creighton University, Omaha, NE, "On Loans And Credit And The Right To Be Unpopular", Workshop, Invited. (October 30, 2015).

Packin, N., Law Faculty Forum, Creighton University School of Law & Heider College of Business, Creighton University, Omaha, NE, "On Loans And Credit And The Right To Be Unpopular", Workshop, Invited. (October 29, 2015).


Packin, Nizan G. (cont'd)


Packin, N., Baruch's Law Department Scholarship Series, Zicklin School of Business, Baruch, "Supersize them? Too-Big-To-Fail Banks and Their Subsidies". (April 8, 2014).

Packin, N., University of Pennsylvania, Faculty of Law. (February 26, 2014).

Packin, N., Hebrew University, Faculty of Law. (December 30, 2013).

Packin, N., 3rd Mid-Atlantic SJD Roundtable, American University Faculty of Law, D.C. (December 6, 2013).


Packin, N., XVIIIth Annual Forum of Young Legal Historians, Faculty of Law, Maastricht University, Netherlands, "European Traditions: Integration or Disintegration". (2011).

9. WORK IN PROGRESS:
   A. Papers submitted to journals for consideration.
   B. Other completed papers.
   C. Research in progress:
      "In Big Data Algorithms We Trust."

10. PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:
Affiliated Faculty, Indiana University Bloomington - Program on Governance of the Internet and Cybersecurity, Service, Professional. (January 2017).

Israeli Ministry of Science and Technology, Haifa University’s Minerva Center for the Rule of Law under Extreme Conditions. (June 2016).
recipient of a grant funded by the Israeli Ministry of Science and Technology, through Haifa University’s Minerva Center for the Rule of Law under Extreme Conditions

Research Fellow, Minerva Center – Cyber Initiative, Haifa University School of Law, Scholarship/Research. (May 2016).

A $2,000 Honorarium Law & Economics Center’s LEC Workshop for Law Professors on the Economics of Public Pension Reform, GMU LEC. (February 11, 2016).

A $1,500 Honorarium LEC Workshop for Law Professors on Austrian Law & Economics, GMU LEC. (October 9, 2015).

Paper elected for Academy of Legal Studies in Business Conference Proceedings

A $1,000 Honorarium LEC Workshop for Law Professors, GMU LEC. (July 12, 2015).


Admitted also to the United States District Court, Southern District of New York.

New York State Courts Access to Justice Program Pro Bono Award, New York County Lawyer’s Association, New York State Bar Association, and the Office of the NYC Mayor. (2008), 2008-2012

Dean’s Distinguished Merit Scholarship, Columbia University, School of Law, University. (2007).


11. GRANTS-IN-AID:

Packin, N., Grant, PSC CUNY, Baruch College - CUNY, $3,500.00. (start: July 15, 2016).

12. INSTITUTIONAL SERVICE:
A. Service to the Department
Law Department Executive Committee Member. (May 2018 – present).

Law Department Search Committee, Equity Advocate. (May 2017 - December 2017).

Law Department Search Committee, Committee Member, Appointed. (May 2017 - December 2017).

New Honors Student Course Development. (January 2016 - May 2016).  
The class, which is the 4th honor seminar, is focused on the future of NYC, and the financial industry.

Developed materials for a new special topic course.

The Law Department Faculty Forum, Secretary for the Faculty Forum, Appointed. (October 2013 - October 2014). 
Take notes and prepare the minutes for the Law Department Faculty Forum meetings.

Helped a departmental committee develop materials for a new course materials for the new compliance concentration for students in an accounting MS program.

B. Service to the School

Secretary of the Faculty of Zicklin School of Business, Executive Secretary, Elected, Pro Bono. (August 31, 2015 - 2016).

Ad Hoc Continuous Improvement Committee / Continuous Improvement Committee, Committee Member, approximately 15 hours spent for the year, Appointed, Pro Bono. The committee aims to generate more conversations, clarify and streamline assessment procedures, and improve our curricular efforts – not just for accreditation purposes but for the benefit of faculty and students. The committee is a valuable liaison between administration and the faculty in helping to make those conversations fruitful. The committee started as an ad hoc committee in October 2014, and became official on May 26, 2015, as the Zicklin new bylaws were passed. (October 13, 2014 - Present). 
Served on the ad hoc Continuous Improvement committee and, among other things, helped prepare for the school-wide AACSB reaccreditation.

Zicklin Undergraduate Orientation Welcoming Members, Faculty Advisor, approximately 2 hours spent for the year. (August 5, 2015).
Served as the Law Department Zicklin Undergraduate Orientations representative on one of the orientation events.

BBA Learning Assurance Committee, Committee Member, Appointed. (October 2013 - May 26, 2015).
As a member in the committee the responsibilities include help collecting data on the BBA learning goals: written communication skills and analytical skills. The responsibilities also include analyzing the data that were collected last year on global awareness and oral communication skills.

Zicklin Undergraduate Business Case Club, Serve as the professor presenting the business case, approximately 12 hours spent for the year, Pro Bono. (April 28, 2015).
The Zicklin undergraduate case club has participating faculty present business cases that the students then try to analyze. This club is an excellent way to achieve a well-rounded education as well as to gain critical thinking skills--- one of the prime objects of a higher education. The club hosts a large group of undergraduates and works with the Finance and Economics Society. I presented a business law case study about executive compensation.

C. Service to the College

The School of Public Affairs Curriculum Committee, Committee Member, Appointed, Pro Bono. (May 20, 2015 - Present).
A Zicklin Representative to the School of Public Affairs Curriculum Committee.

A College-Wide Assessment Committee, Committee Member, Appointed, Pro Bono. (May 2015 - Present).

Chapter Advisor for Delta Sigma Pi, Faculty Advisor, Elected, Pro Bono, Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; to encourage scholarship, social activity and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture and the civic and commercial welfare of the community. (September 2014 - Present).
The Chapter Advisor must be a member of the school's faculty or administration, elected by a majority vote of the chapter and reported to the Central Office. The advisor supervises the chapter's activities and offers guidance to its members.

Admitted Students Day, Faculty Advisor, approximately 2 hours spent for the year. (March 23, 2014).
Represented the Department of Law at a college wide event for admitted students on Sunday, March 23, 2014.

College For A Day, Faculty Mentor. (November 8, 2013).
Present to Macaulay candidates and talented high school students and teach a legal class as part of the CFAD schedule.

D. Service to the Graduate Center

E. Service to the University

13. OFFICES HELD IN PROFESSIONAL SOCIETIES:

Global Association of Risk Professionals, GARP, member.

Academy of Legal Studies in Business, ALSB, Member, National. (September 2013 - Present).

Conference on Empirical Legal Studies, CELS, Member, National. (September 2013 - Present).

Entrepreneurship Research Society, ERS, Member. (September 2013 - Present).

The Entrepreneurship Research Society fosters the development of entrepreneurship study and entrepreneurship as a social science.

American Bar Association, ABA, Member, National. (October 2008 - Present).

The American Bar Association is one of the world’s largest voluntary professional organizations, with nearly 400,000 members and more than 3,500 entities. It is committed to doing what only a national association of attorneys can do: serving our members, improving the legal profession, eliminating bias and enhancing diversity, and advancing the rule of law throughout the United States and around the world.

New York Bar Association, Member. (2008 - Present).

The Jewish Education Project, UJA, Board member observer. (2011 - 2012).


14. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:

American Business Law Journal, Reviewer, Journal Article, approximately 40 hours spent for the year, Appointed, Pro Bono, The reviewers are the lifeblood of the Journal, reading, analyzing, giving comments and deciding if to accept, reject or send an article for corrections. (September 1, 2014 - Present).

United Nations - International Trade Law Division-UNCITRAL, Legal Affairs Office, Observer / participant, New York., NY, U.S., Pro Bono, International, UNCITRAL's business is the modernization and harmonization of rules on international business. In order to increase these
opportunities worldwide, UNCITRAL is formulating modern, fair, and harmonized rules on commercial transactions. In particular, Working Group V focuses on formulating international rules regarding global bankruptcies. (April 21, 2014 - Present).

Co-organized the Mid-Atlantic Academy of Legal Studies in Business Annual Conference at Baruch with representative from Penn State as well as the Zicklin Corporate Ethics Center.

15. TEACHING ACTIVITIES AT BARUCH:
A. Courses Taught

**LAW 3102, Law of Business Organizations, 78, 6 credit hours, Undergraduate, (Fall 2017).**

**LAW 1101, Fundamentals of Business Law, 78, 6 credit hours, Undergraduate, (Fall 2017).**

**LAW 1101, Fundamentals of Business Law, 78, 6 credit hours, Undergraduate, (Fall 2016).**

**LAW 4093, Financial Regulation of Emerging Technologies, (Spring 2016).**

**IDC, Future of NYC & Financial Technologies, (Spring 2016).**

**LAW 3102, Law of Business Organizations, 78, 6 credit hours, Undergraduate, (Fall 2015).**

**LAW 1101, Fundamentals of Business Law, 38, 3 credit hours, Undergraduate, (Spring 2015).**

**LAW 1101, Fundamentals of Business Law, 41, 3 credit hours, Undergraduate, (Spring 2015).**

**LAW 1101, Fundamentals of Business Law, 37, 3 credit hours, Undergraduate, (Fall 2014).**

**LAW 1101, Fundamentals of Business Law, 38, 3 credit hours, Undergraduate, (Fall 2014).**

**LAW 1101, Fundamentals of Business Law, 38, 3 credit hours, Undergraduate, (Fall 2014).**

**LAW 1101, Fundamentals of Business Law, 38, 3 credit hours, Undergraduate, (Spring 2014).**

**LAW 3102, Law of Business Organizations, 48, 6 credit hours, Undergraduate, (Spring 2014).**

**LAW 1101 - 0045, Fundamentals of Business Law, 37, 3 credit hours, Undergraduate, (Fall 2013).**

**LAW 1101 - 0048, Fundamentals of Business Law, 37, 3 credit hours, Undergraduate, (Fall 2013).**

**LAW 1101 - 0050, Fundamentals of Business Law, 37, 3 credit hours, Undergraduate, (Fall 2013).**
Packin, Nizan G. (cont'd)

B. New courses/programs developed

16. CERTIFICATION ITEM:

I hereby certify that the information given above is accurate and complete to the best of my knowledge.

[Signature]
3/27/18

Professor Valerie J. Watnick

[Signature]
3/22/18

Professor Nizan G. Packin

Date

Date
BARUCH COLLEGE
Appointment of Professor Sarah Bishop with Early Tenure at Baruch College

WHEREAS, Dr. Sarah Bishop has published extensively, including having one book in print and one in press, in the area of nationalism, citizenship, migration and the media; and

WHEREAS, she has received grants to support her research from numerous institutions such as The Schlesinger Library at Harvard University and the Diversity Projects Development Fund; and

WHEREAS, Dr. Bishop has received praise for her undergraduate and graduate teaching from both her peers and her students as well as been an active member of the City College community; therefore be it

RESOLVED, that Sarah Bishop of the Communications Department of the Weissman School at Baruch College, be awarded early tenure in accordance with bylaw 6.2.c.(2) effective September 1, 2019.

EXPLANATION: Dr. Bishop has published extensively in the areas of nationalism, citizenship, migration and the media. She has one book already in print and one in press, in addition to five refereed journal articles. Dr. Bishop has also received grants from The Schlesinger Library at Harvard University, the Waterhouse Family Institute at Villanova University, the Center for Intercultural Dialogue, and the Diversity Projects Development Fund to name some of her funders. She has developed and taught graduate and undergraduate courses including Macaulay Honors classes and received praise on her teaching from both her peers and her students. She has also served on various committees in her departments, school and at the college.

An external reviewer has stated, “In short, in Professor Bishop, we find a research superstar. There is absolutely no evidence that her research pace is slowing down in any way, and thus Professor Bishop shows tremendous promise of future productivity…the awarding of tenure and promotion should be uncontroversial…”

Another reviewer wrote “This is an impressive quantity of publication, but it does not stand on quantity alone; it represents scholarship that is highly articulate, well-grounded theoretically, and enormously socially relevant to our times.”

And a third has said “I urge the department and the college to grant her tenure, and furthermore to continue to nurture this scholar’s ground-breaking research on some of the most pressing issues we fact today.”

In addition to developing undergraduate courses both for Baruch and the Macaulay Honors College, Dr. Bishop’s teaching gets high praise both from her colleagues and her students.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: **10.25.18**

College or Unit: **Baruch College**

Name of Candidate: **Sarah Bishop**

Department: **Communications**

Appointment Title: **Assistant Professor**

Full-Time Tenured ________ Full-Time Tenure Track ____ x ____

Date of Initial Appointment: **08/27/2014**

Summary of Action: **Reappointment with Early Tenure**

By-law to be waived/applied: **6.2.d**

Waiver requested for: **Re-appointment with Tenure____ x ______**

Date of Departmental P&B: **September 12, 2018**

Date of College-wide P&B: **October 9, 2018**

Waiver effective as of (starting date): **September 1, 2019**

I hereby certify that this request for a waiver of the Bylaws is for the good of the institution.

\[Signature\]

(President's/Provost's signature)

\[Signature\]

(President's/Provost's name, typed or printed)
WAIVER JUSTIFICATION

Name: Sarah Bishop

Department: Communication Studies

Unit/College: Baruch College

By means of this memo I am recommending that Assistant Professor Sarah Bishop, be considered for an early tenure appointment in the Department of Communication Studies at Baruch College.

Since joining Baruch College in fall 2014, Dr. Bishop has done an outstanding job as scholar as evidenced by her publication record (five articles, one published book, and one in press) in the areas of nationalism, citizenship, migration, and media. She has also been awarded grants from The Schlesinger Library at Harvard University, the Waterhouse Family Institute at Villanova University, the Center for Intercultural Dialogue, the National Communication Association, the Urban Communication Foundation, the Diversity Projects Development Fund, and the Eugene Lang Foundation.

As a teacher, Dr. Bishop has designed, developed and taught several undergraduate and graduate courses, in Communication Studies (UG and G), the Marxe MA in International Affairs, Feit and Macaulay Honors classes. Her annual teaching evaluations based on student evaluations and peer observations have been high and celebrated by both students and her peers.

As college citizen, Dr. Bishop she has served and participated in departmental, School, and College committees and activities.

Given all of the above as well as for the support she has from her peers at her department, I strongly recommend her to be considered for an early tenure decision.

Attach the Request Form; candidate’s CV; outcome of all P & B meetings; candidates personal statement; summary of student course evaluation; peer reviews; a list of referees, with those selected by the department marked with an asterisk; letters from outside referees, and other relevant information. Please send in a format compatible with Word for Windows 2003. Email these materials to Kenneth.Nov@mail.cuny.edu.
1. **EDUCATION:**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph D</td>
<td>University of Pittsburgh</td>
<td>Communication: Media and Culture</td>
<td>2014</td>
</tr>
<tr>
<td>MA</td>
<td>New York University</td>
<td>Media, Culture, and Communication</td>
<td>2009</td>
</tr>
<tr>
<td>BA</td>
<td>The University of Akron</td>
<td>Communication</td>
<td>2008</td>
</tr>
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2. **FULL-TIME ACADEMIC EXPERIENCE:**

<table>
<thead>
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<th>Institution</th>
<th>Rank</th>
<th>Field</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch College</td>
<td>Assistant Professor</td>
<td>Communication Studies</td>
<td>August 28, 2014 - Present</td>
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</tbody>
</table>

3. **PART-TIME ACADEMIC EXPERIENCE:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>Field</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute for the Study of Human Rights, Columbia University</td>
<td>Visiting Research Fellow</td>
<td>Media and Communication</td>
<td>August 2018 - December 2018</td>
</tr>
<tr>
<td>The University of Bremen</td>
<td>Visiting Research Fellow</td>
<td>Communication</td>
<td>November 19, 2017 - December 16, 2017</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Teaching Fellow</td>
<td>Communication</td>
<td>August 20, 2011 - August 1, 2014</td>
</tr>
<tr>
<td>The University of Akron</td>
<td>Adjunct Instructor</td>
<td>Communication</td>
<td>August 15, 2010 - May 31, 2011</td>
</tr>
<tr>
<td>Kent State University</td>
<td>Adjunct Instructor</td>
<td>Communication</td>
<td>January 7, 2011 - May 30, 2011</td>
</tr>
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</table>

4. **NON ACADEMIC EXPERIENCE:**

<table>
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<tr>
<th>Place of Employment</th>
<th>Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stark State College</td>
<td>Auxiliary Academic Advisor</td>
<td>August 15, 2010 - August 15, 2013</td>
</tr>
<tr>
<td>The International Institute of Akron</td>
<td>Volunteer, Refugee</td>
<td>August 1, 2009 - August 1, 2011</td>
</tr>
<tr>
<td>Mayor Michael Bloomberg's Office of Immigrant Affairs</td>
<td>Resettlement Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intern, Communications Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 15, 2008 - January 1, 2009</td>
</tr>
</tbody>
</table>

5. **EMPLOYMENT RECORD AT BARUCH:**
Bishop, Sarah C. (cont’d)

6. PUBLICATIONS IN FIELD OF EXPERTISE:
   A. Books:


   https://www.routledge.com/products/9781138947474

   B. Papers in Professional Journals:
      (1) Articles:


   http://www.tandfonline.com/eprint/ydUKqsA2kFk7Mb7xD1g5g/full


   http://www.tandfonline.com/action/journalInformation?show=editorialBoard&journalCode=jac20#.VPe6KbPF9yc


   http://jsi.sagepub.com/content/early/2013/01/24/1028315312472983


(2) Proceedings:

C. Chapters in Books:


D. Government Reports or Monographs:

E. Book Reviews:

7. OTHER PUBLICATIONS:


8. PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES:


Bishop, Sarah C. (cont'd)


Bishop, S., ZeMKI Research Seminar, University of Bremen, Bremen, Germany, "Immigrant Rights and Digital Activism", Seminar, Invited. (December 2017).


Bishop, S., Preconference of the International Communication Association, International Communication Association, Fukuoka, Japan, "Knowledge, Ignorance, and Media Performance:
Bishop, Sarah C. (cont'd)


Bishop, S. C. (Presenter & Author), Annual Meeting of the Eastern Communication Association, Eastern Communication Association, Pittsburgh, Pennsylvania, "This is Not How I Want My
Bishop, Sarah C. (cont'd)


9. WORK IN PROGRESS:
A. Papers submitted to journals for consideration.


Bishop, Sarah C. (cont'd)

B. Other completed papers.

C. Research in progress.

This project critically analyzes the role of storytelling in the asylum process in the United States to elucidate how stories enable and restrain asylum seekers in their efforts to establish themselves as deserving of protection from the U.S. government. The goal of this work is to enfranchise the currently underrepresented voices of asylum seekers and gain firsthand insights into their communicative encounters with the U.S. immigration system that determines their futures.

Bishop, Sarah, "Creative Dissuasion: An International Analysis of Governmental Media Campaigns to Deter Asylum Seekers", On-Going, Scholarly.
In recent years, the United States, Australia, and Norway have developed and launched informational multimedia campaigns targeted at unwanted groups and have disseminated these media in strategic international locales. These media constitute a unique convergence of political media, visual rhetoric, and international communication. This project will interrogate the visual and textual facets of these campaigns using critical narrative analysis. Analyzing the attempts to discourage immigration from these three contemporary campaigns that span three continents promises to yield insights regarding nation branding, the facility and limitations of media for dissuading potential migrants, and narrative tropes in political migration discourse.

10. PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:

$50 prize for creative assignment design

For the book U.S. Media and Migration: Refugee Oral Histories (Routledge, 2016)

Outstanding Book Award, International and Intercultural Division, National Communication Association, Scholarship/Research, National. (October 2017).
For the book U.S. Media and Migration: Refugee Oral Histories (Routledge, 2016)

I won the $1500 faculty prize for my chapter, "Learning the Story for Myself: Growing Up Undocumented." The chapter was described by the members of the committee as: “a compelling
Bishop, Sarah C. (cont'd)

account of the many harms resultant from being brought to the United States without legal status as a child."

2016 Faculty Service Award for the Weissman School of Arts and Sciences, Baruch College Alumni Association, Service, University, School. (May 2, 2016).


Travel Grant Award, Midwest Popular culture Association, Scholarship/Research. (October 13, 2012).

11. GRANTS-IN-AID:


Bishop, S., Grant, "CUNY Book Completion Fellowship", Local, $5,000.00, Funded. (start: April 2018, end: June 30, 2018).

Bishop, S., Sponsored Research, "Research Fellowship", ZeMKI Center for Media, Communication, and Information, $5,300.00, Funded. (start: November 2017, end: December 2017).

Bishop, S., Sponsored Research, Dean's Office, Weissman School of Arts & Sciences, Baruch College - CUNY, $2,000.00, Funded. (start: 2017, end: 2017).


Medved, C., Bishop, S., Grant, "Intergenerational Success Narratives in Undocumented Families", PSC-CUNY, Baruch College - CUNY, $3,500.00, Funded. (start: July 1, 2016, end: June 30, 2017).

Bishop, S., Sponsored Research, "Eugene M. Lang Junior Faculty Research Fellowship", $5,974.00, Funded. (start: June 1, 2016, end: June 30, 2017).
Bishop, Sarah C. (cont'd)

Bishop, S., Sponsored Research, "PSC CUNY", CUNY, $3,500.00, Funded. (sub: December 2015, start: May 2016, end: December 2016).

Bishop, S. C. (Principal), Sponsored Research, "Postdoctoral Fellowship, Global Change in a Dynamic World (declined)". University of South Florida, Private, $80,000.00. (sub: December 2013, start: August 2014, end: August 2016).

Bishop, S., Sponsored Research, "Diversity Projects Development Fund", City University of New York, $5,000.00, Funded. (start: December 2015, end: June 2016).

Bishop, S., Grant, "Paula Berggren Enrichment Fund", Local, $1,400.00, Funded. (start: January 2016, end: May 2016).

Bishop, S., Sponsored Research, "Faculty Fellowship Publication Program", CUNY Office of Diversity, Funded. (start: January 2016, end: May 2016).

Bishop, S., Sponsored Research, "Fellowship for Hybridization", Center for Teaching and Learning, Baruch College, Baruch College - CUNY, Funded. (start: October 2015, end: May 2016).

Bishop, S. C. (Principal), Sponsored Research, "AAUW American Fellowship (declined)". American Association for University Women, Private, $20,000.00. (sub: November 9, 2013, start: August 2014, end: July 2015).


Bishop, S. C. (Principal), Grant, "Research Grant, Waterhouse Family Institute," Villanova University, Private, $3,890.00, Funded. (sub: May 1, 2013, start: December 2013, end: July 2014).

Bishop, S. (Principal), Sponsored Research, "Full Tuition Scholarship", Dietrich School of Arts and Sciences, University of Pittsburgh, Private, $18,000.00. (sub: February 2011, start: August 2011, end: June 2014).

Bishop, Sarah C. (cont'd)

Bishop, S. C. (Principal), Grant, "Oral History Grant", Schlesinger Library at Harvard University, Private, $3,000.00, Funded. (sub: May 7, 2013, start: September 2013, end: November 2013).


12. INSTITUTIONAL SERVICE:
A. Service to the Department

Communication Studies Graduate Curriculum Committee, Committee Member, approximately 8 hours spent for the year, Pro Bono. (February 2016 - Present).

Observation of Adjunct Faculty Classes, Observer and Reporté, approximately 10 hours spent for the year, Appointed. (2014 - 2018).
Observe adjunct faculty classes and syllabi each semester, write observation reports for each, conference with each of the four faculty members to discuss best practices for teaching

Executive Committee, Committee Member, Elected. (May 2015 - May 2018).

Global Media Cultures MA, Co-facilitator, Writer, approximately 20 hours spent for the year, Appointed. (September 2015 - February 2018).

Search Committee, Committee Member, approximately 50 hours spent for the year, Appointed, Pro Bono. (September 2016 - February 2017).
Served on a search committee that resulted in the successful hiring of two assistant professors and one lecturer in the Department of Communication Studies

Search Committee, Committee Member, approximately 20 hours spent for the year, Appointed. (October 2015).
Served on a search committee that resulted in the successful hiring of one assistant professor.

Master of Arts in Global Media Cultures Planning Group, Committee Member, approximately 10 hours spent for the year, Attendance at and participation in multiple meetings for the planning of the new MA in Global Media Cultures; specifically, I served in the working group dedicated to the "Mission" of the new program. (August 2014 - May 2015).

Corporate Communication New Graduate Student Orientation, Attendee, Meeting, approximately 8 hours spent for the year, Pro Bono. (August 13, 2014).
Presented my research and teaching interests to new graduate students.
B. Service to the School

Weissman Graduate Affairs Committee, Committee Member, approximately 8 hours spent for the year. (2017 - Present).

Weissman Representative to the Marxe School, approximately 6 hours spent for the year, Elected, Pro Bono. (2017 - 2018).

Hiring Committee, Admissions Senior Advisor for Graduate Programs, Committee Member. (June 2018).

Hiring Committee, Admissions Senior Advisor, Weissman School, Committee Member. (June 5, 2018 - June 11, 2018).

Organizer, Immersive Worlds: Science, Narrative and the Arts, approximately 40 hours spent for the year, Pro Bono. (November 2015 - April 2016).
Organized a day long conference on Immersion that hosted twelve speakers from different fields working in immersive science, narrative, or the arts.

Global Initiatives, Committee Member, approximately 5 hours spent for the year, Appointed, Meeting of faculty selected by Dean Peck to continue Weissman's global studies initiative. (May 18, 2015).

C. Service to the College

Baruch College Commencement, Marshal, approximately 5 hours spent for the year. (May 2018).

Immigration Teach-In, Committee Member, approximately 20 hours spent for the year, Pro Bono. (December 1, 2016).
With faculty members from MSPIA and Weissman, I hosted an immigration teach-in to discuss with students the implications of the 2016 Presidential election on the present and future of immigration in the U.S.

Debate Watch: Faculty Panel of Experts, Faculty Panel, approximately 6 hours spent for the year, Pro Bono. (October 2016).
Participation in Baruch's Debate Watch 2016 Faculty Panel

Baruch College Commencement, Faculty Marshal, approximately 4 hours spent for the year, Pro Bono. (May 24, 2016).

Immersion Conference 2016 Committee, Committee Member, approximately 20 hours spent for the year, Appointed, Pro Bono. (September 2015 - April 7, 2016).
Served on an interdepartmental committee for the planning of the 2016 Immersion Conference at Baruch.

Baruch College Convocation, (August 26, 2015).
Greeted parents and families of incoming freshman during the orientation reception.

Baruch Commencement 2015, Marshal, approximately 6 hours spent for the year, Appointed, Pro Bono, (June 3, 2015).
Serve as Marshal at the Baruch Commencement ceremonies at Barclays Center, June 3, 2015.

D. Service to the Graduate Center

E. Service to the University

CUNY Sanctuary Coalition, Committee Member, approximately 6 hours spent for the year, (2016 - Present).
Member of a cohort of NUCY-wide faculty working in support of immigrant rights through development of resources and sharing of information.

13. OFFICES HELD IN PROFESSIONAL SOCIETIES:

ICA is an academic association for scholars interested in the study, teaching, and application of all aspects of human and mediated communication. ICA began more than 50 years ago as a small association of U.S. researchers and is now a truly international association with more than 4,500 members in 80 countries. Since 2003, ICA has been officially associated with the United Nations as a non-governmental association (NGO).

National Communication Association, NCA, National. (March 1, 2012 - Present).
The National Communication Association advances Communication as the discipline that studies all forms, modes, media and consequences of communication through humanistic, social scientific and aesthetic inquiry.

The Cultural Studies Association (CSA), which was founded in 2003, is a non-profit association for scholarly purposes in the field of cultural studies. The goal of the CSA is to create and promote an effective community of cultural studies practitioners and scholars, to represent the field and its committed practitioners everywhere, and to advance cultural studies knowledges, projects, approaches, and methodologies throughout the world. Its members come from all over the world. The CSA provides a forum for scholars of cultural studies, in all its diverse manifestations, to exchange their work and ideas across disciplinary lines and institutional locations.

14. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:
Bishop, Sarah C. (cont'd)


Communication Review, Reviewer, Journal Article, approximately 4 hours spent for the year, Pro Bono. (March 2016).


Journal of Applied Communication Research, Reviewer, Journal Article, approximately 10 hours spent for the year, Pro Bono, National. (July 1, 2015 - September 30, 2015).


Mixteca Organization, Inc., Instructor and Community Organizer, Brooklyn, NY, approximately 100 hours spent for the year, Pro Bono. (2017 - Present).

Prospect Farm, Committee Member, Brooklyn, NY, approximately 40 hours spent for the year, Pro Bono. (2017 - Present).

Volunteer for IDNYC Day of Action, Brooklyn, New York, approximately 5 hours spent for the year, Pro Bono. (September 21, 2016).

15. TEACHING ACTIVITIES AT BARUCH:
A. Courses Taught

PAF 9420, Global Communication, Graduate, Classroom, (Spring 2018).

IDC 3001, The Peopling of New York City, 3 credit hours, Undergraduate, Classroom, (Spring 2018).

COM 9660, Privilege, Power, and Difference, Graduate, (Fall 2017).

COM 4100, Special Topics: Communication and Migration, 28, Undergraduate, new course preparation, (Fall 2017).

IDC 4050, Feit Seminar: Media, Migration, and Identity, 12, Undergraduate, new course preparation, (Spring 2017).
COM 3079, Gender, Ethnicity and Race in Communication, 28, Undergraduate, (Spring 2017).

IDC 3001, Macaulay Honors Seminar II: The People of New York, 19, Undergraduate, (Spring 2017).

COM 3057, Intro to Digital Communication and Culture, 28, Undergraduate, Hybrid (Part Classroom/Part On-Line), (Fall 2016).

COM 3057, Intro to Digital Communication and Culture, 28, Undergraduate, Hybrid (Part Classroom/Part On-Line), (Fall 2016).

COM 5010, Internship, Undergraduate, (Summer 2016).

COM 3079, Gender, Ethnicity and Race in Communication, 28, Undergraduate, (Spring 2016).

COM 3079, Gender, Ethnicity, and Race in Communication, 28, Undergraduate, (Spring 2016).

COM 3057, Introduction to Digital Communication and Culture, 16, 3 credit hours, Upper Division, Undergraduate, (Fall 2015).

COM 3057, Introduction to Digital Communication and Culture, 17, 3 credit hours, Upper Division, Undergraduate, Classroom, (Fall 2015).

COM 9660, Privilege Power and Difference in Corporate Contexts, 16, Graduate, Classroom, new course preparation, (Fall 2015).

COM 4101-73731, Gender, Ethnicity and Race in Communication, 27, 3 credit hours, Upper Division, Undergraduate, Classroom, (Spring 2015).

COM 4101-73732, Gender, Ethnicity and Race in Communication, 26, 3 credit hours, Upper Division, Undergraduate, Classroom, (Spring 2015).

COM 3057-73717, Introduction to Digital Communication and Culture, 26, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2015).

COM 4101-74937, Gender, Ethnicity and Race in Communication, 15, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Fall 2014).

COM 3077-74939, Interpersonal Communication, 28, 3 credit hours, Upper Division, Undergraduate, Classroom, (Fall 2014).

COM 3077-75647, Interpersonal Communication, 26, 3 credit hours, Upper Division, Undergraduate, Classroom, (Fall 2014).
B. New courses/programs developed

COM 4100, Special Topics: Communication and Migration, 28, Undergraduate, new course preparation, (Fall 2017).

IDC 4050, Feit Seminar: Media, Migration, and Identity, 12, Undergraduate, new course preparation, (Spring 2017).

COM 9660, Privilege Power and Difference in Corporate Contexts, 16, Graduate, Classroom, new course preparation, (Fall 2015).

COM 3057 - 73717, Introduction to Digital Communication and Culture, 26, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2015).

COM 4101 - 74937, Gender, Ethnicity and Race in Communication, 15, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Fall 2014).

16. CERTIFICATION ITEM:

I hereby certify that the information given above is accurate and complete to the best of my knowledge.

[Signature]
Signature of faculty member

[Signature]
Signature of department chair/person

8.21.18
Date

8/21/18
Date
LEHMANN COLLEGE

Appointment of Professor Siraj Ahmed with Early Tenure at Lehman College

WHEREAS, Dr. Siraj Ahmed has established himself as a top-ranked literary scholar in the overlapping fields of European Enlightenment literature, eighteenth century British administration of colonial England and contemporary postcolonial theory; and

WHEREAS, he has recently been awarded the prestigious Scaglione Prize for Comparative Literary Studies by the Modern Language Association, the main professional organization for Professors of language and literature; and

WHEREAS, he is an outstanding teacher of a full range of students from first semester composition courses through doctoral seminars; and

WHEREAS, Dr. Ahmed is the recipient of multiple research fellowships including from the National Endowment for the Humanities; therefore be it

RESOLVED, that Siraj Ahmed of the English Department Lehman College be awarded early tenure in accordance with bylaw 6.2.c.(2) effective September 1, 2019.

EXPLANATION: One external review noted “…The surest indicator of his merit lies in the venues he is publishing: Stanford University Press is among the top five presses publishing theoretically inclined work in the humanities; his articles are appearing in top-tier journals. That he is in dialogue with the foremost theorists and literary historians working today cannot be overemphasized because I cannot think of a better person to be writing his current project on the status of the refugee.”

About his Scaglione Award winning book, another reviewer wrote, “When I wrote to Stanford University Press, I described The Archeology of Babel as ‘highly thesis-driven’ and argued that is ‘will be a galvanizing publication…”

A third reviewer stated, “His work is bold, insightful and significant. His first book has become essential to postcolonial studies, and his second promises to be a major contribution to the field.

Dr. Ahmed is the author of two major books and multiple articles, establishing himself as a top-ranked literary scholar. His demanding speaking schedule provides increased recognition of CUNY and Lehman within the academic arena. He is an outstanding teacher both at Lehman and at the CUNY Graduate Center.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: November 19, 2018

College or Unit: Lehman College

Name of Candidate: Dr. Siraj Ahmed

Department: English

Appointment Title: Associate Professor

Full-Time Tenured _______ Full-Time Tenure Track ______ X

Visiting _______ Substitute _______ Adjunct _______

Date of Initial Appointment: August 27, 2012

Summary of Action: Early Tenure Recommendation

By-law to be waived/applied: Article VI: Section 6.2.c.(2) CUNY Bylaws

Waiver requested for (please check one):

Appointment _______ Promotion _______ Re-appointment with Tenure ______ X

Date of Departmental P&B: August 29, 2018

Date of College-wide P&B: November 6, 2018

Waiver effective as of (starting date) September 1, 2019

I hereby certify that this request for a waiver of the Bylaws is for the good of the institution.

[Signature]

(President’s/Provost’s signature)

Dr. Daniel E. Lemons, Executive-in-Charge and Dean of Academic Affairs

(President’s/Provost’s name, typed or printed)
November 19, 2018

Vita C. Rabinowitz  
Interim Chancellor  
The City University of New York  
205 East 42nd Street, 18th floor  
New York, NY 10017

Re: Early Tenure Recommendation  
Dr. Siraj, Associate Professor  
Department of English

Dear Dr. Rabinowitz:  

In the eight years since he joined the Lehman faculty as Assistant Professor in 2011, Siraj Ahmed has published two major books and some eight articles, establishing himself as a top-ranked literary scholar in the overlapping fields of European Enlightenment literature, eighteenth-century British administration of colonial England, and contemporary postcolonial theory. He is professionally active at a very high level – he has more than nine presentations relating to recent or future publications at major universities, research centers, and professional conferences in the US and abroad in 2018-2019 alone (so far). He is also a genuinely gifted teacher, both at Lehman College and the CUNY Graduate Center, and has emerged as a responsible citizen of both institutions, providing valuable service in the Lehman English Department during the three national searches it conducted last year and becoming increasingly active on faculty committees at the Graduate Center’s English PhD Program. It’s a pleasure to write this letter on behalf of a faculty member who has managed to be at the cutting edge of postcolonial theory, on the one hand, and on the other, to deliver pedagogically superb undergraduate and graduate courses. He is an example for others of how to achieve that difficult balance between scholarship and quality teaching in an instructional setting where such a balance has the highest possible impact on student success.

Patterson Professor Walter Blance’s Chair’s Report on Siraj Ahmed’s candidacy for promotion to Associate Professor in 2013 details how he came to Lehman in 2011 with a BA in English and Philosophy from the University of Pennsylvania and a PhD in English and Comparative Literature from Columbia University, along with a distinguished record of research and teaching. And how he merited promotion after only three semesters on the basis of outstanding teaching, service, and publication, most notably his first monograph, The Stillbirth of Capital: Enlightenment Writing and Colonial India (Stanford University Press, 2012). External reviewers Renee Bergland, Harriet Dicker, and Professor and Chair of English notes the “continuing impact” of Stillbirth: “It was reviewed positively [in Choice, The Journal of Postcolonial Writing, The Scribblarian, and Studies in English Literature (SEL)] when it was published; since then, it has become an essential part of the bibliography of postcolonial theory. It is cited with increasing frequency. In my opinion, works of postcolonial scholarship that do not engage with the critique presented in Ahmed’s first book are, quite simply, uninformed.”

Professor Blance’s Chair’s Report in 2018 focuses on his accomplishments since his promotion in 2013, accomplishments which more than qualify him for early tenure. These include first-rate teaching of over a dozen courses, important service in Lehman English and at the GC’s English Program, and significant new scholarly achievement, including six articles in peer-reviewed journals or collections and an impressive second monograph, Archeology of Babel: The Colonial Foundation of the Humanities (Stanford University Press, December 2017), which was just awarded the Modern Language Association’s Aldo and Jeanne Scaglione...
Prize for the best scholarly work in comparative literary studies in 2017. His achievements also include a prestigious National Endowment of the Humanities (NEH) Faculty Fellowship; a strong presence at national and international professional organizations and major universities, conferences, and seminars; and preliminary work on an ambitious third book, “Politics of the Refugee: Extraterritoriality and Exodus.”

On the basis of his exceptional writing, teaching, and service, on August 29, 2018, the English P&B Committee unanimously recommended Siraj Ahmed for tenure in a 5-0-0 vote and unanimously recommended him for promotion to Professor in a 5-0-0 vote. The English P&B also unanimously endorsed his request for “early tenure” in a 5-0-0 vote. Because of his 2015 NEH/SIA leave, he lost a “clock year” that he and the English Department want to recover, per CUNY Bylaws 6.2.c.(2), making 2018-2019 his seventh not sixth year of service. (It is a peculiarity of his terms of hire that 2018-2019 is actually his eighth year at Lehman and CUNY.) For clarification about his Calendar-Year, Clock-Year, and Early-Tenure-Year Calendars, please see the chart at the end of this letter.

External reviewers of Professor Ahmed’s scholarly dossier, chosen by the English P&B for their prominence in the fields of Critical University Studies and Postcolonial Literary & Critical Theory, are unanimous in recommending him for tenure and indeed promotion to full Professor. Professor Donald C. Press, Professor of English and Chair of the University of Connecticut’s Department of English, notes, “In my appraisal, Siraj Ahmed is eminently worthy of tenure, and promotion to the rank of Full Professor is entirely fitting for someone with such a distinguished record of publication.” Professor Katharine, Professor of English, Women’s Studies, and the English Program at the University, is “delighted to support Siraj Ahmed’s promotion to full professor at Lehman College, CUNY. His many peer-reviewed articles and two splendid monographs, along with another on the way, put him in a strong position for such a promotion… Any university would be proud I am sure to include him in their ranks of full professor[s].”

External reviewers of Professor Ahmed’s scholarly dossier, chosen by the English P&B for their prominence in the fields of Critical University Studies and Postcolonial Literary & Critical Theory, are unanimous in recommending him for tenure and indeed promotion to full Professor. Professor Donald C. Press, Professor of English and Chair of the University of Connecticut’s Department of English, notes, “In my appraisal, Siraj Ahmed is eminently worthy of tenure, and promotion to the rank of Full Professor is entirely fitting for someone with such a distinguished record of publication.” Professor Katharine, Professor of English, Women’s Studies, and the English Program at the University, is “delighted to support Siraj Ahmed’s promotion to full professor at Lehman College, CUNY. His many peer-reviewed articles and two splendid monographs, along with another on the way, put him in a strong position for such a promotion… Any university would be proud I am sure to include him in their ranks of full professor[s].”

“With ‘two superb books with a major university press,’ ‘groundbreaking articles … in leading journals,’ and ‘lectures at venues around the US and internationally,’” he asserts, “[h]e has surely met the criteria for promotion and tenure at any major research university…. This is precisely the sort of scholarship our institutions ought to cherish and protect.” Professor Bazzanella observes, “By any standard, Ahmed’s scholarship is excellent…. Work at this level would merit promotion to full professor at a top-ranked Research I institution…. He is a mature critic at the height of his powers. The rank of full professor is wholly appropriate for a scholar of his stature.” Professor and Chair of English, Columbia University, “was surprised to learn that Dr. Ahmed is not already tenured” and affirms that he has “met the criteria for promotion to Full Professor.”

Reviewers admire the caliber of Professor Ahmed’s publishing venues. Referring to Stanford University Press and high-profile, peer-reviewed journals like Critical Inquiry, Eighteenth-Century Theory and Interpretation, and Cultural Critique, Professor Bazzanella observes, “This is publication at the highest levels of academic publishing. Critical Inquiry, for example, has a truly broad constituency across the arts and humanities, regardless of language, field, or historical period.” Professor Bazzanella agrees: “Stanford University Press … remains one of the top presses in the Humanities,” and Critical Inquiry is one of “the most prestigious venues” for journal articles. “The surest indicator of his merit lies in the venues [where] he is publishing,” Professor Bazzanella confirms: “Stanford University Press is among the top five presses publishing theoretically inclined work in the humanities; his articles are appearing in top-tier journals.” “That he is in dialogue with the foremost theorists and literary historians working today cannot be overemphasized,” he continues: “Ahmed, [Sunil] Aagnani, and [Betty] Joseph draw out the cultural implications of East India Company rule in mutually reinforcing ways with each respectively specializing in economic, philosophic and feminist analyses of a roughly overlapping archive. No one coming to this field of enquiry can ignore the contributions of these three roughly contemporary scholars.”

It is undoubtedly this kind of stature that enabled Professor Ahmed to secure a (second) highly coveted NEH Faculty Fellowship in 2015 – as well as an accompanying Scholar Incentive Award (SIA), two PSC-CUNY Research Awards, a CUNY Book Completion Award, and a Shuster Award at Lehman since 2013.
A great deal of Professor Ahmed’s new work gets started in the intellectual bracing atmosphere of public discussion, as his almost 20 presentations, lectures, and panels since 2013 attest. He has spoken at meetings of the American Comparative Literature Association (ACLA), the Modern Language Association (MLA), North American Society for the Study of Romanticism (NASSR), American Society for Eighteenth-Century Studies (ASECS), and the International Comparative Literature Association (ICLA), as well as at conferences and seminars and roundtables at the CUNY Graduate Center, Duke, Harvard, Columbia, New York University, Utrecht University, and the University of Paris/Sorbonne. His rigorous 2018-19 speaking schedule, noted above, will take him to colleges and universities across the country (including Lehman) and abroad (including the Columbia University Global Center in Paris and Jawaharlal Nehru University in New Delhi).

Unsurprisingly, he’s already started giving talks pertaining to what will be his third book, “Politics of the Refugee: Extraterritoriality and Exodus.” Having rejected philology as the poisoned source of modern humanities, responsible for obscuring what Professor Makdisi calls “competing concepts of common rights and collect rights” and all “other possibilities that liberalism has occluded, silenced, and written out of view,” Professor Ahmed now attends to other, multiple, different, and partial possibilities, traces of which may emerge from historically attentive consideration of displaced populations and refugees (produced by the modern binary of a domestic “zone of relative political stability” and “an external zone of social, economic, ecological and military catastrophe”). If he can excavate backward to look at “the origins of much work on the modern state and international law’s material on the refugee,” Professor Khanna notes, his new book project will be “incredibly important.”

In the way we always intend for scholarship to inform and enrich the undergraduate and graduate student experience, Professor Ahmed’s teaching derives directly from the most radical of his scholarly premises. “[M]y classes attempt … to demonstrate how literature questions constituted forms of power,” he writes about his teaching. “More profoundly, though, my classes hope to explore how literature contains alternative aesthetic and political practices. I want my students to learn that using literary study to question their preconceptions is in itself an ethical and political act, despite the fact that such questioning points toward a completely open and undetermined future. At is essence, literary study acknowledges forms of life that are fundamentally different from our own and in doing so gestures toward a future more open to difference than our present is.”

This extraordinary sensitivity to dismantling all forms of linguistic and cultural power, to leveling the playing field in respectfully inclusive and enabling ways, is precisely what Professor Ahmed’s peers and students discern in his uncommonly gentle and generous teaching. Several peer observers note his skill in teaching first-year students the basics of writing and rhetoric, not only in terms of the scaffolded steps that lead to a formal essay, but also via sustained classroom meditation on a student’s informal BlackBoard post. “By eliciting responses from the students themselves,” Professor Earl Fenech notes in 2011, “Prof. Ahmed unpacked the post for grammar, style, and content, showing how word choices improve writing, how correct grammar and punctuation clarify thought, how appropriate style convinces readers. These lessons reinforced the skills the English Department introduces to freshmen and reiterates throughout the curriculum.” This all sounds simple enough, but when the same pedagogy gets translated into an upper-level literature class, the results repeatedly awe Professor Ahmed’s colleagues. Professor Walter Darnau first visited his classroom in 2012 and couldn’t believe what he saw: “Prof. Ahmed’s teaching style is gentle, kind, and modest. During the discussion periods, Prof. Ahmed asks students to teach him what they have learned, and through his questions helps them to understand more fully what they think they know. It is kind of intellectual jiu jitsu and it works beautifully. Prof. Ahmed teaches by teaching his students to teach him.” When he returned to his classroom four years later, to watch Professor Ahmed teach his favorite author, Jonathan Swift, he was once again enraptured: “In effect, Professor Ahmed guided a collective explication de texte that was prepared by the students and used their comments to construct an explication of his own. He organized the students’ ideas and led them point by point to what he himself wanted them to know, which is that Jonathan Swift is the ultimate intellectual – one who criticizes everything, including rationality – and then praised the students for reaching this conclusion.” He is, Darnau concluded, an “outstanding scholar and teacher.” Professor Isaac had the same experience when she observed him teach Sinan Antoon’s The Corpse Washer last fall in an Introduction to Literary Methods class, and was moved by how deftly he got students to hold their own in a sophisticated
analytical debate about the interrelations among literature, art, theory, and global power. Professor Ahmed had a parallel experience this past spring when he observed a graduate lesson on Michael Ondaatje’s *Anil’s Ghost*: “Prof. Ahmed listens carefully to what students say, and often productively reframes or expands on their points…. He encourages students to listen to and respond to each other as well.” “One tactic that I found very effective,” he adds, “is that Prof. Ahmed will single out a particular word or image from a passage (e.g., the ‘sacred’), and use it to open up larger questions and problems that inform the novel…. Prof. Ahmed is a rigorous but generous teacher. He is doing an excellent job helping our M.A. students to become precise and careful readers, and also to grapple successfully with important historical ad theoretical knowledges that they can bring to their future interests.”

Students agree, almost verbatim. A student in a 2012 class on Postcolonial Literature wrote, “Professor Ahmed challenges me to engage and participate in class discussions. He promotes intellectual conversations in his class room. His explanations of the text and the concept of the text is concise and easy to understand. I have found that Professor Ahmed’s teaching has made me realize my true potential in teaching. I found myself teaching him and myself things that I didn’t know I could understand. He is an intellectual and has made me realize how easy it can be to capture the importance in a text. I have learned so many things in his class that relate to my own experiences in life and thank him for challenging my learning.” Another student in the same class shone a light on another facet of Professor Ahmed’s methodology: “Has the best memory I’ve ever experienced a person to have! He knew everyone’s name by the 2nd class! And we are a good 40 students. But he also remember[ed] idea[s] or thoughts you had conveyed weeks before that you didn’t even remember. He always gave everyone a chance.” A third student most admired “[h]is honesty with the class. He didn’t create a hierarchal distance between professor and student, but encouraged us to criticize and help him to improve the way he was conducting the class.” In a later version of the same Postcolonial course, a 2016 student added rigor to the list of admirable course features: “The readings were challenging and I loved that…. Ahmed challenged us and allowed us to talk about what we grasped from the reading. He didn’t just lead us to what he wanted us to see from the reading, he allowed us to learn on our own.”

Given a departmental task – even a massive one – Professor Ahmed can be counted on to get it done in the best way possible. As Professor Ahmed learned last year, when she asked him to serve on the English Department Search Committee while the Department did three national searches – for an Americanist specializing in Latin@ Literature, a British Novels scholar, and a Writing-in-the-Disciplines (WID) expert. He stepped up to chair the British Novels search, worked tirelessly to triage almost 300 applications and to take the lead in interview-questions and campus-visit hosting duties, all of which he did responsibly and graciously in what turned out to be an entirely successful search. During the same four-month period, he also served as member of the Americanist/Latin@Lit and WID searches.

Professor Ahmed’s second major area of service is at the Graduate Center, where he teaches and is an increasingly active member of several faculty committees, sometimes with leadership roles. He is currently or recently has been a member of the English PhD Program’s Portfolio Exam Committee, Admissions Committee, Placement Committee, Friday Forum Committee, and Prize Committee (which he also chaired), and is now Area Convener for the Restoration and Eighteenth Century. It is clear that he derives enormous satisfaction from his Graduate Center work, and the Lehman English Department applauds him for the teaching and service he does there, and for the scholarly community there to which he belongs. At the same time, the Department appreciates what he brings to Lehman from the GC – namely, his learning, his principled pedagogy, and his satisfaction as a CUNY scholar back from the GC to Lehman in every class he teaches here, from First-Year Composition to graduate classes in Postcolonial Literature or the Politics of the Refugee. Indeed, his freedom to teach doctoral students at the GC and MA students at Lehman has had another salutary effect – he’s increasingly committed to our workhorse terminal MA that prepares students not for doctoral study but for professional careers, and he brings his considerable expertise to bear on departmental discussions about our transitioning graduate program.

Outside of CUNY, Professor Ahmed has served as referee for Oxford University Press and a number of important literary, political, and theoretical journals, including *Journal of Politics, Postcolonial Studies, Political Theory, Eighteen-Century Studies, Comparative Critical Studies, Nineteenth-Century Literature.* This
fall, he is running for a(n all but assured) seat on the MLA's 18th-Century Comparative Literature and Cultural Studies Executive Committee. All of this professional service reflects his emerging national (and international) status in his several disciplinary fields.

As I hope this report makes clear, Lehman College considers itself extremely fortunate to have Siraj Ahmed within its ranks, as I'm sure does the Graduate Center and CUNY. While granting early tenure is an exceptional step for any college, and one to be taken only for substantial reasons, Lehman College could not be more confident in recommending this particular action. That is readily apparent in the unanimous votes in favor of early tenure at the departmental and college-wide levels, and also in the support of the President for his early tenure. Professor Ahmed is unquestionably exceptional in all three areas upon which we base our evaluation, and based on that, I strongly support his bid for early tenure.

Respectfully submitted,

[Signature]

Dr. Daniel E. Lemons
Executive-In-Charge and Interim Dean of Academic Affairs

Cc: Dr. José Luis Cruz, President
    Dr. James Mahon, Dean, School of Arts and Humanities
    Dr. Paula Loscocco, Chair, Department of English
    Mr. Esdras Tulier, Esq., Interim Executive Counsel and Labor Designee
    Mr. Eric Washington, Director, Human Resources
NAME: Siraj Ahmed

COLLEGE: LEHMAN COLLEGE

RECOMMENDATION FOR

APPOINTMENT

REAPPOINTMENT

OTHER (Designation as Vice President, Dean, etc.)

TITLE: Associate Professor

DEPARTMENT: English

EFFECTIVE DATE: 9/1/2011

SALARY RATE: $97,628

(Subject to financial ability)

HIGHER EDUCATION

A. DEGREES

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<th>Institution</th>
<th>Dates Attended</th>
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<td>Columbia University</td>
<td>1995-1999</td>
<td>PhD, English &amp; Comp Lit.</td>
<td>1999</td>
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<td>University of Pennsylvania</td>
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<td>BA, English, Philosophy, and Biological Basis of Behavior</td>
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B. Additional Higher Education and/or Education in Progress

EXPERIENCE

A. Teaching

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<td>English</td>
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<td>English</td>
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<td>Texas A&amp;M University</td>
<td>1999-2003</td>
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<td>English</td>
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<td>English</td>
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**CURRICULUM VITAE**
ACADEMIC AND PROFESSIONAL HONORS
[N.B. Please also see 'Grants Received' heading below.]


Baccalaurate Speaker, Mount Holyoke College, May 2007 (selected by 2007 senior class).

Visiting Research Fellow, Institute for English Studies, University of London, Spring-Summer 2006.


Magna Cum Laude, University of Pennsylvania, 1990.


PUBLICATIONS (last five years only)
(N.B. last seven years only)


‘Criticism and Catastrophe,’ The Immanent Frame: Secularism, Religion, and the Public Sphere, a digital forum of the Social Science Research Council (August, 2017).


‘Thinking at the Enlightenment’s Limit,’ Cultural Critique 96 (Spring 2017), 235-60.


CURRICULUM VITAE

‘Notes from Babel: Toward a Colonial History of Comparative Literature, Critical Inquiry 39.2 (Winter 2013), 296-326.


Review of Indian Angles: English Verse in Colonial India from Jones to Tagore by Mary Ellis Gibson, Nineteenth-Century Literature 67.5 (June 2013), 122-7.

CURRICULUM VITAE

2a

NAME Siraj Ahmed

COLLEGE LEHMAN

PH.D. THESIS TITLE:
Where Rape and Murders are Tolerated Acts: British India in the Enlightenment

PUBLICATIONS (Prior to “last five years”)
(N.B. PRIOR TO LAST SEVEN YEARS)


UNPUBLISHED WORK (Supported by Evidence)

Presentations:


Book talk for Archaeology of Babel: The Colonial Foundation of the Humanities, Humanities Hub, Clemson University, March 2019.


Workshop and book talk for Archaeology of Babel: The Colonial Foundation of the Humanities, Comparative Literary Studies Speaker Series, Northwestern University, December 2018.


Book talk for Archaeology of Babel: The Colonial Foundation of the Humanities, School of Language, Literature, and Cultural Studies video conference, Jawaharlal Nehru University, New Delhi, India, October 2018.


‘Politics of the Refugee,' Faculty Plenary, English Graduate Conference, CUNY Graduate Center, March 2018.


‘The Problem of the University and of its Critique,' Critical University Studies Roundtable, CUNY Graduate Center, October 2017.


CURRICULUM VITAE

'The Imperial University,' Race and Empire Caucus, American Society for Eighteenth-Century Studies Annual Meeting, Pittsburgh, PA, April, 2016.

The Imperial University,' Imperial Publics Seminar, Harvard University, March, 2016.


Faculty Membership Talk, Department of English, The Graduate Center Center, City University of New York, November, 2014.


'Comparative Literature and Colonial Philology,' Erich Auerbach and Non-Western Literatures Seminar, New York University, March 2014.

'Archaeology of Babel,' Orientalism, Philology, Literary History Roundtable, Maison Française, Columbia University, February 2014.


'Colonial Genealogies/Postcolonial Critique,' International Comparative Literature Association Meeting, University of Paris-Sorbonne, July 2013.

'Literature, Language, Power,' Faculty Research Conference, Lehman College, City University of New York, April 2013.

'Criticism and Colonialism,' American Comparative Literature Association Meeting, University of Toronto, April 2013.

'Violence and Judgment (1771 to 1289 AD)' and 'War Machines and State Model (1782 to 600 AD),' Faculty Fellowship Publication Program, City College, City University of New York, April 2013.

'The Earth and Sovereign (1789 to 475 AD),' Faculty Fellowship Publication Program, City College, City University of New York, March 2013.


'Tradition, Territory, Transmission,' Joint Meeting of the Eighteenth-Century Studies Group and the Postcolonial Studies Group, Department of English, The Graduate Center, City University of New York, October 2012.

'Colonial Law and the Destruction of Tradition,' Transdisciplinary Approaches to Law and Culture Stream, Birkbeck College, University of London, June 2012.

'Historicism and Colonialism,' Historical Poetics Seminar, Brown University, March 2012.
a. Works accepted for publication

b. Works submitted for publication

c. Work in progress

Politics of the Refugee: Extraterritoriality and Exodus (book project)

CURRICULUM VITAE

NAME Siraj Ahmed

COLLEGE Lehman College

GRANTS RECEIVED

a. Multiple

b. Individual

EXTERNAL FELLOWSHIPS

National Endowment for the Humanities Award for Faculty, 2015-16.
Three-Month Fellowship, UCLA Clark Library and Center for 17th & 18th-Century Studies, 2009.
NEH Fellowship, 2005-2006.

INTERNAL GRANTS AND FELLOWSHIPS

PSC-CUNY Research Award, City University of New York, 2018.
Provost Office Faculty Travel Award, Lehman College, 2017.
CUNY Book Completion Award, 2017.
PSC-CUNY Research Award, City University of New York, 2017.
Provost Office Faculty Travel Award, Lehman College, 2015.
Scholar Incentive Award, Lehman College, City University of New York, 2015.
Shuster Award, Lehman College, City University of New York, 2014.
Faculty Fellowship Publication Program, City University of New York, 2013.
William Steward Travel Award, City University of New York, 2013.
PSC-CUNY Research Award, City University of New York, 2013 and 2012.
Literature & Global Studies Curriculum Grant, College of Liberal Arts, Texas A&M University, 2003.
Scholarly & Creative Activities Grant, Vice-President for Research, Texas A&M University, 2003, 2002,
and 2000.
English Faculty Fellowship, Glasscock Humanities Center, Texas A&M University, 2002-3 and 2000-1.
Curriculum Development Grant, University Honors Program, Texas A&M University, 2002, 2001, and
2000.
Comparative Literature Faculty Fellowship, Glasscock Humanities Center, Texas A&M University, 2001-
2.
Interdisciplinary Curriculum Development Grant, Liberal Arts Honors Program, Texas A&M University,
Faculty Mini-Grant, Vice-President for Research, Texas A&M University, 2001.
Faculty Research Grant, Race and Ethnic Studies Institute, Texas A&M University, 2001 and 2000.
International Curriculum Development Grant, International Programs, Texas A&M University, 2001 and
2000.
CURRICULUM VITAE

SERVICE TO THE COLLEGE

Lehman College English Department Service

1. Search Committees:
   A. Chaired the 2017-2018 British literature assistant professor search committee (270 applicants).
   B. Served on the 2017-2018 American Hemispheric Literature assistant professor search committee (410 applicants).
   C. Served on the 2017-2018 Writing in the Disciplines assistant professor search committee (190 applicants).

2. Honors theses:
   A. Read and evaluated one thesis during winter 2017-2018.
   C. Read and evaluated one thesis during winter 2015-2016.
   D. Read and evaluated one thesis during winter 2014-2015.
   E. Read and evaluated two theses during winter 2013-2014.
   F. Read and evaluated two theses during winter 2012-2013.
   G. Read and evaluated two theses during winter 2011-2012.

3. Faculty Observations:
   A. Observed and wrote evaluations of 2 lecturers (Rebecca Breech and Candace Killam) during Spring 2018.
   B. Observed and wrote evaluations of 2 lecturers (Mallory McMahon and Kathryn Francia) during Fall 2017.
   C. Observed and wrote evaluations of 2 lecturers (Irene Chrysafti and Megan Dahn) during Spring 2017.
   E. Observed and wrote evaluations of 2 professors (Allison Amend and David Hyman) during Spring 2016.
   F. Observed and wrote an evaluation of 1 lecturer (Timothy Marquart) during Spring 2014.
   G. Observed and wrote evaluations of 2 lecturers (Gregory Crosby and Joseph Tirella) during Fall 2012.
   H. Observed and wrote evaluations for 3 graduate student teaching fellows (Hank Williams, Diana Perez, and Yoon Soon) during Fall 2011.

4. Departmental prizes:
   A. Judged the submissions for 2018 Melville Prize and wrote blurbs for the winner and the runner-up.
   B. Wrote the blurb for the co-winner of the 2018 Hutton Award (Kelsey Pringle).
   C. Judged the submissions for the 2017 Melville Prize and wrote the blurb for the winner.
   D. Wrote the blurb for the winner of the 2017 Martha Binyon Cahn Scholarship (Jodeil Ulerie).
   E. Judged the submissions for the 2016 Melville Prize and wrote the blurb for the winner.

5. Majors Fairs:
   A. Represented the English Department at the Majors Fair of the Reception for Accepted Students, Saturday, April 21, 2018.
   B. Represented the English Department at the Majors & Minors Fair, October 19, 2016.

CURRICULUM VITAE


8. Graded three Masters examinations during Fall 2011.

Lehman College College-Wide Service

1. Writing and Composition Initiatives:
   A. Member of the 2016-2017 Lehman Writing Across the Curriculum Faculty Seminar.
   B. Served on the Composition Sub-Committee of the College-wide Writing Council from August through December 2012.

2. Chaired the Program in Comparative Literature from 2011 to 2015.

SERVICE TO THE UNIVERSITY

Graduate Center Service

1. Member of the English Program Admissions Committee (2018-2019).


4. Member of the English Program Prize Committee (2015-2016, 2016-2017, and 2017-2018 [Committee Chair]), which judges eight different competitions annually, evaluating all
   A) Letters of recommendation for the Provost's Mentoring Award (1 award for faculty);
   B) Provost's Teaching Award applications (1 award for students);
   C) Doctoral Student Research Grant applications (11 grants);
   D) Colbert Teaching Award applications (1 award);
   E) Dissertation Year Fellowship applications (8 fellowships);
   F) Kadison (Program Service) Award applications (1 award);
   G) Cohen Travel Award applications (2 awards);
   H) Completed dissertations for Dissertation Awards (13 awards, including blurbs for each written by me).

5. Member of the English Program Portfolio Examination Committee (2017-2018), which involved grading four first-year student exams, totaling more than 200 pages, in August and September 2017.

6. English Program Recruitment:
   A) Asked to speak at the Open House for Prospective Students, October 2017.
   B) Asked to give a presentation at the Open House for Prospective Students, October 2017.
   C) Asked to give a presentation at the Recruitment Day for Admitted Students, March 2017.
   D) Asked to speak at the Recruitment Day for Admitted Students, March 2016.
CURRICULUM VITAE

7. Member of the English Program Placement Committee (2016-2017):
   A) Gave a talk to Ph.D. students preparing for the academic job market on the different expectations of liberal arts colleges, masters-level universities, and research universities (October 2016).
   B) Conducted mock interviews for 2 students preparing for the MLA (Alex Werner-Colan and Rachel Kravetz [December 2016]).

8. English Program Faculty Mentor for first-year students:
   A. Cassandra Murray (2017-18).
   B. Michelle Chinitz (2016-17).

9. Outside Reader for English Program dissertation prospectuses:
   A) LeiLani Dowell (October 2017).
   B) Jeffrey Binder (June 2016).
   C) Makeba Lavan (March 2016).

10. Moderator:
    A) CUNY Graduate Center English Friday Forum on ‘Keywords’ (September 2015).
    B) CUNY Graduate Center Comparative Literature conference ‘Disappearance: Spatial and Temporal Horizons’ (November 2013).
COMMUNITY SERVICE
(N.B. Extramural Professional Service)

1. Referee:

A) Oxford University Press.
C) Postcolonial Studies (Routledge).
D) Political Theory (Sage Publications).
G) Nineteenth-Century Literature (University of California Press).

2. External reviewer for the tenure dossier of Anjuli Raza Kolb, Assistant Professor of English and Comparative Literature, Williams College (Summer 2018).

3. Nominated to serve and will run this fall for a seat on the MLA 18th-Century Comparative Literary and Cultural Studies Executive Committee.

4. Conferences:

A) Organized the three-day ‘Colonial Invention of the Humanities: Genealogy and Critique’ seminar at the International Comparative Literature Association Triennial Meeting, University of Paris-Sorbonne, July 19, 22, 23, 2013.
B) Organized the three-day 'Prehistory of the Postcolonial: Literature and Language before Global Modernity' seminar at the American Comparative Literature Association Annual Meeting, University of Toronto, April 5-7, 2013.
COLLEGE OF STATEN ISLAND
Appointment of Professor Russell Rosen with Early Tenure at College of Staten Island

WHEREAS, Dr. Russell Rosen is a recognized expert in the field of American Sign Languages, serving on the Advisory Committee for the NYS Teacher Examination Content Area on ASL and Deaf Community and Culture; and

WHEREAS, Dr. Rosen maintains an active research agenda, regularly publishing in prestigious journals in his field, and serving on the editorial board of the national journal *American Annals of the Deaf*; and

WHEREAS, Dr. Rosen’s work has received acclaim by community stakeholders and academic peers; and

WHEREAS, Dr. Rosen is an experienced and excellent teacher consistently getting high evaluations; and

WHEREAS, Dr. Rosen provides valuable contributions in services at the college, city, and state level; therefore be it

RESOLVED, that Russel Rosen of the Department of World Languages and Literatures at the College of Staten Island be awarded early tenure in accordance with bylaw 6.2.c.(2) effective September 1, 2019.

EXPLANATION: Dr. Rosen was already an established scholar and experienced teacher before joining CSI in 2016, and he maintained an ambitious research agenda. External reviewers praise his prolific and high-quality research work, which in the words of one reviewer “exceeds [her] expectations” for what she “considers to be a significant achievement.” She further states that Dr. Rosen’s 2015 book on teaching ASL in high school should be “required reading for those who teach hearing people a signed language.” Another reviewer notes that Dr. Rosen is a “pioneer in multiple fields” who “provides the field with texts that allow signed languages to be compared alongside spoken languages in theories of language learning.” A different reviewer emphasizes that Dr Rosen “contributed directly to the growth of succeeding generations of researchers” in a field that “directly impacts the status of a disadvantaged minority group.”

Dr. Rosen is a respected and successful teacher who makes an effort to connect his students to college life and helps them develop research skills through independent study grants and research assistantships. He serves on the college wide Undergraduate Education committee and is engaged in developing a standalone ASL major. Dr. Rosen is a leader in his field and a valuable member of the CSI community, and it is in the best interest of the College to grant him early tenure.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: October 12, 2018

College or Unit: College of Staten Island

Name of Candidate: Russell Rosen

Department: World Languages and Literatures

Appointment Title: Associate Professor effective 8/27/19

Full-Time Tenured _______ Full-Time Tenure Track X____
Visiting _______ Substitute _______ Adjunct _______

Date of Initial Appointment: 8/27/2014

Summary of Action: Request for early tenure

By-law to be waived/applied: 6.2d

Waiver requested for (please check one):
Appointment _______ Promotion _______ Re-appointment with Tenure XX

Date of Departmental P&B: September 6, 2018

Date of College-wide P&B: October 2, 2018

Waiver effective as of (starting date) 9/1/2019

I hereby certify that this request for a waiver of the Bylaws is for the good of the institution.

[Signature]

(President’s/Provost’s signature)

Gary W. Reichard/Provost

(President’s/Provost’s name, typed or printed)
WAIVER JUSTIFICATION

Name: Russell Rosen  
Unit/College: College of Staten Island

Department: World Languages and Literatures

Dr. Rosen’s extensive experience before becoming a full time member of the faculty of our department as an Assistant Professor in a tenure track position in the fall of 2016 is enhanced by his current very active research agenda, his teaching effectiveness, and his wide range of service contributions. He had held a substitute lecturer in ASL position (2014-2015), as well as a Substitute Assistant Professor position (2015-2016) both at CSI prior to this. Before coming to CSI he held various appointments at the Teachers College of Columbia University. There, he coordinated the Master's program in the Education of the Deaf and the Hard Hearing, and founded the Program for the Teaching of American Sign Language as a Foreign Language with the help of a grant that he secured for an amount of $1,500,000.

Scholarship and Research

Since Dr. Rosen entered his current title in 2016, he has 3 refereed articles published, one refereed proceeding forthcoming, 4 encyclopedia entries, 2 articles submitted for publication, 1 edited book under contract (the finished manuscript of this volume is expected to be ready for final submission at the end of 2018), and 2 books in preparation. During this time, he has also participated in one international conference and has been invited to deliver 4 lectures nationally and internationally. While in his substitute Assistant Professor title at CSI (2015-2016) he produced 1 book, and 1 article, and was invited to 1 international and 1 national lecture presentation. During his substitute lectureship at CSI (2014-2015) he produced 1 co-edited book, 1 refereed article, 2 book chapters, and 2 conference presentations. During the complete span of his academic career, including the items mentioned above, Dr. Rosen has produced 1 book, one co-edited book, 15 refereed articles in journals, 4 book articles, 1 refereed proceeding, four encyclopedia entries, 1 non-refereed book, 5 book reviews, and 2 abstracts; he has delivered 38 papers at national and international conferences, and has been invited to deliver 29 lectures nationally and internationally.

Dr. Rosen has developed two tracks of research specialization. One is applied sign language linguistics focusing currently on second and additional language acquisition of ASL syntax. The other is Deaf Studies, focusing on American Deaf arts and literature, and sensory profiles of the deaf. He was already an established scholar with a very productive career before joining our department. His standing in his field is attested in some of the comments made by the external evaluators of his work, all of which praise Dr. Rosen’s work and support without question his tenure and promotion in light of the materials they reviewed.
Teaching:
As a new faculty member, Dr. Rosen has regularly taught two courses each semester. Dr. Rosen is an experienced and excellent teacher. Peer observations of his classes describe him consistently as excellent, engaging, clear, and with a great rapport with the students. As one colleague noted, he makes an effort to connect his class with college life, an important tool for community building in our campus. Students consistently give him and his classes high marks. Students comment how at ease they feel communicating exclusively in ASL in class from the earliest level thanks to Dr. Rosen’s patience and excellent teaching skills. Dr. Rosen has also been a career and research mentor for students. He prepares students as researchers in his field by means of independent studies, and recently, using a Dean’s grant for new faculty, he hired research assistants to collect and develop materials that will be used for experiments with students in ASL classes in connection with a spring 2018 mini-grant.

Service:
Dr. Rosen’s contributions in service transcend the limits of our campus, and the CUNY community. For our department, he manages all aspects of the American Sign Language Program overseeing adjuncts and taking care of the increasing number of students that take ASL classes. In response to this ever growing number of students and their interest in continuing their ASL education beyond the current minor, Dr. Rosen is putting together a proposal for an ASL Baccalaureate Program in our school. He also contributes to CSI as a member of the Committee on Disability Studies at CSI, serving in the Undergraduate Curriculum Committee, and advising the CSI ASL club. At the city and state level, Dr. Rosen serves as President of the Board of Trustees of the Lexington Center and School for the Deaf, as well as on the Advisory Committee for the New York State Education Department’s New York State Teacher Examination Content Area on American Sign Language and Deaf Community and Culture. At the national level, he is a member of the editorial board of American Annals of the Deaf, and a reviewer for Routledge Education Textbook Series and Anthropology and Education Quarterly. Internationally, he has participated in a workshop for organizing an international resource center on applied sign language linguistics.
December 11, 2018

Dr. Jane Bowers
Interim Executive Vice Chancellor and University Provost
The City University of New York

Dear Dr. Bowers:

I write in further justification of the request for a Bylaw Waiver to support President Fritz’s recommendation that Dr. Russell Rosen be granted tenure and promotion to Associate Professor simultaneous with his third reappointment at the College of Staten Island, effective August 27, 2019. Let me state at the outset that the College of Staten Island recommends early tenure in only the rarest circumstances and for truly exceptional candidates. Dr. Rosen is such a candidate.

Although this year represents only his third reappointment as a tenure-track faculty member at CSI, Dr. Rosen has a long and distinguished record as a scholar and teacher in the field of American Sign Language. Prior to his initial tenure-track appointment as Assistant Professor in 2016, he had served in full-time non-tenure-track instructional positions at Teachers College of Columbia University for twenty-four years, and then for two years as a full-time Substitute at CSI. At Teachers College, he coordinated the Master’s program in the Education of the Deaf and the Hard of Hearing, and founded the Program for the Teaching of American Sign Language as a Foreign Language with the help of a grant that he secured in the amount of $1,500,000. Dr. Rosen’s full-time career as teacher and scholar, therefore, spans more than twenty-eight years. During his long career, he has not only been an excellent instructor, but a prolific and influential researcher.

The file previously submitted for consideration of this recommendation contains full documentation of Dr. Rosen’s accomplishments at CSI, particularly during the period since his appointment to his current tenure-track position. In this letter, I seek to place his recent accomplishments in the context of his extraordinary achievements prior to his current appointment, including especially the two years at CSI that predated that appointment, as well as to underscore the enthusiastically positive comments about his scholarly contributions by nationally and internationally respected specialists in the field of American Sign Language.

During Dr. Rosen’s extraordinary career, he has published more than thirty scholarly articles and two books, including ten articles and one book since coming to the College of Staten Island. This record of consistent—indeed, escalating—productivity virtually guarantees a continuing trajectory of important scholarship and increasing recognition of his path-breaking work in the area of American Sign Language pedagogy and Deaf Studies, generally. He has recently secured a book contract with Taylor and Francis, the publishers of Routledge, for the Knowledge Handbook of Sign Language Pedagogy, for which he will be sole editor and a contributing author (among a projected fifty-plus authors from colleges and universities in different countries). This recent contract testifies to his international reputation in his field.
Dr. Rosen has exciting new work underway, as well, focusing on the acquisition of ASL; deaf and ASL arts and literature; and sensory profiles of the deaf. All of these new undertakings promise to extend the reach of his reputation even further. They also underscore the strong momentum of his research agenda.

In the course of considering Dr. Rosen for reappointment, promotion, and early tenure, the College secured letters of reference from world-renowned scholars in his field. They uniformly and unequivocally endorse his receiving both promotion and tenure at this time.

Professor Rosen has for some years maintained a strong level of productivity. He is making important contributions to research on ASL pedagogy. He is doing so while carrying significant administrative burdens... I strongly recommend that Prof. Rosen be promoted to associate professor and that he be granted tenure.

Dr. David Quintero, Chair, the University of Texas at Austin, writes that

Dr. Rosen is a pioneer in multiple fields, and he has demonstrated his scholarly potential as well as his credibility as an academic professional. He has accomplished all of this while also being a Deaf scholar, someone who has to navigate a world that is comprised of mostly hearing individuals who are not attuned to a Deaf signer’s language, culture, and modes of interaction... Dr. Rosen’s work is innovative while also reflecting a solid academic foundation.

concludes, “If Dr. Rosen were a candidate for tenure and promotion in my department at the University of Texas at Austin I would unquestionably support his advancement.”

A third referee, Dr. Joy Short, director of the National Deaf Student Union, writes:

I have been aware of Dr. Rosen and his work for years now. His reputation extends internationally... His “intellectual energy” is evident far and wide. In this respect Dr. Rosen is well positioned to provide the kind of academic vitality that senior faculty should provide to their departments...

... I reiterate my recommendation that Dr. Rosen be awarded tenure and the rank advancement to associate professor. I think CSI should be proud to have him on their faculty. He is an excellent fit to lead a program, one whom quite frankly, I would love to have on my faculty.

“Dr. Rosen has been so prolific,” writes Dr. [Name], another colleague, “his work exceeds my expectations for what I consider to be a
significant achievement and contribution to the fields of ASL pedagogy and Deaf Studies. I am confident that Dr. Rosen will continue to produce high quality research that will further advance his academic fields. Therefore, I recommend without reservation the granting of tenure and promotion to the rank of Associate Professor.

Dr. Rosen’s excellence as an instructor and very significant service and leadership contributions as Coordinator of CSI’s ASL Program are well documented in the file submitted in support of this recommendation. He is a sought-after instructor who routinely registers near 4.0 student evaluation scores on a four-point scale. As Coordinator, he has built the ASL Program into a rapidly growing, high-demand program that is attracting hearing-impaired students to the College. We consider this recommendation for early tenure and promotion to be not only a well-deserved recognition of his prolific scholarship and all-around excellence, but also, frankly, as a retention strategy to ensure that we do not lose him to another institution.

On behalf of President William Fritz, I strongly urge that a Bylaw waiver be granted in this rare case, and that Dr. Russell Rosen be granted early tenure and promotion to the rank of Associate Professor. If I may be of help in providing further information, I would be happy to do so. I believe, however, that the file already submitted amply documents what has been said here.

Sincerely,

Gary W. Reichard
Provost and Senior Vice President for Academic Affairs
The College of Staten Island/CUNY
CURRICULUM VITAE

Date of preparation 23 August 2018 Signature _____________________________

1. NAME ______ Russell S Rosen
   CURRENT TITLE _____ Assistant Professor
   DEPARTMENT _____ World Languages and Literatures
   CURRENT SALARY

2. RECOMMENDATION FOR EFFECTIVE DATE August 25, 2018
   _____ Initial appointment _____ Third Reappointment _____ Sixth Reappointment
   _____ First Reappointment _____ Fourth Reappointment _____ Seventh reappointment (with tenure)
   _____ Second Reappointment _____ Fifth Reappointment _____ X Promotion to Associate Professor
     With tenure
   _____ Promotion to Professor _____ Promotion to Senior CLT

3. HIGHER EDUCATION

DEGREES

ADDITIONAL HIGHER EDUCATION
   Columbia University, 1979-1983, Anthropology Program.
   The University of Chicago, 1978-1979, Program in Social Sciences.
4. EXPERIENCE

TEACHING

<table>
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<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>FT/PT</th>
<th>Department</th>
<th>Tenure Status</th>
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<tr>
<td>College of Staten Island</td>
<td>2017-2018</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>World Lang and Lit</td>
<td>TT</td>
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<tr>
<td>College of Staten Island</td>
<td>2016-2017</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>World Lang and Lit</td>
<td>TT</td>
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<td>College of Staten Island</td>
<td>2015-2016</td>
<td>Substitute Ass’t Prof.</td>
<td>FT</td>
<td>World Lang and Lit</td>
<td>NTT</td>
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<td>College of Staten Island</td>
<td>2014-2015</td>
<td>Substitute Lecturer</td>
<td>FT</td>
<td>World Lang and Lit</td>
<td>NTT</td>
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<td>Teachers Coll., Columbia U.</td>
<td>2014-2016</td>
<td>Adj. Assistant Professor</td>
<td>FT</td>
<td>Health &amp; Behavior Stud.</td>
<td>NTT</td>
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<tr>
<td>Teachers Coll., Columbia U.</td>
<td>2011-2014</td>
<td>Lecturer</td>
<td>FT</td>
<td>Health &amp; Behavior Stud.</td>
<td>NTT</td>
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<tr>
<td>Teachers Coll., Columbia U.</td>
<td>2006-2011</td>
<td>Term Assistant Professor</td>
<td>FT</td>
<td>Health &amp; Behavior Stud.</td>
<td>NTT</td>
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<tr>
<td>Teachers Coll., Columbia U.</td>
<td>2000-2006</td>
<td>Ass’t Prof. on Grant</td>
<td>FT</td>
<td>Health &amp; Behavior Stud.</td>
<td>NTT</td>
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<tr>
<td>Teachers Coll., Columbia U.</td>
<td>1990-2000</td>
<td>Lecturer</td>
<td>FT</td>
<td>Health &amp; Behavior Stud.</td>
<td>NTT</td>
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<tr>
<td>New York University</td>
<td>1996-1999</td>
<td>Adj. Assistant Professor</td>
<td>PT</td>
<td>Prog. in Deafness Rehab.</td>
<td>NTT</td>
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<tr>
<td>New York University</td>
<td>1992-1996</td>
<td>Adj. Instructor</td>
<td>PT</td>
<td>Prog. in Deafness Rehab.</td>
<td>NTT</td>
</tr>
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<td>Stony Brook University</td>
<td>1990</td>
<td>Adj. Instructor</td>
<td>PT</td>
<td>Dept. of Social Sciences</td>
<td>NTT</td>
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<tr>
<td>St. John's University</td>
<td>1990</td>
<td>Adj. Instructor</td>
<td>PT</td>
<td>Dept. Speech and Comm.</td>
<td>NTT</td>
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<td>College of New Rochelle</td>
<td>1990</td>
<td>Adj. Instructor</td>
<td>PT</td>
<td>Dept. of Cont. Education</td>
<td>NTT</td>
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<tr>
<td>City College of New York</td>
<td>1985-1988</td>
<td>Adj. Instructor</td>
<td>PT</td>
<td>Dept. of Cont. Education</td>
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</table>

OTHER


5. SCHOLARSHIP

I. ACADEMIC AND PROFESSIONAL HONORS

EXTERNAL

Teachers College, Office of Access and Services for Individuals with Disabilities, Art of Accessible Teaching Award, 2008.

The ASL and English School '47 Alumni Association, Appreciation Award, 2003.
II. PEER-REVIEWED GRANTS AWARDED

INTERNAL

<table>
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<tr>
<th>Funding Agency</th>
<th>Title of Proposal</th>
<th>Amount</th>
<th>Direct vs. Total</th>
<th>Date Submitted</th>
<th>PI or Co-PI</th>
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EXTERNAL

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<th>Direct vs. Total</th>
<th>Date Submitted</th>
<th>PI or Co-PI</th>
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III. REFEREED PUBLICATIONS

PRINT AND ELECTRONIC

BOOKS


EDITED BOOKS


REFEREED ARTICLES


and Society, 7(3), 366-373.

CHAPTERS IN BOOKS

REFEREED PROCEEDINGS

ENCYCLOPEDIA/DICTIONARY ENTRIES
IV. OTHER PUBLICATIONS

NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS


BOOK REVIEWS


ABSTRACTS


V. PUBLICATIONS IN PROGRESS

SUBMITTED FOR PUBLICATION

Rosen, R. Life-story narratives by American deaf and hard of hearing people: A sensory

IN PREPARATION


VI. OTHER PROFESSIONAL ACTIVITIES

ACTIVITIES AS REVIEWER/EDITORIAL DUTIES

Editorial Board


Reviewer

Reviewer, Anthropology and Education Quarterly, 2016-present.
Reviewer, Men and Masculinities journal, 2013.

TECHNICAL REPORTS

Department of World Languages and Literatures at the College of Staten Island. The College of Staten Island, March.


CONSULTANCIES


Consultant. American Sign Language Program, Department of Linguistics, The University of Texas at Austin, 2013.

Sponsor and Faculty Advisor for Dr. Toshikazu Kikuchi, Fulbright-Japan Scholar Grantee, Teachers College, Columbia University, 2011-2012.

Consultant, the Sonic Chromatic Exhibition, The Deaf Arts Council of The Tamarind Art Gallery, NYC, April 2009.
Consultant. The College of Staten Island, Modern Languages Department. 1998.
Consultant. Assemblyman Steven Sanders, Chair, NYS Assembly Committee on Education, 1995-2000.
Preparation of accessibility needs of students who are handicapped, Columbia University, 1984.

LECTURES AND PAPERS PRESENTED

CONFERENCE PRESENTATIONS


Teachers Association Conference, Washington, D.C., July.


INVITED LECTURES


PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA


CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

Modern Language Association
American Sign Language Teachers Association

6. PEDAGOGY

I. TEACHING PORTFOLIO

COURSES TAUGHT —

Spring 2018 Semester
ASL 213 — American Sign Language III
ASL 215 — American Sign Language IV

Fall 2017 Semester
ASL 215 — American Sign Language IV
ASL 313 — Advanced Communication in American Sign Language

Spring 2017 Semester
ASL 215 — American Sign Language IV
ASL 313 — Advanced Communication in American Sign Language

Fall 2016 Semester
ASL 215 — American Sign Language IV
ASL 313 — Advanced Communication in American Sign Language

Spring 2016 Semester
ASL 112 — American Sign Language I
ASL 215 — American Sign Language IV
ASL 313 — Advanced Communication in American Sign Language

Fall 2015 Semester
ASL 215 -- American Sign Language IV
ASL 313 -- Advanced Communication in American Sign Language

Spring 2015 Semester
ASL 213 — American Sign Language III
ASL 215 — American Sign Language IV
ASL 313 — Advanced Communication in American Sign Language

Fall 2014 Semester
ASL 213 — American Sign Language III
ASL 215 — American Sign Language IV
ASL 313 — Advanced Communication in American Sign Language

NEW PROGRAMS AND CURRICULA DEVELOPED

CURRICULA DEVELOPED

Rosen, R. (1988, 1985). *The Bachelor of Arts Program in Deaf Studies Curriculum*, Lehman College of CUNY.

PROGRAMS FOUNDED: AMERICAN SIGN LANGUAGE AS FOREIGN LANGUAGE PROGRAMS
COLLEGIATE LEVEL


SECONDARY SCHOOL-LEVEL

The Harlem Renaissance Leadership Academy, New York, New York, 2011.
Bronx High School for Writing and Communication Arts, Bronx, New York
(with New York City Department of Education), 2007.
Christ the King High School, Middle Village, New York, 2006.

PROGRAMS REORGANIZED

American Sign Language and English School, New York, New York. (with NYS Senator
Stephen Sanders), 1996.

STUDENT MENTORING

Committee Member, Dissertation defense of Ms. Julia Silvestri, An analysis of the reading
strategies by deaf and hearing adults: Similarities and differences in phonological
processing and metacognition. Teachers College, Columbia University, Spring 2016.
Committee Member, Dissertation defense of Ms. Michelle Veyvoda, An investigation into
the skill set of speech-language pathologists working with profoundly deaf children: A
study in context. Teachers College, Columbia University, Spring 2013.
Committee Member, Dissertation defense of Ms. Jennifer L. Montgomery, A case study of the
preventing academic failure–Orton-Gillingham approach with five students who are deaf
and hard of hearing: Using the mediating tool of cued speech. Teachers College,
Columbia University, Spring 2013.
Committee Chair, Dissertation defense of Ms. Deborah Grant, Look who’s talking now: An
examination of teacher-student interactions, in five elementary education classrooms,
with a deaf mainstreamed student. Teachers College, Columbia University, Spring 2013.
Committee Member, Dissertation defense of Ms. Sarah Franz, *Deaf students in transition to postsecondary education: Empowering students*, The University of Illinois at Chicago Circle, Spring 2012.
Committee Member, Dissertation defense of Ms. Dina Lopez, *Identity, agency and language-learning: An ethnographic case study of an English literacy and civics education program in New York City*, Teachers College, Columbia University, Spring 2012.
Committee Member. Dissertation defense of Mr. Jong-Gu Kang, *South Korean teachers' views about students labeled as learning disabled*, Teachers College, Columbia University, Spring 2008.

TEACHING MATERIALS WRITTEN FOR TEACHERS COLLEGE, COLUMBIA UNIVERSITY


II. STUDENT EVALUATIONS

7. RECORD OF SERVICE
INTERNATIONAL


NATIONAL


COMMUNITY

President, Board of Trustees of the Lexington Center and School for the Deaf, Jackson Heights, New York, June 2017-present. (Trustee member, 2010-)


TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Committee Member, *Teacher Education Advisory Board,* Teachers College, Columbia University, 2013-2014.


Sponsor and Facilitator, *Voices from El-Sayad Film Showing,* Teachers College, Columbia University, April, 2011.

Committee Member, *Faculty Advisory Committee,* Teachers College, Columbia University,


Interviewer. *Position of the Coordinator of Interpreter and Related Services for Students and Staff who are Deaf and Hard of Hearing*, Teachers College, Columbia University, 2005.


Organizer, *Deaf Awareness Week Events*, Office of the President for Diversity and Community, Teachers College, Columbia University, October 22-24, 2002.

Committee Member, *Disability Studies Network Forum*. Teachers College, Columbia University, October 2002-2004.

Interviewer, *Position of the Coordinator of Interpreter and Related Services for Students and Staff who are Deaf and Hard of Hearing*, Teachers College, Columbia University, 2000.


Committee Member, *Committee on Physical Facilities and Accessibility for Students who are Disabled*, Teachers College, Columbia University, 1988-90.

Secretary, Vice-President, and President, Chapter 45 of the Council of Exceptional Children, Teachers College, Columbia University, 1986-1989.

CSI

Committee Member, *Committee on Disability Studies*, The Department of Social Work, 2014-present.

DEPARTMENT/PROGRAM

Coordinator, *ASL Program*, the Department of World Languages and Literatures, The College of Staten Island of the City University of New York, 2014-present.

Developer, *Proposal for the Baccalaureate Program in ASL*, the Department of World
Languages and Literatures, The College of Staten Island of the City University of New York, 2016-present. (Meetings with the College of Staten Island’s SOE and LaGuardia Community College are planned.)

8. CHAIRPERSON’S REPORT

9. RECORD AT CUNY

<table>
<thead>
<tr>
<th>College</th>
<th>Dates</th>
<th>Rank</th>
<th>Salary</th>
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<tbody>
<tr>
<td>Staten Island</td>
<td>August 26, 2017-</td>
<td>Assistant Professor</td>
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QUEENSBOROUGH COMMUNITY COLLEGE
Appointment of Dr. Brian Kerr as Vice President for Student Affairs

WHEREAS, Dr. Kerr holds a Doctor of Education degree in Educational Administration, Leadership & Supervision from St. John’s University, and a Master’s of Professional Studies in Human Resource Management from Stony Brook University; and

WHEREAS, Dr. Kerr currently serves the College as Interim Vice President for Student Affairs; and

WHEREAS, Dr. Kerr has more than twenty years of progressive administrative and leadership experience in higher education, having held positions such as Dean for Student Development, Chief Student Conduct Officer, Senior Director of Articulation, Transfer, and Educational Partnerships /Office of Academic Affairs, and Interim Chief Diversity Officer; and

WHEREAS, Dr. Kerr’s leadership and experience in both student affairs and academic affairs will support and enhance the College’s commitment to academic momentum and student success; and

WHEREAS, the appointment of Dr. Kerr as Vice President for Student Affairs will ensure that Queensborough Community College has the leadership to advance excellence in enrollment management and student affairs, and achieve greater academic and institutional effectiveness; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approve the appointment of Dr. Brian Kerr as Vice President for Student Affairs at Queensborough Community College, effective February 5, 2019.

EXPLANATION: The appointment of Dr. Brian Kerr as Vice President for Student Affairs follows a national search.

Dr. Kerr will lead the division of Student Affairs, which is comprised of Academy Advisement, Admissions & Recruitment, Accelerated Study in Associate Programs (ASAP), New Student Engagement, Career Services, Center for International Affairs, Immigration, and Study Abroad, College Discovery, Collegiate Science & Technology Entry Program (CSTEP), Counseling, Health Services, Military & Veteran’s Services, Services for Students with Disabilities, Student Activities, Student Government, Student Judicial Affairs/Student Conduct, MALES, and Testing Services.
Dr. Kerr has over twenty years of progressive administrative and leadership experience in higher
education within student and academic affairs. He currently serves as Interim Vice President for
Student Affairs and has held positions as Dean for Student Development, Chief Student Conduct
Officer, as well as Senior Director of Articulation, Transfer, and Educational Partnerships/Office
of Academic Affairs. His experience includes service in the roles of chief diversity officer,
counselor, advisor and assistant professor.

He is currently chair of his department’s Personnel & Budget (P & B) Committee, is a member
of the College’s Faculty P & B Committee, the College’s Enrollment Management Team, the
Student Behavioral Intervention Committee and serves on the President’s Cabinet. Dr. Kerr is
well versed in student-related policies, including applicable Federal and State legislation that
affects student college life.

Dr. Kerr’s leadership and experience in both student affairs and academic affairs will support
and enhance the College’s commitment to academic momentum and student success.
BRIAN A. KERR, Ed.D.

EXPERIENCE

Interim Vice President for Student Affairs, Queensborough Community College, City University of New York, (CUNY), Bayside, NY. Reporting directly to the college President.
June 2018 - Present

Queensborough Community College In a network of 25 institutions Queensborough Community College is one of seven community colleges serving 16,000 degree students; 20,000 certificate and non-degree students.

As Interim Vice President for Student Affairs, I have full oversight for a division with 21 departments/programs and over 350 employees.

Responsibilities:
- As Interim Vice President for Student Affairs, I am responsible for mentoring, success, and providing leadership to the following departments: Admission, Academy Advisement, Accelerated Study in Associate Programs (ASAP), Career Services, Center for International Student Affairs, Immigration, and Study Abroad, College Discovery, Counseling Center, Collegiate Science & Technology Entry Program (CSTEP), CUNY EDGE, Health Services, MALES Program, Military and Veterans’ Services, New Student Engagement, Services for Students with Disabilities, Single Stop, Student Activities, Student Conduct and Academic Integrity, Student Financial Services, Student Success and Testing.
- I am Chair of the Counseling Department’s Personnel & Budget Committee, as well as a member of the college’s Personnel & Budget Committee. I Chair the QCC Student Activities Association, and I am the Secretary of the QCC Student Auxiliary Association.

Accomplishments:
- Met campus and University enrollment targets for the Fall 2018 semester.
- Assisted in the food pantry relocation to the Student Union upper level.
- Maintained a level of confidence and support amongst student affairs staff in the absence of a dean of student development, dean of enrollment management, and the director of academy advisement.

Dean for Student Development, Queensborough Community College, City University of New York, (CUNY), Bayside, NY. Reporting directly to the Vice President for Student Affairs and Enrollment Management.
April 2018 – June 2018

As Dean for Student Development, I was responsible for providing oversight for multiple areas within the division pillars. I managed 130 professional full-time and part-time staff.
Responsibilities:
- I led, supported, and mentored a number of the divisions Enrollment Management sector departments in the absence of the Dean for Enrollment Management. I supervised a Student Life Manager for Special Programs, and maintained leadership of the same Student Affairs departments that I managed as the Associate Dean for Student Development.

Accomplishments:
- No visible accomplishments since I was in the role for such short time.

Associate Dean for Student Development, Queensborough Community College, City University of New York (CUNY), Bayside, NY. Reporting directly to the Vice President for Student Affairs and Enrollment Management.
September 2016 – March 2018

As Associate Dean for Student Development, I was one of three pillar leads for the department of student affairs. I provided innovative leadership and support to more than 120 professional staff.

Responsibilities:
- I provided direct oversight to the following departments: Career Services, Center for International Affairs, Immigration, and Study Abroad, College Discovery, Collegiate Science & Technology Entry Program (CSTEP), Health Services, Military and Veteran Services, Services for Students with Disabilities, Student Activities & Leadership, and Student Conduct and Academic Integrity.

Accomplishments:
- 70% of our new students completed HAVEN training requirements.
- Created the college’s first Registered Sex Offender (RSO) needs assessment tool.
- Successfully hosted college’s first Title IX Faculty Student Disciplinary Committee (FSDC) hearing.
- Re-designed the on-line Student Handbook.

Assistant Dean for Student Development, Queensborough Community College, City University of New York (CUNY), Bayside, NY. Reporting directly to the Vice President for Student Affairs and Enrollment Management.
December 2014 – September 2016

As Assistant Dean for Student Development, I was one of three pillar leads for the department of student affairs. I provided support, leadership, and direction to more than 60 professional staff. I served as the chief student conduct and academic integrity officer.

Responsibilities:
- I provided direct oversight to the following departments: Career Services, Center for International Student Affairs, Immigration, and Study Abroad, College Discovery,
Military and Veterans' Services, Services for Students with Disabilities, and Student Conduct and Academic Integrity.

Accomplishments:
  • Facilitated the creation of the Title IX (PAT) Procedural A-Team; a group of campus professionals who think-tank issues pertaining to Title IX and student conduct.

Senior Director of Articulation, Transfer, and Educational Partnerships, Queensborough Community College, City University of New York (CUNY), Bayside, NY. Reporting directly to the Vice President for Academic Affairs.
December 2013 – December 2014

As Senior Director of Articulation, Transfer, and Educational Partnerships, I managed 30% of the Academic Affairs budget, $1,000,000; 2 program directors, 12 faculty coordinators, and 3 technology support staff.

Responsibilities:
  • Provided leadership to the Vice President for Academic Affairs in three major areas:
  • The Queensborough Academies; Lead Transfer Services office and coordinated articulation agreements with partner colleges; Principal Investigator on Title V grant, utilizing ePortfolio to support student transfer success.
  • Provided daily leadership to 17 professional faculty and staff.
  • Acted as lead student issues coordinator for the department.

Accomplishments:
  • Assumed 50% of the responsibility of the previous Associate Dean for Academic Affairs and successfully led faculty and members of student affairs, in the planning of Academy enrichment events that serviced more than 3,000 students during the 13/14 academic year.
  • Created the college’s first Academies Strategic Plan to assess and strengthen the outcomes of the Queensborough Academies.

Director of Articulation, Transfer, and Educational Partnerships, Queensborough Community College, City University of New York (CUNY), Bayside, NY. Reporting directly to the Vice President for Academic Affairs.
November 2012 – December 2013

Responsibilities:
  • Met with college and university educational partners to ensure transfer agreements were accurate.
  • Enhanced dual/joint programs in CUNY by formulating relationships with department chairs across the University, and tracked student success rates once they graduated and moved on to four-year colleges.
  • Principal Investigator for U.S. Department of Education Title V grant, Making Transfer Connections (mTc).
Accomplishments:
- Led effort to create and maintain a newly designed website which incorporated the college’s curricula with employment and transfer opportunities.

Director of Academic Advisement, Queensborough Community College, City University of New York (CUNY), Bayside, NY. Reported directly to the Vice President for Student Affairs.
July 2004 – November 2012

Responsibilities:
- Provided daily leadership and supervision to 25 professional staff in three locations on campus.
- Developed and implemented the college’s first mandatory academic advisement plan.

Accomplishments:
- Steadily increased retention and graduation rates and the college.
- Led advisement, call center, and veterans’ services through the implementation of CUNYFirst and DegreeWorks.

Interim Chief Diversity Officer, Queensborough Community College, City University of New York (CUNY), Bayside, NY. Reported to the President while maintaining my full-time role as Director of Academic Advisement.
August 2010 – July 2011

Responsibilities:
- Provided guidance to the college President on all matters pertaining to affirmative action and compliance.
- Completed the college’s Affirmative Action Plan.
- Handled all EEO complaints and conducted necessary investigations.

Accomplishments:
- Led college successfully through the EEPC audit.

Assistant Director for the Educational Opportunity Program, Stony Brook University, Stony Brook, NY
June 2001 – June 2004

Stony Brook University In a network of 63 campuses in the SUNY system, Stony Brook enrolls 20,000 undergraduate and 10,000 graduate students. The University is very focused on research, and Applied Science and Engineering curricula. Reporting to the Associate Provost for Enrollment and Retention Management, I co-coordinated the administration of an extremely successful opportunity program.

Responsibilities:
- Helped to cultivate, develop and build one of the most successful opportunity programs in the SUNY system that retained and graduated students with a higher rate of success (15-20%) than the general admitted student population.
- Supervised an office of seven professional staff and 40 student workers.
- Managed the six-week summer program, coordinated student activities, and handled student disciplinary process.

**Accomplishments:**
- Developed grant proposal for new marketing initiatives that yielded $20,000 dollars annually in additional funding for the department.

**GRANTS AND OTHER PROJECTS**
(PI) Community Partnership for College (Pinkerton funded) (200,000)
(PI) Title V U.S. Department of Education Grant (500,000) w/John Jay College (Current)
The Collegiate Science & Technology Entry Program (CSTEP) 1.1million (Current)
(PI) For Making Transfer Connections (mTc) Title V FIPSE grant ($500,000)
The Black Male Initiative (Assistant Project Director) June 2009 – July 2011

**PROFESSIONAL AFFILIATIONS**
National Association of Student Personnel Administrators (NASPA)
National Association of Academic Advisement (NACADA)
New York State Transfer Articulation Association (NYSTAA)

**TECHNICAL SKILLS**
MAC OS, MS Office, Excel, Word, Power Point, PeopleSoft, CUNYFirst, DegreeWorks, and Starfish

**EDUCATION**
St. John's University, Queens, NY
**Doctor of Education**, January 2012
Educational Administration, Leadership & Supervision
Dissertation: "The Effect of an Academic Support Intervention on the Educational Outcomes for African American Men at a Large Urban Community College"

St. John's University, Queens, NY
Advanced Certificate in Instructional Leadership, September 2009

Stony Brook University, Stony Brook, NY

State University of New York at Albany, Albany, NY
**Bachelor of Arts**, Sociology, May 1997
COLLEGE OF STATEN ISLAND

Appointment of J. Michael Parrish, Ph. D. as Provost and Senior Vice President for Academic Affairs

WHEREAS, Dr. Parrish holds a Ph.D. in Anatomy from the University of Chicago, and Baccalaureate degrees in both Chemistry and Biology from the University of California; and

WHEREAS, Dr. Parrish is currently a tenured Professor at San Jose University, where he served as Special Advisor to the Provost from July 2017 through June 2018, Dean of the College of Science from August 2006 through June 2017, and as Professor in the Department of Biological Sciences from August 2006 through the present; and

WHEREAS, Dr. Parrish served as an Assistant Professor, Associate Professor and Professor in the Department of Biological Sciences in Northern Illinois University from 1988-2006, where he served as Department Chair from July 1999 through June 2006; and

WHEREAS, Dr. Parrish worked in higher education positions as well as research and curator positions at various Universities and Museums from 1978 to the present, after working as a Quality Control Chemist from 1976-1977; and

WHEREAS, the appointment of Dr. Parrish as Provost and Senior Vice President for Academic Affairs will ensure The College of Staten Island (“CSI”) has the leadership to oversee the development and implementation of academic programs and policies consistent with the mission of CSI and the City University of New York; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approve the appointment of J. Michael Parrish, Ph. D. as Provost and Senior Vice President for Academic Affairs at the College of Staten Island, effective February 5, 2019.

EXPLANATION: The appointment of Dr. J. Michael Parrish as Provost and Senior Vice President for Academic Affairs follows a national search. Dr. Parrish comes to CSI/CUNY after twelve years of dedicated service as a Professor, Dean and Special Advisor to the Provost at San Jose State University. While serving as Special Advisor to the Provost, Dr. Parrish participated in several initiatives to enhance faculty and student research and improve facilities. His efforts include leading the design and construction process for a new Interdisciplinary Science Building; planning for a Cognitive Studies Institute and virtual reality laboratory, and participating in a global assessment of space utilization and needs of the campus. Prior to serving as Special Advisor to the Provost, Dr. Parrish served as the Dean of the College of Science. In that role, Dr. Parrish was responsible for the budgetary, curriculum and administrative oversight of seven academic departments, a Nuclear
Science Facility and Landing Marine Laboratories. During his Deanship, Dr. Parrish contributed to student success by establishing an advisement center and instituting mandatory advising for all college majors; partnering with others to introduce a new course which provided leadership and career mentoring for transfers and students in good academic standing; and implementing changes which successfully increased the College’s four year graduation rate. In addition, Dr. Parrish led all seven department through the internal program review process for Accreditation and Assessment, adjusted faculty workload to recognize student research mentoring to foster student success, and worked with leadership and the Vice President of Advancement to find corporate, and foundation support to fund new initiatives.

Dr. Parrish has a long career in Higher Education and Research combined, spanning over a 40-year period. In addition to San Jose State University where he has predominantly held administrative roles, Dr. Parrish has held faculty positions at the University of Northern Illinois, and the University of Colorado, and teaching assistant roles at the Universities of Chicago and California. In addition, Dr. Parrish held positions as a Research Associate, Research Assistant and Curatorial Assistant at various museums and Universities. Dr. Parrish has numerous scholarly publications including articles, book chapters, and edited volumes as well as scholarly presentations. He has also been the recipient of numerous grants and in 2002, was appointed Presidential Research Professor for outstanding scholarship.
J. Michael Parrish

EDUCATION


BA, Chemistry; BA Biology, University of California, Santa Cruz, 1975.

ADMINISTRATIVE EXPERIENCE

Special Advisor to the Provost, San Jose State University 7/17-6/18
Academic Affairs lead on the design and construction process of the new Interdisciplinary Science Building and for outreach for a second, philanthropically funded building focused on innovation and public-private partnerships.
Other initiatives underway include planning for a Cognitive Studies institute and a virtual reality laboratory, cataloguing and integration of our diverse partnerships with regional K-12 districts, and a global assessment of space utilization and needs on our campus. This position ended this summer because our Provost, Andy Feinstein, left SJSU to become President at the University of Northern Colorado.

Dean, College of Science and Professor, Department of Biological Sciences,
San José State University 8/06-6/17.
The College of Science comprises seven departments, a Nuclear Science Facility, and Moss Landing Marine Laboratories. The college has 125 tenure-line faculty, an equivalent number of instructional faculty, 2500 majors, and currently generates 17% of the university’s enrollment. It has an annual budget of $25 M and generates ca. $8M in external research funding from the main campus and another $20M from Moss Landing. The Dean has budgetary, curricular, and administrative oversight for the college. Assigns enrollment targets and departmental budgets, oversees faculty recruitment, college tenure/promotion process, and staff recruitment and evaluation. Leads strategic planning, oversees Assessment and Program Review, and works with the Office of Advancement on donor cultivation and community outreach.

Selected Accomplishments

Strategic Planning. Participated in all phases of the development of the Academic Affairs Plan, which has three initiatives: 21st Century Teaching spaces, Student Success, and Research Scholarship and Creative Activity. I was a member of Priority Team 1, which focuses on improvements of student learning spaces. In the College of Science, we identified four strategic goals through a series of workshops and town hall meetings: enhancing faculty and student research, improvement of facilities, faculty workload, and student success. During my Deanship, we focused on, and put resources towards, each of these areas.
**Facilities Planning and Improvement.** San Jose State University has some of the oldest spaces for instruction and research in the sciences in the CSU system. We are in the midst of a college strategic plan designed to bring our teaching and learning spaces into the 21st Century. In 2014, we established a COS Space Committee with the goal of taking a global view of our existing spaces, determining which of those spaces could be utilized more effectively, and making strategic decisions about how to share and trade spaces among departments if needed. From 2015 to the present, we have worked with Facilities, Development, and Operations to remodel some of our highest priority spaces, with funding from Academic Affairs. During 2015-17, with funding from the CSU Capital Planning, Design and Construction and SJSU Provost’s and President’s offices, we are involved in planning and design for the new COS Science and Innovation Building, which is scheduled to break ground in 2018 and open in 2022.

- **Student Success.** Established COSAC (College of Science Advising Center) in 2008. Instituted mandatory advising for all college majors (2008). With funding from NIH and an NSF STEP Grant, the COS instituted workshops in gatekeeper STEM courses in Math and Physics courses modeled on successful programs previously developed in CS and Chemistry (2008-2010). Science 2 and 90T currently serve around 1000 students per year, including assigned undeclared majors as well as at-risk students from other colleges, notably Business, Engineering, and CASA. In 2016, in partnership with Braven Accelerator and under the leadership of Associate Dean Elaine Collins, we introduced a new course, Leadership and Career Accelerator, which provides leadership and career mentoring for transfers, sophomores, and juniors in good academic standing. In 2016-17 we focused on resolving bottlenecks and to encourage COS students to take higher average unit loads, with the goal of decreasing their time to degree and increasing the college’s four-year graduation rate. In 2017, I received the Harambee award for above and beyond service to the SJSU Black Community from the African American Student Success Task Force.

During the eleven years of my Deanship the COS saw improvements in overall four-year graduation rates for frosh from 8-17% (from 1-12% for underrepresented minorities), and two-year transfer graduation rates increased from 5-10% (flat about 5% for URM) during the same interval. Six-year graduation rates nearly doubled for frosh (34-57%; 20-42% for URM), and four-year Transfer rates increased from 43 to 68% (43-78% for underrepresented minorities) during the same interval. These changes represent a variety of strategies including institution of mandatory advising, creation of a college advising center, creating problem solving workshops in gatekeeper classes, increasing capacity in bottleneck courses, and shifting the core courses in most disciplines to curricular with significant active learning content.

- **Faculty Workload.** In the CSU, the normal assigned workload for faculty is equivalent to four three-unit courses per semester. We worked to adjust COS faculty workload to
recognize mentoring of research students, the impact of teaching large classes, coordinating lab sections, and advising students. With the addition of competitive research and course preparation grants from the COS and Academic Affairs, the average faculty workload in the COS now averages between two and three courses per semester.

- **Faculty and Student Research.** In the sciences, research is a high impact practice that fosters student success. As noted above, we now recognize student research mentoring as part of faculty workload, and have internal competitive faculty research grants that provide release time and/or travel or research support funds. In 2017, the SJSU indirect cost model was revised to provide more discretionary funding for the COS to support research internally. Similar research support is available from the University Office of Research. Roughly 50% of the space in the new Science Building is focused on research spaces, and we have planned a similar space allocation when Duncan Hall is renovated following completion of the new building. In 2015, I reinstated the position of Associate Dean for Research in the COS, appointing Chemistry Professor Marc d’Alarcao to that role.

**Program Development.**
- 2016-17. Planning and curricular design for interdisciplinary minor and MS in Bioinformatics including faculty from Biology, Computer Science, and Mathematics and Statistics.
- 2014, Co-organizer with the Grateful Dead Archivist at UCSC of an interdisciplinary academic conference: So Many Roads – the World in the Grateful Dead, which attracted over 300 attendees and brought together over 100 academics and band associates to give papers on the band’s influence in the arts, technology, social media, and other disciplines.
- 2012-16: Coordinator, SJSU Intercollegiate programs in Data Science and Cybersecurity-Big Data. 2012-2013: Orchestrated and supervised cluster hire of 9 new faculty in five colleges to support the initiative. From 2012 to 2017, I served as Provost’s designee providing administrative oversight for the initiative.
- 2012-2014: worked with the President’s Office, the College of Science, the Jay Pinson Program for STEM Education, and the Big Data-Cybersecurity Initiative in hosting the US Cyber Challenge competition each August.
- 2007-2008. Chaired the Academic Senate Task Force on Sustainability, which comprised student, faculty, staff, and administrative representatives from all campus divisions. The program’s recommendations, including establishment of a campus sustainability director reporting to the president, were implemented by President Whitmore. From 2008-2016, I represented the Council of Deans on the University Sustainability Committee.
2006-2007. Established Professional Master's Program in Medical Product Development Management. This degree, a self-support program offered through the College of Science, prepares students for careers in clinical trials and project management in the development of clinical devices and pharmaceuticals.

Faculty and Staff Recruitment. As Dean, I hired 68 tenure-track faculty, more than half of our overall tenured/tenure-track faculty FTE, and we currently have the highest tenure density and the largest faculty of the SJSU colleges. 31 hires were women, two were Hispanic, and two were African American. The COS also made significant additions to staff during that time, worked to increase staff compensation, and made budget allocations for more hires in the near future. We also instituted a program for staff development in 2017, to mirror existing campus programs in faculty development.

Accreditation and Assessment. Led all of our departments and programs through SJSU’s internal program review process during my Deanship, twice for most departments. Held COS assessment workshops each semester for the last four years for faculty and chairs/directors. Led two ABET accreditation reviews for the Department of Computer Science and was the Dean’s representative for the 2014-15 SJSU WASC Accreditation cycle.

Development. Under my leadership, $21 M came into the college from individuals, corporations, and foundations from 2006-17. During 2015-16, $2.7 M was received to support COS initiatives, with just over $1M received during 2016-17. From 22016-18, I worked with COS leadership and the VP for Advancement on finding corporate and foundation support for the new Innovation building.
Chair, Department of Biological Sciences, NIU. 7/99-6/06.
Had oversight of four sections of the department (36 tenure track faculty), along with its
greenhouse and animal care facility. Under my leadership, we created a new faculty group
focused on bioinformatics/proteomics, created a number of joint professorial appointments
between our department and Geology, Chemistry, Anthropology, and Geography. Steered
department through Program Review (2001).

Academic Appointments

Department of Biological Sciences, San Jose State University. Professor 2006-Present

Department of Biological Sciences, Northern Illinois University 1988-2006.
Professor, Department of Biological Sciences (7/00-6/06).
2002: Appointed Presidential Research Professor for outstanding scholarship.

Department of Geology, University of Colorado Boulder
Visiting Lecturer (83-86) and Visiting Assistant Professor (87-88)

Department of Anatomy, University of Chicago
Teaching Assistant (1978-80)

Department of Geology, University of California, Santa Cruz.
Teaching Assistant (1976)

Previous Professional Experience
Research Associate, Department of Geology. Field Museum of Natural History, Chicago IL.
Curatorial assistant, Dept. of Geology. Field Museum, 1979-81.

Administrative and Service Experience
California State University
• Campus Administrative Representative, Council on Ocean Affairs, Sciences, and
  Technology (2009-2017)
• Hosted CSU Science Dean’s Meeting at SJSU (2010)
• Gave Presentation at New Dean’s Academy at LAX on Budgeting for Deans (2016)
San José State University

- Member, Search Committees for SJSU VP for Admin and Finance (2015-16), and AVP for Facilities, Development and Operations (2016-18)
- Chaired Search Committees for Dean, College of Engineering (2016), Director of Silicon Valley Center for Big Data and Cybersecurity (2015-16), and Dean of International and Extended Studies (2014)
- Advisory Board, SJSU Virtual Reality program (2017-Present).
- Member, SJSU Budget Advisory Committee (2016-2017)
- Member, Agility Through Technology task force (2013-2016)
- Member, Student Success and Academic Technology Fund Ad-Hoc Committee (2013-Present) and SSETF Task Force within Academic Affairs (2014)
- Dean's Representative, Sustainability Board (2010-2016)
- Dean's Representative, Strategic Planning Board (2009-2011)
- Provost Search Committee (2009-10)
- Member, Presidential Design Group on Diversity 2008-2009
- Governing Board, Moss Landing Marine Laboratory (7/06-Present)
- President's Advisory Council on Enrollment Management (2009-11)
- Provost's Budget Advisory Committee (1/07-9/09)
- Accessible Technology Initiative Steering Committee (2007-2012)

Northern Illinois University

- Partnered with Burpee Museum to organize an international symposium on the biology of tyrannosaurs, which was held in Rockford September, 2005. I was lead editor for a volume of papers derived from the symposium that was published by Indiana University Press in 2013.
- As a result of research and educational partnerships with the Burpee Museum of Natural History in Rockford, IL, $100,000 in Department of Education funds were awarded to further research and educational ties between NIU and the Burpee. (2003)
- I worked with the Graduate School, the Department of Chemistry and Biochemistry, and the College of Liberal Arts and Sciences on the development of a Neutron cancer therapy center at NIU (2003)
- Member, College of Liberal Arts and Sciences committee looking at restructuring of minors across the college (2003).
- One of five chairs comprising a working group assembled by the Provost to explore ways to enhance and maintain diversity among the NIU Faculty (2003-2006).
- Established interdisciplinary program in Paleobiology comprising faculty from the departments of Biological Sciences, Anthropology, and Geology and Environmental Geosciences (2002).
- Led a team that prepared and defended eight-year program reviews for the baccalaureate, MS and PhD programs, Department of Biological Sciences (2001).
• Technology Commercialization Officer Search Committee, Graduate School (2001)
• Associate Dean Search Committee, College of Liberal Arts and Sciences (2000).
• University Scholarship Committee (1994-1997)
• University Academic Planning Council Chaired subcommittee for program reviews in Math-Statistics and Allied Health Sciences (1993-95).

Elsewhere
• Member. Guadalupe River Parkway Conservancy Board. 2013-Present, Chair of the Board’s Master Plan Committee (2014-Present).
• Alternate Member, City of San Jose Station Area Advisory Group looking at development of urban corporate campus near the main San Jose rail center. (2018).
• Member, San Jose Green Vision Resource Team (2007-2014). Provided sustainability outreach to San Jose through various public programs.
• Member of the Board of Trustees, Burpee Museum of Natural History, Rockford, Illinois (2005-6).
• Co-Editor (one of four), Journal of Vertebrate Paleontology (2000-02).
• President, NIU Chapter of Sigma Xi (1997-8)
• Program Chair for National Meetings, Society of Vertebrate Paleontology (1996-98)
• Head, Organizing and Program Committees, North American Paleontological Convention, Boulder, CO. Compiled abstract volume for NAPC IV. (1985-6)

Other Professional Activities
• 2012-13 Presentations on STEM Education, Online Education, and Cybersecurity training to California Commission on Science and Technology, Business Higher Education Forum, and British Council Forum on STEM Education.
• 2005 Technical Consultant for Eureka Exhibits for an interactive dinosaur exhibit.
• 2005 Media Appearances – Morning Edition, NPR
• 2004-2005 Technical consultant for National Geographic article about Triassic reptiles.
• 2002 Featured speaker at PaleoFest, Burpee Museum of Natural History, Rockford.
• 2001 Media Appearances – Chicago Tribune, Associated Press
• Media Appearances – Extension 720 (WGN Radio – panel on extinctions),
• Chronicle of Higher Education (profile of NIU-Shedd online course), Chicago Tribune (interview on NIU-Shedd course).
• Media Appearances - Chicago Tribune (front page in 5/99 and 10/99), Associated Press, Reuters, CLTV, NPR, ABC.com, BBC Radio, BBC4 TV, BBC World Service, WXRT Chicago, Osgood Files (CBS Radio)
• 3/00 Chautauqua course for college instructors, “The Dinosaur Family Tree.”
• Los Angeles County Museum of Natural History, Los Angeles, CA.
• 3/96,97, 98 Chautauqua course for college instructors, "The Dinosaur Family Tree," American Museum of Natural History, New York
• Field Program in the early Mesozoic "Karoo" group, western Madagascar (1994-2000; with John Flynn, Field Museum, and Andre Wyss, UC Santa Barbara)
• Taught Chautauqua course for college instructors, "The biology of dinosaurs". NIU
• Consultant on fossil exhibits, Field Museum of Natural History (1991-2006)
• Co-developer of exhibit, "Dinosaurs and Sea Monsters of the Rocky Mountain Region, University of Colorado Museum (1986).
• Co-Organizer, symposium on species boundaries and species packing as seen in the fossil record for 1986 annual meeting, Society for the Study of Evolution (1986).
• Consultant and organizer for public programs on dinosaurs, Field Museum of Natural History Program developer, speaker, and technical consultant, "Dinosaur Days", Field Museum of Natural History (1980-82).
• Field program investigating fossil vertebrates and paleoenvironments in the Late Triassic Chinle Formation (1981-90; with Kevin Padian, UC Berkeley; John Bolt, Field Museum; Russell Dubiel, U.S. Geological Survey).

Grants
• Collaborative Research: A bridge to physics and astronomy doctorates for students with financial need.
• 2004-2006 Department of Education. Paleontological Collaboration between the Burpee Museum and Northern Illinois University. Co Principal Investigators: F. Kitterle, M. Parrish, M. Mehrer, and R. Scherer. $100,000
• 2001-2003 National Science Foundation, Division of Ecological and Evolutionary Physiology. $300,000 for three year project: Aspects of the functional morphology of Sauropoda (Dinosauria: Saurischia), with Kent Stevens, University of Oregon.
• 1991 Graduate school fund for faculty research and artistry, Northern Illinois University. $7402 for research project: Extraction and amplification of nucleic acid sequences from dinosaur bones and other fossilized tissues (with S.A. Nadler).
• Smithsonian Institution. Short Term research fellowship, Department of Paleobiology, National Museum of Natural History, 6-7/88. $1000
• 1987-91 Petrified Forest Museum Association – 5 field research grants totaling $4.3K
• 1987 National Science Foundation, Stratigraphy and Paleontology Program. $65,000 for two-year project: "Studies of Mesozoic reptile trackways of the Rocky Mountain region." Co-Principal Investigators: Martin Lockley, University of Colorado, Denver, and J. Michael Parrish.
• 1986 National Science Foundation, Systematic Biology Program. $65,000 for three-year project entitled "Phylogenetic analysis of the Triassic Crocodile-normal archosaurs." Duration 10/1/86-9/31/89.
• National Geographic Society. $1980 for project entitled "Paleontology and sedimentary facies analysis of the northeastern part of the Chinle Formation."

Graduate Student Supervision
At Northern Illinois University, my lab produced 4 Ph.D.s and 4 MS students, as well as a number of undergraduate research students who subsequently entered graduate programs. Previous graduates from my lab include:
• Rachael Allen (Ph.D. 2010) Assistant Professor of Biological Sciences, University of Missouri, Kansas City
• Phil Senter (PhD 2003). Associate Professor of Biology, Fayetteville State University
• Matt Bonnan (PhD 2001). Associate professor of biology, Richard Stockton College, Galloway, New Jersey.
• Scott Foss (PhD 2001). Senior Paleontologist, Department of the Interior, Bureau of Land Management, Washington, DC.

Publications
Journal Articles:

Edited Volumes

**Book Chapters:**


• Parrish, J.M. 1997. Chapters on Archosauria (pp. 20-24), Chinle Fm. (p. 125), Genetics (pp. 271-272), Musculature (pp. 452-453), Petrified Forest (pp. 542-543), and Triassic (pp. 747-749). IN Currie, P.J. and K. Padian (Eds.). Encyclopedia of Dinosaurs. Academic Press, New York.


LEHMANN COLLEGE

Appointment of Peter O. Nwosu, Ph.D. as Provost and Senior Vice President for Academic Affairs and Student Success

WHEREAS, Dr. Nwosu holds a Ph.D. in Communication Studies from Howard University, a Masters in Liberal Studies with a concentration in Communication and Instructional Technology from Towson University, and a Baccalaureate in Mass Communication and Journalism from the Institute of Management and Technology (Enugu, Nigeria); and

WHEREAS, Dr. Nwosu is currently Provost and Vice President for Academic Affairs and a full Professor of Communication at Clark Atlanta University; and

WHEREAS, Dr. Nwosu has more than a decade of academic leadership having held positions such as Associate Vice President for Academic Programs and Accreditation Liaison Officer (2014 to 2016) at California State University, Fullerton; Special Assistant to the President for Institutional Planning (2010 to 2011) and Associate Vice President for Academic Affairs, Institutional Planning and Assessment (2011 to 2013) at Tennessee State University; Chair, Department of Urban Studies and Planning (2007-2008) and Special Assistant to the Provost for Academic Planning and Diversity Initiatives (2009 to 2010) at California State University, Northridge; Chair, Department of Communication Studies (2004-2007), Mike Curb College of Arts, Media, and Communication, and Associate Chair, Department of Communication Studies (1994-1995), California State University, Sacramento; and

WHEREAS, the appointment of Dr. Nwosu as Provost and Senior Vice President for Academic Affairs and Student Success will ensure Lehman College has the leadership to advance excellence in teaching, research and scholarship; achieve a strategic alignment of academic affairs, enrollment management, and student affairs; and achieve greater academic and institutional effectiveness; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approve the appointment of Peter O. Nwosu, Ph.D. as Provost and Senior Vice President for Academic Affairs and Student Success at Lehman College, effective February 5, 2019.

EXPLANATION: The appointment of Dr. Peter O. Nwosu as Provost and Senior Vice President for Academic Affairs and Student Success follows a national search. Dr. Nwosu, an American Council on Education (ACE) Fellow, Fulbright Scholar, and a graduate of the Institutes for Higher Education at Harvard University, brings more than twenty years of higher education experience to this role. Under his leadership, Clark Atlanta University successfully completed two major accreditations in 2016 and 2017 respectively, and began the implementation of major faculty-led curricula modernization of all 29 undergraduate programs, including general education, and 42 graduate professional programs. He created a comprehensive
ecosystem for student success that is proactive, culturally responsive, and outcomes-focused and new academic partnerships to provide pipeline and research opportunities for students.

Dr. Nwosu had a successful career at several public universities including California State University, Fullerton; Tennessee State University; California State University, Northridge, and California State University, Sacramento. His comprehensive portfolio includes initiatives ranging from curricula modernization and innovation, to guiding faculty and staff development, aligning academic and student life, strategic planning, fostering strategic partnerships, and improving student success outcomes.

Dr. Nwosu is a recognized expert in intercultural and international communication, diversity training, strategic planning, assessment, program evaluation and educational effectiveness. He is the author of 3 books and more than 90 scholarly writings including refereed journal papers, training manuals, and conference presentations. He is on the editorial board of several peer-reviewed journals and was editor, *Africa Media Review* for more than 10 years. He is on the Boards of Directors of the American Council on Education (ACE) Fellows Program, Association of Chief Academic Officers (ACAO), and California Urban Partnership.

Dr. Nwosu’s depth of academic leadership, distinguished record of scholarship, teaching and service, and strong commitment to student success will advance the ambitious agenda of Lehman College.
PETER O. NWOSU, Ph.D.: Curriculum Vitae

EDUCATION

- Ph.D., Howard University, Washington, DC, Communication Studies, 1990
- M.A., Towson University, Baltimore, Maryland, Liberal Studies, 1987 (Concentration: Communication and Instructional Technology)

ACADEMIC LEADERSHIP EDUCATION/PROFESSIONAL DEVELOPMENT

(Select List)

- Southern Association of Colleges and Schools (SACS), Institute on Quality Improvement and Substantive Change, 2010.
- Assessment Training and Research Institute, Florida A&M University, 2010.
- Western Senior College and University Commission (WSCUC): New ALO Orientation; The Accreditation Liaison Officer: Bridge, Channel, and Advocate; Navigating Substantive Change; The New Institutional Review Process; Planning for and Hosting an Effective WSCUC Site Visit; and The Big Five: Addressing Core Competencies, 2014 and 2015 respectively, 2014, 2015, and 2016.
- NACADA, the Global Community for Academic Advising, Academic Advising Administrators’ Institute, Las Vegas, 2015.
- Digital Learning Fellow, Bill and Melinda Gates Foundation and Association of Chief Academic Officers Digital Learning Fellows Program, 2017-2019. One of 30 Chief Academic Officers selected to participate in a series of national convenings on digital learning with a focus on improving student outcomes.
- Council on Independent Colleges (CIC), Chief Academic Officers Workshop, St. Louis, Missouri, 2018 (for Chief Academic Officers in their 3rd and 4th years of leadership and service).
Administrative Positions/Professional Experience

Provost and Vice President for Academic Affairs, Clark Atlanta University, Atlanta, GA, 7/16 to present

Clark Atlanta University (CAU), a private, co-educational, comprehensive, doctoral research institution, located in Atlanta, has served as a national engine of inclusive educational access and a vehicle for upward mobility for African Americans and underserved population groups. CAU is a consolidation of two institutions: Clark College, founded in 1869, was the nation's first private, liberal arts institution to award baccalaureate degrees to African Americans, and Atlanta University, founded in 1865, was the nation's first African American graduate institution. Both institutions were consolidated in 1988 to become Clark Atlanta University. With more than 4,000 students, CAU is the largest of the four autonomous institutions (CAU, Morehouse College, Spelman College and Morehouse School of Medicine) in the Atlanta University Center Consortium (AUCC). The AUCC, with nearly 10,000 students, has the largest contiguous concentration of African American students and faculty of color in the United States. CAU awards bachelors, masters, specialist, and doctoral degrees in 71 academic programs. Of its undergraduate student population, 62% come from families with income of $48,000 or less; 35% are first generation students; 72% are Pell eligible; and 86% receive financial aid. Forty percent of the students come from Georgia, 53% are from out of state, and 7% are international students. A January 2017 study by the National Bureau of Economic Research titled Mobility Report Cards: The Role of Colleges in Intergenerational Mobility ranks CAU as the leader in the rate of economic mobility among Atlanta-area colleges, and among the top 12 percent of institutions in the United States. CAU is accredited by the Southern Association of Colleges and SchoolsCommission on Colleges (SACSCOC) and maintains discipline-specific accreditations in eight programs. The University comprises of the Office of the President and five administrative divisions (Academic Affairs; Student Affairs; Business and Finance; Human Resources, and Institutional Advancement and University Relations), with Academic and Student Affairs functioning as the university’s largest divisions under the Provost and Vice President for Academic Affairs.

Major responsibilities

Dr. Nwosu brings more than 20 years of experience in higher education to his role, leading and managing the strategic and operational initiatives, as well as personnel and budget for two divisions (Academic Affairs and Student Affairs), which includes 19 direct reports and nearly 200 full time faculty teaching across the university’s 71 undergraduate, graduate and professional programs. His portfolio includes a variety of academic and administrative units such as the university’s four academic schools (Arts and Sciences, Business Administration, Education, and Social Work); enrollment services; academic programs and student success; research and sponsored programs; planning, assessment, and institutional research; cancer center; undergraduate research and creative activity; honors and scholars’ program; career and professional development; online learning, faculty development, and continuing education, CAU museum and art gallery; Title III Programs; and CAU radio and television stations, among others. A major thrust of Dr. Nwosu’s responsibilities is curricula modernization and innovation,
improving student success outcomes (access, learning, retention, graduation, and post-graduate experiences), guiding faculty and staff development, strengthening teaching, research, and service, aligning academic and student life, fostering strategic partnerships, setting budget policy, and improving quality assurance processes in line with campus mission and strategic priorities.

Dr. Nwosu serves as the senior member of the President’s Executive Cabinet, has broad responsibilities for advancing the university’s mission and goals, consistent with the President’s priorities, and represents the President during his absence from the University. In addition, he provides oversight for planning and implementation of the university’s enrollment management plan, ensures compliance with academic accreditation and requirements of regulatory agencies, supports faculty and staff development, provides recommendations to the President on all academic issues including faculty appointments, promotion, tenure and termination; provides leadership in strategic planning, ensures that the university's budget process enables stable planning and effective resource allocations in support of academic programs, and coordinates periodic reviews of academic and administrative support units and programs.

Dr. Nwosu also serves as chair of the following University Senate Committees: Academic Council, Committee on Budget and Planning, and Blue Ribbon Commission, among others. In his role as Provost and Vice President for Academic Affairs, he works closely with the chair of the Faculty Assembly, President of the Staff Assembly, Presidents, Undergraduate and Graduate Students’ Associations, and supervises the following direct reports:
- Dean, School of Arts and Sciences
- Dean, School of Business Administration
- Dean, School of Education
- Dean, Whitney M. Young School of Social Work
- Dean, Student Services and Campus Life
- Associate Provost, Academic Programs and Student Success
- Associate Vice President, Enrollment Services
- Associate Vice President, Online Learning and Continuing Education
- Associate Vice President, Research and Sponsored Programs
- Assistant Vice President, Planning, Assessment, and Research
- University Registrar
- Director, Center for Cancer Research and Therapeutic Development
- Director, University Honors and Scholars Program
- Director, Center for Undergraduate Research and Creative Activity
- Director, Title III Program Administration
- Faculty Coordinator, General Education
- Faculty Coordinator, Health Professions Advising
- Special Assistant to the Provost for Strategic Initiatives
- General Manager, WCLK Radio Station
- Director, Academic Budgets and Operations
Executive Assistant to the Provost

Major accomplishments

*Academic and Strategic Planning*

- Worked with the President and campus constituency on the successful re-affirmation of institutional accreditation for another ten years by the Southern Association of Schools and Colleges Commission on Colleges (SACS-COC) in 2017.
- Successful reaffirmation in 2017 of accreditation for another ten years by the United Methodist Church (UMC), as a UMC-affiliated institution, a relationship, which provides funding support for scholarships and capital improvement, projects for the university.
- Successful reaffirmation of accreditations for the following academic programs:
  - Masters of Public Administration (MPA) in 2018 by the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA).
  - Bachelor’s degree in Early Childhood Education in 2017 by the Board of Examiners of the Georgia Professional Standards Commission.
- Received substantive change approval in November 2018 from the Georgia Professional Standards Commission to offer a baccalaureate program that leads to teacher certification in Biology. This is an interdisciplinary collaboration between the School of Education and the School of Arts and Sciences.
- Prepared and submitted the Self-Study for the Master of Science in Counselor Education in the School of Education (Mental Health Counseling and School Counseling Programs) in August 2018 to the Council for Accreditation of Counseling and related Educational Programs (CACREP).
- Successfully launched two new degree programs: a Bachelor of Science in Cybersecurity, which began in Fall 2018, with an inaugural class of 25 students; and the university’s first fully online degree program, the doctorate in higher education administration, also began in Fall 2018, with an initial cohort of 10 students. The Cyber-security degree program is housed in a new Department of Cyber-Physical Systems in the School of Arts and Sciences, while the online doctorate in higher education administration is housed in the Department of Educational Leadership in the School of Education.
- Received Board of Trustees approval to launch a new baccalaureate program in Art History and a minor in Curatorial Studies in collaboration with Spelman College and Morehouse College. The program known as the Atlanta University Center (AUC) Collective for the Study of Art History and Curatorial Studies is funded through a $5.4 million grant from The Walton Family Foundation, and is intended to position the AUC to become the nation’s leading producer of African American museum...
professionals. Funding will be used to recruit program staff, new faculty, provide scholarships and paid internships for students, and will position the AUC to become the nation’s leading producer of African American museum professionals. The program is expected to begin in Fall 2019 following approval by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

- University Senate approved Second Bachelor Degree Policy proposal from Academic Affairs to address a gap in our admission process in response to internal and external demand from individuals seeking to advance career opportunities in today’s changing workforce.

- Completed successful external review of the Speech Communication program in the School of Arts and Sciences to align the current BA degree towards an innovative and contemporary program. Current curriculum is a replica of the early era of the discipline of Speech Communication. The new program aims to achieve, among other elements, a leading edge curriculum that is reflective of national emerging trends in the discipline, competitive in attracting and graduating students, and provides unique opportunities in the Atlanta area as a destination campus for students, employers and postgraduate studies.

- Commissioned Taskforce on Graduate Education to advance graduate education at the university. Task Force Report, submitted in December 2017, along with feedback from graduate students, campus stakeholders, and the Executive Committee of the Board of Trustees at its February 2018 meeting, informed several action steps:
  - Identified 17 programs of promise and set enrollment goals and targets for each program.
  - Commissioned Time-to-Degree Report to understand and improve graduate student completion—preliminary report shows some 50% of doctoral students completing degrees beyond 10 years.
  - Launched a new graduate assistantship and tuition scholarship program to provide funding for 28 new students in the 17 identified programs of promise.
  - Implemented first phase of new graduate housing in fall 2018.
  - Launched the Graduate Student Conference Travel Grant where 17 graduate students (1 Community Counseling, 4 Humanities, 1 Political Science, 4 Public Administration, and 8 Social Work) were awarded funding to support presentations at professional conferences.
  - Began work on a centralized administrative structure to support graduate education.

- Completed revisions to six graduate programs to align with regional peers and industry needs: the traditional MBA and the Working Professionals MBA, the Master of Social Work, Master of Science in Accounting, and Master of Science in Mental Health Counseling and Master of Science in School Counseling.

- The School of Business was recognized by the Wall Street Journal (2017) on its List of 75 Schools for Financial Planners and is the only school in the State of Georgia on the list. The School of Social Work moved up in the US News and World Report rankings of Best Social Work Programs in the nation to 88 from 146, out of 251 accredited programs; and the university’s rankings on the list of the Top 20 HBCUs in the nation moved from 18th to 15th.
• Chaired the 17-member campus-wide planning committee appointed by the President that developed the university’s 2018-2023 draft Strategic Plan. The plan envisions CAU to be recognized internationally among the most innovative institutions of higher education and learning that address society’s problems through three key areas: transformative educational experiences, impact-driven research and creative activities, and high-value engagement with communities around the world. The plans provides six goals that support this vision: academic planning; enrollment and student success; research and creative activity; institutional effectiveness; facilities, technology, entrepreneurship and real estate; and marketing, branding, and fundraising.

• Established the Office of Online Learning and Continuing Education as a self-financing unit to support faculty development on innovative learning, teaching, and engagement, increase the university’s footprint in online delivery, and provide educational opportunities to working adults beyond the university’s traditional population of 18-24 year students.

• Restructured our Teaching and Learning Center (TLC), with a focus on innovative teaching and student engagement and hired a new faculty director, a dedicated IT specialist, and two new Instructional Design Specialists to assist faculty with course redesign. Our new TLC, called the Center for Innovative Teaching, Learning, and Engagement (CITLE), houses a Zoom room with video and audio conferencing capability to support instruction, meetings, and webinars across mobile, desktop, and multiple locations.

• Developed a comprehensive academic framework (AIMS-Advancing Innovation, Motivation, and Success) to inform the implementation of the university’s new undergraduate curriculum approved in Summer 2016 by the University Senate. The approval of the new curriculum capped more than 18 months of work by faculty and administration to reform the undergraduate curriculum and align it with 21st century needs. The new curriculum with its 122 credit hours includes the following: a redesigned General Education Core, with a reduction in required credit hours (from 58 credit hours to 30-36 credit hours) depending on the major; 51 new degree plans requiring a minimum of 57 credit hours in the major; the First-Year Seminar, a required 2-credit hour gateway course to successful college experience; and an optional 9-12 credit hours stackable credentials across programs to ensure students’ relevance and preparation for future careers, and a 12-15 credit hours minor. Integrated in the student experience regarding the new curriculum is a summer bridge program for STEM majors to provide experiential learning that prepares students for success in the innovation and technological space in and outside of the classroom; and undergraduate research for all students to ensure that students as young as entering freshmen stimulate their natural curiosity and develop the investigatory skills necessary to address the social, political, and economic challenges of our time, formulate new questions, and make discoveries about the unknown.

Student Success

• Created a comprehensive ecosystem for student success that is proactive, culturally responsive, and outcomes-focused; clarified the concept of student success
to include five components: access; learning; persistence/retention; completion; and post-graduation experiences (careers or graduate school). During the Academic Year 2016-17, we conducted multiple surveys of all entering freshmen to learn about their strengths, learning styles, research skills, and study habits, and we used the data to redesign our First Year Seminar course.

- Completed a comprehensive evaluation of student performance in all lower division gateway courses offered in AY 2012/13 to AY 2016/17 to assess student performance. Of the total of 1,196 courses offered during this five-year period, the university found high failure rates (> 40% D, F, W) among students in 52.8% of these courses. In many of these courses, student failure rates were as high as 50%. As a result, I assembled the most experienced faculty at the university to engage in conversations about student learning, and subsequently launched a major initiative on course redesign utilizing technology-enhanced learning solutions such as digital tools/adaptive courseware platforms to improve student learning and retention in gateway courses with high failure rates. We selected faculty digital learning champions to redesign the initial set of three gateway courses: Introductory Biology, General Chemistry, and Mathematics (Calculus I), utilizing the concept of mindset pedagogy and adaptive learning courseware (Cogbooks, Knewton, and ALEKS respectively), which supports personalized learning. Lessons from the pilot resulted in faculty working as an interdisciplinary group to develop grant-funded proposals in order to scale up and scale out the three gateway courses. Today, 16 faculty members are teaching six (6) redesigned courses involving 25 sections and nearly 1,000 freshmen, utilizing embedded assessment to understand student learning and further facilitate their engagement with content matter. The embedded assessment measures are guided by the university’s new uniform six-step assessment process put in place in summer 2017 to simplify the process by which academic and administrative units engage assessment and continual improvement.

- Seventy-four percent of students in the spring 2017 pilot redesigned courses reported increased engagement in their classes because of the use of adaptive courseware. In one of the redesigned General Chemistry 1 course, the average DFW rate of between 36%-38% was the same as for the prior three years. Assessment of students’ performance in the pilot redesigned course offered in spring 2017 showed that among students who passed the course, there was a significant increase in the percentage of B grade earned, 55.6 % in the redesigned course vs 11% over the previous three years, and a concomitant decrease in the percentage of C grade earned. This distribution of passing grades reflected deeper learning by the students that passed the course. We found a strong correlation between the amount of time students engaged with the adaptive learning system and student learning outcomes. Based on these findings, we expanded the use of the adaptive learning courseware to all sections of General Chemistry I and II in Fall 2018. In an additional effort to decrease the DFW rate, we are piloting a program in one section of General Chemistry I to support students’ social and emotional learning, reducing test anxiety, and to encourage additional course engagement. We are also piloting pedagogy workshops for STEM faculty focused on growth mindset vs. fixed mindset and how faculty can support student social and emotional learning.
- Our work has been supported through a partnership with the Association of Chief Academic Officers (ACAO) on a digital learning initiative funded by the Bill and Melinda Gates Foundation. We also received funding support from the National Science Foundation (NSF) in the amount of $650,000 to scale up and scale out our efforts. As a result of our work, we were selected by the Association of Chief Academic Officers to host the 2018 Summer Summit on Digital Learning for HBCUs in the Southeast region. Thirty HBCUs serving more than 75,000 students participated in the summit.

- Achieved the highest enrollment headcount since 2013 (4017 students); the highest number of returning students since 2012 (a 13.9% increase from the prior year); a freshman class with one of the most competitive academic profiles (i.e. highest GPA of 3.33 since 2014, highest SAT score of 1036 since 2014, and highest ACT score of 20 since 2016); and the first-year selectivity (admit) rate improved significantly from 72% in fall 2016 to 58% in fall 2017, and 52% in fall 2018. In addition, the fall 2017 housing occupancy rate increased from 93.9% in fall 2016 to 96.4% in fall 2017, and 98% in fall 2018.

- Partnered with Complete College America and launched a Finish-in-Four Campaign (CAU Take 15 or 18 Campaign), which includes early advising and registration, and resulted in significant gains in credit accumulation (90% in Fall 2017 compared to 66% in Fall 2016, a 24% increase). The campaign is a key part of a university-wide retention goal around a bold new initiative titled 77 in 27, with the goal of attaining 77% retention rate in 10 years (2027). In fall 2016, the university’s retention rate was 66%; by fall 2018, retention rate moved to 70%. Graduation rate also moved from 38% to 40% in fall 2017, and to 45% in fall 2018, a 7-point increase in two years.

- Implemented a system for tracking post-graduate destinations, whether a new graduating student secured discipline-related employment or decided to pursue further graduate or professional education.

- Partnered with Royall and Company to develop a model for financial aid optimization, resulting in leveraging academic scholarships to attract more qualified students to the institution.

- Implemented block scheduling and course delivery options for both undergraduate and graduate curricular respectively to improve availability options for undergraduate and graduate students and to accelerate college completion.

- Implemented several technology solutions to support student success: EAB Student Success Campus, a predictive analytics solution for student advising; GradesFirst, an alert monitoring system; Enhanced DegreeWorks a degree-audit system for tracking students progress to degree; and Smarthinking, a 24/7 online tutorial service for students on various courses.

- Leveraged the technology solutions to institute intrusive high-impact practices (HIPs) and intentional mandatory academic advising for students, with the first set of mandatory advising implemented in fall 2017 for students with 61-90 credit hours.

- Implemented RADAR, a homegrown registrar’s archival document and retrieval system developed by faculty in the Department of Cyber-Physical Systems, to digitize and expedite delivery of transcripts and academic documents.
Successful recruitment of more than 100 academic personnel from 2016 to 2018 (includes 1 associate provost, 2 deans, 3 associate/assistant deans, 1 dean of student services and campus life, 2 assistant vice presidents, 3 associate vice presidents, 42 full-time faculty, 23 department chairs/program directors, and 25 administrative personnel).

Restructured the Divisions of Academic Affairs and Student Affairs to strengthen collaboration and shared governance, improve efficiencies and accountability, and align academic life with student life.

Restructured academic advising services, combining strategic hiring, infrastructure support, and technology solutions to increase scale and achieve improved outcomes for students. Three new academic advisors (Retention and Graduation Specialists) and an Assistant Director for Student Success/Advising Training Specialist were added to the current advisor pool in the Center for Academic Advising and Student Success. Professional advisors, centrally managed but school-based (designated as Retention and Graduation Specialists) were assigned to each school, including special student populations, to manage a case-load of undergraduate students.

Consolidated the University Honors and Scholars Program and strengthening curricular and co-curricular programming to align with national best practices, and implemented the First Annual University Honors and Scholars Convocation at the university to recognize and celebrate students, faculty, and staff members scholastic and service accomplishments. One hundred and sixty-six students were honored at the inaugural event, and cash awards for the best undergraduate student research, the best doctoral dissertation, the best overall student, and excellence in teaching, research, and service, among others, were presented at the event. The event also celebrated faculty who have made significant contributions to teaching, research, and service, including the recipient of the annual university award for excellence in teaching. The second such event took place in May 2018, and celebrated the accomplishments of more than 100 scholars who were recognized for Summa Cum Laude, Magna Cum Laude, and Cum Laude achievements. Members of the Honors and Scholars Program completed more than 500 hours of community service through Hands On Atlanta, The Joseph and Evelyn Lowery Institute, the Atlanta Public Schools, as well as mentoring and tutoring programs that serve the West End community, where the university is located.

Implemented the use of digital diplomas using a simple and secure global system developed by Parchment Connect to share transcripts and diplomas electronically, making CAU the first HBCU in the nation to award digital diplomas, and one of the first group of schools in the southeast to implement the use of digital diplomas.

Implemented several technology solutions to improve quality of learning and support enrollment efforts. Examples include a customer relations management system to help manage engagement with applicants to CAU and the online system for evaluation of faculty instruction by students implemented in spring 2018, with a 47% response rate, besting the 15-20% national average for digital evaluation of faculty, when done the first time. Both technology solutions replace the manual processes.
previously utilized at the university for these services. With the digital evaluation of faculty instruction, the savings to the university was reported at more than $25,000 annually.

- Implemented a uniform six-step assessment process at the university to simplify assessment protocols for faculty and staff and improve reporting and documentation.
- Restructured summer school, offering a 5-week module that included online offerings (instead of the university’s traditional 2-month module). As a result, the University met and exceeded its enrollment target of 450 students in summer 2017 (587 students enrolled) and the budget goal of $1.4 million was exceeded by an additional $600,000. In summer 2018, the budget goal was increased to $1.8 million, and was exceeded by an additional $1 million.

Academic Partnerships

- Collaborated with two Atlanta University Center (AUC) institutions, Spelman College and Morehouse College, to establish the AUC Collective for the Study of Art History and Curatorial Studies, a joint undergraduate program designed to create a diversity and inclusion pipeline of African American professionals and position the AUC to become the nation’s leading producer of African American museum professionals. The program is funded through a $5.4 million grant from The Walton Family Foundation, and includes scholarships and paid internships for students. Served as co-chair of the subgroup that developed the affiliation agreement for the program (w/Provost Davies of Spelman). The program will begin in fall 2019.
- Working with the AUC Council of Provosts to develop a joint data science initiative across the four AUC institutions: CAU, Spelman, Morehouse, and Morehouse School of Medicine. The initiative is funded by major external stakeholders, and involves select faculty from across the four AUC institutions.
- Led the development and implementation of a historic academic partnership between CAU and Georgia Piedmont Technical College (GPTC) to expand postsecondary opportunities, strengthen academic rigor, and increase student success. The CAUGPTC partnership dubbed Access 4 Achievement, commits the two institutions (one private and the other public) to leverage their intellectual capital and other resources to develop an integrated network where GPTC students can seamlesly continue their studies at CAU, and conversely, CAU students can earn industry recognized credentials or receive additional academic support at GPTC. Other components of the partnership include a 2+2 program-specific articulation agreement, where GPTC students earning an Associate’s in Applied Science (AAS) will be automatically accepted into a comparable Bachelor’s Degree program at CAU upon meeting specific academic requirements, a faculty pipeline strategy, where GPTC will actively recruit qualified CAU graduate students to serve as adjunct instructors at its three campuses, as well as the collection and sharing of data, and periodic review and evaluation of the strategies outlined in the partnership to assess its impact on postsecondary opportunities in the Atlanta Metropolitan region.
- Signed Academic Partnership agreements with two other major institutions to foster greater collaboration, including a seamless transfer of students to CAU: Atlanta
Technical College and City Colleges of Chicago, which provides access to a system of seven (7) community colleges.

- Provided leadership for operationalizing pipeline opportunities for CAU students with four-year/research institutions such as the Massachusetts Institute of Technology, Augusta University, Illinois Institute of Technology, and Middlebury Institute for International Studies, as well as other external partners such as Boeing Company and Ford Motors, among others.
- Launched the Black Male Initiative (BMI) in partnership with about two-dozen churches in the Metro Atlanta region. The BMI is a “call to action” designed to increase the preparation of young men for college, as well as strengthen the presence of black males at CAU given the university’s 70-30 female to male ratio. The Program calls for teams of students, faculty, staff, administration, alumni, and members of the Board of Trustees to be dispatched to churches across Metro Atlanta during service throughout the month of February-Black History Month.

Research and Sponsored Programs

- Total number and value of active awards currently managed by Research and Sponsored Programs, a key campus unit that reports to the Provost and Vice President for Academic Affairs, is 70 awards valued at $55MM.
- Proposals Submitted: 64 proposals were submitted in FY18. The goal was 74; 86% of the goal was met. The total value of proposals submitted was $49MM.
- Awards Received: 49 awards were received in FY18. The goal was 39; 126% of the goal was met.
- Awards have come from the following, among others: o National Science Foundation
  o U.S. Department of Health and Human Services
  o U.S. Department of Education
  o U.S. Department of Defense
  o National Parks Service
- The percentage of full time faculty with doctorates who devote primary effort to research activities increased from 15.47% in 2017 to 20.11% in 2018.
- University also received a three-year major grant of $1.5 million in 2016/2017 from the United Negro College Fund (UNCF) to strengthen career support services for students, and includes reorganization of the Office of Career Professional Development; integration of e-portfolio in the curriculum; and tracking of career opportunities through the use of Handshake, a technology solution for career services.

Associate Vice President for Academic Programs (AVPAP) and Accreditation Liaison Officer (ALO), California State University, Fullerton, CA 1/14 to 6/30/16

California State University, Fullerton (CSUF), a Hispanic Serving Institution (HIS), is one of 23 campuses of The California State University, the largest four-year public university system in the United States. With more than 39,000 students, CSUF is the largest campus of the CSU system, and one of the largest, most diverse comprehensive universities in the nation. It enrolls almost 70% ethnic minorities (37.15% Hispanic; 20.81% Asian/PI; 8.34% International; 4.20% Multi-race; 2.06% Black; and .13% American Indian). Over 40% of the students come from historically underrepresented groups. The
university has more than 2100 full- and part-time faculty and some 1920 full- and part-time staff, offers 55 baccalaureate degrees and 53 master’s degrees, and 2 professional doctorate degrees at two locations in Orange County, and awards more than 9,000 degrees annually, making it first in the CSU system, first in California, and 5th in the nation in the number of degrees awarded to Hispanics. The university also ranks 5th in the nation in the number of baccalaureate degrees awarded to students from underrepresented groups. More than half of the university’s degrees are earned by students who are among the first in their families to go to college. The university is accredited by the Western Association of Colleges and Schools and maintains discipline-specific accreditations in thirty-eight programs. In terms of economic value, *U.S. News and World Report* ranks CSUF number 1 among “Best Regional Universities in the West for students who graduate with the least debt.” The university comprises of the Office of the President and six administrative divisions (Academic Affairs; Administration and Finance; Advancement; Information Technology; Human Resources, Diversity, and Inclusion; and Student Affairs), with Academic Affairs functioning as the university’s largest unit, with responsibility for overseeing all academic programs and supporting units, including the Office of Academic Programs.

**Major responsibilities**

- Serve on the Provost Cabinet and the Council of Deans, and provide leadership and oversight for the following eleven areas within the Office of Academic Programs, the largest unit in the Division of Academic Affairs, with 9 direct reports, and more than 57 employees:
  - Academic Advising
  - Assessment and Educational Effectiveness
  - First Year Experience
  - Graduate Studies
  - Health Professions Program
  - Institutional Accreditation
  - Online Programs
  - Undergraduate Studies and General Education
  - University Catalog
  - University Honors Program
  - Writing Across the Curriculum.

- Serve as Dean: Undergraduate Studies, General Education, Graduate Studies, and University Honors Program.

- Responsible for quality assurance and compliance with campus and system-wide policies as well as institutional accreditation requirements related to academic policies.

- Serve as CSUF Academic Liaison to Office of the Chancellor, The California State University.

- Work with the Provost and campus constituencies to promote strong academic programs, provide collegial and collaborative leadership, serve the large institutional goals, and enhance the university’s sense of community through the following leadership agenda:
  - Provide visionary and collegial leadership in the planning, direction, and implementation of academic curriculum, programs, and policies for undergraduate and graduate education, academic quality, and student success.
- Develop and implement a vision for general education reform.
- Promote a campus-wide culture of assessment as a tool for continuous improvement, using data-driven decision-making to enhance student learning and demonstrate educational effectiveness.
- Streamline curricular processes to improve operational efficiencies.
- Advance the collaboration between academic and student affairs as well as other divisions to create a holistic, authentic student experience.
- Ensure disciplinary and institutional quality through accreditation and program performance reviews.

**Major accomplishments**

- Guided the university’s successful completion of its WSCUC Interim Accreditation Report, and the resulting positive review from a panel of the WSCUC Interim Report Committee (IRC) on the key issues of the report: strategic planning, assessment and program performance review, advising, funding, and diversity.
- Coordinate the preparation and submission of the university’s annual Academic Master Plan Report to the Board of Trustees, which includes updates on the campus’ academic plans (i.e. list of fully approved degree programs, projected baccalaureate degree programs, projected master’s degree programs, delayed projected programs, fast track programs, pilot programs and pilot conversions, and discontinued full degree programs); summary of program review, assessment findings, and improvement actions; summary of WASC comprehensive or educational effectiveness visits; and list of accredited units or programs).
- Directed and implemented a multi-year, innovative and integrated approach to bolster advising: strengthening the collaborations between the Divisions of Academic Affairs, Student Affairs, Information Technology, and colleges; expanding the number of professional advisors; adding graduation and retention specialists for each college; creating Student Success teams that bring together professional, major, and career advising to strategize local-level initiatives and create clusters of accountability; instituting mandatory advising; emphasizing advising training; strengthening degree audits; integrating technology solutions; and developing evaluation and assessment procedures for advising efforts. As a result of these efforts, retention and completion rates have improved (six-year graduation rate has increased from 51% to 62%, surpassing the five year goal of 60%, and the achievement gap has narrowed from 12% to 8% in less than 3 years). Inside Higher Ed cited me in its recent story highlighting our student success efforts titled: “It’s the Little Things”: (See https://www.insidehighered.com/news/2015/12/09/using-data-driven-advisingcolleges-find-more-students-eligible-graduate).
- Integrated human and technology solutions to scale through the implementation of three major campus-wide student success initiatives that have become annualized and routinized: the university’s fall mandatory academic advising involving
students who have earned 75-84 units, the gap closing campaign, and the nonenrollment outreach campaign.

- Provided leadership in developing and implementing the campus educational effectiveness plan that includes dedicated space and staff for the Office of Assessment and Educational Effectiveness, baseline funding, a uniform six-step assessment process, an online assessment management system, and professional development opportunities for faculty and staff. The WASC institutional accreditation panel recently commended the university for developing a “wellcrafted faculty driven assessment process; developing, aligning and assessing student learning outcomes; conducting robust program reviews; and integrating quality assurance procedures into the fabric of the university.”

- Completed Program Performance Reviews’ (PPRs) for forty-five degree programs at the university within less than two years. The degree programs completed their self-studies in AY 12-13, AY 13-14, and AY 14-15. PPR culminating meetings were co-chaired by me, the Deputy Provost, and the Director of Assessment and Educational Effectiveness, and involved degree programs’ faculty and their College Deans and Associate Deans.

- Provided leadership in the CSUF-College of Engineering and Computer Science 120-Unit Degree Program cap proposal, a request to allow the College of Engineering and Computer Science to pursue the reduction in units for degrees in Engineering and Computer Science to 120 units through our campus curricular process, while maintaining ABET and system-wide requirements. The GE Committee, the Council of Deans, the Academic Senate and the Chancellor’s Office approved request following months of deliberations.

- Worked with the Provost to guide the development of the campus framework for an Academic Master Plan (AMP), the first in the university’s 60-year history. The AMP will be completed in 2016, and is intended to keep the University on track to achieve its strategic goals by answering, among many other questions: What will we teach? Whom will we teach? Who will teach? How will we teach? Worked with the Provost to identify and recruit diverse and knowledgeable members for the steering committee and the four subcommittees that are charged with developing the AMP.

- Develop formal charges and sample timelines for each AMP subcommittee as well as a meeting and reporting structure and timeline to ensure that the AMP work progresses according to plan.

- Streamlined processes for campus curriculum and catalog, resulting in successful launch of the university’s first online interactive catalog (Acalog) and its first online curriculum submission and approval platform (Curriculog).

- Guiding focused campus-wide conversations on reform of General Education with multiple campus constituencies: streamlined and consolidated responsibilities for GE in the Office of Undergraduate Studies and General Education; hosted two Academic Senate/Academic Affairs Retreats on GE and WASC Core Competencies; created a faculty coordinator role for GE; implemented the university’s first-ever GE Program Performance Review; created a GE website to
clarify requirements for students and faculty; began implementation of recertification of GE courses; developed and secured approval of GE outcomes; developed and implemented a GE assessment plan; and developed a framework for integrating GE and the major.

- Developed and implemented six GE Pathways pilot programs (Globalization; Sustainability; Food, Health and Well-Being; Politics and Power, Ethics and Leadership, and Science, Technology, Engineering, and Mathematics), involving more than 60 faculty members, to create greater student interest in general education, improve student success, and strengthen engagement with the university.

- Provided leadership in generating nearly $5 million in external funding to support improvements in graduate and undergraduate studies. This includes federal Title V funding for a Graduate Student Success Center, which was successfully implemented in fall 2015, and funding from The CSU system for Course Redesign with Technology (CRT) to improve student success in bottleneck courses. Thus far, the university has received more than $1.5 million in funding for CRT.

- Began implementation of the Curriculum Imaging Project, a 12-18 month endeavor that entails the scanning of all paper curriculum files housed in the Office of Academic Programs dating back to the opening of the University, and the creation of an online, searchable database available to the campus community. The project will be completed in summer 2016.

- Initiated campus conversations on the redesign of the First Year Experience for scalability and impact: renamed the office of Freshman Programs to an Office of First Year Experience to include both freshmen and transfers; developed campuswide FYE outcomes and expectations; strengthened the curriculum for UNIV 100; submitted revised curriculum to the GE committee for consideration as a GE course under the life-long learning category; and identified potential models for college-based FYE experiences.

- Fostered a strong and vibrant articulation between graduate and undergraduate programs in the newly restructured Office of Academic Programs, and raised both the internal and external visibility of the Office of Academic Programs by strengthening its capacity to respond to campus mission and the goals of the strategic plan through increased staffing and budget as well as improved communication and outreach.

Associate Vice President for Academic Affairs, Institutional Planning and Assessment, Tennessee State University, Nashville, TN 5/11 to 12/13

Tennessee State University (TSU), a Historically Black College/University (HBCU), is the only public university in Nashville, the capital of the State of Tennessee, and one of 46 colleges and universities in the Tennessee Board of Regents, the 6th largest system of public higher education in the United States. It is also a comprehensive, Carnegie Doctoral/Research, and Land-grant University, and offers 7 doctoral programs, 24 Master’s, and 42 baccalaureate degrees in numerous disciplines. The University is
accredited by the Southern Association of Schools and Colleges (SACS) - Commission on Colleges and maintains discipline-specific accreditations in several disciplines. Nearly 630 full- and part-time faculty members serve a student population of 9000 students at both the main and downtown campuses. More than 70% of the student population is African American, 22% is White, and 8% comprise of Hispanic, Asian, and international students. TSU has been listed by U.S. News and World Report as one of the top HBCUs in the nation for more than a decade. In 2010, TSU was recognized as a Carnegie Community Engaged University. The university comprises of the Office of the President and six divisions (Academic Affairs, Administration; Business and Finance; Enrollment Management; Advancement; and Information Technology), with Academic Affairs overseeing all academic programs and academic support units, including the Office of Institutional Planning and Assessment, which previously reported to the president.

**Major responsibilities**

- Leadership of implementation of campus-wide strategic and educational effectiveness plans; the university’s 20-year academic master plan; and systemwide strategic plan and performance funding requirements of the Tennessee Board of Regents and the Tennessee Higher Education Commission
- Coordinated development of new degree programs and General Education reform and assessment
- Leadership of institutional accreditation and technical support for academic program accreditation and programs reviews
- Managing personnel processes related to evaluation of deans and department heads, including administration of student evaluation of faculty instruction.

**Major accomplishments**

- Led Tnstate’s successful reaffirmation of accreditation without conditions by the Southern Association of Colleges and Schools (SACS), primarily a result of the administrative arrangement and processes for Institutional/Educational Effectiveness, which I put in place in 2010, including uniform processes and protocols for documenting and reporting planning and assessment work. This includes serving as a member of the three-person SACS leadership appointed by the President to lead the process and to manage the work of the 10-member institutional reaffirmation committee that comprised of faculty and staff.
- Led implementation of the University’s 2010-2015 Strategic Plan developed through an interactive and inclusive process in 2008-2009 under my leadership. I coordinated revisions to the Plan in 2011 in order to respond to the national agenda for college completion and the new outcomes-based formula for higher education funding in the State of Tennessee. Revisions to the Plan focused on access and diversity, academic quality and student success, improving core business functions, resourcefulness, and engagement at both the domestic and international levels. Under my leadership, unit plans linked to University Mission were developed in alignment with the revised campus strategic plan, with a focus on innovation and improvement. Facilitated 30 workshops in fall 2011 for campus units as part of this process resulting in the development of 19 unit plans. Under my leadership as
reported in the Strategic Plan Annual Report Card, the University showed several areas of growth: 2.63% increase in enrollment, 2.7% increase in the number of students receiving degrees, significant improvement in the performance of engineering graduates on the national licensure examination from 17% to 44%, 1.5% increase in alumni giving, 6.8% increase in external grants and contracts, and a huge increase in the number of the university’s community partnerships. Under my leadership, the University also witnessed a more integrated and collaborative approach to institutional planning, guided by clear metrics for assessing progress, and better mechanisms for documenting and sharing campus progress.

- Provided leadership in the development and implementation of an integrated online platform and process for College and Department Annual Reporting and documentation of year-end progress on strategic plan Key Performance Indicators (KPIs) and on faculty productivity. As part of this process, two summer technical workshops were provided to deans, associate deans, and department heads on using the online platform for reporting. An “Annual Report Quick Guide” was created to support this process. As a result of this new system, the University is now better able to document and track progress, and to use the data to make informed improvements in student learning and on the core business functions that support student learning. A similar protocol is also being developed for non-instructional units at the University.

- Developed and implemented improvements to the University’s online assessment reporting platform (ComplianceAssist!), and conducted technical improvement workshops for all campus units. An “Assessment and Improvement Planning Guide” was developed to support faculty and staff in this process.

- Worked with technical staff in the Office of Management Information Systems (MIS), to develop business intelligence dashboards for tracking dynamic data on University progress on the key performance indicators of the campus strategic plan. The dashboards expanded on business intelligence project begun in 2008-2009, in collaboration with Deloitte Consulting, IBM, and the Tennessee Board of Regents. I served as Manager of this project during this period.

- My leadership of the University Strategic Planning Council (chair), University Assessment and Improvement Council (coordinator), and Academic Master Plan Steering Committee (chair) also resulted in the following major outcomes: producing the University Strategic Plan Annual Report Card, Annual Assessment Report, Academic Master Plan Status Report, and revisions to the functions and membership of the Strategic Planning Council to make it more responsive to meeting the key performance indicators of the strategic plan. An annual planning, assessment, and evaluation calendar was also developed and implemented to guide strategic planning, assessment, and evaluation activities across the institution.

- Provided leadership in strengthening the University’s new Service-to-Leadership Freshman Orientation Experience (UNIV 1000), including development and implementation of uniform learning outcomes and a common instrument for assessing student learning. There are forty four (44) sections of UNIV 1000, involving more than 1100 freshmen and some forty (40) faculty members, who received special training on teaching UNIV 1000. Evaluation of the Freshman
Orientation Experience is being conducted in collaboration with the University’s Center for Service Learning and Civic Engagement.

- Provided leadership in AY 2012-2013 (in collaboration with the University Personnel Committee) to develop the Guidelines for Preparing the Faculty Portfolio for Promotion and Tenure, a personnel procedures manual to facilitate faculty promotion and tenure processes at the University.
- Successfully led and managed in Spring 2012 the University’s transition to an online platform for student evaluation of faculty instruction (MyClassEvaluation), working collaboratively with major stakeholders—faculty senate, student government association, and multiple campus units and outside institutions to facilitate vendor identification, process and instrument development, a marketing and communication plan, and platform deployment.
- Worked with the Deans’ Council and the Provost’s Council to develop and implement personnel protocols for faculty evaluation of college deans and department heads to enhance both individual performance and improvements in institutional quality. In the past, faculty had never participated in such evaluations. The University’s new three-year term contract for department heads requires faculty evaluation of department heads on three core expectations: vision and leadership; management and communication; and initiatives supporting the strategic plan. The same core expectations apply to faculty evaluation of deans.
- In partnership with Colleges and Departments, as well as the Division of University Relations and Development (URD), I implemented the first major alumni satisfaction project for the University. The project, which looked at recent graduates (2006-2007; 2008-2009; and 2009-2010), focused on alumni outcomes, student engagement/competencies, business processes, and alumni giving. The project highlighted areas of success and areas of improvement. One major highlight is that many of our recent graduates secure full-time employment following graduation (82.7%), and a good majority of the employment is related to the graduates’ disciplines (71.1%). Results of the survey are now being used to improve alumni relations’ processes and career development services. The project is also a component of Performance Funding.
- Worked with the Office of the President, the President’s Cabinet members, Deans, and other stakeholders to develop a proposal for a University Charter School that focused on STEM and character education for K-8 students as part of Nashville Metro Schools. I also chaired the sub-committee of faculty and community members that worked on the evaluation and assessment component of the Charter School application. In summer 2012, citing conflict of interest regarding management of the charter school, the President withdrew the university application submitted to Nashville Metro Schools.
- Served as a member of the Centennial Celebration Steering Committee that successfully managed the celebration of the University’s 100th year anniversary. I chaired the Media Relations sub-committee of the Steering Committee.
- Provided leadership in planning the President’s two-day Annual Retreat attended by faculty and staff senates’ leadership, department heads and unit directors, deans and
associate deans, associate vice presidents, and the President’s Cabinet. The retreat focused on “Empowering Institutional Leaders for Success.”

**Special Assistant to the President for Institutional Planning**, Tennessee State University, Nashville, 3/10 to 5/11

**Major responsibilities**
- Leadership and oversight of the following five units involving five direct reports: Institutional Planning and Assessment; Institutional Research and Effectiveness; Media Relations; Management Information Systems; and Office of Title III Program Administration.
- Leadership of campus and system-wide strategic planning; assessment and institutional effectiveness; as well as institutional accreditation and served as the university’s chief communications officer, following some administrative reorganization by the President.
- Managed thirty Title III grant-funded projects in excess of $8.3 million to support graduate and undergraduate programs, improve retention, persistence, graduation rates, and enhance student success initiatives.

**Major accomplishments**
- Established the Office of Institutional Planning and Assessment (including personnel, budget, and organizational structure and functions)—to coordinate and document the university’s institutional effectiveness initiatives focusing on improvements in student learning, and core business functions that support student learning, as well as provide technical support for institutional and program accreditations.
- Developed and implemented a six-step uniform process for integrated planning and assessment of student learning and performance outcomes that includes strategies for using results for improvements, thus building a new culture of assessment and continuous improvement at the university.
- Coordinated the university’s $1.3 million initiative to significantly improve retention and graduation rates through the development of the project titled: University-wide Academic Resources and Retention Services (UARRS). The project, a campus-wide collaborative, encompasses the following: Center for Learning, Advising and Student Success (CLASS), Transfer Center, Outreach Services for Underrepresented Student Population, and Use of Innovative Technology to improve Student Success in S.T.E.M. Programs, especially in the delivery of General Education Mathematics curricula.
- Charged a Task Force of faculty and staff to evaluate all federal Title III-funded projects and to make recommendations regarding project impact and/or continuation for funding. As a result of Task Force recommendations, two projects were terminated, and resources were redirected to more successful projects that served the needs of students efficiently. New protocols were also put in place to streamline budget processes. Documentation of project progress and
accomplishments were aligned with the university’s new online reporting system (ComplianceAssist!) installed in August 2010.

- Commissioned a consulting firm to evaluate the university’s media relations’ functions and to make recommendations for strengthening and expanding the campus public profile to select audience groups.
- Led a Community Engagement Task Force of campus and community leaders appointed by the President and secured successful designation of the institution as a Carnegie Community Engaged University by the Carnegie Foundation for the Advancement of Teaching. TSU is one of 115 institutions in the United States that earned such designation in 2010. As part of this process, the Task Force successfully conducted a campus-wide inventory of community engagement, compiled the results of the inventory, reviewed and analyzed the data, and utilized the information to develop a strong response to Carnegie’s classification inquiry. In his letter to TSU, Carnegie Foundation President Anthony S. Bryk noted as follows:

  “Your application documented excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement, and you were able to respond to the classification framework with both descriptions and examples of exemplary institutionalized practices of community engagement. You also documented and coordinated evidence of community engagement in a coherent and compelling response to the framework’s inquiry.”

- Provided leadership on the President’s initiative on “Re-engaging the university in strategic planning.” The re-engagement allowed stakeholders to discuss revisions to the strategic plan in light of statewide changes to higher education funding. Stakeholders focused on five key performance indicators: Access and diversity; Academic quality and student success; Business-friendly practices; Resourcefulness; and Engagement.
- Provided leadership and coordination for the development of the University Strategic Planning Council. Under my leadership as chair, the Council worked on several strategic initiatives, including development of the campus’ 2010-2015 response to the Tennessee Board of Regent’s system-wide Strategic Plan that included four key performance indicators related to improvements in access and diversity, student success, academic quality, and resourcefulness/efficiency.

**Special Assistant to the Provost for Academic Planning and Diversity Initiatives,**
Office of the Provost and Vice President for Academic Affairs, California State University, Northridge, AY 2009-2010

California State University, Northridge (CSUN), located in the heart of Los Angeles’ San Fernando Valley, is one of the 23 campuses of The California State University System, and one of the nation’s largest single-campus universities. A Hispanic Serving Institution (HSI), the university has more than 4000 faculty and staff, and its nine colleges offer 68 baccalaureate degrees, 58 master’s degrees, 2 professional doctorates, and 14 teaching credential programs in education. CSUN is accredited by the Western Association of
Schools and Colleges (WASC). Its student population of more than 38,000 is comprised of 46.5% Hispanic; 22.7% White; 11.6% Asian; 5.2% African American; 5.8% International; 3.3% Multi-race; and 4.7% Unknown. About 52% of the students are from traditionally underserved groups. The university comprises of the Office of the President and five administrative divisions (Academic Affairs, Administration and Finance, Student Affairs, Advancement, and Information Technology), with Academic Affairs, the largest unit within the university, overseeing all academic programs and supporting units, and annual budget of approximately of $280 million.

**Major responsibilities**
- Manage special academic planning and diversity initiatives as assigned by the Provost
- Provide professional development opportunities for department chairs
- Assist with faculty recruitment and retention planning

**Major accomplishments**
- Implemented regular professional development opportunities for department chairs, in partnership with the Council of Chairs and the Office of the Associate Vice President for Faculty Affairs. One such opportunity during the period of the last economic downturn focused on a “Conversation about effective communication/discourses of civility and decision making in challenging times,” for department chairs” in Fall 2009. Participants worked in small groups and explored the principles and processes by which decisions are made in challenging budget environments, how to communicate with constituents, manage conflict episodes, balance change and stability, create a shared vision of the future, and maintain and enhance the university’s cultural heritage.
- In partnership with the Office of the Associate Vice President for Faculty Affairs, EEO Office, and the Faculty Senate Committee on Educational Equity, continued work as planner and facilitator for the Fall Annual Faculty Recruitment Workshop for deans, department chairs, and department personnel committees on best practices for recruitment of faculty consistent with programmatic needs and the changing profile of our students. Also continued work with the same offices and the faculty Senate on the Spring Annual Retention Planning Workshop for deans, department heads, and department personnel committee on best practices for faculty retention.
- Advised the Provost on pertinent academic planning and budget issues arising from Provost Council, Faculty Senate, and the CSU Academic Council meetings.

**American Council on Education (ACE)/Strategic Planning Fellow**, Office of the President, Tennessee State University, Nashville, 2008-2009

The American Council on Education (ACE) is the most visible and influential higher education association in the nation, representing more than 1,700 U.S. accredited, degree-granting member institutions. As the major coordinating body for U.S. higher education and a convener of higher education associations and agencies, ACE also plays
a strong advocacy role on federal policy debates in higher education. ACE offers 7 leadership programs, which include the ACE Fellows Program, regarded as the nation’s premier higher education leadership development program preparing senior leaders to serve American colleges and universities. Since 1965, more than 1,800 vice presidents, deans, department chairs, faculty, and other emerging leaders have participated in the ACE Fellows Program, a one-year customized and intensive learning experience that enables selected participants to immerse themselves in the culture, policies, and decision-making processes of another institution.

Major accomplishments

- One of 35 Fellows selected in a national competition by the American Council on Education (ACE) following nomination by CSUN President Jolene Koester and Provost Harry Hellenbrand. Served my Fellowship year at Tennessee State University (TSU), Nashville, a Historically Black College/University (HBCU).
- At TSU, I was a member of the President’s Cabinet, served as chair of the university strategic planning committee, and provided leadership in developing the university’s 2010-2015 strategic plan titled: Transforming Tennessee State University (See www.tnstate.edu/strategicplan), a transformational plan to strengthen graduate and undergraduate education, grow enrollment, improve institutional quality, enhance the university’s research profile, and improve infrastructure support for teaching, research, and service.
- Served as Project Manager of the university’s Business Intelligence Initiative—in partnership with Deloitte Consulting and IBM—to develop key performance indicators and business intelligence dashboards designed to guide planning and decision-making. The Tennessee Board of Regents subsequently adopted the project for system-wide implementation.
- Participated in major national leadership meetings hosted by the ACE, National Association For Equal Opportunity—the organizing body for historically black colleges/universities, American Association for State Colleges and Universities (AASCU), and Association of Public Land-grant Universities; visited 21 public and private institutions during the year and met with campus leaders, staff, and students to learn about best practices in higher education administration, visited two institutions abroad to compare U.S. and global higher education; and participated in meetings with leaders of the nation’s higher education associations for private and independent colleges.
- In partnership with ACE Fellows and Presidential Mentors, worked with New Jersey’s Rutgers University-Newark Chancellor Steven J. Diner and Cabinet, to develop and present a Diversity Plan for the institution based on the ACE’s themes of leadership, diversity, and change in higher education as they apply to nontraditional students. Rutgers-Newark, recognized as the nation’s most diverse institution, served as a learning lab for Fellows during the period. (See http://news.rutgers.edu/focus/issue.2009-01-20.2858251382/article.2009-0121.0235055184).
In consultation with Provost Hellenbrand and President Koester, developed a student success plan initiative for CSUN based on lessons from the fellowship.

**Chair, Department of Urban Studies and Planning,** College of Social and Behavioral Sciences, California State University, Northridge, 8/07 to 8/08.

**Major responsibilities**
- Leadership and management of the department with focus on two undergraduate specializations (urban planning and environmental analysis and community services and administration); comprised of 18 full and adjunct faculty members, one administrative assistant, and three student workers.
- Coordination and oversight for all academic personnel functions for tenured and tenure-track faculty; coordinating and managing faculty searches, hiring, retention, and promotion processes, personnel policies and review, teaching assignments, course scheduling, and other academic, enrollment, and resource planning and budget issues, including student affairs, and related administrative duties.

**Major accomplishments**
- Provided leadership and oversight in the development and implementation of the department’s five-year institutional effectiveness plan, focusing on assessment of student learning and program effectiveness.
- Successfully worked with faculty and staff in 2007 to develop and institute budget-saving measures to alleviate negative fiscal outcome of the previous academic year (for AY 06-07)
- Instituted a 5-year course rotation plan to guide curriculum planning, as well as a 34 course alternated faculty teaching load.
- Coordinated revisions to undergraduate program curriculum to reflect regional needs and national trends, and improve student success and time-to-graduation.
- Implemented an organizational audit of the department and used the results to make changes in departmental governance, and worked with faculty to create committee structures, roles, and processes that enhanced faculty involvement in shared governance and improvements in student support services (e.g. curriculum committee, assessment committee, personnel committee, advising coordinator).

**Chair, Department of Communication Studies,** Mike Curb College of Arts, Media, and Communication, 7/04 to 8/07

**Major responsibilities**
- Responsible for overall management and leadership of department with focus on graduate and undergraduate programs, and comprised of 40 teaching faculty members that included full-time faculty, adjunct faculty, and graduate teaching associates, as well as two administrative employees and two student workers.
- Coordination and oversight for all academic personnel functions for tenured and tenure-track faculty; coordinating and managing faculty searches, hiring, retention, and promotion processes, personnel policies and review, teaching assignments,
course scheduling, and other academic, enrollment, and resource planning and budget issues, including student affairs, and related administrative duties.

**Major accomplishments**

- Provided leadership in the development of the department’s five-year strategic plan (2005-2010) that included revisions to the undergraduate curriculum, assessment of student learning, development of graduate policy manual to streamline graduate program processes, and development and implementation of hiring plan for new faculty hires that align with department programmatic direction.
- Implemented revisions to the department’s General Education course offerings to include assessment methods in alignment with the university’s reformed General Education Curriculum.
- Reorganized/consolidated staff duties to improve operational efficiencies, and managed budget successfully to address shortfalls due to reduced state appropriations. Managed a 4% reduction in department operating expense budget, a $100K reduction in base budget for instructional programs during my first year as department chair, and through a combination of improvements in efficiencies and scheduling, successfully strengthened the department’s resource base at the end of my term.
- Served as the Mike Curb College of Arts, Media, and Communication representative in the University Council of Chairs (COC), and subsequently served as COC chair from 2005-2007. COC comprises of department chairs across the university, and its executive committee of nine members, which I also chaired, advises the Provost and Vice President for Academic Affairs on academic planning and implementation.
- As COC chair, served on the University Planning and Budget Group (UPBG), a 15member advisory group to the President, which assists with the development and prioritization of campus goals and resource allocation. Membership includes the vice presidents of academic affairs (chair), student affairs, administration and finance, advancement, and information technology, president of the faculty, two students, which includes president of associated students, a staff member designated by the president, and five faculty members designated by the president of the faculty.

**Director, Center for Human Relations (CHR), 2005-2010 Major responsibilities**

- Leadership and management of CHR, an interdisciplinary Center located in the Mike Curb College of Arts, Media and Communication. CHR works with faculty and students across campus to generate external resources in support of the research, teaching, and service mission of the university as they relate to improving human relations and social justice.

**Major accomplishments**

- Implemented a grant-funded initiative to provide leadership skills and career pathway opportunities to students in nine high schools in the area in partnership
with El Proyecto del Barrio, a non-profit organization in San Fernando Valley, which provides bilingual/bicultural (English/Spanish) comprehensive services and advocacy to Hispanic and underrepresented youth.

- Developed a Graduate Certificate Program in Communication and Conflict Management targeted at public and industry professionals, in partnership with the Tseng College of Extended Education.
- Hosted a workshop for the Los Angeles Police Department under a program designed to improve community-police relations.

**Associate Chair, Department of Communication Studies**, California State University, Sacramento, 8/94 to 8/95

California State University, Sacramento (CSUS) is a public comprehensive university located in the state capital. Recognized as a Carnegie Community Engaged University, Sac State (as it is affectionately called) has a multicultural student body of 29,000, making it the 7th largest institution in the 23-campus California State University System. Its 3000 faculty and staff spread across seven colleges offer 60 baccalaureate degrees, 40 master’s degrees, and two joint doctorate degrees. Sac State has leveraged its location in the state capital to offer California’s only undergraduate degree in government journalism, and in cooperation with the University of California at Santa Barbara, it offers one of only 10 public history doctorate programs in the nation. The University is accredited by the Western Association of Schools and Colleges and maintains disciplinespecific accreditations for a number of academic programs. Over 56% of the student population come from underrepresented groups, and consists of White 30%; Hispanic 28%; Asian/Pacific Islander 21%; African American 6%; International students 3%; and Other 12%. In addition to the Office of the President, the University comprises of seven divisions (Academic Affairs, Administration and Business Affairs, Human Resources, Information Resources and Technology, Public Affairs and Advocacy, Student Affairs, and University Advancement). Academic Affairs oversees all academic programs and supporting units. The Department of Communication Studies, which houses 1,400 majors, is one of the largest programs at the university.

**Major responsibilities**

- Responsible for curricular improvements and strengthening of the department’s student diversity profile. The department comprised of 40 full time faculty and 40 part-time faculty members, three administrative assistants, and three student workers.

**Major accomplishments**

- Chaired the department’s Task Force on Diversity, and provided leadership in developing the department’s report on student diversity, which helped to advance faculty conversations on strengthening the diversity profile of the department’s graduate program in communication studies.
• Chaired the department’s Academic Policies Committee, and served on the Executive Committee (which includes all committee chairs and department head). 
• Provided workshops on integrating intercultural content in the curriculum.

**Director, Fulbright-Hayes Group Projects Abroad Program, 1994-1995**

• Responsible for successfully directing, planning and implementing the Fulbright-Hayes Group Projects Abroad Program funded by the U.S. Department of Education and the CSUS Office of Global Education. This included proposal writing to secure U.S. Department of Education funding for implementation of the project. Fifteen university faculty and public school teachers participated in the project hosted by multiple institutions in South Africa over a six-week period. The project was designed to enhance the intercultural and international dimensions of General Education curriculum in California’s public schools.

**ACADEMIC POSITIONS**

• Professor of Communication, Clark Atlanta University, Atlanta, 7/2016 to present
• Professor of Communication Studies, California State University, Fullerton, 1/2014 to 7/2016
• Professor of Communication, Tennessee State University, Nashville, 3/2010 to 12/31/13
• Professor of Communication Studies, California State University, Northridge, 7/2004 to 2/2011 (Leave of Absence--3/2010 through 8/2011)
• Professor of Communication Studies, California State University, Sacramento, 8/00 to 7/2004; Associate Professor, 8/1994 to 8/2000; Assistant Professor, 8/1990 to 8/1994
• Adjunct Professor, University of California at Davis, University Extension, 1993 to 2004

**AREAS OF ACADEMIC SPECIALIZATION AND EXPERTISE**

• Intercultural and International Communication
• Journalism and Mass Communication
• Speech Communication
• Communication, Race, and Public Policy
• Communication Training and Development
• Diversity Training
• Communication and National Development
• Corporate and Crisis Communication
• Strategic Planning, Assessment, Program Evaluation, and Educational Effectiveness
• Academic and Administrative Program’s Prioritization
UNIVERSITY SERVICE (Select List)
Service on more than 80 department, college, and university- and system-wide planning and policy making committees and advisory groups. A select list from five universities is provided below, beginning with service at current institution:

Clark Atlanta University, Atlanta
- 2016-present Member, University Senate
- 2016-present Chair, University Committee on Budget and Planning
- 2016-present Chair, Blue Ribbon Committee
- 2016-present Chair, Academic Council
- 2016-present Chair, Council of Deans
- 2016-present Chair, Provost’s Council
- 2016-present Chair, Council of Chairs
- 2016-present Chair, Student Success Taskforce
- 2017 Co-chair, Search Committee, Executive Vice President and Chief Financial Officer
- 2017-2018 Member, Planning Committee, Proposed School of Communications and Creative Arts (The 5th School)
- 2016-2017 Chair, Steering Committee, 2018-2023 Strategic Plan
- 2017-present Co-chair, Joint Management Committee, CAU-Georgia Piedmont Technical College Access 4 Achievement (A4A) Partnership
- 2016-2017 Member, Library Board, Atlanta University Center Consortium
- 2016-present Member, Council of Provosts, Atlanta University Center

California State University, Fullerton
- 2014-2016 Member, Provost’s Cabinet
- 2014-2016 Member, Council of Deans
- 2015-2016 Member, Academic Master Plan Steering Committee
- 2015-2016 Co-chair, Academic Master Plan Sub-committee on Programs, Degrees, and Outcomes
- 2014-2016 Coordinator, WASC Accreditation Steering Committee
- 2014-2016 Member, Student Success Teams’ Steering Committee
- 2015-2016 Member, Enrollment Management Committee
- 2014-2016 Member, Presidential Enrollment Management Advisory Group
- 2014-2016 Chair, Academic Programs’ Leadership Team
- 2014-2016 Member (Ex-officio), Academic Senate University Curriculum Committee
- 2014-2016 Member (Ex-officio), Academic Senate Graduate Education
Committee

- 2014-2016  Member (Ex-officio), Academic Senate General Education Committee
- 2014-2016  Chair, University Petitions Committee
- 2014-2016  Member, Outcomes-Based Funding Committee
- 2014  Member, Task Force on Re-Imagining the Irvine Satellite Campus
- 2014-2016  Co-chair, High Impact Practices Working Group
- 2014-2016  Member, Academic Senate University Honors Board
- 2014-2016  Member, Health Professions Advising Committee
- 2014-2016  Member, First Year Experience Advisory Board
- 2014-2016  Co-chair, Graduation Initiative Workgroup
- 2015-2016  Member (Ex-officio), Academic Senate Writing Proficiency Committee
- 2014-2016  Member, Academic Advisors Professional Development Committee
- 2014  Member, Strategic Plan Task Force on Advising
- 2014  Member, Strategic Plan Task Force on Assessment
- 2014-2016  Member, CSU Council of Graduate Deans
- 2014-2016  Member, CSU Council of AVPs for Academic Programs

Tennessee State University, Nashville

- 2012-2013  Member, University-wide Student Retention Committee
- 2012-2013  Member, General Education Assessment Committee (GEAC)
- 2012-2013  Member, GEAC sub-committee on SACS-Lumina
- 2012-2013  Member, Service-to-Leadership Freshman Orientation Experience Workgroup
- 2012  Member, University Charter School Application Committee and Team Leader, Sub-committee on Assessment and Evaluation for University Bound Academy, a Charter School Proposal submitted to the Nashville Metro Schools,
- 2010-2013  Chair, University Strategic Planning Council (USPC)
- 2011-2013  Member, Provost and Deans’ Councils
- 2010-2011  Member, President’s Cabinet and Executive Officer of the University
- 2010-2013  Coordinator and Ex-officio, University Assessment and Improvement Council
2011-2013  Chair, Academic Master Plan (AMP) Steering Committee
2011-2013  Member, SACS’ Three-Person Institutional Leadership Team
2011-2013  Member, SACS Reaffirmation of Accreditation Steering Committee
2011  Chair, University Web Committee
2010-2013  Member, University Space Allocation Planning Committee
2011  Chair, Search Committee, Vice President for University Relations and Development
2011-2012  Member, University Centennial Planning Committee
2011-2012  Chair, Media Relations Sub-committee, University Centennial Celebration Committee
2011  Member, University Retention Planning Committee
2010-2013  Member, Tennessee Board of Regents Strategic Planning Coordinators Council
2010  Chair, Carnegie Community Engaged University Classification Task Force
2010-2011  Member, Human Resources Committee
2008-2009 & 2010-2011  Member, University Budget Advisory Committee
2008-2009  Chair, Strategic Planning Steering Committee
2009  Chair, Workgroup on Strategic Direction for Graduate Education and Research
2008-2009  Project Manager, Business Intelligence,
2009  Member/Resource person, Strategic Plan Budget Workgroup
2009  Member, Taskforce on Student Retention
2009  Member, Search Committee for Executive Assistant to University President
2008-2009  Member, Business Intelligence Steering Committee

California State University, Northridge
2005-2007  Chair, Council of Chairs
2007  Chair, Sub-committee on Chairs’ Roles and Rewards
2006-2008  Chair, Sub-committee on Faculty Recruitment and Retention, Faculty Senate Educational Equity Committee,
2004-2007  Chair, Richard Aronstam Endowment Fund Committee, Communication Studies
2005-2007  Member, University Planning and Budget Group
2006-2008  Member, University Calendar Planning Committee
2005-2007  Planner (w/Provost’s Office -Faculty Affairs), Chairs and Deans’ Annual Retreat
2007-2008  Member, Personnel Committee, Mike Curb College of Arts, Media, and Communication
2008  Member, Faculty Senate Educational Resources Committee
2006-2008  Member, Presidential Scholars Committee
2006  Member, Faculty Senate Educational Equity Committee (Presidential Appointment)
2006  Member, Search Committee for Associate Dean, Mike Curb College of Arts, Media, and Communication

California State University, Sacramento
2002-2004  Chair, CSUS Judicial Review Board, Faculty Senate
2003  Member, Faculty Senate Committee on Diversity and Equity
2002-2003  Member, Committee on Internationalization of the University (ACE Project)
2001-2002  Member, Curriculum Committee, Communication Studies
2000-2001  Member, Faculty Performance Salary Step Increase, Communication Studies
1999-2002  Member, Graduate Studies Committee, Communication Studies
1995-1996  Chair, Adhoc Committee on Student Diversity, Communication Studies
1991-1995  Member, Executive Committee, Communication Studies
1991-1995  Chair, Academic Policies Committee, Communication Studies

PUBLICATIONS AND SCHOLARSHIP (select list)
Authored/co-authored more than 80 scholarly writings, including three books, book chapters, journal articles, trade publications, and conference presentations.

Books
Book chapters and journal publications

- Creating a culturally-responsive ecosystem for learning and assessment: Lessons from a small private university, paper accepted for publication in *Assessment Update* (forthcoming).

**Conference presentations (select list)**

- Access for Achievement: Building Strategic Partnerships to Advance Student Success. 97th Annual Meeting, Association of Community Colleges, New Orleans, LA, April 22-25, 2017 (w/CAU President Ronald A. Johnson, GPTC President Jibari Simama and GPTC Executive Vice President for Academic and Student Affairs, Ivan Harrell).
- Combining People and Technology to Quickly Inflect Student Outcomes (One of ten cases on national best practices on student success selected in 2015 by the Education Advisory Board). Education Advisory Board (EAB) Annual Student Success Summit, Washington, D.C., October 27-29, 2015, (w/Vijay Penduker)
- The Ownership of Assessment: Promoting a Faculty-Driven Approach to Assess Student Learning. WASC Senior College and University Commission Annual Resource Conference, Oakland, CA, April 21-24, 2015 (w/José Cruz and Su Swarat).
Maximizing Formula Funding: Planning & Assessment in an Outcomes-based Environment, SCUP – Southern Regional Conference, Atlanta, GA, October 21, 2013 (w/Josh Koller).


Framing the dialogue on social justice in Intercultural Communication. Annual Convention, Western States Communication Association (WSCA), San Francisco, California, February 2005.

Applying intercultural communication principles in California grand jury orientation. 91st Annual Convention, National Communication Association (NCA), Chicago, Illinois, November 2004, (w/Brookin).

Invited presentations (select list)

Comprehensive Internationalization at Clark Atlanta University. Keynote presentation to the Atlanta Diplomatic Corp, Atlanta, Georgia, November 14, 2018.

Organizing People, Technology, and Data to Drive Student Success Outcomes. CSU Chancellor’s Office Asian American Pacific Islander (AAPI) Initiative Steering Committee, December 4, 2015.
Communication competence in the multicultural classroom. 8th Annual Leadership Institute for School Superintendents, University of California at Davis, 2003.
Integrating a culture of fairness and equity in child welfare training. Symposium on fairness and equity, Keynote presentation, California Social Work Education Center and School of Social Welfare, University of California at Berkeley, California, 2003

Non-refereed Presentations and Publications (Select list)
Connecting with Academic Programs: A workshop on Understanding the Curriculum Process and Quality Assurance, hosted for new faculty by the Faculty Development Center, September 29, 2015 (w/ Alison Wrynn and Katherine Powers).
Planning for Improvement, Fall 2012 Assessment Workshop to campus leadership (Vice Presidents, Associate Vice Presidents, Deans, Directors, and Department Heads). Tennessee State University, August 20 & 21and September 10, 13, & 14, 2012 (Six workshops involving 65 participants).
The Quality Improvement Cycle. Presentation to Deans, Associate deans, department heads, and program directors, 2012 Summer Workshop on College Annual Reporting. Avon Williams Campus, Tennessee State University, June 1314, 2012 (Three workshops involving 49 participants).
U.S. Foreign Policy and Africa, Panel Presentation, Tennessee State University, April 13, 2012 (Panel Chair)
Multiculturalism in the Classroom. Panel presentation, Diversity Week Celebrations, Tennessee State University, April 10, 2012 (Panelist)
Strategic planning and assessment in ComplianceAssist! Presented at the Spring Workshop on Assessment, Tennessee State University, March 2012.
Developing strategic plan narratives: Aligning college/unit activities to the university strategic plan. Presented at the 2011 Fall Strategic Planning Workshops, Tennessee State University, September-October 2011.

Building a learning-centered university through effective institutional assessment and improvement. Presented at the Fall 2010 Assessment and Improvement Workshop, Tennessee State University, September 27-29.

Institutional effectiveness and reaffirmation of accreditation. Presented at the Spring 2011 faculty/Staff Institute, Tennessee State University, January 6-7.

Perceptions about the role of department chairs; Discourses of civility, effective communication, and decision-making in challenging times. Presented to department chairs and program directors at the Provost’s professional development opportunity workshop for chairs, California State University, Northridge, November 9, 2009. Facilitated workshop with Dr. Melanie Williams, Chair, Council of Chairs and chair, Department of Business Law, College of Business.


A Researcher’s guide to Intercultural communication needs assessment for California’s public child welfare system (w/D. Taylor). Prepared for the California Social Work Education Center, University of California at Berkeley, California, 2003.

**LEADERSHIP/SERVICE IN PROFESSIONAL ASSOCIATIONS AND COMMUNITY ORGANIZATIONS (Select list)**

- **2016-present** Member, Executive Board, American Council of Fellows  
  **2016-present** Member, Planning Committee, Council of Fellows Weekend, a professional development opportunity for ACE Fellows
- **2015-2017** Member, WSCUC Senior College and University Commission Accreditation Review Team, The Chicago School of Professional Psychology
- **2015-2016** Member, Strategic Planning Group, CSU Student Success Network
- **2015-2016** Co-chair, Planning Committee, American Council of Education (ACE) 2016 Council of Fellows Weekend
- **2014-2015** Chair, Planning sub-committee, American Council on Education (ACE) 2015 Annual Council of Fellows Meeting, and the Council of Fellows Weekend, Washington, D.C. March 13-17 and June 4-7 respectively (planned the panel presentations on “Leading in Difficult...
“Times” and “Higher Education in an outcomes-Based Funding Environment”).

- 2010-present Board member, California Urban Partnership (CUP)
- 2013-present Member, American Council on Education (ACE) Professional Development Committee
- 2009 Member, Education and Economic Development Committees’ Promise Zone Task Force, Tennessee State Legislature--through Representative Barbara Cooper and TSU President Johnson. On June 11, 2009, the state
legislature overwhelmingly passed House Bill 00885 for a pilot project in Knoxville and Shelby counties as recommended by the Task force—to assess the viability of promise zones for improving the quality of living in cities and counties in the state of Tennessee.

- 2009-2015 Member, Society for College and University Planning (SCUP)
- 2006-2008 Delegate-at-Large, Legislative Assembly, Western States Communication Association
- 2005-present Member, Editorial Board, Western Journal of Black Studies
- 2003-current Member, Council for the Development of Social Science Research in Africa (CODESRIA)
- 2003 Secretary, Strategic Plan Committee, African Council for Communication Education, Abuja, Nigeria
- 2003-current Editor-in-chief, Africa Media Review (AMR) journal
- 1995-2013 Associate editor, Journal of African Communications
- 1995-1996 Secretary, Intercultural and International Communication Division, National Communication Association
- 1994-1995 Chair, Intercultural Communication Interest Group, Western States Communication Association
- 1995-2015 Member, Advisory Board, Teaching English to Speakers of Other Languages (TESOL), University of California, Davis Extension
- 1994-2004 Vice President and Board member, California Cultural Assembly
- 1996 Member, Constitution Review Committee, World Igbo Congress of North America
- 1991-1995 Chair, Greater Sacramento Association of Nigerians
- 1990-current Member, Editorial Board, Howard Journal of Communications

GRANT FUNDING AND CONTRACTS

- Provide leadership and oversight for CAU Office of Research and Sponsored Projects (ORSP), work with faculty to increase proposal submissions and number and value of awards funded; improve compliance expectations regarding enterprise risk management, and implement an electronic system to improve efficiencies in grant management and time and effort administration. ORSP currently manages 70 awards valued at $55 million.
- Provided leadership in generating nearly 5 million dollars in external funding to support improvements in graduate and undergraduate studies at CSUF. This includes more than $2 million in Title V funding from the U.S. Department of
Education to support graduate education and more than $1 million in funding support from the Office of the Chancellor of The California State University for Course Redesign with Technology involving more than 65 faculty members.

- Successfully guided development of four grant proposals resulting in $15.1 million in funding to the TSU from the U.S. Department of Education as follows:
  - Principal Investigator, U.S. Department of Education grant, $327,000 per annum for 5 years from 2012-2017, to strengthen institutional capacity for planning, assessment, and evaluation. Total amount: $1.63 million.
  - U.S. Department of Education--HBCU-SAFRA grant, $1.3 million per annum for 5 years from 2010-2015, to support improvements in retention, persistence, and graduation rates, including improvements in facilities. Total amount: $6.5 million.
  - U.S. Department of Education--Title III, Part B grant for 2010-2011, $4.9 million awarded to support programs in undergraduate education, including improvements in facilities.
  - U.S. Department of Education--Title III HBGI grant for 2010-2011, $2.1 million awarded to support programs in graduate education, focusing on STEM disciplines.

- Research and scholarly initiatives funded by the following:
  - U.S. Department of Education (Fulbright Program in South Africa for $70,000)  
  - African Development Foundation (Development Communication Project in Swaziland for $18,000)
  - Office of the Provost (Curricula Redesign Initiatives for $67,000)  
  - Businessman and Investor Robert Barbera (Endowed Program in Forensics for $157,000), California State University, Northridge
  - Office of Global Education, California State University, Sacramento (Travel grant to support development of exchange programs and institutional affiliations with universities in South Africa and Botswana).

- Contract funding for specialized projects in organizational culture audits and program needs assessment, program evaluation, curricular design, and training for nearly 10,000 employees in some 20 private and public sector institutions between 1993 and 2010. Project implementation involved students and faculty. The institutions/agencies from which contracts were received include:
  - Phambili Strategies and Solutions, Johannesburg, South Africa (for bank managers)
  - El Proyecto del Barrio (for leadership skills and career pathways in communication for minority students in nine high schools in Southern California)  
  - Azusa Pacific University (Review of the university’s faculty evaluation protocols and process)
  - Los Rios Community College District (Managing diversity in the new classrooms)
  - Sierra College District (Managing diversity in the workplace)
  - Foundation Consortium for California’s Children and Youth (Juvenile Justice issues)
- California Social Work Education Center (CALSWEC) at UC Berkley (Fairness and Equity issues in child welfare)
- California Department of Social Services (Fairness and Equity issues in child welfare)
- Orange County Children and Family Services (Fairness and Equity issues in child welfare)
- San Bernardino County Department of Children’s Services (Fairness and Equity issues in child welfare)
- Contra Costa County Department of Children’s Services (Fairness and Equity in child welfare)
- Sacramento County Sheriffs’ Department (Managing communication and diversity in law enforcement work)
- Superior Courts of California-(Juvenile Justice Initiatives funded through a $2.5 million grant from the Annie E. Casey Foundation)
- Northern California Children and Family Services Academy (Developing a training manual for managing differences in child welfare)
- Southern California Public Child Welfare Academy (Fairness and Equity issues in child welfare)
- Bay Area Child Welfare Academy (Fairness and Equity issues in child welfare)
- California Franchise Tax Board (Managing communication and differences in the workplace)
- California Exposition and State Fair (Managing communication and differences in the workplace)
- California Integrated Waste Management Board (Managing communication and differences in the workplace).
HUNTER COLLEGE
Appointment of Ms. Carol A. Robles-Roman as Executive Counsel to the President and Labor Designee

WHEREAS, Ms. Robles-Roman holds a JD from New York University School of Law and a BA in Political Science and Media Studies from Fordham University; and

WHEREAS, Ms. Robles-Roman has more than twenty years of executive leadership experience and expertise in business development, compliance, ethics and operations, having held positions such as Deputy Mayor for Legal Affairs and Counsel to the Mayor of New York City; and

WHEREAS, Ms. Robles-Roman served as Trustee and Executive Committee member for the City University of New York (CUNY); and

WHEREAS, Ms. Robles-Roman’s executive leadership experience will support and enhance the College’s administrative and academic operations; and

WHEREAS, the appointment of Ms. Robles-Roman as Executive Counsel to the President and Labor Designee will ensure that Hunter College has the leadership to advance excellence in legal and labor matters, such as compliance and governance, and achieve greater academic and institutional effectiveness; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approve the appointment of Ms. Carol A. Robles-Roman as Executive Counsel to the President and Labor Designee at Hunter College, effective February 5, 2019.

EXPLANATION: The appointment of Ms. Carol A. Robles-Roman as Executive Counsel to the President and Labor Designee follows a national search.

Ms. Robles-Roman will provide legal advice to the president on a broad array of issues, including but not limited to litigation, employment and labor law, compliance and contractual agreements, governance, fundraising and immigration.

Ms. Robles-Roman has over twenty years of leadership experience in business development, compliance, ethics, and operations. She has a solid record of building strong collaborative teams, initiating public-private partnerships and public service campaigns. She has fostered global, national and local partnerships that enhance equal opportunity and access to justice. She is also an expert in academic and citywide policies. Ms. Robles-Roman’s leadership and experience will support and enhance the College’s commitment to academic momentum as well as administrative, academic and legal operations.
CAROLA. ROBLES-ROMÁN

SUMMARY

Results driven leader with business development, compliance, ethics, operations and D&I expertise. Served 13 years as Trustee and Executive Committee member of City University of NY, one of the country’s largest urban university systems. Active in global, national and local partnerships that enhance equal opportunity and access to justice. Executive leadership experience with not for profits and with leadership team of New York City governance, comprised of a $69 billion operating budget and 350,000 employees. Solid record of building strong collaborative teams, initiating public-private partnerships and public service campaigns. Revamped operations in city administrative courts, improved customer service and increased revenue collections. Devised citywide access and opportunity policies such as language access programs on behalf of diverse communities including women and children, veterans, and immigrants. Co-founded the NYC Latin Media and Entertainment Commission, a body to advise the City on business development and retention strategies.

EXPERIENCE

ERA COALITION/FUND FOR WOMEN’S EQUALITY, New York, NY 4/2018 - present
Co-President & CEO
Chief executive officer of sister organizations that work for passage and ratification of the Equal Rights Amendment. Oversee programming, educational initiatives and outreach to legislators, civic organizations and media for greater public understanding of the need for fair and equal treatment of women and girls under the law.

LEGAL MOMENTUM Women’s Legal Defense and Education Fund, New York, NY President and CEO 2014 –3/2018
Lead national not-for-profit organization whose mission is to promote economic security and physical safety for women and girls. Oversaw reorganization and implementation of new strategic plan and mission driven focus. Initiated global public private partnership with Thomson Reuters Foundation and new programs with the City of New York and the Sy Syms Foundation. Oversee budget and development plans for increased philanthropy, direct giving, government and foundation support. Implemented women’s leadership programming nationally and abroad. Cultivated corporate support including Coca-Cola, DuPont, Estee Lauder, Starbucks and U.S. Steel.

City University of New York (CUNY)
Trustee 2002 – 2016
Served on governing board of City University of New York, public college system that provides accessible education for more than 269,000 degree-credit students and 270,000 adult, continuing and professional education students at 24 campuses. Budget of $3 billion tax-levy dollars including $1 billion tuition revenue.

• Member, Executive Committee: Responsible for operation of the University.

• Chair, Committee on Student Affairs and Special Programs: Responsible for academic and non-academic matters relating to University students. Monitor and review University programs, including the formulation of admissions and financial aid policies for such programs;
**Member, Committee on Fiscal Affairs:** Deal with the fiscal aspects of the operating budget of the University, the policies and procedures relating to the management of all University funds, including city and state subsidies, trust and gifts, and their accounting, auditing and investment. The committee deals with major contracts, security and other facilities issues.

**Member, Committee on Faculty, Staff and Administration:** Reviewed the qualifications for appointment, promotion and tenuring of faculty members, including procedures for waiver of bylaws for academic personnel actions, examine future policy for the disposition of faculty, and cover faculty and staff relations and collective bargaining, legal matters, bylaw provisions relating to the administration of the University, the governance of the University and its units, disciplinary cases, waivers of bylaws for non-academic personnel actions, the review and monitoring of affirmative action plans and guidelines, the review of senior appointments at the colleges, all administrative procedures and policies related to the administrative operations of the University and its colleges.

THE CITY OF NEW YORK OFFICE OF THE MAYOR

Deputy Mayor for Legal Affairs and Counsel to the Mayor 2002 – 2013

**As Counsel:** Advised the Mayor on legal policy issues including appointment of criminal and family court judges, police oversight and anti-corruption protocols, EEO, anti-discrimination and ethics laws, domestic violence, immigrant affairs and language access protocols. Provided legal counsel and strategic guidance to Mayor’s Office of Appointments, which oversaw the recruitment and appointment of 3,200 board members who were appointed to serve on 229 city related professional boards and commissions in diverse areas such as economic development, education, law enforcement, health and hospitals, and women’s issues. From 2002-2006 identified candidates, did background integrity interviews and formal vetting. Provided ethics guidance to City Hall members and executive appointees.

**As Deputy Mayor:** Member of Mayor’s executive leadership team. Oversaw 11 city agencies including Mayor’s Judicial Selection Committee, Conflicts of Interest Board, the Office of Administrative Trials and Hearings, Human Rights Commission, Mayor’s Office to Combat Domestic Violence, Mayor’s Office to Combat Domestic Violence, Mayor’s Office of Immigrant Affairs and Mayor’s Office for People with Disabilities. Worked with Mayor and senior advisers to manage strategies, budget, communications including internal, outreach and media.

- Oversaw complete overhaul of NYC’s tribunal agencies and administrative hearings systems. Devised legislative, operational and budget strategies, recruited new leadership and implemented first of its kind executive order for agencies including the Environmental Control Board, the Taxi & Limosine Commission, OATH and the Health Tribunal. Transformed resulted in better customer service, quicker case resolutions and revenue collection increase of $25 million, totaling $160 million for fiscal year 2012. Led interagency teams to modernize $34 million citywide administrative tribunal operations that handle public health, safety and quality of life violations and hearings. Implemented cutting edge technological enhancements such as hearings by phone and online “One Click” hearings. Initiated alternative dispute resolution and mediation, case management and efficiency enhancements; created new Judicial Institute to improve training for administrative judges; and implemented plain language and translation/language access mandates.
Co-founded the NYC Latin Media and Entertainment Commission with Dan Doctoroff. Initiated operational, business development and communications strategies, including formation of board comprised of business leaders, led by honorary Co-Chairs Jennifer Lopez and Robert De Niro. The Commission advised the Mayor on business development and retention strategies, promoted economic development for Hispanic advertising and new media companies, created and supported Latin events from around the world, and partnered with businesses, professional associations and educational institutions to develop the local media and entertainment workforce.

Launched public-private initiatives and media campaigns, including the first of its kind Family Justice Center, state-of-the-art $6 million facilities for women and children. Today there is a facility in 5 boroughs with co-located services for prosecution, civil attorneys, law enforcement and service providers. The Center is now a model used by jurisdictions around the world.

Spearheaded creation and implementation of citywide Language Access Task Force and later passage of Mayoral Executive Order, which requires agencies to have plans for limited English proficient persons to better access city services. This policy served as the model for the first ever language access law passed in New York State in 2011.

Skilled public speaker with experience in multi-media interviews including press, social media, TV and radio.

OFFICE OF COURT ADMINISTRATION, New York, NY
Director of Public Affairs/Counsel to Public Trust and Confidence Commission 2001 – 2001

Appointed by Chief Administrative Judge. Led executive statewide office for NYS courts involving public information and media access projects, public affairs website, special events, community and government outreach initiative, and intergovernmental relations.

Special Counsel to Chief Administrative Judge Jonathan Lippman 2001 – 2001

Oversaw legislative and statewide court initiatives to improve access to justice. Promoted innovative problem-solving courts to federal lawmakers, statewide reforms including court-based mediation, and implementation of a domestic violence registry.

PUERTO RICO INDUSTRIAL DEVELOPMENT CO., New York, NY
Senior Vice President and General Counsel, Continental Operations Offices 1999 – 2000

Principal executive in charge of the U.S. Continental operations for $200 million public corporation based in Puerto Rico. Oversaw 80 employees and $25 million budget in Chicago, California and New York City offices including sales division, research and development, international division, marketing and public relations. Directed pitch presentations to company EVPs and CEOs. Led business development and research teams to attract Fortune 500 corporations and start-up entities to Puerto Rico. Developed and instituted national training and sales programs. Met annual job quota in less than six months.

Worked with CEOs of Bacardi, Castillo and Destileria Serrales, Inc. and oversaw Rums of Puerto Rico international $20 million marketing operations to support the Puerto Rico rum industry. Devised
national Hispanic market strategy for *Rums of Puerto Rico* to be one of five primary sponsors for premiere issue of Oprah Winfrey’s “O” magazine and to be one of the top sponsors for the first Latin Grammys program on CBS.

• Developed strategy and execution for Puerto Rico to become the top U.S. location for bilingual service call centers. Led national project teams in marketing, trade shows and media plans. Oversaw ad agency media plans and development of creative national print media for *Time Inc.*, *Forbes*, business trade publications and online advertisement campaign for business ads.

• As General Counsel, handled in-house legal matters including review of advertising, personal service, and sponsorship contracts.

**OFFICE OF COURT ADMINISTRATION, New York, NY**

**Special Inspector General for Bias Matters** 1998 – 1999

• Appointed by Chief Administrative Judge to create, staff and lead new statewide office. Investigated discrimination claims; trained and supervised investigative staff; conducted statewide campaign regarding Judiciary’s zero tolerance for bias and whistleblower rights. Spearheaded innovative ADR program.

**Chief of Staff to Courts Chief Operating Officer/Deputy Chief Administrative Judge for NYS Courts** 1994 – 1997

• As Counsel and Chief of Staff to the COO, managed the day-to-day operations and supervised top executives of the state court system, which handled over 4 million filings a year, one of the largest and most complex court systems in the country if not the world.

• Led statewide Executive Management Team, which consisted of approximately 35 direct reports of senior executives, administrative judges and chief clerks. Oversaw a $2.5 billion budget for 13,000 statewide employees and statewide executive divisions including: Information Technology, Budget and Internal Audit, Labor Relations, Human Resources, Equal Employment Opportunity Facilities, Library Services and Payroll and Career Services.

• Oversaw the introduction of new technology and facilities upgrades to all courthouses and jurists.

• Instituted statewide mediation and ADR programs.

**NEW YORK STATE DEPARTMENT OF LAW**

**Assistant Attorney General, Civil Rights Bureau** 1993 – 1994

• Investigated and litigated claims of employment and housing discrimination.

**BATTLE FOWLER, New York, NY**

**Real Estate Associate** 1989 – 1990

• Handled closing for large commercial transactions including relevant research, distributions and document preparations.
PROFESSIONAL BOARDS AND AFFILIATIONS

New York City Council Young Women’s Initiative Steering Committee 2015 – Present
Appointed by NYC Council Speaker Melissa Mark-Viverito to the first-of-its kind initiative to combat inequality facing young women in NYC.

2015 Ford Public Voices Fellow
The Ford Public Voices Fellowship is part of a national initiative launched by The OpEd Project in partnership with leading universities and foundations, to dramatically increase the public impact of our nation's top underrepresented thought leaders.

WomenCorporateDirectors
Global membership organization and community of women corporate directors committed to governance with global vision.

2014 Global Institute, New York, NY
Selected to participate in annual gathering of global business leaders to share ideas on the challenges and opportunities facing boards.

2014 DirectWomen Board Institute
One of 20 women lawyers selected to participate in annual program to discuss corporate governance and key issues facing current and future directors.

Women’s Forum of New York 2014 – Present
Member
Board of Directors 2016 – Present

National Association of Women Lawyers, Board of Directors 2007 – 2017
Board Member
Diversity Initiative Committee 2006 – 2009
Pro Bono Committee, Chair 2012 – 2014
Board Member

City University of New York (CUNY) 2002 – 2016
Trustee
Executive Committee 2013 – 2016
Committee on Student Affairs and Special Programs, Chair 2013 – 2016
Committee on Faculty, Staff and Administration 2011 – 2016
Committee on Fiscal Affairs 2007 – 2016

America’s Camp 2003 – Present
Board Member

Board Member
Twins Towers Fund
Board Member 2002 – 2003

New York University School of Law
Board Member, NYU Law Alumni Association 1996 – Present

AWARDS AND RECOGNITIONS

Hispanic Scholarship Fund Hall of Fame 2017 – awarded to distinguished HSF Alumni who exemplify the education goals and values of the Hispanic Scholarship Fund.

American Bar Association Commission on Domestic & Sexual Violence Sharon Corbitt Award 2017 – national recognition for extraordinary professional and personal contributions to survivors of domestic and sexual violence.

National Women’s Political Caucus 2015 Women of Courage Award – honoring women who have demonstrated courage by taking a stand to further civil rights and equality.

Bronx Chamber of Commerce 2015 Women of Distinction Award – recognizing women leaders.

SmartCEO 2014 Brava Award – honoring top female CEOs.

National Assn of Puerto Rican Women NY 2014 Motivational Recognition Award

Hispanic Business Magazine 2011 “100 Most Influential Hispanics in the United States” – honoring individuals who promote the advancement of Hispanics through professional achievement.

PODER Magazine 2011 ABC Justice Award – honoring excellence in leadership in those who have demonstrated remarkable strategy, vision and leadership in their respective businesses and organizations.

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW
J.D., May 1989 • Admitted New York State Bar

Honors: Vanderbilt Medal for Extraordinary Contribution to the Law School Community
Activities: Review of Law & Social Change, Symposium Editor
Annual Survey of American Law, Editorial Staff

FORDHAM UNIVERSITY at LINCOLN CENTER, New York, NY
B.A. in Political Science/Media Studies • GPA 3.5, Dean’s List

List of references, awards, presentations delivered and leadership programs available upon request.