I. ACTION ITEMS

A. Approval of the Minutes of April 16, 2017

B. POLICY CALENDAR

1. Adoption of Governance Plan for the CUNY School of Urban and Labor Studies (I-B-1)
2. Appointment of Lisa Farrington as Distinguished Professor of Art at John Jay College of Criminal Justice (I-B-2)
3. Appointment of Denis Nash as Distinguished Professor of Epidemiology at The CUNY Graduate School of Public Health and Health Policy (I-B-3)
4. Appointment of Ida Susser as Distinguished Professor of Anthropology at Hunter College (I-B-4)
5. Adoption of Revised Naming Guidelines for The City University of New York (I-B-5)
6. Naming of the Helen and Robert Appel Hall at Hunter College (I-B-6)
7. Naming of the Rose Katz Classroom at Hunter College (I-B-7)
9. Naming of the Dr. Robert Bittman Laboratory at Queens College (I-B-9)
10. Naming of the Lalita Palekar Conference Room at Queens College (I-B-10)
11. Naming of the Andrew Saderman Keyboard Room” at Queens College (I-B-11)
12. Naming of the Walter and Jocelyn Barandiaran Classroom at Baruch College (I-B-12)
13. Naming of the Dennis Hickey Classroom at Baruch College (I-B-13)
14. Naming of the Richard Gilder and Lois Chiles Parlor at Hunter College’s Roosevelt House (I-B-14)
15. Naming of the David Rockefeller Cultural Corp Fellowship (I-B-15)
16. Naming of the Lewis Burke Frumkes Center for Writing and Culture at Hunter College (I-B-16)
17. Naming of the Vadim Verkhoglyad Study Room at Baruch College (I-B-17)
18. Naming of the Hedwig Schindler Lab at Baruch College (I-B-18)
C. CHANCELLOR’S UNIVERSITY REPORT

1. Appointment of Yi Li as Vice President for Academic Affairs and Provost at John Jay College of Criminal Justice (I-C-1)

2. Appointment of Robin Merle as Vice President for Institutional Advancement at John Jay College of Criminal Justice (I-C-2)

3. Appointment of Michel Hodge as Vice President for Enrollment and Student Affairs at New York City College of Technology (I-C-3)

4. Appointment of Donna Linderman as Associate Vice Chancellor for Academic Affairs at The City University of New York (I-C-4)

5. Reappointment of Kristin Booth Glen as University Professor at The Graduate Center (I-C-5)

6. Appointment of Jane Bowers as Interim Executive Vice Chancellor for Academic Affairs and University Provost (I-C-6)

7. Appointment of Lon S. Kaufman as Provost and Vice President of Academic Affairs at Hunter College (I-C-7)

8. Appointment of Antonio Pérez as University Professor at Hunter College (I-C-8)

II. INFORMATION ITEMS

A. Revised CUNY Sexual Misconduct Policy

B. Reappointments of Faculty with Early Tenure pursuant to §6.2.b.(2) of the Bylaws

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
<th>Justification</th>
<th>Effective</th>
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<tbody>
<tr>
<td>City College</td>
<td>Khalid Bou-Rabee</td>
<td>Mathematics</td>
<td>Assistant Professor</td>
<td>Strong publication record, NSF grant and excellent teaching evaluations.</td>
<td>9/1/2018</td>
</tr>
</tbody>
</table>
The meeting was called to order by Committee Vice Chair Ken Sunshine at 6:41 p.m.

The following people were present:

**Committee Members:**
- Hon. Ken Sunshine, Vice Chair
- Hon. Kevin Kim
- Prof. Michael Barnhart, faculty member
- President Mary Lu Bilek, COP Liaison

**Trustee Observer:**
- Hon. John Aderounmu

**University Staff:**
- Interim Vice Chancellor Margaret Egan
- Vice Chancellor Brigette Bryant (joined @ 6:50 p.m.)
- Deputy General Counsel Jane Sovern
- Senior Litigation Counsel Hilary Klein
- University Dean for Recruitment and Diversity
- Arlene Torres (joined @ 7:00 p.m.)

**Trustee Staff:**
- General Counsel and Vice Chancellor Loretta P. Martinez (joined @ 6:49 p.m.)
- Deputy Secretary Anne Fenton
- Ms. Fenella Ramsami

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

I. **ACTION ITEMS**

A. **APPROVAL OF MINUTES OF THE MEETING OF FEBRUARY 26, 2018.** Moved by Trustee Kevin Kim and seconded by Prof. Michael Barnhart, the minutes were approved as submitted. Trustee Kim abstained.

B. **POLICY CALENDAR**

1. **Amendments to the Charter of Governance for Hostos Community College.** Senior Litigation Counsel Hilary Klein asked the Committee to approve the proposed amendments to the Charter of Governance for Hostos Community College. The changes would add two adjunct faculty members to the voting membership of the Senate, to be elected by adjunct faculty members in at-large vote, for a year rather than a semester. In addition, the Charter would rename the “Public Administration Unit” the “Public Policy and Law Unit.” The Charter further adds a new unit, the “Media Design Unit,” to the Department of Humanities. Finally, the proposed plan would allow for review of grant proposals at all stages and provide support to the faculty in grant writing.

   Prof. Barnhart noted that the faculty is supportive of the proposed amendments.

   Moved by Prof. Barnhart and seconded by Trustee Kim, and following discussion, the item was unanimously approved for submission to the Bcard.

2. **Amendments to the Governance Plan of the College of Staten Island.** Senior Litigation Counsel Klein asked the Committee to approve the proposed amendments to the Governance Plan of the College of Staten Island (CSI), previously amended in 2009. The proposed amendments reflect current practices at the College that are not yet reflected in its Governance Plan. In particular, the addition of representation for new schools at CSI. Furthermore, there are new committees being formed and added to the plan, as well as discussions and changes relating to timetables and methods for electing representatives.
Prof. Barnhart added that the referendum passed with a ninety percent approval from the faculty.

Moved by Prof. Barnhart and seconded by Trustee Kim, and following discussion, the item was unanimously approved for submission to the Board.

3. Amendments to the Academic Senate Charter of Queens College. Senior Litigation Counsel Klein asked the Committee to approve the proposed amendments to the Academic Senate Charter of Queens College. The amendments would redistribute at-large seats that were specifically held for Adult Collegiate Education ("ACE") students and students from the Graduate Division due to declining enrollment in both programs. ACE and Graduate students will still be able to run for any of the at-large seats. Furthermore, the amendments will provide a selection review procedure for Academic Officers. Currently, the plan calls for review every five (5) years which will be changed to review on an "as needed" basis. The amendments would specifically include Senate nominees on search committees for Provost and Chief Librarian positions.

Prof. Barnhart noted that the faculty are in favor of the proposed amendments.

Moved by Trustee Kim and seconded by Prof. Barnhart, and following discussion, the item was unanimously approved for submission to the Board.

C. CHANCELLOR’S UNIVERSITY REPORT

1. Appointment of Todd Michael Galitz as Vice President of Institutional Advancement at Brooklyn College.

Moved by Prof. Barnhart and seconded by Trustee Kim, and following discussion, the item was unanimously approved for submission to the Board.

2. Appointment of Nireata Seals as Vice President for Student Affairs at LaGuardia Community College.

Moved by Prof. Barnhart and seconded by Trustee Kim, and following discussion, the item was unanimously approved for submission to the Board.

3. Appointment of Susan E. Ebersole as Vice President for Institutional Advancement and Executive Director of the Lehman College Foundation.

Moved by Prof. Barnhart and seconded by Trustee Kim, and following discussion, the item was unanimously approved for submission to the Board.

4. Appointment of Harriet R. Fayne as Provost and Senior Vice President for Academic Affairs and Student Success at Lehman College.

Moved by Prof. Barnhart and seconded by Trustee Kim, and following discussion, the item was unanimously approved for submission to the Board.

II. INFORMATION ITEMS

A. Discussion of Revised Naming Guidelines

Vice Chancellor Brigette Bryant reported on the proposed revised naming guidelines.
A discussion about the naming guidelines followed, including percentage ranges on naming opportunities for CUNY buildings, updates to the existing policy, and guideline procedures.

B. Changes to the Policy on Sexual Misconduct

Deputy General Counsel Jane Sovern gave a brief overview of the upcoming changes to the Policy on Sexual Misconduct.

Prof. Barnhart inquired about the anticipated timeframe of the finished policy.

C. Reappointments of Faculty with Early Tenure pursuant to §6.2.b.(2) of the Bylaws

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</tr>
</thead>
<tbody>
<tr>
<td>College of Staten Island</td>
<td>Greg Phillips</td>
<td>Biology</td>
<td>Associate Professor</td>
<td>He received nearly $3M in external funding for research in protocadherin.</td>
<td>9/1/2018</td>
</tr>
</tbody>
</table>

III. QUARTERLY DIVERSITY REPORT

University Dean Arlene Torres provided a report on the status breakdown of the faculty in 2017, as well as the status of the combined executive, administrative and managerial staff across CUNY.

A discussion about the diversity report followed, including workforce departures, rank and managerial breakdowns by categories, and the total number of faculty lines across each campus.

Committee Vice Chair Sunshine moved to adjourn the meeting. The motion was seconded by Trustee Kim and the meeting was adjourned at 7:15 p.m.
CUNY SCHOOL OF LABOR AND URBAN STUDIES

Adoption of Governance Plan

WHEREAS, the Joseph S. Murphy Institute for Worker Education and Labor Studies (“Murphy Institute”) was established on June 27, 2005 as a University Special Initiative in accordance with the Policy Guidelines on Centers, Institutes, Consortia and Special Initiatives set forth by the Board of Trustees in February 1995; and

WHEREAS, the Murphy Institute’s mission has been to serve the educational, policy and research needs of unions and their members, and to increase access to higher education and promote retention and graduation of union members enrolled in CUNY colleges; and

WHEREAS, the Murphy Institute has been housed within CUNY’s School of Professional Studies; and

WHEREAS, the Murphy Institute has expanded since its inception and now includes academic programs in Labor Studies and Urban Studies; and

WHEREAS, the Board recognizes the need to establish the CUNY School of Labor and Urban Studies as a separate School, with its own Governance Plan, to reflect the expansion of the Murphy Institute; now therefore be it

RESOLVED, That the Governance Plan of the CUNY School of Labor and Urban Studies be adopted, effective July 1, 2018.

EXPLANATION: The proposed Governance Plan of the new CUNY School of Labor and Urban Studies (“CLU”) was approved by its faculty and is recommended by the Dean of the School. CLU’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. 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.

The Governance Plan is designed to reflect CLU’s core values and mission by ensuring 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. Further, CLU, 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.
I-B-1 Governance Plan

CUNY SCHOOL OF LABOR AND URBAN STUDIES

ACADEMIC GOVERNANCE PLAN

Preamble

1. The CUNY School of Labor and Urban Studies (CLU) 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. CLU’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. 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. CLU, 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 CLU 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 CLU faculty representatives selected to serve on the 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 CLU.

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 CLU 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 the 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 CLU 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 CLU. 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 CLU.

3. Jointly-appointed faculty members are those whose contractual teaching load is officially shared between two or more campuses. At the CLU, 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 CLU 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 CLU. 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.

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 CLU 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.
THE CITY UNIVERSITY OF NEW YORK

Appointment of Lisa Farrington
as Distinguished Professor at John Jay College

WHEREAS, Professor Lisa Farrington is an internationally recognized art historian whose expertise includes the history of African-American women artists and the history of African-American art; and

WHEREAS, In addition to her widely acclaimed books, *African-American Art: A Visual and Cultural History* (2016) and *Creating Their Own Image: The History of African-American Women Artists* (2005;2011), Professor Farrington has published 3 additional single-authored books, two co-authored and co-edited volumes and 26 peer reviewed articles and reviews and since 2000, she has curated nine exhibitions and made over 50 invited lectures and conference presentations; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York appoint Lisa Farrington as Distinguished Professor of Art at John Jay College of Criminal Justice effective July 1, 2018, with compensation of $28,594 per annum in addition to her regular academic salary, subject to financial ability.

EXPLANATION: As one of her reviewers notes, Farrington “has written the most scholarly work available on the subject of African American women artists and her writings have helped expand a more inclusive and widely accepted definition of American art in general.” Another reviewer notes, “her work on African American women artists has been pioneering and her brilliant monograph, *Creating Their Own Image: The History of African American Women Artists*, simply has no equal because of its interdisciplinary reach and its meticulous scholarship.” As another reviewer points out, “Lisa Farrington is a member of a rising generation of art critics and scholars who are making new, significant, innovative ways and means of interpreting and philosophizing about art, culture, gender and history in America. Farrington’s scholarship is too important not to support, champion and celebrate as much as possible.”

Since 2007, Dr. Farrington has served as Professor of Art History at John Jay College. From 1993 to 2007, she was Associate Professor and Curriculum Supervisor for Art History at the Parsons School of Design. Farrington earned her Ph.D. and Master of Philosophy in Art History at CUNY’s Graduate Center, a Master of Arts in Art History at American University and a Bachelor of Fine Arts in Painting and Art History at Howard University.

John Jay College of Criminal Justice and The City University of New York will be well-served by Professor Farrington’s appointment as Distinguished Professor.
LISA FARRINGTON

Research interest: Race and Gender in Art and Visual Culture

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EDUCATION

Doctor of Philosophy, Art History, The Graduate Center, New York

Master of Philosophy, Art History, The Graduate Center, City University of New York
Specialization: European Art Since 1860

Master of Arts, Art History, American University, Washington, D.C.
Theses: “Piero della Francesca” (Italian Renaissance) and “Henry Ossawa Tanner” (African-American)

Bachelor of Fine Arts, magna cum laude, Howard University, Washington, D.C.
Painting & Art History: Thesis: “Egyptian Art of the Amarna Period”

ACADEMIC EXPERIENCE

2008-2013. Founding Chair of the Department of Art & Music, John Jay College of Criminal Justice / CUNY


1993-2008. Associate Professor and Curriculum Supervisor for Art History, Parsons School of Design, New York

1998. Visiting Faculty, Museum On-Site Classes in Art and Architecture, Parsons Paris


1997. Visiting Assistant Professor, Art History, Brooklyn College / City University of New York

1990-1993. Adjunct Assistant Professor, Art and Art History, Borough of Manhattan Community College / CUNY

1990-1993. Adjunct Assistant Professor, History of Design, Fashion Institute of Technology (FIT), SUNY

1990. Graduate Teaching Assistant, Art History, Hunter College, City University of New York

1987-1990. Assistant to the Director, Marlborough Gallery, New York

CURATORIAL AND EDITORIAL EXPERIENCE

2016-2017. Curatorial Consultant, "On Such a Night as This: A Celebration of African American Art, ACA Galleries, NY

2009-2014. Curator, "Women Call for Peace: Global Vistas," National Touring Exhibition for the National Endowment for the Arts and the Mid-American Arts Alliance

2012. Editor for Special Issue on "Cross Cultural Issues in Art from the 19th Century to the Present," Bard Graduate Center Journal, Source: Notes In the History of Art 31, n.3

2012. Curator, "The End of Poverty: How Do We Get There? What Will It Look Like?" President's Gallery, John Jay College of Criminal Justice, City University of New York


2011. Curator, "Faith Ringgold; the Art of Civil Rights," President's Gallery, John Jay College of Criminal Justice


2005. Editor of Special Issue on "African American Art," Bard Graduate Center Journal, Source: Notes In the History of Art 24, n.4


2000. Curatorial Consultant for "Haitian Art," The Rockland County Center for the Arts, Nyack, NY


1995. Co-Curator for "Fifty Years of Haitian Art," Borough of Manhattan Community College / City University of New York Shirley Fiterman Gallery


SELECTED AWARDS, FELLOWSHIPS, AND GRANTS

2017. National David C. Driskell Prize for Contributions to African American Art, Nominee ($30,000)

2016. Oxford University Press Authors Grant for African-American Art: A Visual and Cultural History ($12,500)

2015. Annual James A. Porter National Colloquium on African American Art, Honoree for Outstanding Contributions to African American art


2011. Dedalus Foundation Curatorial Grant for national touring exhibit "Women Call for Peace" ($10,000)

2010. Andy Warhol Foundation Creative Capital Arts Writers Prize for completion of Emma Amos: To Enter the Studio is a Political Act ($50,000)

2009-2012. Faculty Scholarly Excellence Award, John Jay College of Criminal Justice, CUNY

2007-2008. Spelman College / Atlanta University Center Cosby Endowed Scholar in the Humanities ($125,000)


2004-2005. U.S. State Department Curatorial Grant for Art In Embassies exhibition ($5,000)

2004-2005. The New School for Social Research Faculty Development Grant ($3,000)

2002. Ford Foundation Fellow for completion of Creating Their Own Image: The History of African American Women Artists ($50,000)


1998. Foreign Research Grant for study in Haiti of Vodou art & practice, The New School ($3,000)


1997-1998. Magnet Post-Doctoral Fellow, The Graduate Center, City University Of New York ($36,000)

1995-1996. President's Dissertation Year Fellow The Graduate Center, City University of New York ($10,000)

1995. Andrew Mellon Dissertation Fellow, The Graduate Center, City University Of New York ($1,500)

1989-94 University Fellow & Shenson Fellow, The Graduate Center, City University of New York (varied sums)
INVITED LECTURES AND CONFERENCE PAPERS


“Collecting African American Art,” Harlem Fine Arts Festival, Riverside Church, New York


“African American Art: A Visual & Cultural History,” Author’s Talk, Annual College Art Association Conference, Washington, DC

“The World Before Racism: Africans in European Art,” Schomburg Center for Research in Black Culture of the New York Public Library


“A Crisis of Race and Sex: Black Feminist Art,” St. Louis University, MO

“Haitian Art & Vodou Culture,” Bermuda National Gallery, Hamilton, Bermuda


“Tritobia Benjamin: Champion of African-American Art,” Annual College Art Association Conference Women’s Caucus, Chicago

“African American Women Artists of the 20th & 21st Centuries,” University of Rhode Island, Providence

“History of African American Women Artists, 17th Century to the Present,” Miami University, Oxford, OH

2010. “de Bouffon’s 1805 Published Autopsy Findings on the Body of Sartjie Baartman,” for symposium “Imaging / Imagining the Skeleton,” The Graduate Center, City University of New York

“Freedom Riders and Bus Boycotters: Civil Rights Panel,” Moderator for exhibit symposium, John Jay College of Criminal Justice / City University of New York

“The World Before Racism” John Jay College Biennial International Conference, Marrakesh, Morocco


“The Arts at John Jay,” Board of Trustees, John Jay College of Criminal Justice / CUNY


“Starmanda Bullock: Artist and Educator,” Howard University Department of Fine Arts, Washington, DC

“African-American Modernism: Between the Wars,” Master’s Programme, Christie’s Auction House, NY

“African-American Women Artists of the Harlem Renaissance,” University of Missouri, Columbia

2007. “Blacks in Western Art,” Cosby Endowed Scholars Lecture Series, Spelman College / Atlanta University

“Contemporary African-American Women Artists,” Detroit Institute of Art


“African-American Visual Arts from Slavery to the Present,” Berkshire Museum, Pittsfield, MA


“Harlem Renaissance Art,” The National Arts Club, New York


“Black Feminist Art,” Bishop McCabe Lecture Series, American University, Washington, DC

“The Nude Self-Portrait in the Art of Renee Cox,” Annual College Art Association Conference, Atlanta, GA

"Strategies for Teaching Advanced Placement Art History," College Board Advanced Placement Conference, Orlando, FL


"Faith Ringgold," Books and Authors Lecture Series, Studio Museum in Harlem


"African-American Artists During the Era of Slavery," North Carolina A&T University, Greensborough


"Inclusive Art History," College Board Advanced Placement Conference, Vancouver, Canada


"Non-western Art in the Advanced Placement Exam," Annual College Art Association Conference, Los Angeles, CA and Annual College Board Teachers Conference, La Jolla, CA


"The Politics of Race & Sex in the Paintings of Faith Ringgold," Villanova University, PA

"Art & Society in Haiti," Panelist, Rockland Center for the Arts, Nyack, New York, 1999


"Black or White? Bi-Racial identity in African-American Portraiture," Annual College Art Association Conference, Toronto, Canada


"Non-western Art in the Advanced Placement Exam in Art History," Annual College Art Association Conference and Parsons School of Design / The New School for Social Research Board of Directors Meeting, New York


"Faith Ringgold," Nassau Community College, State University of New York

"Faith Ringgold's Slave Rape and Feminist Series," Keynote Speaker, "Bearing Witness: African American Women Artists" Conference, Spelman College / Atlanta University Center


BOOKS: Solo Authored

   - The first comprehensive survey of African-American art in 15 years
   - Contextualizes black artists within the framework of American art as a whole
   - Adds new, primary source research throughout
   - Emphasizes critical visual analysis as well as issues of racial identity and representation
   - Integrates often excluded coverage of photography and architecture in the 19th and 20th centuries.
   - Includes more women artists than any previous survey
   - Supported by a free, open-access companion website

   - Now in its 2nd edition
   - Triple award-winner, including the American Library Association BCALA Award for Outstanding Contribution to Literature
   - First comprehensive history of African-American women artists, from slavery to the present day.
   - Details hundreds of important works—many of which deliberately challenge the identity myths associated with black women—the carnal Jezebel, the asexual Mammy, the imperious Matriarch—in crafting a portrait of artistic creativity unprecedented in its scope and ambition

   - A step-by-step, innovative insider’s guide to academic publishing

   - The first major survey of the complete work of the artist covering a 50 year period
   - Part of the renowned David C. Driskell series of hard cover monographs on African American artists
   - A formally published fleshing out of the author’s dissertation on the early works of the artist
   - Specific focus on racial, gender and political iconography

6. *Emma Amos: To Enter the Studio is a Political Act* (© 2017)
   - Completed manuscript on the life and art of the artist, out for review

**BOOKS: Co-Authored and Co-Edited**

   - Co-authored with Jean Stern
   - Art historical monograph on the art of renowned watercolorist and Director of the Art Students League in New York, Timothy J. Clark

   - Co-editor and contributing author of completed manuscript, out for review
   - Anthology of essays on representations of shifting identity politics in visual culture, including foci on South Africa, Bosnia, the Global Metropolis, Native Americans, African Americans, and The New American South

**BOOKS: Contributing Author**

    - Historical and Iconographic text on the Center’s permanent collection of African American Art
    - Contributed the essay on the black women artists in the collection

    - First book dedicated to women visual artists of the Harlem Renaissance
    - Contributed essays on 3 of the 9 artists in the book, including new and primary source research on May Howard Jackson, Beulah Ecton Woodard, and Selma Burke

    - Monographic catalog on the artist’s life’s work
    - Contributed lead critical section on the artist’s paintings and historical essay

    - Monograph on the contemporary African American woman artist and scholar
    - Contributed lead critical section on the artist's paintings and philosophy of art

    - Historical text on the legacy of the Howard University Fine Arts Department
    - Contributed the section on the art and lives of the women artists who taught in, and graduated from, the program

    - In two-volumes, the first comprehensive compilation on all aspects of the period
    - Contributed essays on "The Artists" and "Racial Iconography"
   - Feminist revisionist text on representations of the Black female body in visual culture
   - Contributed the essay on representations of slave rape in the 1972 Ringgold series

17. *Art by African Americans in the Collection of the New Jersey State Museum* (Trenton, 1998)
   - Historical and Iconographic text on the Museum’s collection of African American Art
   - Contributed essays on Hale Woodruff, Alison Saar, and Horace Pippln

**ARTICLES: Refereed Journals and Fine Arts Publications**


**ARTICLES: Refereed Review Articles**

22. “In Her Own Words: Autobiographical Texts by Women Artists,” *Woman’s Art Journal* v. 34, n. 1 (Spring / Summer, 2013): 56

23. “Color of Stone: Sculpting the Black Female Subject in 19th Century America,” *Woman’s Art Journal* v.30 n.2 (Fall 2010): 42-44


**ACADEMIC AND PROFESSIONAL SERVICE**

2017. Rewald PhD Seminar in Art History Guest Lecturer, The Graduate Center, City University of New York

2017. External Dissertation Reviewer of “Architectural and Visual Histories of the Metropolitan African Methodist Episcopal Church (Washington, DC) and the Shrine of the Black Madonna, #1 (Detroit, Michigan),” PhD Program in Art History, Boston University

2015-2017. College Council & Faculty Senate Member, John Jay College of Criminal Justice / CUNY

2011. Search Committee Member, Vice President of Development, John Jay College of Criminal Justice / CUNY

2010-2014. Advisory Board Member, Vanderbilt University journal, *Palimpsest: A Journal on Women, Gender*

2010-2013. Middle States Review Outcomes Assessment Committee, John Jay College of Criminal Justice / CUNY

2010. Honors Program Selection Committee, John Jay College of Criminal Justice / City University of New York
2009-2010. Chair, Search Committee Art & Justice Faculty, John Jay College of Criminal Justice / CUNY

2009. Certificate Program in Human Rights Committee Member, John Jay College of Criminal Justice / CUNY

2008-2013. John Jay College of Criminal Justice / CUNY Committees:
  Provost’s Advisory Council Member
  Chairs Council Member
  Faculty Personnel Committee Member

2008-2009 Chair, Search Committee, 2 Faculty Positions: Studio Art and Music Theory, John Jay College / City University of New York


2006. Search Committee Member, 3 faculty positions: Contemporary Design & Criticism, Spatial Design & Theory, and History of Decorative Arts, Parsons School of Design, The New School, NY

2006. Reviewer, PSC-CUNY Research Foundation Art History Award

2005 Search Committee Member, 2 faculty positions: The New School Graduate Faculty in Anthropology and Parsons School of Design Visual Communication History & Theory, New York

2005. Nominating Committee Member, Alpert Award in the Arts, California Institute of the Arts, Valencia, CA

2004. Search Committee Member, Fine Arts Chair Position, Parsons School of Design / The New School

2004-2017. Advisory Board Member, Bard Graduate Center journal Source: Notes on the History of Art

2004-2006. Advisory Board Member, American University College of Arts and Sciences (CalArts)


2000-2017. Member of the Board of Trustees, the Anyone Can Fly Foundation, dedicated to the support and dissemination of African American art scholarship

2000-2003. Advisory Board Member, the Duke Ellington Legacy Foundation, dedicated to the support and dissemination of the jazz music of Duke Ellington

1999-2006. Advisory Board Member, the Art Start Foundation, dedicated to bringing the arts to homeless children in New York City

1999. Juror, College Art Association Professional Development Fellowship Program

1999. Academic Reviewer for the college text book, Gardner’s Art through the Ages (Harcourt Brace)


1997. Search Committee Member, Dean’s Position, Parsons School of Design / The New School


SELECTED PRESS: Television & Radio


“Haitian Art & Religion,” radio interview, Hot107.5 “In the Ladies Room” program with Nikita Robinson, Bermuda 5/15/2015


“Gulf Coast Live Arts Edition with Amy Tardiff” NPR interview on exhibit “Women Call for Peace,” WGCC Florida, Sept. 20, 2010

“Study with the Best” CUNY-TV program segment, filmed 10/2009; first aired 5/2010

“After Hottentot: Conversations with Renee Cox & Lisa Farrington,” first aired 22 Oct 2009 at Atlanta University / Spelman College

“Morning Show with Alvin Augustus Jones,” WCBO/WHNC-AM radio interview on black women artists, 3/16/05

“The Glenn Mitchell Show,” live KERA/Texas NPR interview (National Public Radio) on black women artists, 1/31/05

“National Visionary Leadership Roundtable: Faith Ringgold,” live webcast sponsored by Bill & Camille Cosby, 9/15/04

“Art & Outrage” appearance on CBS/TRIO documentary on art and censorship, first aired 2002

Howardena Pindell: Atomizing Art, co-narrator, film first aired on the Ovation Network (L&S Video, 1999)

SELECTED PRESS: In Print


"Galleries-Downtown: Creating Their Own Image," The New Yorker, 24 & 31 Jan 2005, p. 20

Margaret M. Caffrey, "Creating Their Own Image," History: Reviews of New Books v.34, n.1 (Fall 2005): 132


Holland Cotter, "Creating Their Own Image, Parsons School of Design Aronson Galleries," New York Times, 1/7/05

"Creating Their Own Image," Essence Magazine "Now" calendar (Jan 2005), p. 23


Dodie Bellamy, "Art in Black Women's Hands," San Francisco Chronicle Book Review Section, Sunday, 2/7/05, p. 1


Ann Burns, "Farrington, Lisa E. Creating Their Own Image," Library Journal v.130, n.8 (1 Nov 2004: 102


Damaso Reyes, "Exhibition Gives Black Female Artists Their Due," Amsterdam News v.95, no.47, Nov 2004, p. 18-24

"Images of the Black Woman Re-Examined at Exhibition," Caribbean Life, 16 Nov 2004, p. 50


"Haitian Art Exhibited at the Shirley Fiterman Gallery," Inside News BMCC (Spring 1995)

"Art on Fire: Politics of Race & Sex in the Paintings of Faith Ringgold," Woman's Art Journal v.22, n.2 (Fall 2001): 60

SELECTED PRESS: On-line

"Women Call for Peace: Global Vistas" opens at John Jay College of Criminal Justice" Art Daily: the Fine Arts Newspaper on the Net (Nov 2013)

Leslie Newell Peacock, "Women Call for Peace: Global Vistas," Arkansas Times (12 Jan 2011)


“Creating Their Own Image at Parsons,” Artdaily: the Fine Arts Newspaper on the Net (29 Jan 2005)

Eugene C. Burt, “Farrington, Lisa E., Creating Their Own Image,” Library Journal, 1 May 2005

Patricia Ann Carter, “Creating Their Own Image,” Culture Catch online magazine (culturecatch.com; Sept. 2005)


THE CITY UNIVERSITY OF NEW YORK

Appointment of Denis Nash as Distinguished Professor at the
CUNY Graduate School of Public Health and Health Policy

WHEREAS, Professor Denis Nash is an internationally recognized epidemiologist whose
time expertise includes infectious disease epidemiology, epidemiologic methods, public health
surveillance, global health implementation science and the epidemiology of HIV/AIDS and the
hepatitis C virus; and

WHEREAS, In addition to over 140 peer-reviewed journal articles and over $15 million in
external grants from the National Institutes of Health and the Centers for Disease Control,
Professor Nash serves as the founding Executive Director of the CUNY Institute of
Implementation Science in Population Health, the co-chair of the Surveillance, Data, and Metrics
Committee of the New York State Hepatitis C Elimination Steering Committee and the Associate
Director of the Einstein, Rockefeller-CUNY Center for AIDS Research and was awarded the
Secretary’s Award for Distinguished Service from the U.S. Department of Health and Human
Services and the Honor Award from the Center for Disease Control’s National Center for
Infectious Diseases for his work on the West Nile outbreak response; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York appoint Denis Nash
as Distinguished Professor of Epidemiology at The CUNY Graduate School of Public Health and
Health Policy effective July 1, 2018, with compensation of $28,594 per annum in addition to his
regular academic salary, subject to financial ability.

EXPLANATION: As one of his reviewers notes, Dr. Nash “has been a pioneer in the use of
population-based HIV surveillance data to conduct rigorous evaluations of interventions and
programmatic initiatives in New York. This work has served as a model for many other urban
jurisdictions with major HIV epidemics.” Another writes that “Dr. Nash is widely recognized as
a leader in the field of HIV treatment and prevention both in the US and internationally. His body
of work has undoubtedly helped move the field forward in terms of innovative strategies to
improve HIV health outcomes and prevent HIV infection.” Yet another reviewer points out, his
“manuscripts are erudite and well written, reflecting a well-trained modern epidemiologist at the
top of his methodological game, and also someone who understands and emphasizes the social and
economic context of disease and prevention. His many contributions to high impact journals and
top subspecialty journals demonstrate his cutting-edge grasp on important public health issues of
the day.”

Since 2016, Dr. Nash has served as Professor of Epidemiology at the CUNY Graduate School of
Public Health and Health Policy. From 2010 – 2016 he served as Associate Professor and then
Professor of Epidemiology and Public Health at Hunter College and the Graduate Center and from
2004 – 2006 he served as Assistant and then Associate Professor of Epidemiology at Columbia
University Mailman School of Public Health. Nash earned a Ph.D. in Epidemiology and Preventive
Medicine at the University of Maryland, a Master of Public Health at the Johns Hopkins University
School of Hygiene and Public Health and a BS in Physics at Drexel University.

The CUNY Graduate School of Public Health and Health Policy and The City University of New
York will be well-served by Professor Nash’s appointment as Distinguished Professor.
Denis Nash, PhD, MPH
Curriculum Vitae

1. DATE OF PREPARATION OF C.V. December, 2017

2. PERSONAL DATA:
Office address: CUNY Graduate School of Public Health and Health
Policy
55 West 125th Street, 6th Floor
New York, NY 10027

3. ACADEMIC TRAINING
8/95-5/99: University of Maryland
Degree: Doctor of Philosophy, Epidemiology and Preventive Medicine
Thesis title: Lead and menopause: Latent re-exposure to lead stored in bone and health
consequences
Advisor: Ellen K. Silbergeld, Ph.D.

6/93-6/95: Johns Hopkins University School of Hygiene and Public Health
Degree: Master of Public Health
Advisor: Moyes Szklo, MD, DrPH

9/86-6/91: Drexel University, Philadelphia, PA
Degree: Bachelor of Science, Physics - Cum Laude

4. TRAINEESHIP/POSTDOCTORAL TRAINING:
7/99-7/01: Epidemic Intelligence Service (EIS) Officer
Centers for Disease Control and Prevention, U.S. Public Health Service
Assignment location: New York City Health Dept., Office of HIV/AIDS Surveillance, New York, NY

1997-1998: Heinz Family Foundation Predoctoral Fellow
Program in Human Health and the Environment, University of Maryland School of Medicine,
Baltimore, MD

5. LICENSURE AND CERTIFICATION:
HIPAA (Columbia University)
Good Clinical Practice, Epidemiology and Social Behavior (Columbia University)
Human Subjects Research (Department of Health and Human Services, CDC)

6. MILITARY/UNIFORmed SERVICE
June 1999 – June 2001. US Public Health Service, Centers for Disease Control and Prevention,
Epidemic Intelligence Service (EIS) Officer. Stationed in New York, NY (Rank: Lieutenant
Commander, O-4)

7. MEMBERSHIP IN SOCIETIES (past and present):
Denis Nash
Curriculum Vitae

IAPAC - International Association of Providers of AIDS Care
CSTE - Council of State and Territorial Epidemiologists
SER - Society for Epidemiologic Research
APHA - American Public Health Association
ATPM - Association of Teachers of Preventive Medicine
IAS - International AIDS Society

8. ACADEMIC APPOINTMENTS:
2016—present  Executive Director, Institute for Implementation Science Research in Population Health, City University of New York (CUNY), New York, NY
2016—present  Professor of Epidemiology (with tenure), CUNY School of Public Health
2015—present  Adjunct Professor of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY
2010—present  Adjunct Associate Professor of Epidemiology, Columbia University Mailman School of Public Health, New York, NY
2013—2016  Executive Officer, Doctor of Public Health Programs, CUNY Graduate Center, New York, NY
2012—2016  Professor of Public Health, CUNY Graduate Center, New York, NY
2012—2016  Associate Professor of Epidemiology (with tenure), Hunter College, School of Urban Public Health, New York, NY
2011—2012  Associate Professor of Public Health, CUNY Graduate Center, New York, NY
2010—2012  Associate Professor of Epidemiology (with tenure), Hunter College, School of Urban Public Health, New York, NY
2006—2010  Associate Professor of Epidemiology, Columbia University Mailman School of Public Health, New York, NY
2004—2006  Assistant Professor of Epidemiology, Columbia University Mailman School of Public Health, New York, NY
2003—2004  Investigator, Center for Urban Epidemiologic Studies, New York Academy of Medicine, New York, NY
1999—2004  Adjunct Assistant Clinical Professor Department of Community Medicine, Mt. Sinai School of Medicine, New York, NY

9. PROFESSIONAL POSITIONS AND ADMINISTRATIVE RESPONSIBILITIES
2017—present  Associate Director-Einstein, Rockefeller-CUNY Center for AIDS Research (CFAR)
2016—present  Co-Chair, Surveillance, Data, and Metrics Committee: New York State Hepatitis C Elimination Steering Committee
2016—present  Executive Director, CUNY Institute of Implementation Science in Population Health
2013—present  Dean's Cabinet, CUNY School of Public Health
2013—present  Director, Public Health Policy and Practice Core, HIV Center for Clinical and Behavioral Studies, Columbia University
2009—present  Chair, Global Site Assessment Working Group, International Epidemiologic Databases to Evaluate AIDS (IeDEA) network
Denis Nash, PhD, MPH
Curriculum Vitae

2008 – present
Member, Statistics, Epidemiology, and Data Management (SED) Core, HIV Center for Clinical and Behavioral Studies at the New York State Psychiatric Institute and Columbia University

2016-2107
Chair, Faculty Search Committee for Associate Director of the CUNY Institute for Implementation Science in Population Health

2013-2016
Executive Officer, Doctor of Public Health Programs, CUNY SPH, New York, NY

2005 – 2015
Editor, Surveillance Section, Journal of HIV/AIDS Surveillance and Epidemiology

2008 – 2015
Member, New York City Department of Health and Mental Hygiene General Preventive Medicine Residency Advisory Committee

2000 - 2015
Member, Mt. Sinai School of Medicine General Preventive Medicine Residency Advisory Committee

2013
Member, Search Committee for Hunter College Associate Provost for Research

2013
Member, Search Committee for Hunter College Center for HIV Educational Studies and Training (CHEST), Faculty Search Committee

2012—2013
Chair, Admissions Committee, CUNY SPH Doctoral Program, CUNY School of Public Health

2011—2012
Chair, Biostatistics Faculty Search Committee, Epidemiology and Biostatistics Program (Hired Xiaowei Yang, PhD, at the Associate Professor level)

2011 – 2013
Track Coordinator, Epidemiology Doctoral Program, CUNY School of Public Health

2007 – 2010
Member, Mailman School of Public Health School-wide Faculty Steering Committee

2007 – 2010
Public Health Reports, ASPH Advisory Committee

2005 – 2010
Member, Mailman School of Public Health, Department of Epidemiology Diversity Committee

2004 – 2010
Leadership Team, International Center for AIDS Care and Treatment Programs (ICAP)

2004 – 2010
Center for Infectious Disease Epidemiologic Research (CIDER) training committee

2004 – 2010
Director, Monitoring, Evaluation, and Research Unit, International Center for AIDS Care and Treatment Programs (ICAP), Columbia University, MSPH.

2002 – 2004
Steering Committee Member, Global AIDS Technical Assistance Program, National Alliance of State and Territorial AIDS Directors (NASTAD)

2001-2003:
Director, HIV/AIDS Surveillance Unit, HIV/AIDS Surveillance and Epidemiology Program, NYC Department of Health and Mental Hygiene, New York, NY.

Advisory Boards

2014-2015
Member of Governor Cuomo’s Task Force to End the AIDS Epidemic in New York State (appointed by Governor and State Health Commissioner)

2016-present
Co-Chair, Surveillance and Metrics Committee: NYS HCV Elimination Steering Committee

National Institutes of Health Service

2011: NIDA-PEPFAR Study Section (November, 2011)

2013: RFA Panel: Methodologies and Formative Work for Combination HIV Prevention Approaches

2014: Behavioral and Social Consequences of HIV/AIDS Study Section - Ad hoc reviewer (since 2013)

2015: Behavioral and Social Science Approaches to Preventing HIV/AIDS Study Section – Ad hoc reviewer;

2010 – 2015: trans-NIH Natural History and Epidemiology Research Planning Group
Denis Nash
Curriculum Vitae

2015 – present: Behavioral and Social Science Approaches to Preventing HIV/AIDS Study Section

Centers for Disease Control Service
2010: Special Emphasis Panel, National HIV Behavioral Surveillance (NHBS)
2010: Special Emphasis Panel, Kenya Medical Research Institute (KMRI)

Other Service
2011 Grant proposal reviewer, PSC-CUNY Research Award Program
2010 Grant proposal reviewer, Alfred P. Sloan Foundation
2010 CDC Special Emphasis Panel, National HIV Behavioral Surveillance (NHBS)
2010 CDC Special Emphasis Panel, Kenya Medical Research Institute (KMRI)

Editorial
2006-2010: ASPH Advisory Committee, Public Health Reports

10. HONORS AND AWARDS:
2017: City University of New York, Salute to Scholars
2016: City University of New York, Salute to Scholars
2015: City University of New York, Salute to Scholars
2014: City University of New York, Salute to Scholars
2013: City University of New York, Salute to Scholars
2012: City University of New York, Salute to Scholars
2011: City University of New York, Salute to Scholars
2010: City University of New York, Salute to Scholars
2002: James H. Nagano Citation for an outstanding CDC scientific publication in 2001, National Center for Infectious Diseases, CDC
2001: Secretary’s Award for Distinguished Service (West Nile outbreak response): U.S. Department of Health and Human Services
2001: Honor Award: Centers for Disease Control, National Center for Infectious Diseases
2001: Outstanding Unit Citation: U.S. Public Health Service for work on the 1999 West Nile outbreak
1995: John C. Hume Award: Johns Hopkins School of Public Health (nominated)
1995: Delta Omega: National Public Health Honor Society (nominated)
1991: Sigma Pi Sigma: National Physics Honor Society
1988: Dean’s List, Drexel University 88-89 and 89-90

11. FELLOWSHIP AND GRANT SUPPORT:

Fellowship
2004-2008: National Health Disparities Research Fellow, National Institute of Health, Competitive Loan Repayment and student loan forgiveness program
Denis Nash, PhD, MPH
Curriculum Vitae

1999-2001: Epidemic Intelligence Service Officer, Epidemiology Program Office, Centers for Disease Control and Prevention. Based at the New York City Department of Health, HIV/AIDS Surveillance Program, New York, NY

Current grants

<table>
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<tr>
<th>R13AI134393 (MPIs: Nash/Anastos)</th>
<th>07/2017 – 06/2018</th>
<th>In-kind</th>
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<tr>
<td>NIH/NIHAIAD</td>
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<tr>
<td>This is an R13 ‘Conference Grant’ to support an Africa-based meeting of HIV/AIDS over 100 researchers in Kigali, Rwanda to identify and disseminate research priorities for universal testing and treatment (UTT) for HIV infection. As UTT is implemented in Africa there is an urgent need for timely assessment of progress and challenges to inform course corrections. Through this meeting of the All-Africa IeDEA network (including investigators from all 4 Africa IeDEA regions) we will develop and disseminate a research agenda to inform UTT implementation in Africa. The very recent introduction of universal test and treat policies makes the timing of this meeting critical.</td>
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<td>Role: Principal Investigator (in-kind)</td>
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<tr>
<td>The Together 5000 project utilizes established Internet-based strategies to enroll a sample of 5,000 high-risk HIV-negative gay, bisexual, and other men who have sex with men (GBM) ages 16 to 49—the population representing the highest percentage of new infections annually—and follows them prospectively for four years. The Together 5000 aims to: (a) identify individual-, network-, and contextual-level predictors and correlates of HIV seroconversion, (b) identify missed HIV prevention opportunities among those seroconverting during the course of the study, and (c) inform interventions, including web-based interventions, to further reduce acquisition and transmission.</td>
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<tr>
<td>Role: Co-Investigator (10%)</td>
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<th>P30 AI124414 (Goldstein)</th>
<th>05/01/2017-04/30/2012</th>
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<tbody>
<tr>
<td>NIH/NIHAIAD</td>
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<tr>
<td>Einstein Rockefeller CUNY Center for AIDS Research - The overarching goal of the ERC-CFAR is to stimulate, coordinate, and support an integrated multidisciplinary research agenda to achieve our mission, to arrest the AIDS epidemic, through improving utilization of current treatments and developing new therapies, such as potent broadly neutralizing antibodies, for prevention, reducing the incidence of new infections; for treatment, improving treatment outcomes among infected individuals; and for eradication of HIV reservoirs. In addition to developing novel therapeutic approaches, our investigators are optimizing the translation of scientific breakthroughs into reality by identifying and implementing the most effective strategies to deliver treatments shown to be efficacious in clinical and bench research.</td>
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<tr>
<td>Role: Associate Director / Co-Investigator (15%)</td>
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<th>1.8 Calendar Months</th>
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<tbody>
<tr>
<td>NIH/NIHAIAD</td>
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<td>$1,927,944</td>
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<tr>
<td>Central Africa International Epidemiologic Databases to Evaluate AIDS (CA-IeDEA) - This multi-center cohort study brings together data from several HIV care and treatment sites in Central Africa to examine key clinical and operational issues surrounding scale-up of services.</td>
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<tr>
<td>Role: Principal Investigator (15%)</td>
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</table>
Denis Nash  
Curriculum Vitae

P30 MH043520 (Remien)  02/01/2013 – 01/31/2018  1.62 Calendar Months  
NIH/NIMH $186,249  
HIV Center for Clinical and Behavioral Studies - The major goals of the New York City-based HIV Center for Clinical and Behavioral Studies include the fostering of multidisciplinary research that will advance the implementation of the US National HIV/AIDS Strategy – to prevent new infections, improve health outcomes for people living with HIV, and reduce health disparities. Dr. Nash will co-Direct the Public Health Practice and Policy Core of the Center.  
Role: Co-Investigator (13.5%)  

5 R01 MH101028-02 (MPIs: Nash/Irvine)  09/26/2013-06/30/2018  2.4 Calendar Months  
NIH/NIMH $2,506,127  
HIV care coordination: comparative effectiveness, outcome determinants, and costs - The major goals of this project are to: 1) assess the effectiveness of the Care Coordination Program at 28 Ryan White-funded agencies (CCP intervention) by comparing primary outcomes among CCP participants with those of similar PLWH in HIV care who do not receive the CCP intervention; 2) among those who enroll in CCP, identify individual and program-level determinants of care engagement and VL suppression up to 36 months following CCP enrollment; and 3) assess the cost-effectiveness (cost per quality-adjusted life year [QALY]) of the CCP relative to usual care outside the CCP, considering downstream cost-savings and individual and public health benefits due to improved VL suppression and HIV infections averted.  
Role: Principal Investigator (20%)  

4895-01 (Nash)  10/01/2014-3/31/2018  1.44 Calendar Months  
Health Research, Inc. $1,530,754  
End of the Epidemic Data Center - The objectives of this project are to design, implement and direct efforts to quantify, characterize, and track the End of the Epidemic Initiative in New York State.  
Role: Principal Investigator (12%)  

Pending grants  
PA-17-194 (Irvine/Nash)  04/01/2018-03/31/2023  1.35 Calendar Months  
NIMH $3,260,644  
Recently scored 7th percentile. Will likely be funded in January-February 2018  
This project will test the hypotheses of a revised HIV care coordination intervention’s benefits over the original intervention and over ‘usual care,’ with respect to both short-term and long-term clinical outcomes. This project brings together multiple data sources for tracking HIV care continuum completion in relation to publicly funded services, to guide HIV policymakers in New York and elsewhere in making critical decisions about program adjustments to optimize viral load suppression with limited available resources. Findings from the proposed study will immediately be translated to HIV services planning and practice improvements, thus reducing HIV-related mortality and morbidity and preventing further HIV transmission.  
Role: Principal Investigator (15%)  

P30 MH043520 (Remien)  04/01/2018-03/31/2023  1.62 Calendar Months  
NIH/NIMH  
CUNY Sub $739,500
Denis Nash, PhD, MPH
Curriculum Vitae

Recently scored 2nd percentile. Will likely be funded by January-February 2018

HIV Center for Clinical and Behavioral Studies - The major goals of the New York City-based HIV Center for Clinical and Behavioral Studies include the fostering of multidisciplinary research that will advance the implementation of the US National HIV/AIDS Strategy - to prevent new infections, improve health outcomes for people living with HIV, and reduce health disparities. Dr. Nash will co-Direct the Implementation Science and Health Outcomes Core of the Center.

Role: Co-Investigator (13.5%)

Overlap: none

PAR-17-470 (McNairy) 07/01/2018-06/30/2023 0.60 Calendar Months
NIH CUNY Sub: $374,430

The project proposes to set up a longitudinal, community-based research cohort of 3,000 adults in Port-au-Prince, Haiti, to 1) study the prevalence and incidence of selected risk factors for cardiovascular disease, 2) examine the associations between such risk factors and their social and environmental determinants, and 3) record the occurrence of cardiovascular events. In addition to traditional cardiovascular risk factors such as hypertension, obesity, and diabetes, the study will also assess less commonly examined factors such as lead levels, and will collect oral microbiome data for future exploration in relation to cardiovascular risk.

Role: Co-Investigator (5%)

Past grants

1R01MH089831-01A1 (Co-Principal Investigator: Denis Nash) 05/2010-04/2015
Funding agency: National Institutes of Health (NIMH) Amount: $2,499,000
Multi-level determinants of late ART initiation in sub-Saharan Africa: to determine the multi-level factors associated with late antiretroviral therapy (ART) initiation (i.e., in the advanced stages of HIV disease) in areas of sub-Saharan Africa where ART is rapidly being scaled-up.
Role of Denis Nash: Principal Investigator (25%)

PCORI (PI: Georgina Osorio) Amount: $130,467
Funding agency: Patient Centered Outcomes Research Institute (PCORI) 10/1/13-9/30/16
Impact of patient navigators on health education and quality of life among formerly incarcerated persons.
Role of Denis Nash: Co-Investigator and PI of sub-contract

NIH R01 MH089831-01A1S1 (Co-Principal Investigator: Denis Nash) 10/2010-9/2013
Funding agency: National Institutes of Health (NIMH) Amount: $287,000
Retention and engagement in care of patients prior to ART initiation. A PEPFAR Administrative Supplement to NIH R01 MH089831-01A1 focusing on four scale-up clinics in the Kagera region of Tanzania.
Role of Denis Nash: Co-Principal Investigator (5%)

P30-MH43520 (PI: Remien)
Funding agency: National Institutes of Health (NIMH) Jan 2014-Dec 2015
Dr. Nash received $19,000 in pilot funds from the HIV Center's P30 for a project aimed at understanding barriers to linkage or re-linkage to HIV care among STD clinic attendees in NYC.
Denis Nash  
Curriculum Vitae

Role of Denis Nash: PI

**CDC 1 R49 CE002096**  
12/2012-11/2013
Incidence and risk factors for injuries among firefighters at the Fire Department of New York (FDNY)  
(Principal Investigator: Denis Nash)  
Funding agency: Center for Injury Epidemiology and Prevention at Columbia University and National Center for Injury Prevention and Control, CDC (1 R49 CE002096).  
Amount: $10,000
The overarching objective of this project is to characterize the incidence of and risk factors for severe work-related burn, smoke inhalation, and musculoskeletal injuries through a retrospective cohort analysis of injuries during the last decade.  
Role of Denis Nash: Principal Investigator

**2P30 MHO43520-20** (PI: A Ehrhardt)  
Feb 2007-Jan 2012
HIV Center for Clinical and Behavioral Studies: The HIV Center is a multidisciplinary research center that investigates the behavioral causes and consequences of HIV/AIDS, focusing on the intersections of HIV infection, gender, and sexuality; treatment strategies for infected populations; and innovative dissemination of scientific findings.  
Role of Denis Nash: Co-investigator (2%)

**1H97 HA2269301-00** (PI: H Cruz and B Agins)  
Amount: $900,000
Funding agency: Health Resources and Services Administration (HRSA)  
Role of Denis Nash: Co-investigator and Evaluation Director

**Canadian NIH (PI: Robert Hogg)**  
09/2012-08/2015
Determinants of late initiation and treatment interruption in a context of the expansion highly active antiretroviral therapy (HAART) in British Columbia, Canada  
Role of Denis Nash: Co-Investigator

**NIH 1F31MH099924** (PI: Sonia Gonzalez-Gladstein)  
09/2012-5/2014
Piloting a Mobile App for HIV Risk Reduction among Young Latinas and Black Females  
Ruth L. Kirschstein National Research Service Award (NRSA), pre-doctoral fellowship  
Funding agency: National Institutes of Health (NIMH)  
Amount: $74,248
Role of Denis Nash: Sponsor

**1U62PS003692-01** (PI: J Tesoriero)  
Amount: $60,000
Funding agency: Centers for Disease Control and Prevention  
Positive Pathways Project to reduce HIV-related stigma in New York State Prisons and link HIV positive persons to HIV care upon release from prison.  
Role of Denis Nash: Co-investigator and consultant

**CDC Cooperative Agreement (sub-contract from EDC to Nash)**  
Funding agency: CDC  
(PI: Deborah Mclean, EDC)  
9/2013-8/2015
Denis Nash, PhD, MPH
Curriculum Vitae

Title: Maximizing Online Dissemination and E-Learning of HIV Care Strategies (MODEL HIV Care Strategies)
Role of Denis Nash: Co-Investigator

U01AI069911-01 (PI: C Yiannoutsos)  
Funding agency: National Institutes of Health (NIAID)  
International Epidemiological Databases to Evaluate AIDS (IEDEA), Eastern Africa Region: A multi-partner, multi-center project to combine data on cohorts of patients receiving HIV care and treatment in the eastern Africa region.  
Role of Denis Nash: Co-investigator (2%)  
07/2011-06/2013  
Amount: $15,000

U01AI069927 (Principal Investigator: T. Hartwell)  
Funding agency: National Institutes of Health (NIAID)  
International Epidemiological Databases to Evaluate AIDS (IEDEA), Central Africa Region: A multi-partner, multi-center project to combine data on cohorts of patients receiving HIV care and treatment in the Central Africa region.  
Role of Denis Nash: Co-investigator (5%), and PI of sub-contract  
07/2009-06/2011

U2GPS0033031 (Principal Investigator: Denis Nash)  
Funding Agency: US Centers for Disease Control and Prevention  
Technical Assistance for HIV-related Strategic Information in the Central Asian Republics of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan  
Role of Denis Nash (Principal Investigator, 10%)  
9/2010-09/2015  
Amount: $2,000,000

U2GPS002828-01 (Principal Investigator: Denis Nash)  
Funding Agency: US Centers for Disease Control and Prevention  
Technical Assistance for HIV-related Strategic Information in the Mozambique  
Role of Denis Nash (Principal Investigator, 5%)  
9/2010-09/2015  
Amount: $240,000

1 T32 AI49821-01 (Principal Investigator: Wafaa El-Sadr)  
Funding agency: NIAID  
Training in the Epidemiology of Infectious Diseases: The goal of this project is to produce a cadre of scientists with expertise in the epidemiology of infectious diseases. Candidates are recruited from the Infectious Diseases Fellowship Training Program in the Department of Medicine or Pediatrics at Columbia University and one of the two doctoral programs in the School of Public Health to pursue a Master of Public Health or Science or doctoral degree in the Department of Epidemiology.  
Role of Denis Nash: Co-Investigator (5%)  
09/30/01-9/2010

U62/CCU223540 (Principal Investigator: Wafaa El-Sadr)  
Funding agency: Centers for Disease Control and Prevention  
President’s Emergency Plan for AIDS Relief: The program’s goal is to expand HIV Care and Treatment in Kenya, Mozambique, Rwanda, Tanzania, South Africa, Ethiopia, Nigeria, Cote d'Ivoire, Swaziland, and Lesotho.  
Role of Denis Nash: Co-investigator (30%)  
2/23/04-9/2010
Denis Nash
Curriculum Vitae

GPO-A-00-03-00001 (Principal Investigator: Wafaa El-Sadr) 07/01/03-9/2010
Funding agency: United States Agency for International Development
Expansion of the MTCT-Plus Initiative: The program’s goal is to enable MTCT-Plus to expand care and treatment to additional patients and to additional sites, with an emphasis on activities in USAID priority countries.
Role of Denis Nash: Co-investigator (5%)

U62 CCU222407 (Principal Investigator: Wafaa El-Sadr) 09/30/02-9/10/10
Funding agency: Centers for Disease Control and Prevention
Global AIDS Project, University Technical Assistance Program: Develop a team of experts with multidisciplinary skills who can effectively and efficiently execute CDC requests in GAP-identified countries while supporting a cadre of Technical Field Advisors assigned to the designated countries.
Role of Denis Nash: Co-investigator (10%)

The MTCT Plus Initiative (PI: Elaine Abrams) 01/01/02-9/10/10
Multiple Foundations: This initiative aims at providing HIV-infected women and their children with access to HIV care in resource limited settings. The project, to be focused initially in sub-Saharan Africa, will work through partners already engaged in the prevention of maternal-to-child transmission (MTCT) of HIV.
Role of Denis Nash: Co-investigator (5%)

Funding agency: National Institutes of Health (NIAID) PI: Matthias Egger Jan 2007-Dec 2008
International Epidemiological Databases to Evaluate AIDS (IDEEA), Southern Africa Region: A multi-partner, multi-center project to combine data on cohorts of patients receiving HIV care and treatment in the southern Africa region.
Role of Denis Nash: Co-investigator (5%)

Funding agency: The Doris Duke Charitable Foundation
Identifying optimal approaches to HIV care and treatment in Africa: A multi-level operational research study of the characteristics of Columbia University-supported HIV care and treatment programs and outcomes among individuals receiving care at these sites.
Role of Denis Nash: Principal Investigator (10%)
Amount: $200,000

ART-LINC (Principal Investigator: Matthias Egger)
Funding agency: US National Institutes of Health (OAR) and French Agence Nationale de Recherches sur le Sida (ANRS)
Anti-retroviral therapy in low-income countries (ART-LINC) Consortium. A demonstration project to combine information on persons receiving ART from multiple HIV care and treatment sites in low income settings, including sub-Saharan Africa, Brazil, India, and Thailand.
Role of Denis Nash: Co-investigator (in kind)

U62/CCU206208 (Principal Investigator: Denis Nash, 30%) 1/2003-12/2003
Funding Agency: US Centers for Disease Control and Prevention
Denis Nash, PhD, MPH
Curriculum Vitae

Core HIV/AIDS Surveillance $3,067,389

U62/CCU206208 (Principal Investigator: Denis Nash, 15%)
Funding Agency: US Centers for Disease Control and Prevention
HIV Incidence Surveillance $660,906

U62/CCU220961 (Principal Investigator: Denis Nash, 15%)
Funding Agency: US Centers for Disease Control and Prevention
Evaluation of integrated HIV/AIDS Surveillance $350,000

U62/CCU206208 (Principal Investigator: Denis Nash, 10%)
Funding Agency: US Centers for Disease Control and Prevention
Sampling for transmission risk $50,000

U62/CCU206208 (Principal Investigator: Lucretia Jones)
Funding Agency: US Centers for Disease Control and Prevention
AIDS Progression Project, Case Control $83,233
Role of Denis Nash: Co-Principal Investigator, 5%

TS 288-14/14 (Principal Investigator: Ellen K. Silbergeld) 09/1998-06/1999
Funding Agency: US Centers for Disease Control and Prevention/Association of Teachers of Preventive Medicine
Bone and blood lead and toxicity among peri-menopausal women $100,000
Role of Denis Nash: Co-investigator, 50%

12. TEACHING EXPERIENCE AND RESPONSIBILITIES:
Courses Taught

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-Present</td>
<td>EPI 756 – Infectious Disease Epidemiology, CUNY School of Public Health</td>
</tr>
<tr>
<td>2011-Present</td>
<td>EPI 700 – Public Health Surveillance, Principles and Practice, CUNY School of Public Health</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Dissertation Research Seminar, CUNY Graduate Center</td>
</tr>
<tr>
<td>2005-2014</td>
<td>EPID P6400, Principles of Epidemiology (Lecturer for Infectious Disease Epidemiology, Fundamental Concepts in Epidemiology, Bias and Confounding, Causal Inference), Columbia University Mailman School of Public Health</td>
</tr>
<tr>
<td>2012-2014</td>
<td>Public Health Surveillance, Principles and Practice, Epidemiology and Population Summer Institute at Columbia University</td>
</tr>
<tr>
<td>2012</td>
<td>Advanced Research Seminar 1, CUNY Graduate Center (co-Instructor)</td>
</tr>
<tr>
<td>2010</td>
<td>PH 753 – Principles of Epidemiology, CUNY School of Public Health at Hunter College</td>
</tr>
<tr>
<td>2007-2010</td>
<td>EPID 8430 – Public Health Surveillance: Principles and Practice (Course Director), Columbia University Mailman School of Public Health</td>
</tr>
<tr>
<td>2005-2010</td>
<td>P8488 – Research in Developing Countries (Lecturer on Surveillance), Columbia University Mailman School of Public Health</td>
</tr>
<tr>
<td>2005-2010</td>
<td>EPID P8474, Infectious Disease Epidemiology (Lecturer on Surveillance), Columbia University Mailman School of Public Health</td>
</tr>
</tbody>
</table>
Denis Nash  
Curriculum Vitae

2004-2007: EHS P6300, Environmental Health Sciences (Lecturer on Field Studies), Columbia University Mailman School of Public Health  
2001-2005: Infectious Disease Epidemiology (Course Director), Mount Sinai School of Medicine

### Student mentoring and training

<table>
<thead>
<tr>
<th>Name</th>
<th>Level of Learner</th>
<th>Role in training and Setting</th>
<th>Inclusive dates of training</th>
<th>Trainee’s current position and Institution employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Matthew Romeo</td>
<td>Doctoral Student</td>
<td>Mentor</td>
<td>2016-present</td>
<td>CUNY ISPH</td>
</tr>
<tr>
<td>2. Ellen Brazier</td>
<td>Doctoral Student</td>
<td>Mentor</td>
<td>2016-present</td>
<td>CUNY ISPH</td>
</tr>
<tr>
<td>3. Rodrigo Cardozo</td>
<td>MPH student</td>
<td>Mentor</td>
<td>2016-present</td>
<td>Well Cornell</td>
</tr>
<tr>
<td>4. John Ross</td>
<td>Assistant Professor</td>
<td>Co-Mentor on K01</td>
<td>2016-present</td>
<td>Albert Einstein/Montefiore</td>
</tr>
<tr>
<td>5. Angela Parcèsepe, PhD, MPH</td>
<td>Post-doctoral fellow</td>
<td>Mentor, primary mentor on K application</td>
<td>2015-present</td>
<td>Assistant Professor, UNC (fall 2017)</td>
</tr>
<tr>
<td>6. Marcus Bacchuber</td>
<td>Assistant Professor at Albert Einstein/Montefiore</td>
<td>Co-Mentor on funded K08</td>
<td>2015-present</td>
<td>Assistant Professor at Albert Einstein/Montefiore</td>
</tr>
<tr>
<td>7. Uriel Felson, MD, MPH</td>
<td>Assistant Professor at Albert Einstein/Montefiore</td>
<td>Co-Mentor on K23</td>
<td>2015-present</td>
<td>Assistant Professor at Albert Einstein/Montefiore</td>
</tr>
<tr>
<td>8. Kristina Rodriguez</td>
<td>Doctoral student (Epidemiology)</td>
<td>Committee Member</td>
<td>2015-present</td>
<td>CUNY SPH</td>
</tr>
<tr>
<td>9. McKaylee Robertson, MPH</td>
<td>Doctoral student (Epidemiology)</td>
<td>Mentor/Sponsor</td>
<td>2014-present</td>
<td>CUNY – Nash research team</td>
</tr>
<tr>
<td>10. Olga Tymieczyk, MPH</td>
<td>Doctoral student (Epidemiology)</td>
<td>Mentor/Sponsor</td>
<td>2013-present</td>
<td>CUNY – Nash research team</td>
</tr>
<tr>
<td>12. Ashly Jordan</td>
<td>Doctoral student (Epidemiology)</td>
<td>Mentor/Sponsor</td>
<td>2013-present</td>
<td>Center for Drug Use and HIV Research</td>
</tr>
<tr>
<td>13. Emily D’Agostino</td>
<td>Doctoral student (Epidemiology)</td>
<td>Dissertation Committee Chair</td>
<td>2013-2016</td>
<td></td>
</tr>
<tr>
<td>14. Megi Gogishvili</td>
<td>Doctoral student (Health Policy)</td>
<td>Dissertation Committee Chair</td>
<td>2015-present</td>
<td></td>
</tr>
<tr>
<td>15. Sarah Walters</td>
<td>Doctoral Student (Environmental)</td>
<td>Mentor/Sponsor</td>
<td>2013-present</td>
<td>DOHMH - Epidemiology Services</td>
</tr>
<tr>
<td>17. Yusuf Ransome, DrPH, MPH</td>
<td>Columbia University Doctoral Student (Sociomedical Sciences)</td>
<td>Post-doc mentor, and mentor on funded K01</td>
<td>2011-2017t</td>
<td>Faculty at Yale SPH</td>
</tr>
</tbody>
</table>
Denis Nash, PhD, MPH  
Curriculum Vitae

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</thead>
<tbody>
<tr>
<td>18. Bisrat Abraham, MD, MPH</td>
<td>Weill Cornell Medical College, Infectious Disease Fellow</td>
<td>Research mentor</td>
<td>2013-2015</td>
<td>ID Fellow, 2nd year, Weill Cornell Medical College</td>
</tr>
<tr>
<td>19. Sheila Vaidya</td>
<td>Columbia University MPH Student</td>
<td>Primary thesis reader</td>
<td>2011-2013</td>
<td>MSPH (Epidemiology PhD Program)</td>
</tr>
<tr>
<td>22. Sungwoo Lim</td>
<td>Doctoral Student (Epidemiology)</td>
<td>Dissertation committee member</td>
<td>2009-2014</td>
<td>NYC DOHMH</td>
</tr>
<tr>
<td>23. Amanda Farr, MPH</td>
<td>Doctoral Student (Epidemiology)</td>
<td>Academic Advisor and Dissertation Sponsor</td>
<td>2011-present</td>
<td>Thompson-Reuters</td>
</tr>
<tr>
<td>24. Bianca Malcome</td>
<td>Columbia University Doctoral Student (Epidemiology)</td>
<td>Dissertation committee member</td>
<td>2009-2012</td>
<td></td>
</tr>
<tr>
<td>25. Brianne Oliveri</td>
<td>MPH Student</td>
<td>Thesis advisor</td>
<td>2010-2012</td>
<td>NYU</td>
</tr>
<tr>
<td>26. Perry Halkitis, PhD</td>
<td>MPH Student</td>
<td>Thesis advisor</td>
<td>2010-2012</td>
<td>Professor and Associate Dean for Research, NYU</td>
</tr>
<tr>
<td>27. Kavita Misra, PhD</td>
<td>MPH Student</td>
<td>Thesis advisor</td>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td>28. Sonia Gonzalez-Gladstein, MPH</td>
<td>Doctoral Student (Community, Society, and Health)</td>
<td>Advisor and Sponsor on NIMH F31</td>
<td>2012-2014</td>
<td></td>
</tr>
<tr>
<td>29. Lucretia Jones, DrPH, MPH</td>
<td>Doctoral student (Community, Society, and Health)</td>
<td>Committee member</td>
<td>2010-2012</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>30. Ragheed Fadhil, MD</td>
<td>MPH Student (Epidemiology) and Fulbright Scholar (Iraq)</td>
<td>Thesis Adviser, practicum supervisor, mentor</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>31. Kate Fahy</td>
<td>MPH Student (Health Policy and Management)</td>
<td>Thesis Adviser</td>
<td>2011-2012</td>
<td>Director of Development, Institute for Family Health</td>
</tr>
<tr>
<td>32. Tracy Garber</td>
<td>MPH Student (Health Policy and Management)</td>
<td>Thesis Adviser and practicum supervisor</td>
<td>2011-2012</td>
<td>Packard Foundation</td>
</tr>
<tr>
<td>33. Mark Friedman</td>
<td>MPH Student (Epidemiology)</td>
<td>Thesis Adviser</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>34. Lucy Altmers</td>
<td>MPH Student (Epidemiology)</td>
<td>Thesis Adviser</td>
<td>2010-2011</td>
<td>CU-MSPH</td>
</tr>
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Denis Nash  
Curriculum Vitae

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<tr>
<td>Ellen Stiefvater</td>
<td>Doctoral student (Sociomedical Sciences)</td>
<td>Dissertation Committee Member</td>
<td>2010-2014</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>Ed Kim, MPH</td>
<td>MPH Student (Epidemiology)</td>
<td>Thesis Adviser</td>
<td>2009-2010</td>
<td>US FDA</td>
</tr>
<tr>
<td>Peter Manyang, MPH</td>
<td>MPH Student (Epidemiology)</td>
<td>Academic Adviser and Thesis Adviser</td>
<td>2009-2010</td>
<td>Carter Center, Guinea Worm Eradication Program</td>
</tr>
<tr>
<td>Riuparna Pati, MD, MS</td>
<td>MPH Student (Epidemiology) and Cornell University PMR</td>
<td>Thesis and practicum adviser</td>
<td>2009-2011</td>
<td>Weill Cornell Medical College</td>
</tr>
<tr>
<td>Josephine Tsai, MD, MPH</td>
<td>MPH Student (Epidemiology) and NYCDOHMH PMR</td>
<td>Academic Adviser and Thesis Adviser</td>
<td>2009-2011</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>Rahela Bursac</td>
<td>MPH Student (Epidemiology), MSPH-DOHMH Surveillance Scholar</td>
<td>MSPH-DOHMH Surveillance Scholar Program Director</td>
<td>2009-2011</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>Katie Lane</td>
<td>MPH Student (Epidemiology), MSPH-DOHMH Surveillance Scholar</td>
<td>Thesis Adviser, MSPH-DOHMH Surveillance Scholarship Program Director</td>
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<td>CU MSPH</td>
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<tr>
<td>Laura Stadelman</td>
<td>MPH Student (Epidemiology), MSPH-DOHMH Surveillance Scholar</td>
<td>Thesis Adviser, MSPH-DOHMH Surveillance Scholarship Program Director</td>
<td>2009-2011</td>
<td>CU MSPH</td>
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<tr>
<td>Nicole Espinoza</td>
<td>MPH Student (Epidemiology)</td>
<td>Thesis Adviser</td>
<td>2009-2011</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>Merideth Rossi, MPH</td>
<td>MPH Student (Epidemiology)</td>
<td>Academic Adviser and Thesis Adviser</td>
<td>2008-2009</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>Amanda Farr, MPH</td>
<td>MPH Student (Epidemiology), MSPH-DOHMH Surveillance Scholar</td>
<td>Academic Adviser and Thesis Adviser, MSPH-DOHMH Surveillance Scholarship Program Director</td>
<td>2009-2010</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>Jung-Eun Ha, MPH</td>
<td>MPH Student (Epidemiology), MSPH-DOHMH Surveillance Scholar</td>
<td>MSPH-DOHMH Surveillance Scholar Program Director</td>
<td>2009-2010</td>
<td>Epidemiology, Doctoral student, UNC</td>
</tr>
<tr>
<td>Christina Parinello, MPH</td>
<td>MPH Student (Epidemiology), MSPH-DOHMH Surveillance Scholar</td>
<td>MSPH-DOHMH Surveillance Scholar Program Director</td>
<td>2009-2010</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>Gretchen Nelson, PhD</td>
<td>Post-doctoral fellow</td>
<td>Academic Adviser and Thesis Adviser</td>
<td>2008-2010</td>
<td>CDC EIS Program</td>
</tr>
<tr>
<td>Victoria Nankabirwa, MD, MPH</td>
<td>Doctoral Student (Epidemiology)</td>
<td>Dissertation Committee member, CU MSPH</td>
<td>2008-2012</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>Name</td>
<td>Level of Learner</td>
<td>Role in training and Setting</td>
<td>Inclusive dates of training</td>
<td>Trainee’s current position and Institution employed</td>
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</tr>
<tr>
<td>50. Eduard Eduardo, MPH</td>
<td>Doctoral Student (Epidemiology)</td>
<td>Dissertation Sponsor, CU MSPH</td>
<td>2006-2014</td>
<td>HIV Regional Advocacy Manager with Bristol-Myers Squibb (BMS)</td>
</tr>
<tr>
<td>51. Matthew Lamb, MPH</td>
<td>Doctoral Student (Epidemiology)</td>
<td>Dissertation Sponsor, CU MSPH</td>
<td>2006-2010</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>52. Sarah Braunstein, MPH</td>
<td>Doctoral student (Epidemiology)</td>
<td>Dissertation Sponsor, CU MSPH</td>
<td>2005-2009</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>53. Amber Featherstone, MD</td>
<td>MPH Student (Epidemiology) and NYCDOHMH PMR</td>
<td>Academic Adviser and Thesis Adviser</td>
<td>2007-2008</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>55. Soniya Gandhi, MD, MPH</td>
<td>MPH Student (Epidemiology) and CIDER Fellow</td>
<td>Thesis adviser</td>
<td>2008-2009</td>
<td>CUMC</td>
</tr>
<tr>
<td>56. Shean Wang, PhD</td>
<td>Doctoral Student (Biostatistics)</td>
<td>Dissertation committee member</td>
<td>2006-2010</td>
<td>Johnson and Johnson Pharma</td>
</tr>
<tr>
<td>57. William LaRock, PhD, RN</td>
<td>Doctoral student (School of Nursing)</td>
<td>Dissertation committee member</td>
<td>2007-2009</td>
<td>CU School of Nursing</td>
</tr>
<tr>
<td>58. Brandon Aden, MD, MPH</td>
<td>MPH Student (Epidemiology) and NYCDOHMH PMR</td>
<td>Academic Adviser</td>
<td>2007-2008</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>59. Hannah Jordan, MD, MPH</td>
<td>MPH Student (Epidemiology) and NYCDOHMH PMR</td>
<td>Academic Adviser</td>
<td>2007-2009</td>
<td>NYCDOHMH Preventive Medicine Residency</td>
</tr>
<tr>
<td>60. Folake Elniola, MPH</td>
<td>MPH Student (Epidemiology)</td>
<td>Thesis adviser, CU MSPH</td>
<td>2006-2007</td>
<td>NYCDOHMH</td>
</tr>
<tr>
<td>61. Judith Austin, MPH</td>
<td>Doctoral student (Epidemiology)</td>
<td>GRA supervisor, CU MSPH</td>
<td>2004-2006</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>62. Peter Young, MPH</td>
<td>MPH student</td>
<td>Practicum adviser, thesis adviser, CU MSPH</td>
<td>2004-2006</td>
<td>Allan Rosenfield Global Health Fellow, CDC Mozambique</td>
</tr>
<tr>
<td>63. Carolyn Korves, PhD</td>
<td>Post doctoral fellow</td>
<td>Mentor, CU MSPH</td>
<td>2004-2006</td>
<td>Epidemiologist, CU MSPH ICAP</td>
</tr>
<tr>
<td>64. Abby Rudolph, MPH</td>
<td>MPH Student</td>
<td>Academic Adviser, CU MSPH</td>
<td>2005-2006</td>
<td>Doctoral student in epidemiology, Johns Hopkins University</td>
</tr>
<tr>
<td>66. Aisha Aiebert, MPH</td>
<td>MPH Student</td>
<td>Academic Adviser, CU MSPH</td>
<td>2005-2006</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>67. Ema Kulwa, MPH</td>
<td>MD, MPH student</td>
<td>Practicum adviser, CU MSPH</td>
<td>2005-2006</td>
<td>CU Medical School and MSPH</td>
</tr>
</tbody>
</table>
Denis Nash  
**Curriculum Vitae**

<table>
<thead>
<tr>
<th>Name</th>
<th>Level of Learner</th>
<th>Role in training and Setting</th>
<th>Inclusive dates of training</th>
<th>Trainee's current position and Institution employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>68. Tenuja Gengiah, PharmD, MPH</td>
<td>MPH student (Epidemiology) and Fogarty Fellow (South Africa)</td>
<td>Practicum adviser, CU MSPH</td>
<td>Sep 2005-2009</td>
<td>CU MSPH</td>
</tr>
<tr>
<td>69. Susan Manning, MD, MPH</td>
<td>Fellow/EIS Officer</td>
<td>Immediate supervisor, NYCDOHMH</td>
<td>June 2002-2004</td>
<td>Epidemiologist, Maine State Department of Health</td>
</tr>
<tr>
<td>70. Sarita Shah, MD, MPH</td>
<td>Resident, Internal Medicine</td>
<td>Epidemiology elective preceptor, NYCDOHMH</td>
<td>September-October, 2003</td>
<td>Assistant Professor, Albert Einstein Medical College</td>
</tr>
<tr>
<td>71. Ben Harder</td>
<td>CDC Knight Journalism Fellow</td>
<td>Field practicum preceptor, NYCDOHMH</td>
<td>October-November 2003</td>
<td>Reporter, Science Magazine</td>
</tr>
<tr>
<td>72. Sarju Patel, MD, MPH</td>
<td>Medical Student, 3rd year</td>
<td>MPH Program field practicum advisor, NYCDOHMH</td>
<td>January 2003-2005</td>
<td>3rd year Medical Student, Mt. Sinai School of Medicine</td>
</tr>
<tr>
<td>73. Anju Goel, MD, MPH</td>
<td>Preventive Medicine Resident</td>
<td>Epidemiology practicum preceptor, NYCDOHMH</td>
<td>September 2002-2003</td>
<td>PMR, NYCDOH</td>
</tr>
<tr>
<td>74. Nisha Khanna</td>
<td>Medical student, 2nd year</td>
<td>Mentor and supervisor; Health Research Training Program (HRTF), NYCDOHMH</td>
<td>Summer 2002</td>
<td>Medical student, 4th year, University of Texas</td>
</tr>
<tr>
<td>75. Marla Shu</td>
<td>MPH student, 1st year</td>
<td>Mentor and supervisor, HRTF, NYCDOHMH</td>
<td>Summer 2003</td>
<td>MPH Student, 2nd year, University of Michigan</td>
</tr>
<tr>
<td>76. Anne Labowitz, PhD</td>
<td>PhD student</td>
<td>Dissertation committee member</td>
<td>2000-2001</td>
<td>Clinical Psychologist, Yale University</td>
</tr>
</tbody>
</table>

### 13. OTHER PROFESSIONAL ACTIVITIES:

**Manuscript Reviewer**

### 14. PUBLICATIONS:
**Original Peer-Reviewed Articles (※ indicates senior authored papers)**
Denis Nash, PhD, MPH
Curriculum Vitae


Denis Nash, PhD, MPH
Curriculum Vitae


42. ART-LINC collaboration of International Epidemiological Databases to Evaluate AIDS (IeDEA). Electronic medical record systems, data quality and loss to follow-up: survey of
Denis Nash
Curriculum Vitae


Denis Nash, PhD, MPH
Curriculum Vitae


Denis Nash
Curriculum Vitae


Denis Nash, PhD, MPH
Curriculum Vitae


Denis Nash
Curriculum Vitae


Denis Nash
Curriculum Vitae


Denis Nash, PhD, MPH
Curriculum Vitae


129. Anderegg N, Johnson LF, Zaniewski E, Althoff KN, Balestre E, Law M, Nash D, Shepherd BE, Yaniwoutsos CT, Egger M; for the iDEA and MeSH consortia. All-cause mortality in HIV-positive adults starting combination antiretroviral therapy: correcting for loss to follow-up. AIDS. 2017 Apr;31 Suppl 1:S31-S40


Denis Nash
Curriculum Vitae


In process (submitted)


Denis Nash, PhD, MPH
Curriculum Vitae


Case reports

Invited Reviews

Book Chapters


Editorials


Books

Letters:


Abstracts:


9. Olga Tymejczyk; Kelly Jamison; Preeti Pathela; Sarah L. Braunstein; Julia Schillinger; and Denis Nash. Evidence of HIV Care Following STD Clinic Visits by Out-of-Care HIV-Positive Persons. Conference on Retroviruses and Opportunistic Infections (CROI). Boston, 2016 (Abstract #1009)

10. Quynh T. Vo; Olga Tymejczyk; Batya Elul; Wafa M. El-Sadr; Yingfeng Wu; Laurence Ahoua; Sarah Kulkarni; Susie Hoffman; and Denis Nash. Late ART Initiation and 12-Month Mortality
Denis Nash, PhD, MPH
Curriculum Vitae

After ART Initiation in Sub-Saharan Africa. Conference on Retroviruses and Opportunistic Infections (CROI). Boston, 2016 (Abstract #1020)

11. Anne Mosser; Kathrin Zürcher; Denis Nash; Olga Tymejczyk; Margaret Couvillon; and Matthias Egger; for the IeDEA and MESH Consortia. Declining Mortality in Patients on ART Lost to Follow-up in Sub-Saharan Africa. Conference on Retroviruses and Opportunistic Infections (CROI). Boston, 2016 (Abstract #1021)


20. Georgina Osorio, Megan Ghiroli, Sylvia Nyamu, Beth Hribar, Mary Johnson, Christopher Besttie, Rituparna Pati, Ana Ventuneac, Denis Nash, and Jeffrey T. Parsons. A randomized controlled trial on the use of patient navigators to facilitate health outcomes in formerly incarcerated individuals during community re-entry. American Public Health Association Meeting, 2015 (Roundtable Abstract #331129)

Denis Nash
Curriculum Vitae


41. Elul et al. High levels of adherence and viral suppression in a nationally representative sample of adults on ART 6, 12 and 18 months after initiation in Rwanda. 2011 International AIDS Society (IAS) Conference. Rome, Italy.


Optimal Models of HIV Care in Mozambique Study Group. Factors associated with loss to clinic (LTC) among HIV patients not yet known to be clinically eligible for antiretroviral therapy (ART) in Mozambique. 2011 International AIDS Society (IAS) Conference. Rome, Italy.


Denis Nash, PhD, MPH
Curriculum Vitae


67. Torian L, Bennani Y, Wethers J, Schwendemann J, Nash D. Use of the Serologic Testing Algorithm for Recent HIV Seroconversion to Assess Specificity of Routine Surveillance to Detection of Incident vs Prevalent HIV: Evaluation of the First 2 Years of Named HIV Reporting,
Denis Nash
Curriculum Vitae


Denis Nash, PhD, MPH

Curriculum Vitae


DENIS NASH
Curriculum Vitae

INVITED PRESENTATIONS:

4. **June 2017**: Lost in translation: Reducing the time from infection to ART initiation at scale. Albert Einstein College of Medicine, CFAR Launch Meeting.
6. **April 2017**: History and public health burden of infectious diseases. Lecture in the Infectious Disease Epidemiology course at Mt. Sinai School of Medicine.
8. **March 2017**: Surveillance and Metrics for Hepatitis C elimination. New York State Hepatitis C Elimination Summit Meeting, Albany, NY
9. **February 2017**: Epidemiology of HIV/AIDS. Lecture in the HIV/AIDS Epidemiology course at Columbia University, Mailman School of Public Health
10. **Dashboard presentation at Johns Hopkins Summit**
12. **November 2016**: Epidemiology of HIV/AIDS. Lecture in the Intro to Public Health course at Mt. Sinai School of Medicine.
14. **June 2016**: Pulling back the lens to contextualize HIV care: Examples from the Global IeDEA Network. National Institutes of Health, Bethesda, MD
15. **April 2016**: History and public health burden of infectious diseases. Lecture in the Infectious Disease Epidemiology course at Mt. Sinai School of Medicine.
16. **April 2016**: Strategic information for ending HIV epidemics: Comparative effectiveness of evidence-based HIV interventions at scale. Albert Einstein College of Medicine, Seminar Series in Epidemiology and Population Health.
17. **April 2016**: Discussant: NYC Department of Health and Mental Hygiene, Epidemiology Grand Rounds on Hepatitis C Virus in NYC.
Denis Nash, PhD, MPH
Curriculum Vitae

22. April 2015: History and public health burden of infectious diseases. Lecture in the Infectious Disease Epidemiology course at Mt. Sinai School of Medicine.
23. November 2014: Epidemiology of HIV/AIDS. Lecture in the Intro to Public Health course at Mt. Sinai School of Medicine.
24. May 2014: Launching a Cutting Edge Global Health Research Agenda. Mt. Sinai School of Medicine, Global Health Rounds.
25. April 2014: History and public health burden of infectious diseases. Lecture in the Infectious Disease Epidemiology course at Mt. Sinai School of Medicine.
29. November 2013: Epidemiology of HIV/AIDS. Lecture in the Intro to Public Health course at Mt. Sinai School of Medicine.
30. November 2013: Epidemiology of HIV/AIDS. Lecture in the Intro to Public Health course at Mt. Sinai School of Medicine.
31. October 2013: Data Visualization in Infectious Disease Epidemiology. Lecture in Data Visualization Course, Columbia University, Mailman School of Public Health.
32. September 2013: Concepts in Infectious Disease Epidemiology. Lecture in Epidemiology I course at Columbia University Mailman School of Public Health.
33. November 2012: Epidemiology of HIV/AIDS. Lecture in the Intro to Public Health course at Mt. Sinai School of Medicine.
35. September 2012: Concepts in Infectious Disease Epidemiology. Lecture in Epidemiology I course at Columbia University Mailman School of Public Health.
36. November 2011: Epidemiology of HIV/AIDS. Lecture in the Intro to Public Health course at Mt. Sinai School of Medicine.
37. September 2011: Concepts in Infectious Disease Epidemiology. Lecture in Epidemiology I course at Columbia University Mailman School of Public Health.
40. March 2010: Columbia University Mailman School of Public Health: Meet the Methodologist panel series. Focus on Geographic Information Systems.
42. June 2008: Describing facility characteristics and their associations with HIV outcomes, CDC Kenya.
43. October 2007: Operations research in HIV care and treatment scale-up. HIV Center Grand Rounds.
Denis Nash
Curriculum Vitae

45. March 2005: The emergence and spread of West Nile virus in the US. Epidemiology Departmental Seminar. Columbia University Mailman School of Public Health
46. February 2005: Invited lecturer on Surveillance and Infectious Diseases, Infectious Disease Epidemiology Course, Columbia University Mailman School of Public Health (course director: Judith Absalon)
47. October 2004: Discussant on Waterborne diseases, Environmental Health Sciences Core Course, Columbia University Mailman School of Public Health
48. April 2004: The emergence and spread of West Nile Virus in the US (invited speaker). The Conference on Emerging Infections, Mt Sinai Medical School, 2004
50. October 2003: Epidemiology of HIV/AIDS. Epidemiology in Action Course (Invited speaker). New York City Department of Health and Mental Hygiene, New York, NY
51. May 2003: The next generation of public health HIV surveillance: Obtaining population-based estimates of HIV incidence. HIV Grand Rounds, SUNY Downstate Medical Center, Brooklyn, NY
52. May 2003: The next generation of public health HIV surveillance: Obtaining population-based estimates of HIV incidence. HIV Grand Rounds, Jacobi Medical Center, Bronx, NY
54. September 2002: Epidemiology of HIV/AIDS. Invited lecturer in course on Activism in Public Health. Montefiore Medical Center, Bronx, NY
57. May 2001: Emerging trends in HIV/AIDS. Conference of the New York State and County Health Officials (NYSCO), Cooperstown, NY
59. April 2001: A follow-up study of New York City residents infected during a 1999 outbreak of West Nile viral disease. Annual meeting of the Epidemic Intelligence Service, CDC, Atlanta, GA
60. April 2001: Guinea worm disease eradication: Experiences in Nigeria. Annual meeting of the Epidemic Intelligence Service, CDC, Atlanta, GA
61. September 2000: Mortality and survival among reported Acquired Immunodeficiency Syndrome (AIDS) cases, New York City, 1990-1999. Epidemiology Grand Rounds, Centers for Disease Control and Prevention, Atlanta, GA.
62. September 2000: The epidemiology of West Nile Virus in the New York City metropolitan area, 1999. Invited speaker, Annual meeting of the American College of Epidemiology, Atlanta, GA.
64. June 2000: The public health significance of and response to the NYC West Nile outbreak. Keynote address of the annual meeting of the Mid-Atlantic Biosafety Conference.
Denis Nash, PhD, MPH
Curriculum Vitae

65. **April 2000**: Report of a regional outbreak of West Nile virus in the New York City metropolitan area. Annual meeting of the Epidemic Intelligence Service, CDC, Atlanta, GA.

66. **March 2000**: The public health significance of and response to the NYC West Nile outbreak. Annual meeting of the Coalition Against the Misuse of Pesticides.


68. **December 1999**: Clinical aspects of 43 serologically positive, clinical cases of West Nile Virus (WNV) infection in New York City, 1999. Annual meeting of the American Society of Tropical Medicine, late breaker session, Washington, DC.

69. **December 2000**: Epidemiologic and clinical aspects of the NYC West Nile outbreak. Pathology rounds, Albert Einstein College of Medicine.

70. **November 1999**: An outbreak of West Nile Virus, New York City, 1999. Mt Sinai School of Medicine, Infectious Disease Conference.


72. **June, 1997**: Risk factors for repeat violence-related trauma: report of a large concurrent case control study. Visiting Lecture Series of the University of Maryland at Baltimore, Department of Epidemiology and Preventive Medicine.

73. **May, 1997**: Instructor, Workshop on Molecular Epidemiology. Women’s Health Research Group, University of Maryland at Baltimore, Department of Epidemiology and Preventive Medicine.

74. **September, 1996**: Self-rated health and survival in a sample of community dwelling elderly women. Visiting Lecture Series of the University of Maryland at Baltimore, Department of Epidemiology and Preventive Medicine.
THE CITY UNIVERSITY OF NEW YORK

Appointment of Ida Susser
as Distinguished Professor at Hunter College

WHEREAS, Professor Ida Susser is an internationally recognized anthropologist whose expertise includes social movements related to urban transformation, environmental justice, gender in working class communities and AIDS treatment and prevention; and

WHEREAS, In addition to her widely acclaimed books, Norman Street: Poverty and Politics in an Urban Neighborhood (1982; 2012) and AIDS, Sex and Culture: Global Politics and Survival in Southern Africa (2009), Professor Susser has published five co-edited books and over 25 peer-reviewed articles, is co-founder and Associate Editor for the journal Anthropology Now and was President of the American Ethnological Society and the Founding President of the Society for the Anthropology of North America; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York appoint Ida Susser as Distinguished Professor of Anthropology at Hunter College effective July 1, 2018, with compensation of $28,594 per annum in addition to her regular academic salary, subject to financial ability.

EXPLANATION: As one of her reviewers notes of Professor Susser, “The range of her research is breath-taking. She has written on so many topics in so many different places, and always on the basis of intensive field work.” “But there are common themes connecting her research which make her stand out as both a leading and revered anthropologist...” “Ida Susser is an anthropologist extraordinaire with a powerful moral commitment which she displays in unsparing dissection of the spaces of hope within a world that is rapidly closing them down. Her work is as inspiring as it is courageous.” Another reviewer notes, “It is in the anthropology of HIV/AIDS in Africa, however, that Susser has made her greatest contributions. In this strand of her research, she has not only produced a brilliant and crucially important body of work, but has consistently and forcefully taken issue with the conventional wisdom of the HIV/AIDS research and policy community in ways that have proved to be prescient.” As another reviewer points out, “In short, her career is distinguished in the conventional sense of deep and broad academic accomplishment, but it is also distinguished by an unwavering but nuanced and theoretically informed commitment to social justice.”

Since 1995, Dr. Susser has served as Professor of Anthropology at Hunter College and the Graduate Center. From 1986 to 1995, she was Associate Professor and then Professor in the Master of Public Health Program at Hunter and from 1982 to 1986, she was Assistant and then Associate Professor of Community Health at SUNY College at Old Westbury. Susser earned her Ph.D. and Master of Philosophy in Anthropology at Columbia University, an M.A. in Anthropology at the University of Chicago and an A.B. in Anthropology at Barnard College.

Hunter College and The City University of New York will be well-served by Professor Susser’s appointment as Distinguished Professor.
Curriculum Vitae
December 17, 2017

IDA SUSSER

Department of Anthropology
Hunter College
695 Park Ave.
New York, NY 10021

Doctoral Program in Anthropology
Graduate School and University Center
City University of New York
365 Fifth Avenue
New York, NY 10016

EDUCATION

Ph.D. 1980 Columbia University Anthropology
M. Phil 1975 Columbia University Anthropology
M.A. 1974 University of Chicago Anthropology
A.B. 1970 Barnard College Anthropology

NIMH Post-Doctoral Fellowship in Psychiatric Epidemiology
Columbia University, School of Public Health,
1978-80

RESEARCH AND FACULTY POSITIONS

2012-2016 Chair
Department of Anthropology
Hunter College, CUNY

1995- Present Professor
Department of Anthropology
Hunter College, CUNY
Doctoral Program in Anthropology, CUNY
Doctoral Program in Public Health, CUNY (from the founding)
Certificate Program for Women's Studies, CUNY

March/April 2011 Visiting Professor, University of Paris, Ouest, Nanterre

Fall 2009 Acting Chair
Department of Anthropology
Hunter College, CUNY
RESEARCH AND FACULTY POSITIONS (continued)

2002-Present  Adjunct Professor, Sociomedical Sciences,
School of Public Health, Columbia University
(approved by Columbia Ad Hoc Committee to supervise dissertations and submit grants
as P.I.)

2002-2008  Adjunct Professor, International Core, HIV Center for Behavioral Sciences, Columbia
University

2005-2006  Associate Director, Center for Place, Culture and Politics,
Graduate Center, CUNY

1991-1995  Professor
MPH Program, Hunter College, CUNY
Doctoral Program in Anthropology, CUNY

1986-1991  Associate Professor
MPH Program, Hunter College, CUNY
Doctoral Program in Anthropology, CUNY

1987  Research Associate, Centro de Investigaciones Sociales,
University of Puerto Rico, Río Piedras

1986  Appointed Associate Professor with tenure at Old Westbury

1983-1986  Coordinator of Community Health for the Biological Sciences Program
SUNY/College at Old Westbury

1982-1986  Assistant Professor, Community Health, SUNY/College at Old Westbury

1985  Adjunct Assistant Professor, Doctoral Program in Anthropology
Teachers College, Columbia University

1984  Adjunct Assistant Professor, Doctoral Program in Anthropology
New School for Social Research

1980-1982  Assistant Professor, Department of Anthropology
Case Western Reserve University

1979-1980  Lecturer, Department of Anthropology, Columbia University: Urban Anthropology
(Doctoral Program), Urban Societies (undergraduate)

1978-1979  Lecturer, Department of Anthropology, Barnard College: Ethnographic Research in New
York City (one year, senior seminar)

Ida Susser, Hunter College
FELLOWSHIPS, GRANTS AND AWARDS (external)

Prizes

2011

2001
Distinguished Achievement in the Critical Study of North America Prize Society for the Anthropology of North America (SANA) of the American Anthropological Association

Principal Investigator, External Grants, Fellowships

2017
Rethinking Social Change: the Squares Movement in Barcelona and Paris
Principal Investigator, National Science Foundation: $369,202 (pending)

2017
Fellowship, Institute for Advanced Study, for research Public Intellectuals and the Politics of Scale, Durham University, U.K. (Jan-May 2017) on theme of "Scale"

2016
Distinguished CUNY Scholar Award, for research Social Movements in the Global City: Three Moments in the History of the Fight for the Commons Advanced Research Collaborative (2016)

2015
The Anthropology of the Politics of Scale, International Conference in Havana, Cuba, Wenner Gren Foundation Award, $28,000 (February 2016) co-Principal Investigator.

2015
Director’s Associate Scholar, Fondation Maison des Sciences de l’Homme, Paris for research Social Movements in Global Cities: Public Intellectuals and The Commons in Paris

2006-2010
South Africa's Civil Society Organizations and AIDS Treatment Access
Principal Investigator, National Science Foundation: $326,000

2004
The World Looks at Us: Rethinking the U. S. State
Principal Investigator, Wenner Gren Award for Major International Conference: Conference became the basis for the volume, Rethinking America $20,000

2003
Spaces of Autonomy: women’s strategies for HIV prevention in Southern Africa
Principal Investigator: MacArthur Research and Writing Fellowship $186,000

2002
From the Cosmopolitan to the Personal: Cultural Conceptions of Gender and Sexuality in the Battle Against HIV/AIDS, Principal Investigator, National Endowment for the Humanities Fellowship/National Institute of Health Fellowship $50,000

1992
Evaluation of Intensive Care Management Program for the Relocation of Homeless Women, Edna McConnell Clark Foundation Award,

Ida Sussar, Hunter College
FELLOWSHIPS, GRANTS AND AWARDS (external) (continued)

1991  
_Harlem Research and Development Proposal Award_  
co-Principal Investigator  
Manhattan Borough President's Office $20,000

1988-1989  
*Homeless Families in New York City*, Robert F. Wagner Foundation for Urban  
Public Policy Research Fellowship Award $50,000

1983  
*Environmental/ Occupational Social Movements in rural Puerto Rico*, SUNY Award

1982  
*Social Movements around occupational health and reproductive hazards in rural Puerto Rico*, Charles Riley Armitage Foundation Award

1978-1980  
*Psychiatric Epidemiology Training Program, Post-Doctoral Fellowship, National Institute of Mental Health*, School of Public Health, Columbia University.

1975-1978  
*Women, Work and Community in New York City, National Institute of Mental Health*, Individual Pre-Doctoral Training Grant, Work and Mental Health, (Dissertation)

Collaborative External Research Grants

2008-2013  
Health & Psychosocial Need: Children with Developing Disorders in a Time of HIV  
_National Institute on Drug Abuse (NIDA), Co-Investigator_  
Columbia University and Valley Trust, Kwa-Zulu/Natal

2003-2007  
*Partnership in AIDS: Training Grant in Ethnography*  
Co-investigator, _National Institute of Health_  
The first NIH training grant to fund the Ethnography of HIV.  
Proposal based on the previous training award in Namibia and Susser served as mentor and research supervisor in the training.  
Columbia University and the University of Kwazulu/Natal,

1995-2000  
*AIDS in Social Context: Ethnographic Training Program in Namibia*  
Annual Awards from the Fogarty Foundation, through Columbia University.  
Co Principal Investigator (approximately $28,000 per year.)

1992  
*HIV Prevention Among Rural and Township Women in South Africa.*  
Co-investigator, Award from _International Center for Research on Women_,  
Research proposal based partly on Susser's previous research in Puerto Rico

1987  
Co-investigator, _Project Access, Training Grant for Interns, Health and Human Services Administration on Aging_

1986  
Preceptor: Minority Access to Research Careers Award, ADAMHA, Honors  
Undergraduate Research Training, "Minority Women in the Middle: The Emotional Stress of Caring for an Aged Parent."

1985  
*Conversations in the Disciplines: Dimensions of Aging, co-PI, SUNY Award*

1984-1986  
*Training Grant for Gerontology Concentration, SUNY/College at Old Westbury.*  
Co-PI, _Health and Human Services Administration on Aging_  
_Ida Susser, Hunter College_
FELLOWSHIPS, GRANTS AND AWARDS (external) (continued)

1984
Community Monitoring of Nursing Home Facilities
Old Westbury Foundation Award

1981
Reproductive Health, Occupational Hazards and Community Mobilization in Rural Puerto Rico, Case Western Reserve University, Research Initiation Grant

1971-1972
Honorary Fellowship in Anthropology, University of Chicago

PROFESSIONAL SERVICE

Leadership Positions

2011-2013
Executive Board Member—elected representative of the Section Assembly, of the American Anthropological Association

2008-2010
Founding co-Chair of Commission on World Anthropologies (CWA), American Anthropological Association

2005-2007
President, American Ethnological Society

2006-2008
Co-Chair, Social Science Track, International AIDS Society Conference
Mexico City, 2008

2003-2005
President-elect, American Ethnological Society

1993-1996
Founding President of the Society for the Anthropology of North America

1984-1987
President, New York Metropolitan Medical Anthropological Association

2012-Present
Founder and Editor, Social Transformations in American Anthropology
Book Series, NYU Press

2009- Present
Co-founder of the journal Anthropology Now
Associate Editor,
See "Anthropology Now: A New Journal for the General Public" in Anthropology News 49 (8), November 2008, p. 21

2002- Present
Founding Steering Committee Member (2009-Chair)
Athena: Advancing Gender Equity and Human Rights in the Global in the global response to HIV/AIDS

1998-2002
Councillor, American Ethnological Society

2001
Program Chair, American Ethnological Society/Canadian Ethnological Society/Cultural Anthropology Society Annual Meetings, Montreal, Canada

1995-2000
Co-founder and coordinator of the project Cultural Diversity in the United States, sponsored by American Anthropological Association Publications (Editor from 1997).

Ida Susser, Hunter College
PROFESSIONAL SERVICE (continued)


External Evaluations and Site Visits

2009, 2014  Review board for Centers for AIDS Research, National Institute for Health, National Institute for Allergies and Infectious Diseases

2009-2011  Member of Advisory Board, Center to Combat Diseases of Poverty Consortium, initiative funded through 'The Programme of Strategic Co-Operation between Irish Aid and Higher Education and Research Institutes', in collaboration with the Higher Education Authority (HEA), Maynooth College, Ireland - involved reviewing international programs in Uganda, Kenya and Tanzania as well as at Trinity College, Dublin and Maynooth College Medical Schools and Anthropology Departments.

2008  External Evaluator, Anthropology Department, UNC – Chapel Hill

PUBLICATIONS

Books

In preparation  *Critical Feminisms*, edited with Christine Geiley, Routledge

In preparation  *The Anthropology of Scale* edited with Don Nonini, accepted for publication, Routledge


Recipient of Eileen Basker Award for Research on Women and Health, Society for Medical Anthropology, November 2011

Susser received a President's Award for Faculty Advancement for translation of the book. The Italian translation was requested by the publisher and has begun and a French edition has been requested and is in the process of being arranged.

Ida Susser, Hunter College
Reviews of AIDS, Sex and Culture:

"AIDS, Sex and Culture" by Gregory Pappas, *Journal of the American Medical Association* 2010;304 (3) pp. 353

"South Africa, the World and AIDS" by Keith Hart *Anthropology Today* (UK publication) June 2010,

"From Local to Global: Contextualizing Women's Sexual Health in the Shadow of AIDS" by Catherine Campbell *Journal of Health Psychology* September 2009 14 pp. 833-835.


AIDS, sex and culture: Global politics and survival in southern Africa, reviewed by Jeneviève Mannell in *Global Public Health*, Volume 6, Issue 6, September 2011, pages 681-683


Review of AIDS, Sex and Culture, Mary Anglin, "Gender, Memory and the Art of Persistence" April 2013, Vol. 5, No. 1, *Anthropology Now* p.112-118


The author has been interviewed several times on national South African radio (SABC). Three book launches with scholarly panels were organized at South African bookstores in Johannesburg (at Xarke Bookstore) in Cape Town (Booklounge) and in Durban (ike's bookstore).


Ida Susser, Hunter College
PUBLICATIONS (continued)

2009
Rethinking America: The Imperial Homeland in the 21st Century
(hardcover and paperback)
Book launch and scholarly panel funded and hosted by the Wenner Gren Foundation

2003
Medical Anthropology in the World System, 2nd Edition
Praeger Publishers, Westport, CT, co-authors H. Baer, M. Singer, I. Susser, pp.i-x, 1-276
(hardcover and paperback)

2003
Wounded Cities: Destruction and Reconstruction in a Globalized World

2002
The Castells Reader on Cities and Social Theory (ed.) I. Susser, Blackwell Publishers,
Malden, MA, pp. i-xi, 1-420 (hardcover and paperback)
Also, translated into Spanish, La sociología urbana de Manuel Castells, Alianza

2000
Cultural Diversity in the Anthropology of the United States, (Eds.) I. Susser and
T. Patterson, sponsored by the American Anthropological Association, Blackwell
Publishers, Malden, MA, pp. i-xvii, 1-476 (hardcover and paperback)
Product of a Project on Cultural Diversity, initiated by Susser as President of
SANA (Society for the Anthropology of North America) consisting of a series of
meetings and panels in preparation for the book, funded by American Anthropological
Association Grant.

1997
Medical Anthropology in the World System: A Critical Perspective,
Bergin and Garvey, Westport, CT, co-authors H. Baer, M. Singer, I. Susser.
(hardcover and paperback). Book became recognized as the founding text for the field
of Critical Medical Anthropology. (subsequently updated in 3 editions).

1997
The Anthropology of AIDS in Africa and the Caribbean, Westview Press,
(hardcover and paperback). From 1986, Susser created and was the Director of the
International Group on the Anthropology of AIDS, Columbia University HIV Center in
Social and Behavioral Sciences, one of the first efforts in the Anthropology of AIDS,
which produced this book from a 1990 Conference.

1982
Norman Street: Poverty and Politics in an Urban Neighborhood
Reviewed in the American Ethnologist, Man (The Journal of the Royal
Anthropological Institute) and other social science journals. Cited as a classic and
founding text of urban anthropology of the U.S. (Low, 1996, Annual Reviews of
Anthropology 5: 383-409). With the film Metropolitan Avenue, Norman Street was the
subject of a retrospective panel at the American Anthropological Association, 2009
"Grassroots Activism and Fiscal Crisis: A Celebration of Metropolitan Avenue and
Norman Street”

Ida Susser, Hunter College
PUBLICATIONS (continued)

Film

2013
Filmed interview of Susser to accompany Gut Renovation a documentary by Su Friedrich (Princeton University) on the displacement of artists from Williamsburg, Brooklyn

1980 – 1985
Ethnographic advisor for film, Metropolitan Avenue, by Christine Noschese. Co-wrote proposal for grant from National Endowment for the Humanities. The film opened at the Margaret Mead Film Festival, American Museum of National History, September 1985.
Shown on PBS, POV and internationally. Awarded the John Grierson Award for Best Documentary. Reviewed in the American Anthropologist 88 (4) pp.1044-1045

Special Journal Issues and Guest Editorships

2017
"Exploring the Commons" Special Issue of Focaal: Journal of Global and Historical Anthropology Vol. 79 editor I. Susser

2014
"Austerity and Resistance in the Midwest", Anthropology Now vol. 6(3) pp. i-fv, 1-131 Special Issue edited I. Susser and Molly Doane

2003
"Special Issue on 9/11" Critique of Anthropology 24 (1) pp. 5-103

1998

1997
"The New World (Dis)order," Critique of Anthropology 17(4). pp. 349-409

1996
"Anthropological Perspectives on the Informational Society," Critique of Anthropology 16(1).pp. 7-77

1993

1988

1988
"Women in the Later Years: Health, Social, and Cultural Perspectives," Journal of Special Journal Issues and Guest Editorships (continued)

Women and Health, 14(3,4) (eds) L. Graw and I. Susser, pp.1-272

Ida Susser, Hunter College
PUBLICATIONS (continued)

Refereed Articles and Book Chapters (* peer reviewed) (continued)


n.d.  “The Contemporary Significance of the Moral Economy: is housing a home or an asset?” for Special Issue on Housing, ed. Catherine Alexander for Critique of Anthropology accepted for publication September 2018

*2017  “For or Against Commoning” introduction to Special Issue “Exploring the Commons” in Focaal:Journal of Global and Historical Anthropology Vol. 79 editor I.Susser

*2017  “Commoning in New York City, Barcelona and Paris” in Special issue “Exploring the Commons” in Focaal:Journal of Global and Historical Anthropology Vol. 79 editor I.Susser

2017  “Scale-making” in the Anthropology of Politics, Law, Power and Identity in the International Encyclopedia of Anthropology, under the general editorship of Hilary Callan, former Director of the Royal Anthropological Institute, Wiley-Blackwell

*2016  Considering the Commons: Anthropological Approaches to Social Movements, Dialectical Anthropology June

2016  “A new critical anthropology for the present” Jeff Maskovsky and I. Susser, in Anthropology After the Crisis, ed. J. Carrier, Routledge

2015  “Are randomized control trials always required?” L. Kuhn, Z. Stein, I. Susser, Comment in Lancet HIV, vol 2, November 2015. (as a continuation of a previous discussion we published in the Lancet.)


Ida Susser, Hunter College
2014

“Gender in the City” in Don Nomini ed. A Companion to Urban Anthropology, Wiley-Blackwell pp. 177-193

2014


*2013

“Transformative Cities” I. Susser and S. Tonnelat in Focal: Journal of Global and Historical Anthropology (a European Journal based in the Central European University, Budapest, Hungary) – essay published as an international forum with responses by Susana Narotzky (University of Barcelona), Jane Collins (University of Wisconsin), Alain Berbo (University of Paris) vol. 2013, 66, Summer pp. 105-132

*2011

“Organic intellectuals, crossing scales, and the emergence of social movements with respect to AIDS in South Africa” (Presidential Address) American Ethnologist, Volume 38, Issue 4 November, pp.733-742

*2011

“Can further placebo-controlled trials of antiretroviral drugs to prevent sexual transmission of HIV be justified?” Louise Kuhn, Ida Susser, Zena Stein, Lancet 2011; 378: 285–87

2011

Foreword to Megacities and Global Health eds. Omar A. Khan and Gregory Pappas American Public Health Association, p. v-xiii

2011

“Gavin Smith’s Selective Hegemonies” Identities, Jan/Feb 2011, Vol. 18 Issue 1, p54-62.

2011

“A Comment on Friedman and Rossi’s Dialectics of HIV: Agency, Resistance and Gender” Dialectical Anthropology, vol 35, no.4, pp 435-441

2010

“Microbicide Success: New Opportunities for Women” Z. Stein and I. Susser published with responses from specialists in the field, Special Issue of AIDS Legal Quarterly pp.38-56, October

2010

“Microbicide Success: Feminism is Essential to Good Science” published online, Open Democracy http://www.opendemocracy.net/ida-susser/microbicide-success-feminism-is-essential-to-good-science July, selected as one of the top ten articles for 2010 and reprinted online December 2010

*2010


2009


2009


2009


Ida Susser, Hunter College
PUBLICATIONS (continued)
Refereed Articles and Book Chapters (* peer reviewed) (continued)

*2008


2008

"Women’s Autonomy Combats AIDS in the Kalahari," I. Susser and R. Lee, Anthropology Now 1(1), pp. 36-43

2008

* * * * *

Mujeres Adelante, Special Issue of AIDS Legal Quarterly, Women’s Rights and HIV. Daily reports on the International AIDS Conference, Mexico City

*2007

Women and AIDS in the Second Millenium Women Studies Quarterly, 35 (1,2) pp. 336-344

2007


2006

“Working Class Struggles in New York City: From the Neighborhood to the Homeless Shelter” in Rome and New York City: Comparative Urban Problems at the End of the 20th Century eds Victor Goldsmith and Eugenio Sonnino, Casa Editrice Universita, La Sapienza, pp.151-171

2006


*2006


2006


2005


2003


*2003

“Ju’hoansi Survival in the face of HIV: questions of poverty and gender, Anthropologica 45, pp. 121-8

2003


2003

“Jagna Wojcicka Sharff (1934-2001)” American Anthropologist 105 (3) pp.689-690

Ida Susser, Hunter College
PUBLICATIONS (continued)
Referred Articles and Book Chapters (* peer reviewed) (continued)

2002

2002
"Manuel Castells: Conceptualizing the City in the Information Age", The Castells Reader on Cities and Social Theory (ed.) I.Susser, Blackwell Publishers, Maiden, MA, pp. 1-13
2002 translated into Spanish, "Manuel Castells y La Conceptualizacion de La Ciudad en La Era de la Informacion", La Sociologia Urbana de Manuel Castells, Alianza pp. 15-33

*2002
"The Health Rights of Women in the Age of AIDS" International Journal of Epidemiology 31, pp. 45-48

*2001

*2000

2000
"Delmira Jones (1936-1999)" American Anthropologist, 102 (3) pp. 581-583

2000
"Cultural Diversity in the United States" in Cultural Diversity in the United States. I. Susser and T. Patterson, (Eds.). Blackwell Publishers, Maiden, MA, pp.3-15

*1999

*1997

1997

1997

1997

Ida Susser, Hunter College
PUBLICATIONS (continued)
Refereed Articles and Book Chapters (* peer reviewed) (continued)

*1996

*1996

1994

*1993

*1992

1991

1991
"Women as Leaders: An Environmental Health Struggle in Rural Puerto Rico" *in* *The Global Factory: Anthropological Perspectives*, Frances Rothenstein and Michael Blum (eds.), Bergin and Garvey, Westport, CT, pp. 206-220.

1991
"Families in the Shelter System" *in* *Public Health Service Proceedings*, pp. 75-76.

1990

*1989

1989
"Gender in the Anthropology of the United States" *Anthropology and Gender*, Sandra Morgen (ed.), American Anthropology Association Publications, pp. 343-359

1988

Ida Susser, Hunter College
PUBLICATIONS (continued)

Refereed Articles and Book Chapters (* peer reviewed) (continued)

1987
"Workers, Communities, and Health" in Proceedings, Conference on Health of Workers in South Africa, Columbia University, pp. 188

1987

*1986

*1986

1985

*1985

1984

1984
"Norman Street: Conclusions" in Reader: Conference on Urban Ideologies, Politics and Culture In Honor of Henri Lefebvre, F. Jamison (ed.), University of California, Santa Cruz, March.

*1983

1982

Reviews

2013

Reviews (continued)

2012
"Fear, Punishment and Inequality" review of Sex Panic and the Punitive State by Roger Lancaster, in Current Anthropology

2004

1999

Ida Susser, Hunter College
PUBLICATIONS (continued)
Reviews (continued)

1988

1988

1988

1988

1986

1985

1985

1976

Presidential and Keynote Lectures

2017
The New Populism in the U.S.: Ethnography on the Margins, Keynote at Conference: Mind the Gap, Hafencity University, Hamburg, Germany (April 27-28)

2008

2002

2002

2000
*AIDS, Gender and the Global Epidemic*, Keynote, Medical Anthropology Conference, post-International AIDS Society, Durban, South Africa (July)

Distinguished Lectures and International Invited Presentations

2017
"Right wing movements in the United States" at conference Dark Shadows, University of Lausanne, December 6,7

Ida Susser, Hunter College
PUBLICATIONS (continued)
Distinguished Lectures and International Invited Presentations (continued)

2017

The Urban Commons: New York City, Barcelona and Paris Senior Seminar Series, Department of Anthropology, University of Cambridge, U.K. February 14

2017

The City and the Commons: Counterpoints to Contemporary Populism Social Anthropology Seminar, Department of Anthropology, Durham University, UK February 8

2017

Public Intellectuals, Grassroots Movements and the Politics of Scale Public Lecture, Institute For Advanced Studies, Durham University, UK February 9

2017

Urban Social Movements: Contentious Performances in a Challenging Era Fellows Seminar, Institute of Advanced Study, Durham University, UK February 27

2015

The History and Controversies Surrounding the Application of Anthropology, Plenary Session, Conference on Applying Anthropology, Teachers College, Columbia University, February 26

2015

Anthropological Research and Its Application to Contemporary Society (roundtable), Conference on “Anthropology and Its Social Applications”, Juan Marinello Institute, Havana, Cuba January 9-12

2014

Rethinking Tradition, once again: community mental health in KwaZulu-Natal Center for Humanities Research and the Department of Anthropology, University of the Western Cape, Cape Town, South Africa

2014

Gender and Inequality in Neoliberal New York: Notes on Fieldwork and Theory Human Economy Program, University of Pretoria, South Africa

2014

Re-envisioning Social Movements in the Global City: the Politics of Displacement in New York City: 1975-2014 Department of Anthropology and Sociology, Central European University, Budapest, Hungary

2013

Displacement and crises in the Global City: workers, artists and corporate real estate in Brooklyn, New York invited presentation at Conference: The Crisis, Displacements, Cities and Migrants, University of Vienna, Austria, April 11,12

2012


2012

Ethics and Anthropological Research Witwatersrand University, Johannesburg, South Africa, May

2010

Cosmopolitan and Personal Publics, Centre for Citizenship, Identities and Governance, The Open University, Milton Keynes, UK (March 3)

Ida Susser, Hunter College
PUBLICATIONS (continued)
Distinguished Lectures and International Invited Presentations (continued)

2010
Social Movements, Gender and HIV/AIDS in Southern Africa.
Social Anthropology Seminar, The University of Manchester, Manchester, UK,
(March 1)

2010
Claiming a Right to New York City: Culture, Power and Community, accompanied by
a film showing of “Metropolitan Avenue”, Séminaire International d’Ethnographie
Urbaine, École d’architecture Paris Val de Seine, Paris, France (March 11)

2010
Gender, Culture and AIDS: South Africa in the Decade of Denial Maison René-
Ghouloues Archeologie et Ethnologie, University of Paris, X, Nanterre (March 10)

2010
Movements Social, Genere i VIH a Sud Africa, Department d’Antropologia Social i
Histria d’America i Àfrica, Universitat de Barcelona, Barcelona, Spain (March 8)

2010
Claiming a Right to NYC (1975-2010): A Study in Culture, Power, and Memory
Research Institute of Cosmopolitan Cultures (RICC), Manchester University,
Manchester, UK (March 2)

2010
Imperial moralities, practical sense and AIDS in South Africa Friday Seminars,
Department of Anthropology, London School of Economics, UK (February 26)

2010
The Politics of Gender and Social Movements around HIV/AIDS
Harold Wolpe Forum, University of Cape Town, Cape Town, South Africa
(February 13)

2010
AIDS, Sex and Culture: memory and power in contemporary South Africa, Wits
Institute for Social and Economic Research (WISER), University of the
Witwatersrand, Johannesburg, South Africa (February 9)

2009
Social Movements and AIDS, Grand Rounds, HIV Center for Social and Behavioral
Research, Columbia University, (April 24)

2009
Social Movements, Gender and the Politics of AIDS in Southern Africa
Trinity International Development Initiative and the Institute of International Integration
Studies, Trinity College, Dublin, (May 28).

2008
Gender and AIDS Perspectives from Sub-Saharan Africa Public Workshop on
Susser’s Research:
Panelists: Manne Ramali, Ambassador of Lesotho to Ireland; Dr Hayley
MacGregor, Institute of Development Studies at the University of Sussex and Fiona
Larkin, NUI Maynooth,
Global Health Symposium, Center to Combat Diseases of Poverty, Maynooth
College, Ireland (February 26)

2008
Global Moralties and Grassroots Struggles: Gender, Culture and AIDS in Southern
Africa, Public Lecture sponsored by the Center to Combat Diseases of Poverty
Consortium, Maynooth College, Ireland (March 4)

Ida Susser, Hunter College
PUBLICATIONS (continued)
Distinguished Lectures and International Invited Presentations (continued)

2008

- The politics of gender and health in urban South Africa at Seminar: Visioning the Urban, Institute for Gender and Women’s Studies, American University, Cairo, Egypt (May 26, 27)

2007

- Magical urbanism and rural resistance: the cultural context of AIDS in southern Africa, Leo Srole Urban Studies Distinguished Lecture, Hobart College (April)

2006

- Women’s Autonomy and the Political Consequences of HIV/AIDS in Southern Africa Social Thought Distinguished Lecture Series, University of Kentucky (February)

2005

- Women’s Autonomy, Neoliberal Policies and the San of the Kalahari Grand Rounds, HIV Center Columbia University, New York

2004

- Women in Global Perspective, Presidential Plenary, American Ethnological Society, Atlanta (May)

1999

- The American Public Sphere and Resistance among Poor Youth, City Conference: Youth and Marginality, Lyon, France (December)

1999

- The Construction of Poverty in US Cities, Institute of Social Sciences in Ho Chi Minh City, Social Sciences Research Council and the Ford Foundation, Ho Chi Minh City, Vietnam (December)

1998

- Gender and Power in Namibia and South Africa: Women’s Social Movements and the Prevention of HIV Infection Plenary on Health in Southern Africa Canadian Research Consortium on Southern Africa, Queens University, Ontario (May)

INTERNAL GRANTS AND AWARDS

2016

- Public Intellectuals in Barcelona and Paris PSC-CUNY Award

2015

- President’s Award for Faculty Advancement, Hunter College

2014

- Presidential Travel Award

2013

- Roosevelt House Travel Award

2012

- Women as Public Intellectuals in an Urban Milieu: “Occupy” Gender? PSC-CUNY Award

2011

- President’s Award for Faculty Advancement, Hunter College

2004-2005

- Fellow and Chair, Transformative Cities, Center for Place, Culture and Politics, Graduate Center, CUNY

2003-2004

- Fellow, National Endowment for the Humanities Center, CUNY

Ida Susser, Hunter College
INTERNAL GRANTS AND AWARDS (continued)

2001-2002  Fellow, Center for Place, Culture and Politics, Graduate Center, CUNY

1993  The Emergence of a Woman's Cooperative in a Squatter Settlement in South Africa (PSC) CUNY Award

1991  Integrating Gender in the Community Health Curriculum, I. Susser and Beth Richie, Hunter College, Minorities in the Curriculum Award

1990  HIV Prevention in Rural Puerto Rico, PSC/CUNY Award

1988  Perceptions of HIV Infection Among Homeless Women, PSC/CUNY Award

1987  Household, Family and Community in Puerto Rico: Links in an Industrializing Rural Area, PSC/CUNY Award

1987  Community Health Education Supplement to Brookdale Geriatric Education Center.

1987  Comparative Cultural Perspectives on AIDS: A Dialogue Between Social Scientists and Health Professionals, Conference: Special Events Committee of Hunter College Faculty Delegate Assembly Award

EDITORIAL BOARDS

2011 – present  Editorial Board American Anthropologist

2000 – present  Editorial Board, Critique of Anthropology

2003 – present  Editorial Board, Anthropology Now

2000 – 2004  Editorial Board, American Anthropologist


1986 – 2000  Member, U.S. Editorial Board, Critique of Anthropology


Ida Susser, Hunter College
PRESENTATIONS
Plenaries and Invited Lectures (selected)

2017
“Policing the Crisis?” Panel and discussion, American Anthropological Association, Washington DC, December 1-3

2016
“Urban Anthropology at CUNY” Invited Session on 50th Anniversary of CUNY, American Anthropological Association, Minneapolis

2015
“The Commons” Plenary presentation, Society for the Anthropology of North America, New York City, April 17, 18

2014
“Social Movements in New York City in Relation to Regimes of Accumulation” for panel on World Wide Mobilizations, EASA, Tallinn, Estonia, August 1-3

2013
Updated Norman Street Symposium - moderated by David Gonzalez, New York Times reporter with Steve Levin, City Councillor and Roosevelt House, September

2013
Forum on Updated Norman Street Center for Place, Culture and Politics, co-sponsored by the Anthropology Department, Graduate Center, CUNY moderated by David Harvey, October 18

2013
Gentrification in Brooklyn presentation to accompany opening of Film Gut Renovation by Su Freidrich at FilmForum - also interviewed for DVD track on this film.

2013
New York City and the Fiscal Crisis presentation following film Vanishing City by Jen Senko and Fiore at Videology (Williamsburg, Brooklyn) and various other NYC locations and films.

2012
Greenpoint-Williamsburg Today invited presentation to accompany film Metropolitan Avenue at UnionDocs, Williamsburg

2012
Science and engagement: shifting borders with respect to AIDS research in Southern Africa Invited Lecture, African Studies Seminar, Emory University (February 9)

2011
Poverty and the role of organic intellectuals in social transformation, Plenary presentation AES/SUNTA San Juan, Puerto Rico (April 15)

2011
Health Care Issues Common to Appalachia and South Africa Symposium on Public Health in Appalachia and South Africa, School of Arts and Sciences, University of Kentucky (January 28)

2010
Sexual Negotiations and political mobilization in Comparative Context Department of Anthropology, Wake Forest University, North Carolina, (April 28).

2010

2010

Ida Susser, Hunter College
PRESENTATIONS (continued)
Plenaries and Invited Lectures (selected) (continued)

2009

Wounded Cities, Cities and the New Wars, International Conference, streamed and video
for international audience and website, organized by Saskia Sassen, Institute for Global
Studies, Columbia University (September 25-26)

2008

Engagement, Research and Social Critique: HIV/AIDS in Southern Africa,
Presidential Panel on “The Anthropologist as Social Critic: Toward an Engaged
Anthropology”, American Anthropological Association, San Francisco (November)

2008

Engagement, advocacy and social criticism in the international arena
Anthropology Wenner-Gren Foundation for Anthropological Research, New York
(January 22-25)

2002

AIDS, Gender and Globalization  Michigan State University

1998

Globalization, Woman and Urban Poverty Urban Studies Colloquium, University of
Delaware Wilmington (February)

1997

Sexual Negotiations in Relation to Political Mobilization: The Prevention of HIV in
Two Communities in South Africa Plenary Session, Canadian Research Consortium
on Southern Africa, Queens University, Ontario (January)

1996

Perspectives on the Informational Society  Book Launch of “The Information Age”
Manuel Castells, respondent panel Ira Katznelson and Ida Susser, Graduate Center,
CUNY

1996

Review of Urban Poverty in the United States Symposium: The New Marginality in the
Dual Metropolis: Towards a Comparative Study of the Trajectories and Strategies of Poor
Urban Youth in France and the United States, Center for Western European Studies,
University of California, Berkeley, (April)

1996

Anthropological Contributions to Public Policy  Duke University, Durham (February)

1994

Class and Poverty in New York  Bard College, Annandale-on-Hudson, (March)

1994

Sexual Negotiations and the Prevention of HIV Infection: Comparative Perspectives
New York Academy of Sciences, New York, (May)

1994

The Creation of Fear in Urban Poverty Rutgers University/Princeton University
Conference, Center for the Critical Analysis of Contemporary Culture, Rutgers
University, Princeton, (April)

1994

Mobilization In Grassroots Health Issues Boston Area Colloquium on Feminist
Theory, Northeastern University Women's Studies Program, Boston, (March)

1992

The Politics of Urban Destruction in New York City Colloquium, Anthropology
Department, New York University, New York

Ida Susser, Hunter College
PRESENTATIONS (continued)
Plenaries and Invited Lectures (selected) (continued)

1992  
*The Structuring of Inequality in Central Harlem* co-author L. Mullings, Urban Studies, Yale University, New Haven, (May)

1991  
*Families in the Shelter System* Plenary Session, Public Health Service Annual Conference Washington, D.C., (July)

1991  
*The Eviction of Men and Boys From the New York City Shelter System*, New York Academy of Sciences, New York, (April)

1990  

1990  
*Gender and the Urban Environment* co-author L. Mullings, Johns Hopkins University Conference on Urban Spaces, Baltimore, (March)

1990  
*The Social Context of HIV Infection among Homeless Women*  
National Academy of Science, Commission on AIDS, New York City, (January)

1988  
*Workers, Communities and Health* Conference on Health in Southern Africa, Columbia University, New York, (January)

1987  
*The Development of a Social Movement Around Health: The Case of Puerto Rico* Behavioral Science Division Interdisciplinary Workshop, Mount Sinai School of Medicine, New York

1984-6  
*The Separation of Mothers and Children* Dual Cities Project, Social Science Research Council

1985  
*Reproduction and Social Protest* Plenary Session on The Politics of Reproduction  
American Ethnological Society, North Carolina, (April)

1984  
*The Logic of Non-compliance in Epilepsy*, Neuroepidemiology Seminar Gertrude H. Sergievsky Center, Columbia University, New York Santa Cruz, (March)

1983  
*Work and the American Working Class Family* Montefiore Medical Center, Residency Program in Social Medicine, Bronx (New York, October)

1983  
*Unhealthy Development: Work, Health and Family in Puerto Rico* Metropolitan Medical Anthropology Association, New School for Social Research (New York, October)

1983  
*The Destruction of Working Class Neighborhoods: Racial Conflict and Class* Invited paper, Sophie Davis Biomedical Sciences Program, City College (New York, April)

1983  
*The Plight of the Welfare Woman*, Hofstra University, (Hempstead, March)

Ida Susser, Hunter College
PRESENTATIONS (continued)
Plenaries and Invited Lectures (selected) (continued)

1983  
*Social Determinants of Health: The American Working Class Residency Program in Primary Care, Internal Medicine, Bronx Municipal Hospital Center, Jacobi, (New York)*

1982  
*Women and Environmental Health in Puerto Rico Conference Women, Health and Development, Michigan State University (East Lansing, October)*

1977  
*The Politics of Survival in a New York City Neighborhood*  
University Colloquium, Haverford College, Haverford

2014  
"Globalization and the Emergence of Right Wing Movements", Invited Session, Global Systems, Cultural Processes and Lived Identities: Engaging the Anthropology of Jonathan Friedman, AAA, Washington DC

2014  
"Perspectives on the AIDS Epidemic: Bond and Vincent’s Pioneering Insights" Invited Session The Politics of Knowledge: Honoring the Work and Times of George Clement Bond, AAA, Washington DC

2014  
"South Africa: Twenty Years After Apartheid" closing remarks at Conference South Africa: Twenty Years After Apartheid, Roosevelt House September 18-19

2013  
"Ethnographies of Poverty" AES Program Panel, AAA, Chicago

2013  
"Neoliberalism in the U.S. and Southern Africa" AAA Presidential Session “Making Sense of Contemporary Capitalism” World Council of Anthropologies Panel, AAA, Chicago

2013  
"Twenty Five Years of Women’s Grassroots Activism: Are we any closer to Empowerment" Association for Feminist Anthropology, Society for the Anthropology of North American AAA, Chicago

2013  
"Displacement and the Role of Cultural Workers: artists and working class residents" International Union of Anthropological and Ethnological Sciences, 17th World Congress (IUAES) University of Manchester, Aug 5-10

2012  
"Displacement for the new spectacle" presentation on AAA Panel: Displacements and Inequalities: Comparative Perspectives on Global Capitalism

2012  
AAA presentation on Roundtable on Gender (COGEA) as AAA Executive Board representative to COGEA

2011  
AAA presentation on World Anthropologies Panel, New Orleans

2011  
Discussant on AAA Urban Anthropologies Panel organized by Setha Low and Jeff Maskovsky

2011  
"Gender and the State, Ecole d’Hautes Etudes, March

*Ida Susser, Hunter College*
PRESENTATIONS (continued)
Plenaries and Invited Lectures (selected) (continued)

2010
“Women’s Agency and AIDS: Contestations of Feminisms and Rights” Session
“Feminisms in Anthropology: Initiatives for the Next Decade” Society for the
Anthropology of North America, Denver,(April)

2010
“Norman Street Revisited: Memory and Power in New York City 1975-2010”
Culture, Power, Boundaries Seminar, Columbia University, New York. (April)

2009
Discussant: “Grassroots Activism and Fiscal Crisis: A Celebration of Metropolitan
Avenue and Norman Street” American Anthropological Association, Philadelphia,
(December)

2009
“Gendered Perspectives on AIDS and Mobilization: the United States and South Africa”
Session “AIDS and "Local" Manifestations of Race, Gender and Sexuality in the
Neoliberal Global South” American Anthropological Association, Philadelphia,
(December)

2009
Discussant: “Love, Marriage and HIV: Using Comparative Ethnographic Research as a
Method for Building Theory in Medical Anthropology” Conference on Medical
Anthropology at the Intersections: Celebrating 50 Years of Interdisciplinarity, Society for
Medical Anthropology, (New Haven, September)

2009
“Rethinking America: The Imperial Homeland in the 21st Century” Left Forum, New
York, (March)

2009
“AIDS, Sex and Culture: Global Politics and Survival in Southern Africa – Author Meets
Critics” Left Forum, New York, (March)

2008
Moderator: “Insurgent Citizenship: Local Social Movements” Conference: Radical
Urbanism: Critical Discourse on the Right to the City, A conference in honor of the 80th
birthday of Peter Marcuse, CUNY Graduate Center,(December 12, 2008)

2008
Post-Colonial Responses to the Economic Crisis, CUNY Graduate Center,
(December)

2008
Discussant/organizer “AAA Commission on World Anthropologies Special Session”
American Anthropological Association, San Francisco, (November)

2008
“Implications of Gender and protection of women affected by HIV and AIDS in
Humanitarian Crises” Conference: An Emergency within an Emergency: Responding to
PLHIV Needs in Humanitarian Crises, OXFAM, International AIDS Society Conference
(August 4)

2008
“Exploring HIV/AIDS care through sexual and reproductive health and rights lens”
Public Health Association of South Africa, (June)

2004
“Anthropological Perspectives on the City and the Grassroots” Invited Session on 20th
Anniversary of M. Castells’ City and the Grassroots Annual Meeting of the Association
of Geographers, Philadelphia, (March)

Ida Susser, Hunter College
PRESENTATIONS (continued)
Plenaries and Invited Lectures (selected) (continued)

2004
"Globalization in South Africa" on Session Destabilizing Globalization: Gill Hart (author meets critic) Annual Meeting of the Association of Geographers, Philadelphia, (March)

2004

2004
Love and Globalization, conference discussant, Mailman School of Public Health, Columbia University

2004
"Changing Welfare States" Plenary Session, Society for the Anthropology of North America Atlanta, (May)

2004
"Care and Treatment of AIDS in southern Africa: issues of gender" International AIDS Conference, Bangkok, Thailand, (July 11-16)

2004
Facilitator: "Skills Workshop on Ethnographic Methods with respect to Gender and HIV" International AIDS Conference, Bangkok, Thailand, (July 11-16)

2004
"Flirting with Disaster: women and HIV among the Ju/hoansi" Co-author Richard Lee, Poster, International AIDS Conference, Bangkok, Thailand, (July 11-16)

2002
"Confounding conventional wisdom: women's power and low hiv/aids rates among the Ju/hoansi of Namibia and Botswana" co-authors I. Susser and R. Lee, International AIDS Conference, Barcelona, Spain, (August)

2002
"Women and AIDS in Southern Africa", Mailman School of Public Health, Columbia University, Medical Anthropology Series

2002
"HIV/AIDS as an international social movement" Columbia University Seminar on Labor and Globalization

2001
"Women's autonomy and AIDS prevention" Anthropology Colloquium, McGill University, Montreal

2000
"Women and HIV/AIDS in southern Africa" University of Toronto, Department of Anthropology, Medical Anthropology Series

2000
Poster: "HIV/AIDS, women's empowerment and the female condom: case studies from Namibia, Botswana and South Africa" co-authors P. Ipinge, S. Ipinge, R. Lee and I. Susser International AIDS Conference, Durban, South Africa, (July)

2000

2000
"Women and HIV/AIDS in Southern Africa" Department of Anthropology, University of Toronto, Toronto, (January)

Ida Susser, Hunter College
PRESENTATIONS (continued)

Plenaries and Invited Lectures (selected) (continued)

1997
"Urban Inequalities: Comparative Perspectives on the U.S. and South Africa," University of Witwatersrand, Johannesburg, South Africa, (August)

1996
"Gender, Politics and the Prevention of HIV in Southern Africa" with Richard Lee, University of Namibia, (Windhoek, Namibia, August)

1996
"Anthropological Perspectives on HIV Prevention in Global Context" with Richard Lee Colloquium Series, Anthropology Department, Capetown University, (South Africa, July)

1995

1995

1994
"Global Restructuring: Revisiting Concepts of Class" with Manuel Castells Interlocutor Panel, American Anthropological Association (Atlanta, December)

1993
"Global Cities and Poverty in New York City" Interlocutor Panel with Saskia Sassen, American Anthropological Association, (Washington, D.C., November)

1992
"The Politics of Health in Central Harlem" American Public Health Association (San Francisco, October)

1992
"U.S. Policy in Central Harlem: Patterns of Inequality" American Anthropological Association, (San Francisco, December)

1991
"Anthropological Perspectives on U.S. Cities" American Anthropological Association (New Orleans, November)

1991
"The New Poverty" Panel on Poverty and Health, American Public Health Association (Atlanta, November)

1990
"The Urban Underclass and the Culture of Poverty" Panel on The Underclass and Health, American Public Health Association, (New York City, October)

1990
"Women, Homelessness and AIDS" Panel on Women and AIDS, IVth International Congress on Women Hunter College (New York, June)

1990
"Women and Environmental Health in Puerto Rico" Invited Paper, Intercambio Conference, Hunter College (New York, May)

1989
"Shelters, Families and HIV Infection" Metropolitan Medical Anthropology Association (New York City, December)

Ida Sasser, Hunter College
PRESENTATIONS (continued)
Fluorides and Invited Lectures (selected) (continued)

1989
"Perspectives on HIV among Homeless Women in New York City" American Ethnological Society (Santa Fe, April)

1988

1988
"Applying Anthropology to Industrial Conflict" Session on Interdisciplinary Approaches to Work and Health, Society for Applied Anthropology (Tampa)

1988
"Marketing Motherhood: The Construction of Gender In Modern Society" Symposium State, Class and the Construction of Gender, American Ethnological Society, (San Antonio)

1987
"State Regulation of Reproductive Strategies" Symposium on Toward an Anthropology of the Modern State, American Anthropological Association, (Chicago)

1986
"Union Carbida in Puerto Rico" co-author John Krensko, Friedrich-Naumann-Stiftung Seminar on Developing International Standards to Deal with Hazards of Industry and technology (November)

1985
"Community Monitoring of the Institutionalized Elderly" with Harvey Catchen 13th International Congress of Gerontology (New York City, July)

1985
"Community Protest in a Declining Urban Neighborhood" American Ethnological Society, (Toronto, May)

1985
"Redefining Community Politics" The Feminist and the Scholar Conference, Barnard College (New York, March)

1984
"Poverty and the State--U.S. and Puerto Rico" Symposium on Poverty, American Anthropological Association (Denver, December)

1984
"Community Monitoring of the Institutionalized Elderly" co-author Harvey Catchen Northeastern Gerontological Society (Philadelphia, April)

1984
"Working Class Women and Neighborhood Organizing" The Feminist and the Scholar Conference, Barnard College (New York, March)

1983
"Health versus Work in the Caribbean: Ideology and Reality" Symposium on The Social Basis of Ideology, American Anthropology Association, (Chicago, November)

1983
"Working Class Women and Neighborhood Protest: Class and Gender in New York City" New York Women's Anthropology Conference, City University of New York (New York, September)

1983
"Social Movements in the United States" Anthropology Seminar on Social Movements, City University of New York, Graduate Center (New York, April)

Ida Susser, Hunter College
PRESENTATIONS (continued)
Panel and Invited Lectures (selected) (continued)

1979  "Poverty and Politics in Greenpoint-Williamsburg" New York Urban Anthropology Seminar, City University of New York, Graduate Center, (New York, November)


1978  "Industrialization and Social Conditions in a Northern Irish Town" (with Brian Sheehan) Symposium on Industrialization and Social Change in Peripheral Europe: The Case of Western Ireland, American Anthropological Association, (Los Angeles)


PROFESSIONAL ACTIVITIES: CONFERENCE ORGANIZING, PANELS AND SEMINARS (selected)

2015-6  Inequality and the Commons  Advanced Research Collaborative Interdisciplinary Faculty/Student Seminar, GC, CUNY, organized with Mariama Pavlovskaya (Geography at Hunter and GC)

2014-5  Anthropology and Inequality: Reading Piketty, Advanced Research Collaborative Faculty/Student Seminar, GC, CUNY organized with Leith Mullings and Jeff Maskovsky

2013-4  Urban Futures, Advanced Research Collaborative Faculty/Student Seminar, GC, organized with Leith Mullings and Jeff Maskovsky

2014  South Africa: Twenty Years After Apartheid, International Conference co-organizer, Roosevelt House, Hunter College, New York Sep 18-19

2013  AAA Installation: Austerity, Inequality and Resistance in the Urban Midwest: a community/activist dialogue, organized with Molly Doane, for Hull House, Chicago

2012  Discussant and organizer on panel "Anthropology and Development: An Irrevocably Awkward Relationship?" European Anthropology Association (EASA) Paris

2012  AAA Salon on Emma Goldman and Contemporary Feminism

2012  AAA Community Outreach – Urban Social Movements, presented in Mission District, San Francisco

2010  AAA Special Event “World Anthropologies”

2009- 2010  Lecture Series on Axes of Inequality: Race, Gender, AIDS and Social Justice in Southern Africa, Graduate Center, CUNY

2005-2006  Member, Seminar on Religion and the Media, Center for Religion and Media, New York University

Ida Susser, Hunter College
PROFESSIONAL ACTIVITIES: CONFERENCE ORGANIZING, PANELS AND SEMINARS (selected)
(continued)

2001  Counselor and Program Chair, American Ethnological Society, AES/CASCA/SCA Annual Meetings, Montreal, Canada


1992-96  Anthropological consultant on project to develop HIV prevention intervention for mentally ill homeless women in New York City


1990  Rapporteur, UNICEF Conference of Nongovernmental Organizations, Fourth Development Decade/Strategies for Children Workshop: Children in Especially Difficult Circumstances, April

1991  Co-chair and Co-organizer of day of panels on Women and AIDS, 4th International Congress on Women, Hunter College, June

1990-96  Member, Women and AIDS Task Force, United Nations program

Ida Sussor, Hunter College
PROFESSIONAL ACTIVITIES: CONFERENCE ORGANIZING, PANELS AND SEMINARS (selected)
(continued)

1990-96  
Member, *American Anthropological Association*, Task force on Homelessness

1990-1995  
Member, Advisory Board, *Metropolitan Medical Anthropology Association*

1990  
Co-organizer, Conference on AIDS in Africa and the Caribbean: the Documentation of an Epidemic, co-sponsored by The African Institute, School of International Affairs and the HIV Center for Clinical and Behavioral Sciences, Columbia University

1988  
Co-Organizer and Chair, Panel on “Interdisciplinary Approaches to Work and Health, Society,” *Applied Anthropology Association*, Tampa, FL, April

1988-2003  
Member of Advisory Board Family Policy Center, Hunter College

1987  

1987-1992  
Coordinator of International Advisory Group, HIV Center of Clinical and Behavioral Studies, Columbia University

1987-93  
Fellow, Brookdale Center on Aging, Hunter College

1987  

1987  
Organizer and Chair, Conference on “Comparative Cultural Perspectives on AIDS: A Dialogue Between Social Scientists and Health Professionals,” co-sponsored by Community Health Education and the Anthropology Department, CUNY Hunter College, December

1986  

1984  

1984  

1984  
Chair of Panel, "Community Organization among Working Class Women", at the *Feminist and the Scholar Conference*, Barnard College, Columbia University

1983  
Member, Planning Committee of Conference The Feminist and the Scholar, "Women and Resistance", Barnard College, Columbia University

1983-1992  
Member of New Directions in Anthropology Study Group

1983-89  
Member, Planning Committee for Social Science Research Council, Area Committee for New York City

*Ida Susser, Hunter College*
PROFESSIONAL ACTIVITIES: CONFERENCE ORGANIZING, PANELS AND SEMINARS (selected) (continued)

1981-83 Consultant to Project, Epilepsy in the Community, Seregevsky Center for the Study of Epilepsy and Cerebral Palsy, Columbia University

1981 Co-organizer and Chairperson of the Conference on Medical Anthropology of Occupational Health, Case Western Reserve University (Funded by the Svetland Foundation)


1980 Discussant, "Political Socialization of Children", Charles Riley Armington Seminar, Case Western Reserve University, Cleveland, Ohio, November


UNIVERSITY SERVICE

Doctoral Program in Anthropology, City University of New York


1997-1999, 2011 Admissions Committee

1997, 2012-present Search Committee

1986-present Supervision of Student Dissertations

Supervisor of the following doctoral students whose dissertations have been published as books and/or are currently University faculty members:

Jonathan Stille, Ph.D. Tuberculosis in Romania, currently Assistant Professor, Wayne State University, Detroit, Michigan

Lauren Suchman, Ph.D. "The End of AIDS" currently on faculty of University of California, San Francisco


Ida Susser, Hunter College
UNIVERSITY SERVICE (continued)

Andrew Newman, Ph.D. *Landscaping discontent: Space, class, and social movements in immigrant Paris* University of Minnesota — currently Assistant Professor at Wayne State University, Detroit, Michigan

Suzana Maia, Ph.D *Transnational Desires: Brazilian Erotic Dancers in New York* Vanderbilt University Press, 2012, currently Professor of Anthropology at the Universidade Federal do Recôncavo da Bahia (UFRB), Brazil (also supervised her MA thesis at Hunter).

Terese Lawinski Ph.D. *Living on the Edge in Suburbia* Vanderbilt University Press, 2012 (Hunter BA/MA, also supervised her MA thesis)

Anthony Marcus Ph.D. *Where have all the Homeless Gone* Bergahn Press, 2006, currently Associate Professor at John Jay College, CUNY


Alisse Waterston Ph.D. *Street Addicts in the Political Economy*, Temple University Press, 1997, Currently Professor at John Jay College, CUNY and President of the American Anthropological Association

Geraldine Casey Ph.D, Assistant Professor John Jay College, CUNY (until 2012)

Students whom Susser Supervised as Hunter MA and MPH or PhD including students who have completed PhDs, published books and are currently faculty:

Julian Brash, CUNY Ph.D. (on his thesis committee) *Bloomberg’s New York, Associate Professor, Montclair State University*

Dana Ains Davis. Hunter MPH (Susser supervised her in the MPH program), CUNY Ph.D. (on her thesis committee), *Battered Black Women and Welfare Reform, Associate Professor, Queens College, and member of the doctoral faculty, Anthropology, CUNY*

Stephanie Campos — Hunter MA, CUNY Ph.D. (supervised her Hunter MA in anthropology, was on her PHD committee), National Development and Research Institutes, Inc.

Melanie Bush — Hunter MPH (Susser supervised her MPH thesis) CUNY Ph.D., book: *Everyday Forms of Whiteness: Understanding Race in a “Post-Racial” World. Associate Professor, Adelphi University*

Ronbild Utheim — Ph.D. CUNY, (Hunter BA/MA anthropology- Susser supervised her MA thesis)

Denise Geraci - Hunter MA, CUNY Ph.D. — both supervised by Susser

Alfredo Gonzalez Hunter BA/MA in anthropology, CUNY PhD supervised by Susser

Jennifer Sugg : CUNY Ph.D. Supervised by Susser

Ellen Lazarus — Case Western Ph.D, supervised by Susser

Ida Susser, Hunter College
UNIVERSITY SERVICE (continued)

Susser also served on the following external Ph.D committees:

Maria Kromides Ph.D. (Columbia University) *Racial Baggage, Cosmopolitan Journeys: Post-human Childhoods in New York City* (book in preparation) currently Assistant Professor, Department of Anthropology, William Patterson University

Alex Poseczniz, Ph.D. (Columbia University) currently Program Manager and Faculty Associate, Culture and Society, Graduate Programs, Division of Education, University of Pennsylvania

Jed Tucker Ph.D.— (Columbia University) – Open Society Fellowship – currently on the faculty of Bard Prison Initiative

Monir Moniruzzaman Ph.D. (University of Toronto) currently Assistant Professor, Department of Anthropology, Michigan State University

Astrid Lassila-Smith (Columbia University)

Jill Siegel (Columbia University)

Pamela Wright Ph.D. (Syracuse University)

Charunetta Jones Ph.D. (Rutgers University)

Anthropology Department, Hunter College

2015 re-elected

2012-2015

2009 Fall


2012-2014

Chair

Chair

Acting Chair

Search Committees

Personnel and Budget Committee

Hunter College Senate

Women and Gender Studies Search Committee

MPH Program in Community Health, Hunter College

1994

1988-94

1986-94

Chair, Search Committee

Director of MPH Comprehensive Examinations

Coordinator of International Health

Graduate and Undergraduate Advisor

Ida Susser, Hunter College
UNIVERSITY SERVICE (continued)
MPH Program in Community Health, Hunter College (continued)

1986-87
Chair, Research and Development Committee

State University of New York, Old Westbury
1983-86
Coordinator of Community Health Programs
1982-86
Undergraduate Advisor
1984-86
Chair, Manchester Exchange Committee
1984-86
College Reappointment, Promotion & Tenure Committee
1984-85
Director of Social Welfare/Social Policy Concentration

Case Western Reserve University
1980-82
Supervision of Student Dissertations
1980-82
Doctoral Examination Committees

Ida Sueser, Hunter College
THE CITY UNIVERSITY OF NEW YORK

Adoption of University Naming Opportunities Guidelines

WHEREAS, The University seeks to maximize its fundraising potential and elevate the value proposition expressed through the association of a donor’s name with 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 revised Policy 8.04 Naming in the Manual of General Policy that governs campus naming opportunities for buildings and other physical assets, deanships, professorships, centers, institutes, academic programs, president’s funds, endowed scholarships and fellowships.

EXPLANATION: The University provides exceptional opportunities for donor recognition across all of our campuses, allowing donors to signal their support of CUNY in unique and creative ways. These guidelines replace Policy 8.04 Naming in the Manual of General Policy adopted by the Board in 2007 and update, upgrade and expand the naming opportunities and associated levels of support at CUNY in a manner commensurate with its increasing emphasis on philanthropic support.
Executive Summary of Minimum Naming Guidelines Changes

The new minimum gift naming guidelines:

- Seeks to maximize philanthropic potential for all CUNY physical assets

- Proposes a new tiered system to reflect school/college history of fundraising, program maturity, and donor capacity and donor base depth

- Expands the number of opportunities from 18 across 2 tiers to 24 across 5 tiers

- Adds 9 new naming opportunities: art galleries, laboratory, libraries, lectureships, conference spaces, fellowships, smart classrooms, academic funds, and scholarships.

- Raises gift minimums in most instances but retains endowed gift entry point for funds designated for student support, classrooms and other opportunities for community colleges.

- Provides guidance for specialty, professional and graduate schools where none had existed before

- Serves as rationale for larger gift conversations

- Gives school deans and college presidents greater flexibility in naming buildings and outdoor spaces

- Encourages dialogue between campus and central leadership.

- Takes size of space into consideration for some physical assets

- Provides first update of naming minimum gift guidance since 2007
Maximizing our fundraising potential and elevating the value proposition expressed through the association of a donor’s name with the City University of New York is at the cornerstone of our naming opportunities guidelines. CUNY provides exceptional opportunities for donor recognition across all of our campuses, allowing donors to signal their support of CUNY in unique and creative ways. To facilitate the naming process and confirm the opportunities presented, the Office of University Advancement, in partnership with the Office of Human Resources Management (OHRM) and the Office of Legal Affairs are in position to help you. Please follow the steps below:

1. Each naming request must be submitted separately.

2. Each request must comply with the CUNY Board of Trustees (BOT) guidelines for naming opportunities. The corresponding giving levels are included in the CUNY Manual of General Policy, Article VIII and are attached here, beginning on page 5 of this document.

3. Please present your request in the format articulated in the example below:

   `<COLLEGE NAME> -- Request for Naming Resolution

RESOLVED, that The Board of Trustees of The City University of New York approves the naming of the `<ITEM TO BE NAMED/WITH LOCATION, IF APPLICABLE>` at the `<COLLEGE NAME>` as "`<DONOR NAMED ENTITY>`."`

EXPLANATION: Provide background on donor, relationship with college, gift motivation and purpose of gift (i.e., to create a fund or other entity/facility to be named)

4. To complete the naming request process, the College should forward the naming request and all signed gift/endowment agreements associated with the naming request to the Office of University Advancement to the attention of Brigette A. Bryant, Vice Chancellor at `brigette.bryant@cuny.edu`, Christopher Rogala in the Office of Legal Affairs at `christopher.rogala@cuny.edu`. For larger, more prominent opportunities, particularly those which name schools or buildings, a statement of reputational standing and financial wherewithal should be included.

5. Once received, all documents will be reviewed by the Office of University Advancement and the Office of Legal Affairs.

6. University Advancement will forward the approved naming request to the Office of Human Resources Management and IVC Egan’s office, emailing `meg.egan@cuny.edu` and `eileen.hawkins@cuny.edu` for review and inclusion in the Board of Trustees’ Committee on Faculty, Staff, and Administration (BCFSA) agenda, which meets in advance of the BOT.
7. Upon BCFSA’s review and acceptance, IVC Meg Egan will present (and recommend for approval) the naming request at the next BOT meeting.

8. For updates to the schedule of all sub-committee (including BCFSA) and BOT meetings excerpted below, logon to http://www.cuny.edu/about/trustees/schedule.html.

9. All namings can be found within the BOT meeting minutes at http://policy.cuny.edu/toc/btm/. To access, use the "Edit/Find function to search the meeting minutes (in pdf) by placing “naming” or “naming resolution” in the search window.

10. Please refer to the dates below for standing committee meetings. All naming requests should be submitted two full weeks before the standing committee meeting. (Those deadline dates are April 2, May 21, September 25, November 26.)

<table>
<thead>
<tr>
<th>Month</th>
<th>Standing Committee</th>
<th>Public Hearings</th>
<th>Board Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>Apr 16</td>
<td>Apr 30</td>
<td>May 9</td>
</tr>
<tr>
<td>June</td>
<td>Jun 4</td>
<td>Jun 18</td>
<td>Jun 25</td>
</tr>
<tr>
<td>October</td>
<td>Oct 9</td>
<td>Oct 22</td>
<td>Oct 29</td>
</tr>
<tr>
<td>November</td>
<td>Nov 19</td>
<td>Dec 3</td>
<td>Dec 10</td>
</tr>
</tbody>
</table>

Please contact for further information:

Ed Rhodes  
Campaign Officer/Marketing  
Cty University of New York  
Ed.Rhodes@mail.cuny.edu  
646-664-3030

Brigette A. Bryant  
Vice Chancellor for University Advancement  
City University of New York  
Brigette.Bryant@cuny.edu  
646-664-3004
### Minimum Gift Amounts

<table>
<thead>
<tr>
<th></th>
<th>The Senior Colleges</th>
<th>The Community Colleges</th>
<th>Professional, Graduate and Specialty Schools</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baruch, Brooklyn, Cty, Hunter, Queens</strong></td>
<td>John Jay, Lehman, Medgar Evers, Cty Tech, CSI, York</td>
<td>All</td>
<td>Journalism, SPS, Macaulay*</td>
<td>$5M</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>$25M</td>
<td>$20M</td>
<td>$10M</td>
<td>To name a school within the college</td>
</tr>
<tr>
<td></td>
<td>To name a school within the college</td>
<td>To name the J School or SPS</td>
<td>To name GC, Law, ASRC and SPH</td>
<td>Managing a school or college with an endowed gift not only permanently associates a donor with an academic unit but also ensures increased stature, enhanced prominence and an ability to maintain a competitive edge or increased quality by providing financial strengths and agility. Consultation with Chancellor required prior to offering this opportunity.</td>
</tr>
<tr>
<td><strong>Building</strong></td>
<td>Sea notes (to the right)</td>
<td>10-25% of cost basis</td>
<td></td>
<td>The endowed contribution required to name a building or any part of a building will vary according to the associated costs and the impact of the structure upon campus life. Consultation with the Chancellor prior to offering this opportunity.</td>
</tr>
<tr>
<td><strong>Art Gallery</strong></td>
<td>$2M</td>
<td>$2M</td>
<td>$1M</td>
<td>$1M</td>
</tr>
<tr>
<td>Large</td>
<td>$1M</td>
<td>$1M</td>
<td>$500K</td>
<td>$500K</td>
</tr>
<tr>
<td>Small</td>
<td>$1M</td>
<td>$1M</td>
<td>$250K</td>
<td>$250K</td>
</tr>
<tr>
<td><strong>Performance Space/Auditorium</strong></td>
<td>$3M-$12M</td>
<td>$3M-$5M</td>
<td>$1M</td>
<td>$1M - $2M</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Minimum Gift Amounts

<table>
<thead>
<tr>
<th></th>
<th>The Senior Colleges</th>
<th>The Community Colleges</th>
<th>Professional, Graduate and Specialty Schools</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baruch, Brooklyn, Cty, Hunter, Queens</strong></td>
<td>John Jay, Lehman, Medgar Evers, Cty Tech, CSI, York</td>
<td>All</td>
<td>Journalism, SPS, Macaulay*</td>
<td>$4M</td>
</tr>
<tr>
<td><strong>Academic Program</strong></td>
<td>$4M</td>
<td>$3M</td>
<td>$1.5M</td>
<td>$1.5M</td>
</tr>
<tr>
<td><strong>Laboratory</strong></td>
<td>$1M</td>
<td>$1M</td>
<td>$500K</td>
<td>$500K</td>
</tr>
<tr>
<td>Large</td>
<td>$1M</td>
<td>$1M</td>
<td>$250K</td>
<td>$250K</td>
</tr>
<tr>
<td>Small</td>
<td>$1M</td>
<td>$1M</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Center/Institute</strong></td>
<td>$4M</td>
<td>$3M</td>
<td>$50K</td>
<td>$50K</td>
</tr>
<tr>
<td><strong>Lecture Hall</strong></td>
<td>$200,000</td>
<td>$100,000</td>
<td>$220,000</td>
<td>$220,000</td>
</tr>
<tr>
<td><strong>Lectureship/Distinguished Lecture Series</strong></td>
<td>$500,000</td>
<td>$250,000</td>
<td>$220,000</td>
<td>$220,000</td>
</tr>
<tr>
<td><strong>Conference Room</strong></td>
<td>$200,000</td>
<td>$100,000</td>
<td>$150,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Large</td>
<td>$200,000</td>
<td>$100,000</td>
<td>$75,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Small</td>
<td>$100,000</td>
<td>$50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Library Specialized Library Special Collections</strong></td>
<td>$2M</td>
<td>$1.5M</td>
<td>$1M</td>
<td>$1M</td>
</tr>
<tr>
<td><strong>Smart Classroom</strong></td>
<td>$400,000</td>
<td>$500,000</td>
<td>$250,000</td>
<td>$250,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$500,000</td>
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</tr>
</tbody>
</table>

Endowed funds can be used to enhance or expand academic offerings; may also be used as unrestricted at the discretion of president or dean. (only for those where applicable) Funds should support an amount necessary to provide budgetary relief, providing archiving support or financial momentum to propel programs to new heights. Academic centers and institutes must meet trustee regulations and be approved by the BOT Committee on Academic Policy, Program and Research (CAPPR). Funds should support an amount necessary to provide budgetary relief, providing archiving support or financial momentum to propel programs to new heights. Academic centers and institutes must meet trustee regulations and be approved by the BOT Committee on Academic Policy, Program and Research (CAPPR). Funds should support an amount necessary to provide budgetary relief, providing archiving support or financial momentum to propel programs to new heights. Academic centers and institutes must meet trustee regulations and be approved by the BOT Committee on Academic Policy, Program and Research (CAPPR). Funds should support an amount necessary to provide budgetary relief, providing archiving support or financial momentum to propel programs to new heights. Academic centers and institutes must meet trustee regulations and be approved by the BOT Committee on Academic Policy, Program and Research (CAPPR). Endowed gifts provide support that can improve the reception, augmentation, or utilization of the collection or promotes support for electronic subscriptions and other relevant materials. May also provide unrestricted funds. Generated income from endowed gifts can support the maintenance of state-of-the-art computer, a portion of the gift for support.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>THE SENIOR COLLEGES</th>
<th>THE COMMUNITY COLLEGES</th>
<th>PROFESSIONAL, GRADUATE AND SPECIALTY SCHOOLS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baruch, Brooklyn, Cty, Hunter, Queens</td>
<td>John Jay, Lehman, Medgar Ever, City Tech, Cty York</td>
<td>All</td>
<td>Journalism, SPS, Macaulay** Graduate Center, Law, AGRIC, SPH</td>
</tr>
<tr>
<td>Lounge: Student/Faculty</td>
<td>$250,000</td>
<td>$250,000</td>
<td>$250,000</td>
<td>Installation of this technology as well as provides for systematic upgrades as needed. If space classroom rate gift can be used for unrestricted purposes.</td>
</tr>
<tr>
<td>Classroom: Large</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$50,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Small</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$25,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>$1M</td>
<td>$1M</td>
<td>$500,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Athletic Related Spaces</td>
<td>Depends on use/traffic/prominence</td>
<td>Depends on use/traffic/prominence</td>
<td>Depends on use/traffic/prominence</td>
<td>Subject to submission recommendation to the Chancellor</td>
</tr>
<tr>
<td>Outdoor Spaces: Plaza, Garden, Walkway, Bridge, Foot Path, Arch Breezeway, etc</td>
<td>Depends on size, location, use, traffic</td>
<td>Depends on size, location, use, traffic</td>
<td>Depends on size, location, use, traffic</td>
<td>The range of these opportunities varies greatly. Minimum gift requirements should be made in consultation with Chancellor</td>
</tr>
<tr>
<td>Endowed Scholarship</td>
<td>$15,000</td>
<td>$25,000</td>
<td>$100,000</td>
<td>Provides regular, ongoing support for students with demonstrated financial need or merit. Can be issued in multiples of the identified minimum. Endowed gifts exceeding the minimum are highly favored.</td>
</tr>
<tr>
<td>Fellowship</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Endowed: $350,000 Current Use: $15,000 Gifts which support graduate students are important as it relates to CUNY's competitiveness</td>
</tr>
<tr>
<td>President's Academic Fund</td>
<td>$1M</td>
<td>$1M</td>
<td>$500,000</td>
<td>$1M</td>
</tr>
</tbody>
</table>

**THE SENIOR COLLEGES**

<table>
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<tr>
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<td>All</td>
<td>Journalism, SPS, Macaulay** Graduate Center, Law, AGRIC, SPH</td>
</tr>
<tr>
<td>Deanship:</td>
<td>$2M</td>
<td>$2M</td>
<td>$2M</td>
<td>$2M</td>
</tr>
<tr>
<td>Term Professorship****</td>
<td>$575,000</td>
<td>$575,000</td>
<td>$575,000</td>
<td>$575,000</td>
</tr>
<tr>
<td>Endowed Visiting Professorship*</td>
<td>$1M</td>
<td>$1M</td>
<td>$1M</td>
<td>$1M</td>
</tr>
<tr>
<td>Endowed Professorship</td>
<td>$2.0M</td>
<td>$1.4M</td>
<td>$1M</td>
<td>$2M</td>
</tr>
</tbody>
</table>

Preferred gift agreements are those which are fully executed in no more than five years or with a special exception for fulfillment beyond the five year mark. The Chancellor of his or her designee will update this policy on a regular basis.

Office of University Advancement
FY 2018 Naming Guidelines
Policy 8.04 Naming

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

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

A naming 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 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.

Naming Financial commitments and all major gifts, whether recognized by naming rights 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 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 donor and the College and/or the University, its schools and colleges, 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)

2 Namings Designed to Honor Distinguished Service with No Financial Gift

The merits of any naming 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 or grounds in recognition of an honoree implies a promise to that honoree that the space, site, facility, and other forms of tangible recognition will be permanently maintained, or if change is unavoidable, that an alternative means of recognition will be found. (BTM,2007,06-25,005, Q)
Namings 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 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 honoree and/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. 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 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, grounds 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 or and other forms of tangible recognition will be permanently maintained, or if change is unavoidable, that an alternative means of recognition will be found. 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 or the time value of money. (BTM,2007,06-25,005, Q)

Process for Named Gifts

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 named gifts should adhere to the minimum gift guidelines and be reviewed and approved by the College President or School Dean. The President or Dean must submit the naming recommendation to the Chancellor 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 named gifts are pending board review and approval. If the Chancellor concurs, the recommendation will then be presented to the Board of Trustees for approval. All proposed names namings 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 Board of Trustees by the Office of University Development Office Advancement. (BTM,2007,06-25,005, Q)

Namings and Bequests

For realized bequests, namings will be permanently associated (if endowed) and applied as funding exists (if current use) as directed in the estate documents and when the bequest realization is consistent with the minimum gift guidelines. Where no such association for naming is articulated but the realization is consistent with the minimum gift guidelines, College Presidents and School
Deans, at their discretion, may determine whether the donor's name should be applied. In such instances, a reputational statement will be required.

5 Minimum Contribution Levels

5.1 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 taking take into account old/new building, state-funded building, size of building, etc. (BTM.2007.06-25.005.Q)

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

Minimum gift amount for (BTM.2007.06-25.005.Q):

a) Senior Colleges: $15 million
b) Community Colleges: $10 million

5.2 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 - $25 million
b) Community Colleges: $5 million $10 million
c) Professional, Graduate and Specialty Schools (except Macaulay): $20 million - $50 million

5.3 Named Departments/Academic Programs

Funds are expected to be used to enhance academic offerings. (BTM.2007.06-25.005.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 - $4 million
b) Community Colleges: $1.25 million $1.5 million
c) Professional, Graduate and Specialty Schools: $3 million - $4 million
5.4 Centers, Institutes, Programs or Academic Units

Funds should be proportional to the amount of endowment that is necessary to sustain or propel the program to new heights on a permanent basis. 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,2007,06-25,005,5-Q):

a) Senior Colleges: $2.5 million $3 million - $4 million
b) Community Colleges: $1.25 million $2 million
c) Professional, Graduate and Specialty Schools: $2 million - $4 million

5.5 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,2007,06-25,005,5-Q)

Minimum endowment endowed fund amount for (BTM,2007,06-25,005,5-Q):

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

5.6 Chairs

Funds to be used to supplement salary and fringe benefits of chair holder and auxiliary support staff. Aim is to enhance teaching and research by attracting and/or retaining outstanding faculty (BTM,2007,06-25,005,5-Q):

Minimum endowment endowed fund amount for (BTM,2007,06-25,005,5-Q):

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

5.6 Named 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 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: $1 million
   c) Professional, Graduate and Specialty Schools: $2 million

5.7 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

5.8 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: $2 million
   b) Community Colleges: $0.5 million - $1 million
   c) Professional, Graduate, and Specialty Schools: $0.5 million - $1 million

5.9 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

5.10 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

5.11 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

5.12 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

5.13 Scholarships (endowed)
Gifts above the minimum are encouraged.
Minimum gift amount is $25,000

5.14 Fellowships (endowed)
Gifts above the minimum are encouraged.
Minimum gift amount for advanced study programs is $350,000

5.15 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
5.16 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

5.17 Other Naming Opportunities

Funds can be used to support unrestricted purposes. Minimum endowed gift amounts are outlined in the chart. Gifts above the minimum are encouraged.

5.18 Other Named Endowments

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

5.18 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. (BTM,2007,0625.005, Q)

While these minimum gift amounts are intended to be applied as stated, there may be specific extenuating circumstances that require discussion between the Chancellor and a campus president or school dean. In such situations, the campus president or school dean may request an exception and a meeting with the Chancellor to provide the rationale for accepting a gift at a lowered amount. If the
Chancellor concurs, he/she would endorse and be an advocate for the proposed gift to the CUNY Board of Trustees.
HUNTER COLLEGE

Naming of Helen and Robert Appel Hall

WHEREAS, Robert J. and Helen Appel have made a $100,000 gift to the Hunter College Foundation as an initial payment of a $1 million pledge, to be paid in full by December 31, 2018, to fund the design, renovation, and outfitting of a state-of-the-art rehearsal and performance space in the North Building for Hunter’s Department of Music programs; and

WHEREAS, The full gift is intended to fund the cost of the renovation including new lighting, furniture, storage, audio-visual equipment and other new classroom technology, and support ongoing operations and maintenance; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approves the naming of a state-of-the-art rehearsal and performance space for Hunter’s Department of Music, the “Helen and Robert Appel Hall.”

EXPLANATION: Helen and Robert J. Appel are renowned philanthropists. Helen Appel is a Board member of the Hunter College Foundation and is also a popular instructor in Hunter’s continuing education program. Robert Appel is a member of the Hunter College Foundation Music Advisory Board, Chairman of Jazz @ Lincoln Center, and a Director of Lincoln Center. He also serves on the boards of the Levitt Foundation, the Manhattan Institute for Policy Research, the 92nd Street YMHA, and Weill Cornell Medical College, and is a Trustee Emeritus of Cornell University.

The Appels’ gift will make possible a significant improvement in the quality, depth and scale of the music program at Hunter College, providing students with an exceptional rehearsal space to prepare them for public performance, a key element of their course work.
HUNTER COLLEGE

Naming of the Rose Katz Classroom

in Honor of Rose Katz, Mother and Grandmother of Hunter College Alumni
Rosalyn Rossoff Katz '34, Alice Katz Barsky '39, Shirley Katz-Cohen '46, Ruth Walt '60
and Harold Katz '69

WHEREAS, Shirley Katz-Cohen has made a generous gift of $100,000 to the Hunter College
Foundation in honor of Rose Katz and her exceptional family of Hunter College alumni, to be used
to fund the development of a new, state-of-the-art classroom at Hunter College devoted to teaching
undergraduate and graduate students in educational pedagogy; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming
of a new education classroom in the Bobbie and Lew Frankfort Education Library at Hunter
College the “Rose Katz Classroom” for a period of twenty (20) years in honor of Rose Katz, mother
and grandmother of Hunter College Alumni Rosalyn Rossoff Katz '34, Alice Katz Barsky '39,
Shirley Katz-Cohen '46, Ruth Walt '60, and Harold Katz '69.

EXPLANATION: Rose Katz was the mother, mother-in-law, and grandmother of Hunter
College alumni Rosalyn Rossoff Katz, Alice Katz Barsky, Shirley Katz-Cohen, Ruth Walt, and
Harold Katz.

Shirley Katz-Cohen’s $100,000 gift is the culmination of years of significant involvement with
Hunter College. Mrs. Katz-Cohen graduated from Hunter College with a degree in mathematics
and became a public school teacher. She taught math at the School of Performing Arts for more
than thirty-five years until her retirement in 1984. Mrs. Katz-Cohen’s strongly held belief, which
she shared with her late husband Martin Cohen, is that higher education is an investment that pays
off many times over.

In recognition of Shirley Katz-Cohen’s generosity and contributions to Hunter College, the
College requests the Board’s approval to name the classroom to be funded by her gift the “Rose
Katz Classroom” for a period of twenty (20) years.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Naming of the Drs. Duane M. and Lily E. Christ
Math and Science Resource Center

WHEREAS, Dr. Lily E. Christ taught in John Jay College’s Mathematics and Computer Science Department for 36 years; and

WHEREAS, Dr. Lily E. Christ and her husband, Dr. Duane M. Christ, have been long-time supporters of John Jay College for Criminal Justice, with total lifetime giving of more than $244,000; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Math and Science Resource Center in New Building Room 1.94 at John Jay College of Criminal Justice as the “Drs. Duane M. and Lily E. Christ Math and Science Resource Center.”

EXPLANATION: Professor Emerita Lily E. Christ taught in the Department of Mathematics and Computer Science at John Jay College for 36 years until her retirement in September 2005. She petitioned to have the original Math and Science Resource Center created in 1973. Dr. Duane M. Christ worked for IBM Corporation as System Engineer for 24 years. They have been long-time supporters of the College and have recently made a gift to The John Jay College Foundation of securities valued at $116,164, bringing their total lifetime giving in support of the College to over $244,000. These funds have principally supported the HI-TECH PREP Mathematics Scholarship, which they established to encourage students to take additional mathematics courses, the Jay Walk, and the Student Emergency Fund. In recognition of their support, legacy and service, John Jay College recommends the naming of the Math and Science Resource Center in their honor.
QUEENS COLLEGE

Naming of the Dr. Robert Bittman Laboratory

WHEREAS, In 1966 Dr. Robert Bittman was recruited to the faculty at Queens College at age 25, and would remain at Queens College for the entirety of his long and distinguished academic career; and

WHEREAS, Marlene Bittman, Dr. Bittman’s widow, has contributed $22,000 to the Dr. Robert Bittman Scholarship Fund, established after Dr. Bittman’s death to support research projects by students in the Chemistry Department, and an additional $50,000 to the Dr. Robert Bittman Lab Fund, in further recognition of Dr. Bittman’s legacy at Queens College; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Dr. Robert Bittman Laboratory” in the Science Building at Queens College.

EXPLANATION: Robert Bittman, an organic lipid chemist and distinguished professor at Queens College, died on October 1, 2014. A gifted student, in 1962 he earned his undergraduate degree in chemistry from Queens College at age 20. He then earned his Ph.D. in chemistry in 1965 at age 23 at the University of California at Berkeley. One of the world’s leading lipid chemists and experts on membrane structure and function, Dr. Bittman published over 300 studies and edited 57 volumes of the monograph Organic Reactions and a book on subcellular biochemistry about cholesterol’s functions. He received the Avanti Award from the American Society for Biochemistry and Molecular Biology for outstanding research contributions in the area of lipids, and was supported continuously from 1973 through 2014 by grants totaling more than $8 million from the National Institutes of Health (NIH).

In recognition of Robert Bittman’s noteworthy career, and years of service to Queens College, and in recognition of Mrs. Bittman’s generosity and her wish to honor her late husband and his work, Queens College requests Board approval to name the “Dr. Robert Bittman Laboratory” to be located in Room B-301 of the Science Building. This room was Dr. Bittman’s laboratory at the College, and was renovated and equipped according to the specifications and needs of his research.
QUEENS COLLEGE

Naming of the Lalita Palekar Conference Room

WHEREAS, Dr. Lalita Palekar was a consistent donor to the Queens College annual fund during her lifetime; and

WHEREAS, Since Dr. Palekar’s death, her estate has distributed $299,752.47 to the Queens College Foundation to support science research; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Lalita Palekar Conference Room” in the Science Building at Queens College.

EXPLANATION: Lalita Palekar graduated from Queens College in 1960 with a degree in biology. She subsequently obtained her masters and doctorate degrees in biology from New York University. Dr. Palekar went on to a long and distinguished career as a research scientist at the National Institutes of Health, where she worked until her retirement.

In the fall of 2016, Dr. Palekar reached out to Queens College through her attorney to express her appreciation for the excellent education she received at Queens College, and to make arrangements for the establishment of a scholarship and research fund with a gift from her estate. Dr. Palekar did not generally seek out public recognition of her giving, but welcomed such recognition if it would inspire others to give back to Queens College as well.

In recognition of Lalita Palekar’s illustrious career and many years of public service through science, and her generosity and support of future generations of scientists, Queens College requests Board approval to name the “Lalita Palekar Conference Room” to be located in Room D-348 of the Science Building.
QUEENS COLLEGE

Naming of the Andrew Saderman Keyboard Room

WHEREAS, The Saderman family and the Aaron Copland School of Music established the Andrew Saderman Memorial Scholarship Fund (the “Fund”) to provide scholarship support for talented students at the Aaron Copeland School of Music who have financial need; and

WHEREAS, Nadia Hall, Mr. Saderman’s sister, has pledged $45,000 to the Fund, with the full amount to be paid by December 31, 2020, and an additional $7,821 has been contributed to the Fund by Mr. Saderman’s friends and admirers, bringing the total gift to $52,821; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Andrew Saderman Keyboard Room” to be located in the Aaron Copland School of Music at Queens College.

EXPLANATION: Andrew Saderman graduated from Queens College in 1978 with a Bachelor’s degree in music. After receiving a master’s degree in collaborative piano from the New England Conservatory and training as a piano technician (working at Steinway), Mr. Saderman became a Registered Piano Technician and a member of the Piano Technicians Guild. Mr. Saderman joined the Aaron Copland School of Music as a full-time piano technician in 1989, eventually attaining the position of Senior College Lab Technician, which he held at the time of his death. During his 28 years as a piano technician, Mr. Saderman continued performing, and was deeply loved by his colleagues and by generations of students whose concerts, both on and off campus, he participated in or observed from his regular seat in LeFrak Concert Hall. His dedication to the School of Music, to music itself, and to his family was unwavering.

Nadia Hall, Mr. Saderman’s sister, has pledged $45,000 to the Fund, with the full amount to be paid by December 31, 2020. To date, Ms. Hall has given $10,000 toward her pledge, with additional payments scheduled as follows: $10,000 by December 31, 2018, $10,000 by December 31, 2019, and the final $15,000 by December 31, 2020. An additional $7,821 has been contributed to the Fund by Mr. Saderman’s friends and admirers, bringing the total gift to $52,821.

In recognition of the tremendous impact Andrew Saderman had on the faculty, staff and students at the Aaron Copland School of Music, and of the generosity of the Saderman Family and the friends of Andrew Saderman in the creation of the Andrew Saderman Memorial Scholarship Fund, Queens College requests the Board’s approval to name the “Andrew Saderman Keyboard Room” located in Room 277 of the Aaron Copland School of Music at Queens College, which is home to many of the specialty keyboard instruments (fortepiano, positive organ, harpsichord and celesta) that Mr. Saderman was responsible for maintaining.
BARUCH COLLEGE

Naming of the Walter and Jocelyn Barandiaran Classroom

WHEREAS, The gift described herein was made to the Baruch College Fund (the “Fund”) and the Fund accepted the gift on September 27, 2013, consistent with The City University of New York guidelines with respect to gifts and namings in effect on the date hereof after giving effect to any updates, amendments, supplements, or other modifications to the guidelines made effective as of the date hereof; and

WHEREAS, Walter and Jocelyn Barandiaran have made a gift of $100,000 to the Baruch College Fund; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a classroom located in Room 11-145 on the 11th floor of the Newman Vertical Campus at Baruch College as the “Walter and Jocelyn Barandiaran Classroom.”

EXPLANATION: Mr. Barandiaran is a founder and managing partner of The Argentum Group, a New York-based private equity firm. Previously, Mr. Barandiaran was a senior vice president of corporate finance at Steinberg & Lyman (now Healthcare Ventures, LLC). He also attended the New York University School of Business. He previously served as a trustee of the Baruch College Fund.

In recognition of Mr. and Mrs. Barandiaran’s generosity, the College recommends that Room 11-145 of the Newman Vertical Campus be named the “Walter and Jocelyn Barandiaran Classroom.”
BARUCH COLLEGE

Naming of the Dennis Hickey Classroom

WHEREAS, The gift described herein was made to the Baruch College Fund (the "Fund") and the Fund accepted the gift on December 17, 2012, consistent with The City University of New York guidelines with respect to gifts and namings in effect on the date hereof after giving effect to any updates, amendments, supplements, or other modifications to the guidelines made effective as of the date hereof; and

WHEREAS, Mr. Hickey has made a gift of $125,000 to the Fund; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a classroom located in Room 11-160 on the 11th floor of the Newman Vertical Campus at Baruch College as the "Dennis Hickey Classroom."

EXPLANATION: Dennis Hickey is the Chief Financial Officer of Colgate-Palmolive Company, having been Colgate’s Vice President and Corporate Controller since 1998. Mr. Hickey has been a Baruch College Fund Trustee since 2015. He also serves on the Dean’s Council for the Zicklin School of Business at Baruch College, and is active in Baruch College’s Executive on Campus Program.

Dennis Hickey has made a gift of $125,000 to the Baruch College Fund. In recognition of his generosity, the College recommends that Room 11-160 of the Newman Vertical Campus be named the "Dennis Hickey Classroom."
HUNTER COLLEGE

Naming of the Richard Gilder and Lois Chiles Parlor

WHEREAS, The gift described herein was made to the Hunter College Foundation, and the Foundation accepted the gift on October 17, 2017, consistent with The City University of New York guidelines with respect to gifts and namings in effect on the date hereof after giving effect to any updates, amendments, supplements, or other modifications to the guidelines made effective as of the date hereof; and

WHEREAS, Mr. Gilder has made a series of significant gifts to Hunter College and has agreed to contribute an additional $400,000 to support the Roosevelt House Public Policy Institute at Hunter College; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a room located in the Roosevelt House at Hunter College as the “Richard Gilder and Lois Chiles Parlor” in honor of Richard Gilder.

EXPLANATION: Richard Gilder has agreed to contribute $400,000 to support the Roosevelt House Public Policy Institute at Hunter College. An initial payment of $100,000 has been received, and the remaining payments, each in an equal amount, will be made each year from 2018 through 2020. In honor of Mr. Gilder’s generosity to Hunter and his commitment to its Public Policy Institute, Hunter proposes to name the “Richard Gilder and Lois Chiles Parlor” on the second floor of the Roosevelt House.

Mr. Gilder is a renowned philanthropist in New York City and is particularly known for his interest in and support of American History as the Emeritus Chair of the New York Historical Society. He is the co-creator of the Gilder Lehrman Institute of American History, and the co-founder and sponsor of the Lincoln Prize, the Frederick Douglass Book Prize, and the George Washington Book Prize. Mr. Gilder’s gift to Roosevelt House is part of that continuing tradition. His donation will support public programs, faculty and curriculum development, scholars-in-residence, visiting fellows and guest lecturers at Roosevelt House. The Richard Gilder and Lois Chiles Parlor will be the venue for many of these events, and therefore is a fitting space to name in honor of Mr. Gilder. Mr. Gilder has made three earlier significant gifts to Hunter College, including a $1 million gift toward the renovation of the Leon and Toby Cooperman Library for the Tirschwell Gilder Information Commons; $500,000 to renovate a classroom in the Hunter West Building; and $500,000 to name a newly renovated dance studio at Hunter College “The Peggy,” in honor of his sister, Peggy Tirschwell, a highly respected, long-time employee of Hunter College in the Provost’s Office.

Hunter College is honored that Mr. Gilder, with this gift, is recognizing the quality of the work at the Roosevelt House Public Policy Institute. In turn, Hunter College wants to recognize Mr. Gilder’s fourth important gift to Hunter College by naming the “Richard Gilder and Lois Chiles Parlor” at Roosevelt House in his honor.
THE CITY UNIVERSITY OF NEW YORK

Naming of the David Rockefeller Cultural Corps Fellowships

WHEREAS, The gift described herein was made to the Research Foundation of the City University of New York (the “Research Foundation”) on December 7, 2017;

WHEREAS, The Rockefeller Foundation has made a gift of $666,666.00 in support of CUNY’s initiatives to help diversify the workforce of the cultural sector;

WHEREAS, the Research Foundation, the City University of New York and The Rockefeller Foundation have agreed that the City University of New York is the appropriate recipient and administrator of the gift; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approves naming of the David Rockefeller Cultural Corps Fellowships, an endowed fund, at the City University of New York, subject to the execution of the gift agreement between The Rockefeller Foundation and the City University of New York.

EXPLANATION: Funded by the Rockefeller Foundation in memory of David Rockefeller, Sr. and his commitment to New York City and its cultural institutions, the David Rockefeller Cultural Corps Fellowships will be established with a gift of $666,666.00 that will support five fellowships annually for students enrolled in the CUNY Cultural Corps. The fellowships, designed to enhance the overall student experience, will create work opportunities for low-income youth in all five boroughs by providing professional training and paid internship opportunities at cultural institutions.

The late David Rockefeller, synonymous with the City of New York, was an American banker, who was chairman and chief executive of Chase Manhattan Corporation. He was the oldest living member of the Rockefeller family and family patriarch from August 2004 - until his death in March 2017. Rockefeller was a son of John D. Rockefeller Jr. and Abby Aldrich Rockefeller, and a grandson of John D. Rockefeller and Laura Spelman Rockefeller.
HUNTER COLLEGE

Naming of the Lewis Burke Frumkes Center For Writing And Culture

WHEREAS, the gifts described herein were made to the Hunter College Foundation (the “Foundation”) and the Foundation accepted the gifts between 2010 and 2018 in accordance with the then-current City University of New York guidelines with respect to gifts and namings;

WHEREAS, Lewis Burke Frumkes is the Program Director of the Hunter Writing Center; and

WHEREAS, Mr. Frumkes has spearheaded the Center’s fundraising, which totaled $2.7 million over the past seven years; now therefore, let it be

RESOLVED, that the Board of Trustees of The City University of New York approves the renaming of the Hunter Writing Center to the Lewis Burke Frumkes Center for Writing and Culture in honor of the Hunter Writing Center Director and founder Lewis Burke Frumkes.

EXPLANATION: Mr. Frumkes, the Center’s Program Director, successfully moved the Center from another college and has invigorated, expanded and incorporated the Center into the Hunter College continuing education enterprise. The College would like to rename the Center after Mr. Frumkes in appreciation of his distinguished service. The renamed Center will be called the Lewis Burke Frumkes Center for Writing and Culture to reflect the scope of its impact and importance.

The Simons Foundation has been a long term funding participant in Mr. Frumkes’ program and has provided a challenge grant to the Hunter Writing Center resulting in over $1 million being raised for the Center. It should be noted that over the seven years Mr. Frumkes has led the Writing Center, its has raised a total of $2.7 million.

Author, radio host, and director of the Hunter Writing Center, Lewis Burke Frumkes has built a years-long, continuing education, cultural and literary showcase. For the past seven years, Mr. Frumkes has drawn important public figures, cultural icons and highly recognized writers to give lectures to students and the community; many of the lectures are free of charge to the New York community. In addition, Mr. Frumkes offers a series of classes as part of the Hunter College Continuing Education program.
BARUCH COLLEGE

Naming of the Vadim Verkhoglyad Study Room

WHEREAS, the gift described herein was made to the Baruch College Fund (the "Fund") and the Fund accepted the gift on December 7, 2017, in accordance with the then-current City University of New York guidelines with respect to gifts and namings;

WHEREAS, Vadim Verkhoglyad is Vice President of Tricadia Capital; and

WHEREAS, Mr. Verkhoglyad has made a gift of $40,000 to the Fund; now therefore, let it be

RESOLVED, that the Board of Trustees of The City University of New York approve the naming of the Vadim Verkhoglyad Study Room, located on the 3rd floor of the Annex Building at Baruch College in Room 305.

EXPLANATION: Vadim Verkhoglyad has made a gift of $40,000 to the Baruch College Fund.

Mr. Verkhoglyad graduated from Baruch College in 2006. He began his career as an analyst at Fitch Ratings in 2006. His first two published research reports and models helped secure a job at Tricadia Capital in June 2007 where he rose from systems analyst to eventually becoming an investment professional and vice president.

In recognition of Mr. Verkhoglyad’s generosity, the College recommends that Room 305 of the Annex building be named the “Vadim Verkhoglyad Study Room.”
BARUCH COLLEGE

Naming of the Hedwig Schindler Lab

WHEREAS, the gift described herein was made to the Baruch College Fund (the “Fund”) and the Fund accepted the gift on March 9, 2017, consistent with the City University of New York guidelines with respect to gifts and namings in effect on the date hereof after giving effect to any updates, amendments, supplements, or other modifications to the guidelines made effective as of the date hereof;

WHEREAS, Hedwig Schindler Feit is an adjunct lecturer in the department of Modern Languages and Comparative Literature at Baruch College; and

WHEREAS, Hedwig Schindler Feit has made a gift of $250,000 to the Baruch College Fund; now, therefore, let it be

RESOLVED, that the Board of Trustees of The City University of New York approves the naming of the Hedwig Schindler Lab, a virtual lab located on the 6th floor of the Newman Vertical Campus at Baruch College in Room 6-120.

EXPLANATION: Hedwig Schindler Feit has made a gift of $250,000 to the Baruch College Fund.

Hedwig Schindler Feit is an adjunct lecturer in the department of Modern Languages and Comparative Literature at Baruch College. Her late husband is Charles Feit, a Baruch alumnus of the Class of 1948 and a founding member of the Baruch College Fund. In the 1980’s, Mr. and Mrs. Feit created the Feit Seminar program at the College. Mrs. Feit has also established the Myrna Chase Freshman Seminar Program and the Paul Andre Feit Lecture Series in Latin American Studies in recent years at Baruch. Mrs. Feit received her BA/MA degree from the Universidad de Chile. She has been teaching for 40 years.

In recognition of Mrs. Feit’s generosity, the College recommends that Room 6-120 of the Newman Vertical Campus be named the “Hedwig Schindler Lab.”
BARUCH COLLEGE

Naming of the Robert A. Schwartz Center For Trading And Financial Markets Research

WHEREAS, the gift described herein was made to the Baruch College Fund (the “Fund”) and the Fund accepted the gift on January 31, 2018, in accordance with the then-current City University of New York guidelines with respect to gifts and namings;

WHEREAS, Robert A. Schwartz is the Marvin M. Speiser Professor of Finance and University Distinguished Professor in the Zicklin School of Business at Baruch College; and

WHEREAS, The Estate of Shirley and Jack Liebowitz made a gift of $5 million to the Fund; now therefore, let it be

RESOLVED, that the Board of Trustees of The City University of New York approves the naming of the Robert A. Schwartz Center for Trading and Financial Markets Research, a new center established by Baruch College.

EXPLANATION: The Estate of Shirley and Jack Liebowitz made a gift of $5 million to Baruch College. Mrs. Liebowitz was Prof. Schwartz’s mother and Mr. Liebowitz was his step father.

Dr. Schwartz has been a member of the faculty since 1997 and is currently the Marvin M. Speiser Professor of Finance and University Distinguished Professor in the Zicklin School of Business. In 2009, Schwartz was named the first recipient of the World Federation of Exchanges’ annual Award for Excellence. In 2015, he received the Distinguished Faculty Award from the Fund at its annual dinner.

In recognition of Dr. Schwartz’s leadership in the field of trading and financial markets research, and in recognition of this gift, the College recommends that its new center for trading and financial markets research be named the “Robert A. Schwartz Center for Trading and Financial Markets Research.”
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Appointment of Yi Li as Vice President for Academic Affairs and Provost

WHEREAS, Dr. Yi Li is a leader in innovative practices to increase diversity in the STEM student pipeline, whose work has been recognized with multiple awards; and

WHEREAS, Dr. Li has a strong commitment to student success and diversity; and

WHEREAS, Dr. Li has agreed to assume an instrumental position at the College with a vision to execute and implement the President's master plan for improving Academic Affairs; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Yi Li as Vice President for Academic Affairs and Provost at John Jay College of Criminal Justice, effective July 15, 2018.

EXPLANATION: Dr. Yi Li is recommended for the position of Vice President for Academic Affairs and Provost. This appointment reflects the College's commitment to strong leadership in support of institutional excellence.

Dr. Li holds a Ph.D in mathematics from the University of Minnesota and a Bachelor's degree from Xi'an Jiaotong University. His background also includes a proven track record of high-impact research. He has published more than 80 peer-reviewed papers with more than 1,200 Science Citation Index citations by more than 500 authors.

The College conducted a national search, with the support of a search firm. A comprehensive recruitment strategy was undertaken by the search firm that included the placement of ads in national journals and diverse professional and academic organizations. Seventy-seven (77) applications were received from a diverse pool of applicants.

The President strongly recommends Dr. Li’s appointment.
Yi Li
Curriculum Vita

EDUCATION
1988 Ph.D. in Mathematics, University of Minnesota
1982 BS in Mathematics, Xi'an Jiaotong University

PROFESSIONAL AND ACADEMIC POSITIONS
2015-present Provost & Vice President of Academic Affairs, California State University, Northridge
2015-present Professor, Department of Mathematics, California State University, Northridge
2011-2015 Dean, College of Science and Mathematics, Wright State University
2011-2015 Professor, Department of Mathematics and Statistics, Wright State University
2007-2011 Chair, Department of Mathematics, University of Iowa
2005-2007 Director, Applied Mathematical and Computational Sciences, University of Iowa
2001-2005 Associate Chair, Director of Graduate Study, Department of Mathematics, University of Iowa
2001 Spring Acting Associate Chair, Director of Undergraduate Study, Department of Mathematics, University of Iowa
1999-2011 Professor, Department of Mathematics, University of Iowa
1996-1999 Associate Professor, Department of Mathematics, University of Iowa
1993-1997 Associate Professor, Department of Mathematics, University of Rochester
1989-1993 Assistant Professor, Department of Mathematics, University of Rochester
1988-1990 L.E. Dickson Instructor, Department of Mathematics, University of Chicago
1983-1988 Teaching Assistant, School of Mathematics, University of Minnesota
1982-1983 Instructor, Department of Mathematics, Xi'an Jiaotong University

JOINT APPOINTMENTS
2009-2013 Changjiang Chair Professor, Department of Mathematics, Xi'an Jiaotong University
2006-2011 Professor, Interdisciplinary Graduate Program in Informatics, University of Iowa
2004-2008 Xiaoxiang Chair Professor, Human Normal University
1999-2011 Professor, Applied Mathematical and Computational Sciences, University of Iowa
HONORS AND AWARDS

2013  Member of Class of the Institute for Management and Leadership in Education (MLE), Harvard University
2008  Department received the Exemplary Program Award by the American Mathematical Society (AMS) for its work in recruiting, mentoring and preparing doctoral students from underrepresented U.S. minorities
2008  Sloan Foundation Special Recognition on "advancing underrepresented minority students in mathematics, science and engineering"
2005  Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (NSF-PAESMEM) to the Department of Mathematics, University of Iowa
2004  Outstanding International Educator by UI International Programs
2003  Outstanding International Educator by UI International Programs
2001-2011 Sloan Foundation designated minority Ph.D. student mentor
1988  Excellent Ph.D. Thesis Award, School of Mathematics, University of Minnesota

PROFESSIONAL EXPERIENCE

2015-present  Provost & Vice President of Academic Affairs, California State University, Northridge (CSUN)

Mission Focus: Students' success in the areas of retention, progression, and graduation with emphasis on narrowing the achievement gaps; on research; and on achieving excellence via inclusivity.

Founded in 1958, California State University, Northridge is a vibrant and global community located on 356-acres in the heart of Los Angeles' San Fernando Valley. One of the nation's largest single-campus universities, CSUN encourages students to combine academic pursuits with hands-on experience. It also serves as the intellectual, economic and cultural heart of the Valley and beyond.

The Division of Academic Affairs is the largest unit within the University and is under the guidance and leadership of the Provost and Vice President for Academic Affairs (the chief academic officer). All matters pertaining to the academic world of students and faculty-- programmatic and procedural -- fall under the Provost's purview.

The Academic Affairs division is organized into colleges, with over fifty discipline-related departments, the University Library, academic support units, and central academic administrative offices, including Mike Curb College of Arts, Media, & Communication, David Nazarian College of Business and Economics, Michael D. Eisner College of Education, College of Engineering & Computer Science, College of Health & Human Development, College of Humanities, Oviatt Library, College of Science & Mathematics, College of Social & Behavioral Sciences, and the Tseng College of Extended Learning. The Division also encompasses six central academic administrative offices: Academic Resources and Planning, EOP/Educational Opportunity Program, Faculty Affairs, Research and Graduate Studies, Institutional Research, and Undergraduate Studies.
Additionally, the following are major function and academic support areas within the Division: Admissions and Records, Articulation, Accreditation, Academic Advising, the Learning Resource Center, Research Centers and Institutes, CELT/Center for Excellence in Learning and Teaching, the Center for Community Service Learning, University Assessment, the University Honors Program, and the University Catalog.

- Leadership, Vision, and Planning:
  - Fundamental Shift in approach on campus & Change in Campus Leadership Cultural Norms: Substantial increase of engagement of - and the ownership by the deans in the GI2025 efforts through a series of the Provost Professional Development Retreat, Provost Council, Deans' Luncheons, many individual meetings, and performance expectations.
  - Provided leadership and support in CSUN's Matador Rising (Graduation Initiative 2025 or GI2025 https://www2.calstate.edu/csustystem/why-the-csue-matters/graduation-initiative-2025) planning, implementation, and execution.
  - 2016-2017 CSUN's Provost Professional Development series to provide professional development for chairs/deans, and assimilate, communicate, and create faculty buy-in of GI2025.
  - Provided a new template for deans' 3 year academic planning.
  - Provided deans with college specific goals of GI2025.
  - During 2016-2017 all colleges formed college students success teams and finished 3 rounds of college GI2025 Plans.
  - For 2017-2018 Faculty hire, will integrate faculty hire requests with GI2025 goals, more specifically on 100 level (Freshman) high DFU/high Gaps courses.
  - Chair of the University Planning and Budget Group (UPBG): serves as an advisory capacity to the President by assisting with the development and prioritization of campus goals and advising on the allocation of resources. Its membership includes all VPs, Faculty Senate President, Chair of the Council of Chairs, Associated Students President, a student member of Associated Students designated by the AS President, staff member designated by the President, 5 faculty members designated by the Faculty Senate President
  - Provide leadership on implementation of CSU Chancellor's Office Executive Orders pertaining to academic programs.

- Building a Platform for Research/Scholarly Work and Graduate Education:
  - In Fall 2015 secured funding for Research Cluster hires and funding for 10,000sf Research Building, which will be ready in November 2017.
  - Brought CSUN Research Cluster Hire guideline to Provost Council, and went to college Administrative Councils (deans, associate deans, chairs, manager of academic resources, center & program directors, advising directors) to listen for feedbacks and generate buy in. The Guideline was approved Spring 2016.
  - CSUN recruited faculty for Material Science & Engineering Research Cluster (involving the College of Science & Mathematics and the College of Engineering & Computer Science), Water Resources Research Cluster (involving the College of Social & Behavioral Sciences, the College of Science & Mathematics and the College of Engineering & Computer Science), provided a total of in Research Building construction, water lab renovation, faculty startups; Health Disparity Research Cluster has launched this fall (involving the College of Health & Human
Development and the College of Social & Behavioral Sciences).

- Worked with the Dean of Science & Mathematics on a 5 year plan to take advantage of the momentum via CSUN being named as a “Rising Star” in 2016 by Nature magazine (https://www.natureindex.com/supplements/nature-index-2016-rising-stars/tables/north-america), and to increase the research by 50% in 2016-2017.

- Worked with the Dean of Engineering & Computer Science on a 5 year plan to increase the research by 100% in fall 2015. Now early sign of improvements like # of grant proposal submitted is visible.

- Charged the Dean of Health & Human Development to develop a 5 year plan to increase the research by 100% in fall 2016.

- To better support our PIs and researchers and to enhance research support on campus, provided much needed directional support for CSUN to reconfigure both pre- and post-award operations, which was in separated reporting lines: one to AVP RGS and one to TUC. This new unit, now known simply as “Sponsored Programs”, will be led by a new managing director (started on 9/11/2017). The main goal for the first few months is to understand how pre- and post-award work and to develop and implement a plan to integrate the two units under the new Sponsored Programs banner—a much needed and an exciting evolution of sponsored programs on campus.

- Building a Platform for Data-Informed & Evidence-Based Decision Making
  
  - To help change the culture, better align CSUN IR services with university priorities, and to support CSUN leadership, faculty, and staff making data-informed decisions, initiated with, led and hired firm Sibson Consulting to do a 360 evaluation of IR operation, interviews of all campus stakeholders, with its recommendation in Spring 2016, restructured CSUN Institutional Research.

  - With the interim director in place, CSUN IR acquired Dashboard/Tableau as our new platform—critical in our efforts of putting data in the hands of decision makers and faculty. A critically important aspect of IR leadership transition and institutional investment of IR unit via adding a critically needed high level data analyst.

  - Now IR is seen on campus as a center of services, partnering on Data Champions, Provost Retreats, provides tools so CSUN transformed how past and current student data are used for admissions/enrollment decisions. In support of this mission, IR regularly offers data literacy training and education to university stakeholders, and supports university leadership by providing data and related analytic tools.

  - As provost, made decision to move campus LMS from Moodle to Canvas

- Enhancing Undergraduate Experience and Success:
  
  - 37 faculty Data Champions trained and completed projects.
  
  - Graduation & Retention Specialists (9 hired) critical in our efforts of provided supports for 1st Year Retention starting this fall and with our completion efforts.

  - Over 450 Summer 2017 Completion Scholars, which is currently projected (CSU official census date in October) to improve by 1.5% in 4 year graduation of First Time Freshman (FTF), by 3% in 2 year graduation of First Time Transfer (FTT).

  - Two sets of Town hall meetings, 4 such organized by OSSI Kristy Michaud and
panels is open to entire campus, and 7 with each undergraduate college by my office & UGS primarily for students. Out of the latter, UGS is working with Business College to test the use of RegPlanner/DegreePlanner.

- **2017 Summer e-Learning**: joint efforts of Faculty Technology Center, Faculty Development, and Office of Student Success Initiatives, and for the first time included 6 faculty teams to tackle high DFU/Gaps courses.

- **First Summer Early STEM**: in an effort to move STEM students a step closer towards taking Calculus, and currently estimate is that 80% of participants would move up one level of mathematics.

- **Continued Success of DevMath+Excel**, and increased activities and awareness around Mindset Growth/Belonging, as led by OSSF/EP, all to help close the Opportunity Gaps.

- **Added over 1100FTEs (or 33,000 units (student credit hours)) Spring 2017 to accommodate bottleneck course students’ need.**

- **Continued the use of Stanford-based College Transition Collaborative Social Belonging Intervention**. Spring 2017 preliminary data indicate a 2-5% increase in persistence for traditionally underserved students. We have embedded the intervention this year with Early Start to improve the response rate to 40%, up from 24%.

- **Current projected (CSUN Official Census date in October) 1st Year FTF Retention rate is 81.1%, almost 4% increase from 1 year ago at 77.4% (or 77.2% 2013 Cohort, 78.7% 2014 Cohort); FTT 86.7%, comparing with 2013 83.7%, 2014 84.1%, 2015 85.1**

- **Current projected (see above) Opportunity Gaps are: 1) by Pell Status 2013 5.9%, 2014 4.2%, 2015 2.9%, 2016 1.3%, a change of 4.6% from 2013 Cohort or a reduction of 78%; 2) by Race 2013 10.8%, 2014 8.2%, 2015 8.7%, 2016 6.6%, a change of 4.2% from 2013 Cohort a reduction of 39%.**

- **Support CSUN Athletics Faculty Mentoring program to improve student athletes academic performance**

- **2016-2017 as campus ATI Executive Sponsor directed campus resources to bring all ATI captioning information into a single website to help faculty to navigate the system; and for 2017-2018 in collaboration with Student Affairs, plan is in place to provide $200,000 central funding to support campus captioning efforts to support students with disabilities.**

- **For the coming year: 2017-2018, we plan to 1) continue the efforts on the ongoing basis of MR projects mentioned above; 2) work through our AVP SSI and monitor the progress of all the MR target rates of colleges; 3) monitor the results of our high DFU/Gaps course redesign efforts; 4) monitor the work of G&R Specialists, e.g. their impact on 1st year retention; 5) expand the buying from faculty through college based FLC starting this fall; 6) plan & implement to help 1st Students to register for fall 2018 before they leave for their 1st summer 2018; 7) implement/plan for summer 2018 Degree Completion program; 8) target fall 2018 for piloting Stretch/Co-Req Early Start Math and Dev Math, at least for two of the three critical pathways (Stat & nonSTEM); 9) monitor the impact of MR Campaign on 15/30 to Finish; 10) support Dean of DNCBE and AVP RGS on the Incubator and Dean of Library on the Creation & Maker Space; 11) make the use
of DegreePlanner & RegPlanner mandatory to help all students better get the courses they need, to help all chairs get better advanced course demand information to better serve students need and improve efficiency.

- Faculty Development & Diversity:
  - Each year, make final decisions 150-200 individual tenure/tenure-track faculty RTP (Retention, tenure, promotion) cases from recommendations of chairs, department faculty policy committees, deans, and college faculty policy committees.
  - Worked and collaborated (through Office of Faculty Affairs) with Personnel Planning & Review Committee (university faculty committee that makes recommendations concerning academic personnel policies and procedures, including those which, if adopted, are incorporated in appropriate sections of the Administrative Manual) on early tenure policy clarification.
  - Hold Deans accountable in guiding departments on building diverse faculty hire pool to support campus inclusive excellence priority.

- Enrollment Management & Admission:
  - Oversee university strategic enrollment, including undergraduate enrollment policy informed by data indicators, including Strategic Admission Committee, and Admission Planning Committee.
  - Alignment of enrollment practices with State laws, CSU Executive Orders, the University’s mission, and community needs; development of a strategic recruitment plan to include marketing, segmentation of target populations, establishment of the recruitment area, and international student outreach.
  - Provide leadership in the direction of university/college department/program level impaction; aligning recruitment, admissions, advising, orientation, and student support service communications and practices.
  - Careful monitor the effects of impaction on traditionally underserved students, especially in the impacted programs.
  - 2016-2017: Assisted with Student Affairs to revise the campus Satisfactory Academic Progress (SAP) standards for Financial Aid after students raising concerns of existing SAP disproportionately impacting students of color at the meeting with campus Students of Color Coalition. To date the new policy reduces the number of students ineligible to FA from Spring (2017) to Fall (2017) by 50% or over 1000.

- Community Outreach and Engagement:
  - After 1 1/2 years of intense planning by over 20 CSUN faculty, staff, and Canoga Park community leaders, CSUN welcomes the 1st cohort of 30 Bridge to the Future (B2F) (http://www.csun.edu/bridge-to-the-future) scholars.
  - Initiated the meeting with the Valley College President Dr. Erika Endrijonas to develop CSUN-Valley Promise ValleyDictorian program (a promise program that is a partnership between and among CSUN, LAVC, and Grant HS).
  - Provide leadership and resources to support campus participation of LA Compact.
  - Provide resources to support campus Institute for Community Health and Wellbeing.

Building an International Reputation and Enhancing International Collaboration:

- Arranged introduction meeting between CSUN and Xi’an Jiaotong University,
Capital Normal University, Jiangxi Normal University, Museum of Terra-cotta Warriors & Horses of Emperor Qin Shi Huang, helped CSUN reengage with Shannxi Normal University.


- Met Mr. Jun Fang, Deputy Director for International Affairs of the Chinese Ministry of Education. Also, present at the meeting were Ms. Xuesong Shen, Deputy Secretary of Chinese Educational Association for International Exchanges (CEAIE), Bo Fu, Director of International Exchanges of CEAIE. The meeting also witnessed a signing ceremony of a MOU to renew the friendship relationship CSUN has with CEAIE since 2009. Ms. Xuesong Shen said that the MOU will guide for more students and faculty exchanges and short training programs between CSUN and Chinese universities and institution in the near future.

**Management:**

- Initiated and led identification a number of key structure deficits in the funding policies, the business, and operational model to substantially improve the financial strength of the division.

- Initiated and completed searches for: Vice Provost in Spring 2017, Dean of College of Health & Human Development in Spring of 2016, Dean of Mike Curb College of Arts, Medicinal, and Communications in Spring 2017, Interim Dean of David Nazarian College of Business & Economic in Spring 2017, Interim Dean of Michael D Eisner College of Education, Interim Associate Vice President of Student Success in Spring 2017, Interim Associate Vice President of Faculty Affairs in Spring 2016, Associate Vice President of Faculty Affairs in Spring 2017, Interim Director of Institutional Research in Spring 2016, Senior Director of Institutional Research in Spring 2017, Interim Director of Educational Opportunity Program in Summer 2016, Director of Educational Opportunity Program in Spring 2017.

- Fall 2015 created a new funding request policy and procedure to maintain funding transparency and to eliminate end-runs perceived by the faculty, chairs, and deans.

- Provide resources to support faculty leaders for professional and leadership development opportunities, e.g. supported multiple people for HERS and Harvard programs.

- At CSUN Employee Success is a university top planning priorities. With support of AVP of Faculty Affairs, I have been mindful of 1) utilizing Retention, Tenure, and Promotion (RTP) as opportunity to systematically help address faculty salary reversion, compression, and gender equity; 2) using staff in range adjustment to deal with equity issues and progression. For FY2017, Academic Affairs allocated over $1.7 millions to support faculty RTP, address RTP faculty equity, and staff progression.

- Member of system wise CSU Academic Council Steering Committee to prioritize, agendaize, and enhance collaborations of Academic Affairs divisions across 23
CSU campuses, promote seamless dialogue between campuses and CSU Chancellor Office.

2011-2015  Dean, College of Science and Mathematics, Wright State University (WSU)

A Carnegie-classified public comprehensive doctoral research university (high research activity, ~$100 million annually in extramural funding) of nearly 18,000 students on two campuses (Dayton and regional Lake Campus), Wright State's Dayton campus is located just outside of Dayton, Ohio, near the historic landmarks where the Wright brothers taught the world to fly. The university offers more than 110 undergraduates and 90 masters, doctoral, and professional degree programs through our eleven colleges and schools (Business, Education, Engineering, Graduate School, Lake, Liberal Arts, Medicine, Nursing, Professional Psychology, Science & Mathematics, University College). 60% of WSU alumni stay locally, having a huge economic impact of the region.

The College of Science and Mathematics (CoSM) has around 160 faculty in the Departments of Biological Sciences, Chemistry, Earth & Environmental Sciences, Mathematics and Statistics, Physics, Psychology, Biochemistry and Molecular Biology, and Neuroscience, Cell Biology, and Physiology. The latter two departments also report to the Dean of the School of Medicine. Currently, the college offers 8 undergraduate programs (including 9 majors and 8 minors), 7 pre-professional programs, 13 masters programs, and 3 Ph.D. programs (Bio-medical Science Ph.D., Environmental Science Ph.D., Human Factor/Industrial Organizational Psychology Ph.D.), enrolls about 1750, and 380 Masters and PhD students; approximately 450 University College students have also expressed intentions of joining the CoSM. The CoSM now accounts for approximately 11% of the Undergraduate enrollment and 10% of the Graduate/Professional population. CoSM centers include Center for Environmental Analytics, Center for Genomics Research, Center for Science and Mathematics Education, Electronic Shop, the Neuroscience Institute, Semiconductor Research Center, Statistical Consulting Center. Office space and lab space exceeds 226,000 ASF in 7 buildings. CoSM has an annual budget about $30 million.

The Dean of the College of Science and Mathematics serves as the principal officer and spokesperson for the College, and reports directly to the Provost while working with the other Deans to formulate and implement university policy. The Dean supervises departmental chairs and faculty in formulating and implementing college goals and policy. Among the Dean's specific responsibilities are strategic planning, program development, faculty/staff/student development, resource allocation and budget management, research promotion, fund raising and institutional advancement, enrollment management, collegiate partnership initiatives, diversity awareness and planning, and relations with external constituencies.

- **Leadership, Vision, and Planning:**
  - Provided leadership and support in CoSM's implementation of the quarter to semester transition.
  - Initiated CoSM Chair's Retreat in the summer of 2012 to work on a college-wide
research and program development strategic planning for 2013-2017. Four cluster hire plans are identified:

- **Cell Signaling Cluster:** This plan called for multiple year hiring by Department of Biochemistry & Molecular Biology (BMB), Department of Biological Science (BIO), and Department of Neuroscience, Cell Biology & Physiology (NCBP) to coordinate their hires in the general area of Cell Signaling to increase attractiveness of the programs and to enhance interdisciplinary research and future large scale grant fundability. The three departments have concluded their successful searches in the summer of 2013, with one junior faculty member to each department.

- **Modeling and Computation for the physical and biological sciences research cluster:** This plan called for multiple year hiring by Department of Mathematics & Statistics (MATH), Department of Physics (PHY), and Department of Psychology (PSY) in support of a proposed college-wide interdisciplinary PhD program in applied science and mathematics. MATH and PHY have concluded their successful searches in the summer of 2013, with one junior faculty member to each department. Currently PSY is conducting its search.

- **Science and Mathematics Education Cluster:** This plan called for hiring by Department of Biochemistry & Molecular Biology, Department of Biological Science, Department of Chemistry (CHM), Department of Mathematics & Statistics, Department of Neuroscience, Cell Biology & Physiology, and Department of Physics to coordinate their hires in the important area of science and mathematics education to help BMB and NCBP their new degree programs, other departments their capacity in collaborating with College of Education and Human Service on training of future school teachers, and on supporting CoSM efforts in improving First Year or Gateway courses’ instructions. Currently Bio, MATH, and PHY are coordinating searches.

- **Science of Global Changes:** This plan called for hiring by Department of Biological Science, Department of Chemistry, and Department of Earth & Environmental Science (EES) to coordinate their hires in exploring various environmental processes in the basic fields of biology, chemistry, and earth sciences, and their linkages to global change. Currently EES is conducting its search for an Aquatic Bio-geochemist.

- **Support and Participate in University 2013-2018 Strategic Planning sessions.**
- **Develop the Academic Strategic Update for the provost office.**

**Building a Platform for Research/Scholarly Work and Graduate Education:**

- Appointed a Biostatistics Task Force in Fall 2011. The task force finished its fact-finding and deliberations with a report in Winter 2012. Formed a Biostatistics Work Group in Winter 2012, co-chaired by Dr. Thad Tarpey (CoSM) and Dr. Ramzi Nahhas (Boonsfoft School of Medicine).

- Articulated and secured funding for biostatistics cluster hiring plan. MATH successfully conducted its first search in Spring 2012 and its second search in 2013. Efforts fostered multi-disciplinary collaborations between science and medicine.

- Initiated in Fall 2011 and appointed a new Interdisciplinary Ph.D. Program
Faculty Committee co-chaired by Math and Physics faculty to help to build more collaborations across our departments, especially our MATH and PHY, to enhance our research enterprise, and as always from research to improved teaching. PDP (program development proposal) has been shared with the Ohio public universities. The full proposal will be presented to the Ohio Board of Regents RACGS (The Regents’ Advisory Committee on Graduate Study) in January 2014.

- Led planning with Psychology, successfully received support from WPAFB 711th Human Performance Wing so that we are able to turn 1 Psychology faculty line into 2 hires, where the help of AFRL comes in the form of research grant to cover 50% of the cost for the first 3 years. This would serve to enhance our connection with WPAFB, critical to the vitality of some research and academic programs.
- Provided funding for Psychology and Biomedical Science Ph.D. program on their Recruitment Days to improve their graduate recruitment yield rates.
- Significantly increased new faculty start-up from around $250K for bench scientists to around $500K.
- Added with the help of VPR a WSU Core Facility: robotics instrumentation for high-throughput screening of assays for molecular interactions.

**Enhancing Undergraduate Experience and Success:**

- Update/Development of new program:
  - Looked at generic S&M degree options, still in progress.
  - Conducted demand/market and program analysis to look at potential for a Biochemistry undergraduate major. Currently department is developing its curriculum study.
  - Conducted demand/market and program analysis to look at potential for a Neuroscience undergraduate major. Currently this is in the final preparation stage.
  - Conducted demand/market and program analysis to look at potential for an Actuarial Science track in MATH undergraduate degree program. Programming is in place and the request of adding the degree option has passed college Undergraduate Curriculum Committee, and will be submitted to UCAP (Faculty Senate Undergraduate Curriculum & Academic Policy Committee) for final approval.
  - Provided much needed funding to our pre-Health program. In the summer of 2013, pre-Health Post-baccalaureate programs and Public Health minor were approved by UCAP, and took first cohort of students in Fall 2013.

- **First Year Experience and Student Success:**
  - Supported NSF STEP II grant application.
  - Appointed a college task force CoSM Student Success Working Group, chaired by Associate Dean for Undergraduate Education working on improving STEM student persistence, graduation rates, and increases the preparedness of STEM majors from a diverse student body. Plans are:
    - Multi-departmental CoSM effort to redesign 8 entry-level gateway science courses in biology, chemistry and physics, using the Framework for Science Education to match the engaged, scientifically oriented approach of a previously College-designed course for mathematically underprepared
students that have a proven positive impact on retention.

✓ Small group cooperative learning, including argumentation and explanation, in the large enrollment lectures, using pedagogically trained undergraduate teaching assistants to facilitate discussions, following the model of University of Colorado, Boulder.

✓ CoSM Instructional Collaborative (COSMIC) to support faculty in course design efforts, including a week-long workshop in which faculty experience pedagogical approaches and engage in course redesign.

- Co-sponsored the college's HHMI-grant application (budgeted at $2.5millions).
- Worked with our Math department and University College on Teaching Math using Aleks. Math piloted Aleks teaching in Spring 2012. In Fall 2012, University College Aleks course was a huge success.
- Worked with CoSM leadership team to develop a sustainable plan for SM1010—a key component in undergraduates 1st year to 2nd year retention.
- Developed a succession plan for CoSM Office of Student Affairs to ensure stability in student development and advising.

- Recruitment & Enrollment Management:
  - Facilitated Dean’s Circle students to visit Mansfield schools to help recruit students.
  - Supported CoSM Office of Student Affairs to start a CoSM recruitment day—Direct Connect April 2012. With a book prize for each attending prospect students, the yield rate was 100%.
  - Visited and met key personnel (chairs, deans, and VP) of WSU’s 3 largest feeders: Sinclair Community College, Clark State Community College, and Edison Community College to discuss collaboration opportunities in co-advising, recruiting events, and semester articulations.
  - Started first joint Chairs Meeting with Sinclair science and math chairs in 2012
  - Worked with the provost, WSU Financial Aide Office established CoSM first Transfer Scholarship Program to better position the college for community colleges’ transfer students.

- Initiated and appointed a new position in CoSM, Associate Dean for Undergraduate Education and Outreach to enhance leadership and coordination of undergraduate programs.

- Initiated a new position in CoSM Director Of Undergraduate Research And Experiential Learning (DUREL) to identify research opportunities on- and off-campus; further develop Internship and Co-op programs; coordinate with the Honors Program, Pre-Health Program, and Career Services; ensure compliance with various research regulation and compliance committees.

- Identified resources to plan and worked on the management team for CoSM High School Outreach program to promote STEM study and improve CoSM identification.

- Identified resources to plan and worked on the management team for CoSM Branding and Marketing campaign, first if this kind in CoSM history.

- **Building an International Reputation and Enhancing International**
Collaboration:
- Arranged introduction meeting between WSU and Xi'an University of Arts and Science (XUAS) in spring quarter 2012. Facilitated XUAS presidential delegation visit to WSU. MOU was signed. WSU Arts, Business, Engineering, Science & Mathematics programs are now on XUAS 2013 recruiting plan in China. 9 junior faculty members are currently visiting WSU Biology, Chemistry, Computer Science, English, Mathematics, and Modern Language departments in Fall 2013.
- Arranged introduction meeting between WSU and Xi'an University of Finance and Economics (XUFE). MOU was signed. XUFE presidential team plans to visit WSU in 2014-2015.
- Arranged introduction meeting between WSU and Shaanxi Normal University. MOU was signed. 2 junior faculty members are currently visiting WSU Business and Physics departments this fall.
- Arranged introduction meeting between WSU and Capital Normal University. MOU was signed.
- Arranged introduction meeting between WSU and the Museum of Qin Terra-cotta Warriors and Horses. MOU was signed. Helped the programming of WSU College of Arts Chinese Ambassador program team visit to the museum. Students and faculty will visit the museum in May 2013. A team consisting of a vice curator and a chemist from the museum visited WSU in Spring 2013. Currently 3 joint research projects utilizing WSU faculty expertise in THz Sensor in PHY, 3D Large Object Scanning and Modeling & Virtual Reality in Computer Science & Engineering are under discussion.
- Arranged introduction meeting with central administrations of Xi'an Jiaotong University to discuss collaboration opportunities.

• Faculty Development:
- Led the efforts in establishing WSU first Faculty Mentoring Policy, visited departments to present the policy and ask for feedback. It is to providing faculty-driven, functional, and flexible mentoring practice to build community, collegiality, and a positive workplace climate while ensuring faculty success. It's implemented in the fall of 2013.
- Provide Seed Funding for those with highly competitive proposals (2 proposals) or tenure-track faculty proposals (1 proposal) or female faculty (1 proposal) so they could prepare for submissions for national grant competitions.
- Continue the dean's luncheon with all CoSM tenure-track faculty to understand their concerns, and what we should do to optimize our support system.

• Diversity and Inclusion:
- Instituted a search chairs' training session on diversity/equity issues in Spring 2012. Now such training becomes mandatory at WSU managed by Division of Multicultural and Community Engagement.
- Promoted and identified resources to help Biology department made the first Opportunity Hire of Dr. Labib Rouhana—a first rate junior system biologist. Dr. Rouhana is our only Latino faculty in the college.
- Instituted a dean's luncheon with all CoSM tenure-track female faculty to understand their concerns, and what we should do to optimize our support system.
- Instituted a dean's luncheon with all CoSM tenured female faculty to understand
their concerns, and what we should do to optimize our support system.

- Strongly supported LEADER efforts to continue increasing representation of women in STEM (LEADER is funded by an NSF Advance grant of 4 institutions: AFTT, Central State a HBCU, U of Dayton, and WSU).
- Met with WrightMath past and current students (60 students, mostly African Americans), worked with Dr. Fang, Loretta Baily, and Cindy Flach to look for ways to support and enhance this program.
- Hosted and continue to work with National Leaders on diversity: Dr. Phil Kutzko (Iowa) and Dr. William Velez (Arizona).
- Served on Ohio State University Mathematical Biosciences Institute Diversity Committee.
- Serves on the WSU Institutional Coordinating Committee (ICC) chaired by the Associate Provost for Faculty and Staff to promote campus inclusion.

**Faculty Governance:**
- Worked with faculty to enhance the functionality of Steering Committee (CoSM Faculty Steering Committee is to help coordinate faculty governance activities in the College and oversees the operation of other faculty committees).
- Experience with retention issues, tenure-clock issues, and grievances.

**Advancement and Fundraising:** Substantially enhanced and expanded engagements with CoSM alumni, partners, and friends:
- Established CoSM Advancement Council in the summer of 2012, with its inaugural meeting in November 2012, had a subsequent meeting in March 2013 on Student Scholarship. Currently a spring meeting on faculty support is under planning.
- Traveled nationally and had engagement meetings with CoSM key prospects.
- Developed a CoSM comprehensive campaign priority list. Had 1-1 meetings with college chairs on their priorities.
- Started RECONNECT with our alumni in Oil & Gas Exploration sector. Had two very productive visits to Houston. Secured WSU as a recruit site for Schlumberger. Secured an agreement for upgrading both Schlumberger proprietary Industry Standard software Petrel and Eclipse—critical for our geology program. Interns and summer research opportunities there are in discussion.
- Secured the largest GIH ($11.3 million) in the history of WSU from a key cooperate partner.
- In the last Campus Scholarship and Innovation Campaign (CSIC) spring 2013, CoSM participation rate and total donation both broke record.

**Community Outreach and Engagement:**
- Actively engaged USAF Museum (Dayton) to create a partnership and staff its newly designed Community Engagement & Learning module. A “Physics of Flight” will be developed by CoSM faculty for museum learning module.
- Commitment and support of our outreach program in Pre-Health—annual “Path to Health Professions”, where we invite high school students and their family to visit us, invite community health partners to run Family Physician Forum, Professional School Application workshops, MCAT prep course, as well as numerous presentations for incoming and transfer students.
Helped to fund students of Dayton Regional STEM School (DRSS) on internship.

Co-Funded 2012 & 2013 Ohio Mathematics Contests. Initiated and supported its efforts to provide scholarships to its top winners. Now 9 different WSU scholarships are awarded to 9-11 grade winners, up to $10K for top winners.

Participated WSU Regional Summit and had a roundtable discussion with some local business leaders.

Participated in Dayton Water Round Table events.

Participated in Cincinnati EAP events.

Participated in CLS advisory board to better understand community needs.

Quoted number of times in the Dayton Daily News. TV appearances include recent WHIO-TV appearance WHIO Reports anchored by Jim Otte and Dayton 1290 AM radio, promoting 2013 Ohio Mathematics Contest for 5-12 School Students organized by WSU MATH.

Management:

Initiated an Earth and Environmental Science self-study last fall to help identify cohesive departmental vision for growth. Report was received and discussion in supporting department key initiatives has been finalized.

Started a search and appointed new CHM chair in Spring 2012.

Started searches and appointed new EES, PHY, and PSY chairs in Spring 2013.

Started a search and appointed two new associate deans in the college to complete CoSM leadership transition in Spring 2012.

Helped new PSY Chair deal with an emergency staff issue, made resources available to support its staff/advising restructure.

Among Medical School, Engineering, and CoSM, we share faculty appointments, work together on STEM initiatives, cost-sharing start-ups, develop programs for STEM student retention as well as research projects, including project with Wright Patterson Air Force Base AFRL.

Member of Council of Deans (CoD) meeting every two weeks with provost, associate provosts, and other college deans to discuss WSU academic and fiscal programs. In particular, have worked with CoD, CoSM leadership team in the past 3 years to understand RCM Budget Model (locally called MDA-Mission Driven Allocation) and its impact on CoSM fiscal affairs.

Between College of Education and Human Services (CEHS) and CoSM, we have a very strong joint Science and Mathematics Education Center. I meet with CEHS dean Dr. Harris regularly to discuss issues of her EPAC committee, plan strategies in support S&M Ohio ITQ grants. Dr. Rutter, the director of the center sits at CoSM Staff Meetings and Chairs Meeting to brief on the needs of CEHS Teacher Ed program as part of his responsibility.

Worked with CEHS, and our department chairs to successfully realign our S&M faculty joint appointments to better reflect their efforts and better suited for semester systems.

Institutional Accreditation:

Co-Chair WSU HLC Accreditation Committee on Teaching and Learning: Evaluation and Improvement.

2007-2011 Chair, Department of Mathematics, University of Iowa
The Department of Mathematics at the University of Iowa has 42 tenure/tenure track faculty, 2 lecturers, 7 postdocs, and 7 supporting staff. It is the home of 115 graduate students and 240 undergraduate majors. Each year, it serves over 28,000 SCH (student credit hours) or over 8,000 students in its courses. It has an annual budget of over $9 million.

- **Leadership and Vision:** worked both with the faculty and with the Deans to promote the department teaching and research mission:
  - A new Active Learning Classroom opened in Spring 2011 to introduce new pedagogy in teaching Mathematics.
  - A new expanded Math Tutorial Lab to better serve the needs of ever increased student population with more diverse background.
  - New classrooms to meet our economical challenges.
  - Designed and implemented new mathematics curriculum.

- **Faculty Recruitment:** revised the departmental strategic hiring plan, especially in the areas of faculty recruitment, set new measures to ensure equal attention of female applications in faculty recruitment.

- **Faculty Development:** widely consulted with faculty to ensure transparency and balance on matters like
  - Teaching assignments (via departmental elected Executive Committee and faculty teaching preferences).
  - Resource distribution (via Traveling Fund Committee, elected Hiring Committee, elected Graduate Committees, and Support Committee).
  - Salary considerations (via Salary Committee).
  - Worked with under-performed faculty so they could develop detailed research plans. Additionally, the department provided necessary funding for development so these faculty could invite collaborators and go to research conferences.
  - Had principal responsibility for guiding the development of new faculty members and ensuring they receive mentoring from the department, and established monthly luncheon with all tenure-track assistant professors in the department to listen and discuss all matters (e.g. grant application support, student testing support, internal grant opportunities).
  - Led the department to take on the difficult task of revising the post-tenure review criteria and process to better promote and support the teaching, scholarly creative work, and service activities of tenured faculty members.
  - Helped to increase the visibility of our faculty. Recommended three faculty for university teaching awards, and four faculty scholar awards to recognize, encourage, and reward behaviors, consisting with the departmental and university strategic visions. Successfully nominated four very deserving colleagues to prestigious awards: Phil Kutzko for the US Presidential Award, Julissma Tymoczko and Xiaoyi Zhang for the Sloan Fellows, and Weiming Han for the Collegiate Fellow.

- **Diversity:** led the Department to make concerted efforts in recruitment and retention of under-represented minority graduate students:
  - Built our extensive, well established and successful recruiting network.
  - The Math Department produced 4% Ph.D. in the U.S. of those granted to students who were members of underrepresented minorities.
Among our 115 graduate students: 80% of graduate students were US citizens, 23% were US underrepresented minorities.

We had received the following national awards for our efforts:

- In 2008 the Department received the Exemplary Program Award by the American Mathematical Society (AMS) for its work in recruiting, mentoring and preparing doctoral students from underrepresented U.S. minorities.
- In 2009 successfully nominated Dr. Phil Kutzko for the individual Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring for his work with minority graduate students.

Managing Resources: responsible for managing/funding resources.

- Worked with the faculty and college to increase the postdoc positions from 4 to 7.
- Increased faculty size by 10%, helping our critical area in analysis and topology.
- Increased the general expense budgets by participating in the partnership between the College and the Division of Continuing Education under which tenured faculty offer late-afternoon courses that serve both traditional and non-traditional students. For example, the department worked with Nursing College to expand its mathematical curriculum. They began to require all Nursing majors to take Mathematics in Fall 2011.
- Made difficult budget cuts decisions 2009-2011.
- Applied and received in two new GAANN grants from the Department of Education for minority graduate education.
- Successfully secured a multiple year gift for $100K/year from a private donor for our Mathematics Development Fund. Engaged with a Hong Kong Business Billionaire on a potential Endowed Chair Position in mathematics.

External Collaborations:

- Involved in State of Iowa High Schools, Community Colleges, and Regent Universities articulation.
- As PI of the NSF funded VIGRE grant 2005-2011, involved with working together with 12 regional universities (Bradley University, Central College, Clarke College, Coe College, Cornell College, Grinnell College, Loras College, Luther College, Truman State University, University of Wisconsin Eau-Claire, University of Wisconsin La Crosse and Wartburg College) in attracting, preparing, and recruiting undergraduates into mathematical majors and into our workforce to help to solve the bottleneck of domestic mathematicians.
- Participated many PI/IP annual meetings with IMA/MSRI/MBI.
- Worked with Xi'an Jiaotong University to host 3 students from its Top-Talented Class to Iowa Math summer REU.

Responsibility for seeing that all instructors in all departmental courses complied with University and College policy and instructional standards.

2005-2007 Director, Applied Mathematical and Computational Sciences, University of Iowa

AMCS is one of the earliest interdisciplinary programs in the nation in applied mathematics, where we have over 60 faculty members throughout the entire spectrum of the quantitative fields in a major research university, including, but not limited to physical and biological sciences, computer science, and mathematics. The main goal of
the program is to develop applied mathematicians with sufficient professional experience and versatility to meet the research, teaching, and industrial needs of our technology-based society. While building a base in the Mathematical Sciences, students acquire skills in another area of their own interest, chosen from the behavioral, biological, business, engineering, medical, physical, or social science areas.

* Oversaw day-to-day operations of the program, including student’s progress, summer funding, etc.
* Expanded the faculty involvements from engineering, biology, and other STEM fields.
* Actively engaged in diversity issues, including recruitments of students from traditionally under-represented groups like African Americans, Hispanics, Native Americans, and female population.

2001-2005 Associate Chair and Director of Graduate Study, Department of Mathematics, University Of Iowa

* Traveled numerous times nationally in efforts to recruit under-represented minority students to Iowa.
* Led efforts that have increased the number of women and domestic minority students, female graduate students reached an all time high of 41%!
* Together with the chair and the Minority Recruitment and Development Committee of the department, developed systematic mentoring program for all of our students.
* Led the efforts in re-designing the core graduate courses so that 1) our students would have solid foundation training in our core areas, and 2) be able to start on reach earlier. Our mentoring system has worked extremely well in retention and graduation of our students.

2001 Spring Acting Associate Chair and Director of Undergraduate Study, Department Of Mathematics, University of Iowa

* Oversaw general undergraduate operation, including advising, Study Plan reviews, textbooks, and curriculum changes.
* Led the Undergraduate Committee.
* Faculty organizer for the Math Club, running weekly mathematics competition workshop. Our Undergraduate Math Team won the Iowa Collegiate Competition for that year (so far the only time UI has won).
* Worked with Engineering College on their mathematics undergraduate curriculum.

SELECTED PRESENTATIONS ON EDUCATION AND DIVERSITY

* April 1, 2009 Graduate Fellowship Opportunities in Mathematics and AMCS At University of Iowa Savannah State University
* August 2-6, 2009 Finding and Keeping Graduate Students in the Mathematical Sciences, II American Institute of Mathematics, Palo Alto, California Panelist for
  * Panel 2a: Getting the Best Students for your Program
Panel 3b: Building Engagement in the Department and the Profession
Panel 4a: Implementing and sustaining change

April 25-26, 2008
MAA Iowa Sectional Meeting
Simpson College, Iowa
Title: REU 2007 at University of Iowa--A Personal Experience

Oct 14-17, 2008
MSRI, UC Berkeley, CA
Promoting Diversity at the Graduate Level in Mathematics: a National Forum
Panel on "A Tale of Two Cultures"

Nov 8-9, 2008
2nd Iowa Mathematical Field of Dreams Conference: Living Dr. King's Dream
Iowa State University (Participating and Recruiting)

EDUCATION CONSULTING
2001 Standard for Success

CONFERENCES ORGANIZED ON RESEARCH

- Member of the Global Organizing Committee, The 10th AIMS Conference on Dynamical Systems, Differential Equations and Applications, Madrid, Spain, July 7-12, 2014
- Co-Chairing the Organizing Committee, The 8th East China Partial Differential Equations Conference & The 2th International Workshop on Reaction-Diffusion Models and Mathematical Biology, July 11-14, 2011, Xi'an, China
- Hosting 2011 Spring AMS Central Section Meeting, Iowa City, IA, March 18-20, 2011
- Co-organizing Special Session on Recent Advances in Evolution Equations and Applications at the 2010 Joint Mathematics Meetings in San Francisco, CA
- Section Chair, The Third East China PDE Conference, Shanghai, China, July 3-7, 2006
• Organizing Mini-Conference of Numerical Analysis and its Applications on the Occasion of Prof. Aixiang Huang's 70th Birthday, Hunan Normal University, Changsha, July 21-23, 2005
• Organizing 2005 International Conference on Nonlinear Partial Differential Equations, Zhang Jiajie, Hunan, China, July 9-12, 2005
• Organizing 2002 Workshop on Nonlinear Partial Differential Equations, December 24-26, 2002, Xian Jiaotong University, Xian, China
• Member of the Organizing Committee, 2002 International Congress of Mathematicians Satellite Conference: Scientific Computation, Xi'an Jiaotong University, Xian, China
• Member of the Organizing and Scientific Committee, International Conference on Partial Difference Equations, 1999, University of Iowa
• Member of the Scientific Committee, International Conference on Bifurcation Theory And Its Numerical Analysis, 1998, Xian Jiaotong University, Xian, China

PROMOTION & TENURE REVIEW FOR OTHER UNIVERSITIES: numerous

PH.D. THESIS COMMITTEE (not as Ph.D supervisor): numerous

PH.D. STUDENTS SUPERVISED
• Biao Wang, Ph.D., expected 2017
• Kamuela Yong, Ph.D., May 2012. Post-doc, Arizona State University. Assistant Professor of Mathematics, University of Hawaii - West O'ahu
• Alvaro Correa Rosado, Ph.D., 2010. Associate Professor, University of Puerto Rico, Bayamon
• Baishun Lai, Ph.D., May 2009. Associate Professor, Hunan University
• Joaquin Rivera, Ph.D. June 2007. Tenure-Track Assistant Professor, University of Puerto Rico, Huminco
• Huseyin Coskun, Ph.D., May 2006. Visiting Faculty, Ohio State University
• Chun-Shan Zhao, Ph.D., May 2006. Associate Professor, Georgia Southern University, Statesboro
• Xiaojie Hou, Ph.D., July 2004. Associate Professor, University of North Carolina, Wilmington
• Xue-Jun Zhao, Ph.D., May 1997. Associate Professor, Savannah State University
• Yi Liu, Ph.D., January 1997. Senior Engineer, Optical Gaging Products, Inc.

REFEREED RESEARCH PUBLICATIONS
• (with H.-B. Chen) Bifurcation and stability of periodic solutions of Duffing Equations, *Nonlinearity* 21 (2008), 2485-2503. (**was included in the 'high-profile articles' of 2008 for Nonlinearity.**)
• (with Y.-N. He) Asymptotic behavior of linearized viscoelastic flow problem, *Discrete and Continuous Dynamical Systems B* 10(4) (2008), 843-856.
• (with C.-S. Zhao) Global Existence of Solutions to a Cross-Diffusion System in Higher Dimensional Domains, *Discrete and Continuous Dynamical Systems A* 12
(2005), 185-192.
• (with Y.-B. Deng) Existence of multiple positive solutions for a semilinear elliptic


- Asymptotic behavior of positive solutions of equations \( \Delta u + K(x)u^p = 0 \) in \( R^n \), *J. Differential Equations* 95, 304-330 (1992).


- Remarks on a Semilinear Elliptic Equation on \( R^n \), *J. Differential Equations* 74, 34-49 (1988).

**CONFERENCE PUBLICATIONS/PROCEEDINGS/CHAPTERS**

- (with Rivera, Joaquin) On the exact multiplicity of solutions for boundary-value problems via computing the direction of bifurcations. *Proceedings of the Sixth


PATENTS

• (with G. Wang) we have filed a patent disclosure “Computational Optical Biopsy” with the university patent office in December, 2003. Filed in 2005.

EXTERNAL GRANTS

• 2010-2013 Graduate Assistance in Areas of National Need (GAANN):
  Recruitment of
  *Minorities in Mathematics PhD Program*
  PI, U.S. Dept. of Education, $524,580 (PI transferred to Dr. Anderson in 2011 when left Iowa)

• 2009-2012 Graduate Assistance in Areas of National Need (GAANN):
  Recruitment of Minorities in Mathematics PhD Program
  PI, U.S. Dept. of Education, $524,580 (PI transferred to Dr. Anderson in 2011 when left Iowa)

• 2007-2010 GAANN (Graduate Assistance in Areas of National Need) Grant, PI, U.S. Dept. of Education, $767,286

• 2006-2011 NSF VIGRE Grant DMS-0602242 PI, $3,000,000
(Co-PI: R. Curto, W.M. Han, and J. Simon)
Title: The Iowa Mathematics Initiative

* 2006 "Research in Pairs" to Oberwolfach, Germany.
* 2005-2007 NSF-PAESMEM (Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring), PI, $10,000
* 2005-2007 CNSF DM 10471052, 150,000 Yuen (Co-Investigator)
* 2003-2008 GAANN (Graduate Assistance in Areas of National Need) Grant, PI, U.S. Dept. of Education, $693,432
* 2002-2005 NIH-1R33CA094801-01 $1,389,516.00 (Co-Investigator)
  Title: Large Scale Digital Cell Analysis System
  * 2002 Travel grant $465
  * 2002 Summer CNSF International Corp 10,000 Yuen (Co-PI)
* 2001-2004 CNSF DM 10171036 150,000 Yuen (Co-PI)
* 1998 Travel grant $1,000
* 1997-2000 CNSF DE grant 50,000 Yuen (Co-PI)
* 1997-2000 CNSF DM grant 50,000 Yuen (Co-PI)
* 1993-1995 NSF grant#DMS-9225145, PI $40,000
  Title: Mathematical Sciences: Semilinear Partial Diff. Equations, Curve Shortening in Minkowski Geometry and Branching Processes in Probability
* 1991-1993 NSF grant#DMS-9101828, PI $18,923
  Title: Mathematical Sciences: Semilinear Partial Differential Equations and Quasilinear Variational Inequalities

PI ON INTERNAL GRANTS
* 1997-1998 uTITILE Workshop grant $3000
* 1998 UI International Travel grant $350
* 2001 UI International Travel grant $300
* 2001 UI International Travel grant $500
* 2002 UI International Travel grant $1000
* 2006 UI International Travel grant $500
* 2003-2004 uTITILE Workshop grant $2000

SUPPORTS FROM INTERDISCIPLINARY RESEARCH GRANTS
* 1999-2005 NIH/NIDCD-DC03590 $1,069,777
  Spiral CT for cochlear implantation
* 2003-2007 NIH/NIBIB-EB001685
  Development and integration of bio luminescent CT for molecular and dynamic Imaging
* 2003-2008 NIH-5R01EB002667-03 $1,400,000
  Title: Cone-Beam Methods for Dynamic Volumetric X-Ray CT
* 2004-2008 NIH/NCI-EB004287-01
  Bolus chasing CT angiography using adaptive control techniques
JOINT RESEARCH GRANTS

- 1989 -1992  NSF grant#DMS-8903192, $292,749.00
  PI: Carlos E Kenig and Fang-Hua Lin
  Title: Mathematical Sciences: Partial Differential Equations & Harmonic Analysis

PROFESSIONAL SERVICE

- Member of Editorial Board of Communication on Pure and Applied Analysis, 2011-present
- Member of Editorial Board of Continuous Dynamical Systems Series S, 2007-2011
- Managing Editor: Journal of Partial Differential Equations, 2008-present
- Diversity Committee, MBI, Ohio State University, 2008-2012
- Member of Editorial Board of Pacific Journal of Applied Mathematics, 2008-present
- Member of Editorial Board of Chinese Journal of Mathematics, 2013-present
- Associate Editor for Journal of Applied Mathematics and Statistics, 2012-present

INVITED LECTURES AND CONFERENCE PRESENTATIONS

- June 28, 2012, School of Mathematical Sciences, Capital Normal University.
- June 12-16, 2012, Geometric and Nonlinear Partial Differential Equation, on the Occasion of Neil Trudinger’s 70th Birthday, Xi'an Jiaotong University, Xi'an, China.
- Nov 6-7, 2010, AMS Southeast Regional Meeting, Special session of Differential Equations and Applications to Physics and Biology, Richmond, VA.
- Oct. 1, 2010, Department of Mathematics and Computer Science, Universita di Firenze, Florence, ITALY.
- June 17, 2010, School of Mathematical sciences, Xiamen University.
- June 12-14, 2010, Workshop on Traveling Waves and Spreading Speeds in Evolution Systems, University of Science and Technology of China, Hefei.
• June 1, 2011, Chern Institute of Mathematics, Nankai University
• May 20-21, College of Mathematics, Physics and Information Technology, Zhejiang Normal University, Wuxi, China
• May 16-18, 2011, The Fifth International Conference on Recent Advances in Applied Dynamical Systems, Shanghai Normal University, Shanghai
• January 11-16, 2010, Joint Mathematics Meetings, Special Session: Integrability of Dynamical Systems and Solitons Equations, San Francisco, CA
• April 5, 2009, Department of Mathematics, University of North Carolina, Wilmington
• April 3, 2009, Department of Mathematics, Georgia Southern University
• March 6 - 7, 2009, SIDIM, University of Puerto Rico, Rio Piedras Campus
• January 5-8, 2009, Joint Mathematics Meetings, Special Session: Nonlinear Evolution Equations and Their Applications, Marriott Wardman Park Hotel and Omni Shoreham Hotel
• September 29, 2008, Department of Mathematics, Peking University
• May 18-21, 2008, 7th AIMS international conference on Dynamical Systems, Differential Equations and Applications, Special Session: Nonlinear Elliptic and Parabolic PDEs and Applications to Biology, University of Texas at Arlington
• May 18-21, 2008, 7th AIMS international conference on Dynamical Systems, Differential Equations and Applications, Special Session: Patterns and Interfaces of reaction-Diffusion Equations and Applications in Biology, University of Texas at Arlington
• April 17-19, 2008, Department of Mathematics, Arizona State University
• January 6-9, 2008, Joint Mathematics Meetings, Special Session: Mathematical Problems in Biological Pattern Formations, San Diego Marriott Hotel & Marina
• November 1-3, 2007, 7th Mississippi State-UAB Conference on Differential Equations and Computational Simulations, Birmingham, AL
• April 17-20, 2007, University of California, Riverside
• April 14-16, 2007, University of California, Irvine
• October 21-22, 2006, AMS Meeting, Special Session: Boundary Value Problems for Differential Equations with Applications, University of Cincinnati, Cincinnati, OH
• July 16-19, 2006, Cornell’s 2006 Summer Mathematical Institute, Cornell University, Ithaca, NY
• June 21-22, 2006, The International Workshop on “Mathematical Methods in Imaging and Image Analysis”, East China Normal University, Shanghai, China
• June 5-9, 2006, International Conference on Nonlinear and Stochastic Dynamics, Sichuan University, Chengdu, China
• May 15-19, 2006, Sixth East Asia PDE Conference, Wuhan University, Wuhan, China
• March 31-April 2, 2006, AMS Meeting (2006 Spring Southeastern Meeting), Special Session: Qualitative Analysis of Partial Differential Equations, Florida International University, Miami, FL
• December 08, 2005, Department of Mathematics, University of Puerto Rico at Humacao
December 08, 2005, Department of Mathematics, University of Puerto Rico at Mayaguez
October 21-23, 2005, 1011\textsuperscript{th} AMS Meeting, Special Session: Analysis of Partial Differential and Integral Equations, University of Nebraska, Lincoln, Nebraska
July 29, 2005, Morning Shine Research Center, The Chinese Academy Of Sciences, Beijing, China
July 11-16, 2005, International Conference on Nonlinear Partial Differential Equations, Qufu Normal University, Rizhao, China
July 03-08, 2005, The 2nd East China Partial Differential Equations Conference, East China Normal University, Shanghai, China
May 20-22, 2005, Midwest Numerical Analysis Conference, University of Iowa
May 13-14, 2005, 6-th Mississippi State-Uab Conference On Differential Equations & Computational Simulations dedicated to Louis Nirenberg in celebration of his 80\textsuperscript{th} birthday and Klaus Schmitt in celebration of his 65\textsuperscript{th} birthday, Mississippi State University
January 4, 2005, Institute of Mathematical Research Center, Peking University, Beijing
January 4, 2005, Institute of Mathematics, Academia Sinica, Beijing
July 4-8, 2004, HuaDong PDE Conference, Institute of Mathematical Sciences, Nanjing University
November 14-16, 2003, Midwest PDE Conference, School of Mathematics, University of Minnesota.
October 13-16, 2003, Applied Math Seminar, Department of Mathematics, Tulane University.
August 14-17, 2003, Conference on Partial Differential Equations and Applications, Department of Mathematics, University of Notre Dame
December 20, 2002, Department of Mathematics, Xian Jiaotong University, Xian, China
November 7, 2002, Analysis Seminar, Courant Institute of Mathematical Sciences, New York University
July 11-18, 2001 (presented by Prof. Y.-W. Qi), Nonlinear Partial Differential Equations, Variational and Viscosity Methods, Concentration Phenomena, Nonlinear Dynamics and Phase Transitions, The Pacific Institute for the Mathematical Sciences, Vancouver, BC
July 6, 2001, Department of Mathematics, Peking University, Beijing
July 4-6, 2001, Institute of Mathematics, Academia Sinica, Beijing
May 5, 2001, Annual General Meeting of the Hong Kong Mathematical Society Hong Kong University of Science and Technology, Hong Kong
May 16, 2001, Joint PDE Seminar, The Institute of Mathematical Sciences, Department of Mathematics, The Chinese University of Hong Kong, Hong Kong
June 16-20, 2001, International Conference on Nonlinear PDE and Their Applications, Huangshan
October 1-2, 2000, Analysis Seminar, Department of Mathematics, University of Rochester
April 7-9, 2000, AMS special sessions on "Nonlinear Partial Differential Equations"
AMS 953th Meeting, University of Notre Dame
• April 1-2, 2000, Iowa Partial Differential Equations Conference, Iowa State University
• June 10-13, 1999, Applied Mathematics Seminar, Department of Mathematics, Ohio State University
• May 12-16, 1999, "Boundary Value Problems for Degenerate Elliptic Equations", 1999 SIAM Annual Meeting, Atlanta, Georgia
• January 8-12, 1999, Department of Mathematics, University of Rochester
• August 2-5, 1998, Recent Trends and Advances in PDEs and Numerical PDEs, A Conference in honor of Olga Ladyzhenskaya, Iowa State University
• June 25, 1998, Applied Mathematics Seminar, Institute of Applied Mathematics, Beijing
• April, 1997, Iowa Partial Differential Equations Seminar, Iowa State University
• Oct., 1996, Calderon- Zygmund Lecture, University of Chicago
• July, 1996, Institute of Mathematics, Academia Sinica, Beijing
• July, 1996, Xian Jiaotong University, Xian
• April, 1996, AMS special sessions on "Partial Differential Equations", AMS 910th Meeting, Courant Institute of Mathematical Sciences, New York University
• Nov., 1995, Department of Mathematics, University of British Columbia, Vancouver
• May, 1995, Department of Mathematics, University of Minnesota, Minneapolis
• May, 1995, Department of Mathematics, Northwestern University
• Sept., 1994, Department of Mathematics, Cornell University
• June, 1994, Department of Mathematics, University of New Orleans
• June, 1993, Institute of Mathematics, Academia Sinica, Beijing
• May, 1993, Department of Mathematics, Xian Jiaotong University, Xian
• May, 1992, "Centrally Isolated Harmonic Analysis Seminar", Cornell University
• May, 1991, IMA Minisymposium on "Nonlinear Diffusion Equations & Their Equilibrium States ", University of Minnesota
• Feb., 1991, Department of Mathematics, Rutgers University at New Brunswick
• Feb., 1990, Department of Mathematics, University of Rochester
• Apr., 1990, Department of Mathematics, Indiana University at Bloomington
• Mar., 1990, Workshop on "Partial Differential Equations with Minimal Smoothness and its Applications ", University of Chicago
• Mar., 1990, Argonne National Laboratory, Chicago
• Oct., 1989, AMS 852nd Meeting, Special sessions: Differential Equations, Ball State University
• Feb., 1989, Calderon- Zygmund Lecture, University of Chicago
• Winter, 1988, Calderon- Zygmund Lecture, University of Chicago
COLLOQUIA AND PLENARY TALKS

- May 27, 2013, College of Mathematical Sciences, Capital Normal University, Beijing, China
- February 25, 2013, CAS Cultural Activity & Department of Mathematics and Statistics Research Talk, University of North Carolina at Wilmington
- June 21, 2012, Wuhan Institute of Physics and Mathematics, Chinese Academy of Sciences, Wuhan, China
- June 20, 2012, Department of Mathematics, Huazhong Normal University, Wuhan, China
- June 18-20, 2012, College of Applied Mathematics and Institute of Contemporary Mathematics, Henan University, Kaifeng, China
- October 13, 2011, Applied Mathematics and Statistics Colloquium, AFIT, Dayton
- Nov 5, 2010, Department of Mathematics, College of William and Mary, Williamsburg, VA
- Sept. 26-Oct. 6, 2010, Fifth China-Italy Colloquium on Applied Mathematics, Catania University, Sicily
- June 15 and 30, 2009, College of Mathematical Sciences, Capital Normal University, Beijing, China
- June 24-27, 2009, International Workshop on Reaction-Diffusion Models and Mathematical Biology, Harbin Institute of Technology and Harbin Normal University
- June 19, 2009, Department of Mathematics, Northwest University, Xian, China
- June 19, 2009, College of Mathematical Sciences, Shaanxi Normal University, Xian, China
- June 9, 2009, College of Mathematics and Sciences, Xi’an Jiaotong University, Xian, China
- October 10, 2008, College of Mathematical Sciences, Capital Normal University, Beijing, China
- October 5, 2008, College of Mathematics and Sciences, Xi’an Jiaotong University, Xian, China
- July 6-10, 2008, Fifth World Congress of Nonlinear Analysts (Invited One Hour Speaker), Hyatt Grand Cypress Resort in Orlando, Florida
- May 24, 2007, College of Mathematics and Sciences, Xian Jiaotong University, Xian, China
- May 16, 2007, Institute of Applied Mathematics, Academy of Mathematics and System Sciences, Chinese Academy of Sciences, Beijing, China
- May 15, 2007, College of Mathematical Sciences, Beijing Technology University, Beijing, China
- May 14, 2007, College of Mathematical Sciences, Capital Normal University, Beijing, China
- December 31, 2006, College of Mathematical Sciences, Capital Normal University, Beijing, China
- December 26, 2006, Department of Mathematics, Northwest University, Xian, China
• December 25, 2006, College of Mathematical Sciences, Shaanxi Normal University, Xian, China
• December 18, 2006, College of Mathematical Sciences, Hunan Normal University, Changsha, China
• July 07, 2006, College of Mathematical Sciences, Shanghai Jiaotong University, Shanghai, China
• June 19-20, 2006, Department of Applied Mathematics and Mechanics, Shanghai University, Shanghai, China
• June 15, 2006, College of Mathematical Sciences, Shaanxi Normal University, Xian, China
• June 14, 2006, College of Mathematics and Sciences, Xi’an Jiaotong University, Xian, China
• May 30, 2006, College of Mathematical Sciences, Capital Normal University, Beijing, China
• May 25, 2006, Institute of Applied Mathematics, Academy of Mathematics and System Sciences, Chinese Academy of Sciences, Beijing, China
• May 24, 2006, Institute of Mathematics, Academy of Mathematics and System Sciences, Chinese Academy of Sciences, Beijing, China
• May 23, 2006, Beijing University of Post and Communications, Beijing, China
• May 19, 2006, Department of Mathematics, Huazhong Normal University, Wuhan, China
• May 18, 2006, Wuhan Institute of Physics and Mathematics, Chinese Academy of Sciences, Wuhan, China
• August 2, 2005, Department of Mathematics, Capital Normal University, Beijing, China
• December, 2004, Department of Mathematics, Huazhong Normal University, Wuhan, China
• December, 2004, Department of Mathematics, Hunan Normal University, Huana, China
• July 8-12, 2004, Hunan Normal University
• June 30-July 03, 2004, Huazhong Normal University
• June 25, 2004, Shaanxi Normal University
• June 18, 2004, Academy of Mathematics and Systems Sciences, Academia Sinica, Beijing
• June 17, 2004, Capital Normal University, Beijing
• February 25-29, 2004, Department of Mathematics, Brigham Young University
• December 24, 2002, Department of Mathematics, Xian Jiaotong University, Xian
• December 29, 2002, Department of Mathematics, Shaanxi Normal University, Xian
• December 29, 2002, Department of Mathematics, Northwest University, Xian
• June 26, 2001, Department of Mathematics, Huazhong Normal University, Wuhan
• May 23, 2001, Department of Mathematics, City University of Hong Kong, Hong Kong
• October 22, 1999, Department of Mathematics, Bradley University
• June, 1996, Huazhong Normal University
• April, 1992, Department of Mathematics, Tulane University
• April, 1989, Department of Mathematics, University of Rochester
• Winter, 1988, Department of Mathematics, Iowa State University
• Winter, 1988, Department of Mathematics, University of Rochester

MINICOURSES ON RESEARCH
• Summer, 2007, 15 graduate lectures on “Vlasov-Poinsson System”, Department of Mathematics, Hunan Normal University, Hunan, China
• December, 2006, 15 graduate lectures on “On Nonlinear Parabolic Equations”, Department of Mathematics, Hunan Normal University, Hunan, China
• Summer, 2006, 20 graduate lectures on “Introduction to Mathematical Biology”, Department of Mathematics, Hunan Normal University, Hunan, China
• Summer, 2005, ten graduate lectures on “Nonlinear Analysis and its Application in PDE”, Department of Mathematics, Hunan Normal University, Hunan, China
• July 12-15, 2004, Several Invited Lectures, International Summer School--Ricci Flow, Center for Mathematical Sciences, ZheJiang University
• June 21-29, 2004, Several Invited Lectures, International Summer School--Nonlinear PDE, Xian Jiaotong University, China
• April 23-June 22, 2001, Short course on partial differential equations, Hong Kong University of Science and Technology, Hong Kong, China
• July 2-4, 2001, Short course on Travelling Wave Solutions and Their Stability, Xian Jiaotong University, Xian, China
• June, 1998, Department of Mathematics, Xian Jiaotong University
• June, 1993, Series of 4 Lectures at the PDE Conferences, Nankai Institute of Mathematics, Tianjin

SYSTEM & UNIVERSITY SERVICE
• 2015-present: California State University System member of the Academic Council
• 2015-present: CSUN Cabinet member
• 2015-present: Chair of CSUN Provost Council
• Co-Chair of WSU HLC Accreditation Committee on Teaching and Learning: Evaluation and Improvement, spring 2013-2015.
• Member of WSU Market Research Committee, Fall 2013-2015.
• Member of the Vice President for Enrollment Management and Marketing search committee, WSU, Summer 2013-Spring 2014.
• Chair of WSU College of Arts Dean Search Committee, Fall 2012: assistant WSU president and provost in successfully recruiting the dean.
• Member of WSU CEHS EPAC Executive Committee, Fall 2011-2015.
• Member of the Vice President for Research and Graduate Study search committee, WSU, Spring 2012.
• Institutional Coordinating Committee (ICC), WSU, 2011-2015.
• University of Iowa: Served on the University Graduate College Council for three years responsible for graduate education policies, and programs.
• University of Iowa: Served on the University Graduate College Strategic Initiative Fund Committee to oversee funding distribution, as well as to give guidelines on graduate initiative developments from departments/units throughout the entire campus.

• University of Iowa: Search committee for a new Associate Vice President and Chief Diversity Officer in 2009-2010, with a successful outcome.

• University of Iowa: Served on UI Faculty Council, university-governing body of the Faculty Senate in 2007-2008.

• University of Iowa: Served for three years on the Faculty Senate/Staff Council Budget Committee to ensure more efficient communication with the President of the University and members of the administration and to advise 1) on budgetary priority setting; 2) on state appropriations requests made to the Board of Regents; 3) on the internal governance procedures of the University which have major budgetary implications and impact on faculty and staff; 4) on the translation of University planning processes and unit reviews into specific budgetary allocations.

• University of Iowa: Served for three years on the Faculty Senate Governmental Relations Committee, which has a primary responsibility for developing and improving the faculty’s relationships with government officials, especially those of state government (i.e. by including visits of state legislators).

MEMBERSHIP
• AMS
• SIAM
• Society for Natural Philosophy
• CCADP

REVIEWER
• NSF
• Hong Kong Research Grants Council
• FONDECYT (Chilean Research Council)
• AMS Mathematical Review
• 2005 State Natural Science Award of the P.R.China
• 2009 WISE (Women in Science and Engineer) Travel Grant Program
• 2005-present Chang-Jiang Scholarship Oversea Review Committee, Ministry of Education, P.R. China

REFEREE
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Appointment of Robin Merle as
Vice President for Institutional Advancement

WHEREAS, Robin Merle has agreed to assume an instrumental position at the College with a vision to execute and implement the President's master plan for improving Institutional Advancement; and

WHEREAS, Ms. Merle brings more than thirty-eight years of professional experience in higher education advancement, development, and fundraising; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Robin Merle as Vice President for Institutional Advancement at John Jay College of Criminal Justice, effective June 26, 2018.

EXPLANATION: Robin Merle is a visionary executive with a distinguished career path and comes with a strong reputation for leadership and collaborative decision-making. This appointment reflects the College's commitment to strong leadership in support of institutional excellence.

Ms. Merle's experience includes serving as Vice President and Chief Development Officer for the Hospital for Special Surgery in New York City, and fundraising and communications positions for Rutgers University. She holds an M.A. from The Johns Hopkins University, and a B.A. from Rutgers University.

A search waiver was requested by the College to appoint Ms. Merle to this position, which has been approved.

The President strongly recommends her appointment.
ROBIN MERLE, CFRE

EXECUTIVE SUMMARY
Highly accomplished senior executive recognized for transforming fundraising operations at organizations to deliver increased revenue. Excel in engaging leaders from key wealth sectors: investment banking, hedge funds, financial services, real estate, Fortune 500s, and family offices. Extensive experience in board relations. Innovator and change agent.

John Jay College of Criminal Justice
Interim Vice President for Institutional Advancement
Present
Reporting to President Karol Mason, responsible for leading the Development program and team building for sustainable fundraising and campaign readiness. Overseen the John Jay Foundation, alumni relations, and board engagement and development.

Hospital for Special Surgery (HSS), New York City
A specialty academic hospital affiliated with Weill Cornell Medicine, and in research partnership with The Rockefeller University and Memorial Sloan Kettering Cancer Institute. HSS has an operating budget of more than $1B, an endowment of $175M, and over 4,000 employees.

Key Accomplishments
Leadership:
- Transformed fundraising from a basic, annual gift operation to a highly effective, diversified business model targeted at sophisticated philanthropists.
- Changed the structure and depth of volunteer leadership for philanthropy. Created 4 councils which attracted more than 145 prominent advisors and fundraising leaders to increase awareness and funding for vital clinical specialties. Re-built 35-member institutional advisory board which resulted in new business opportunities and fundraising revenue.
- Created and implemented fundraising infrastructure to meet the increasingly complex needs of the HSS growth agenda.

Fundraising:
- Raised highest level of funding in one year in the history of the Hospital, $79.5M, representing more than 100% increase over the previous year.
- Planned and led 3 consecutive campaigns for HSS, including the first successful campaign in HSS history to advance research, education, capital expansion, and endowment.
- Raised endowments for 43 new chairs and fellowships in research and clinical specialties.
- Personally solicited the 3 largest campaign gifts and managed the acquisition of $40 million bequest.
- Launched the first HSS programs in ultra-high-net-worth prospecting and cultivation, principal gifts, planned giving, and grateful patient fundraising.

Management:
- Maintained low cost to raise a dollar ($.06) while setting new fundraising benchmarks.
- Created a high-performance Development organization. Expanded staff from 3 to 30 with low turnover (average tenure of 10+ years among senior staff).

Senior Vice President and Chief Development Officer
2014-2017
Responsible for all fundraising for the institution. Member of the Hospital’s Executive Leadership Council.
Member of 4 Board Committees: Executive, Research, Campaign, and Development.
- Architect and leader of the Hospital’s most significant, comprehensive campaign, surpassing goal of $300 million, while increasing unrestricted support year over year.
- Chief fundraiser for gifts in partnership with trustee leaders, President and CEO, and medical leaders. Raised more than 285 principal and major gifts totaling more than $230 million.

- HSS spokesperson for philanthropy. Educated internal stakeholders and promoted HSS to the New York and national philanthropic communities.

- Partnered with Board leaders to recruit, orient, and engage trustees and advisors. Managed 2 standing committees focused on fundraising. Achieved 100% Board participation in most recent campaign.

- Oversaw the day-to-day operations of the development function, including recruitment, retention, and management of staff. Leadership stability and team building resulted in one of the highest Gallup-measured staff satisfaction scores in the institution.

- Directed the marketing and production of philanthropy-related communications to the Board, executive and medical leaders and staff, and high-net-worth donor community. Re-branded philanthropy profile in all media. Engaged the Alan Alda School for Communicating Science to train scientists to speak in persuasive, lay terms which resulted in greater support for their research initiatives.

Vice President and Chief Development Officer 2011-2014
Vice President, Development 2008-2011
Assistant Vice President, External Affairs 2006-2008
Senior Advisor to Executive Vice President, External Affairs 2004-2006
Campaign Director 2001-2004
Director of Development 1997-2001

Rutgers University Foundation, New Brunswick, NJ 1985-1997
Consistently promoted to higher-level positions in leadership, fundraising and communications; led 2 successful campaigns across 3 state campuses and 25 divisions. Awarded Excellence in Educational Fundraising Leadership from CASE.

New York University, New York City 1980-1985
Promoted to front-line fundraiser from communications specialist for 11 schools.

EDUCATION
MA The Johns Hopkins University
The Writing Seminars, Fellowship

BA Rutgers College, Rutgers University
English Literature, Phi Beta Kappa

SELECTED VOLUNTEER SERVICE AND RECOGNITION
- Vice Chair, National Philanthropy Day; Board Member, Assoc. of Fundraising Professionals-NYC
- 2017 Woman of Achievement Honoree for Women in Development, NY
- 2017 Association of Healthcare Philanthropy Top Performer for fifth consecutive year
- Presenter/moderator, 2010-2018, Fundraising Day in New York, Assoc. of Fundraising Professionals
NEW YORK CITY COLLEGE OF TECHNOLOGY

Appointment of Michel Hodge as
Vice President for Enrollment and Student Affairs

WHEREAS, Michel Hodge has more than 14 years of increasingly responsible experience in higher education, most recently as Vice President for Student Affairs and Enrollment Management at Queensborough Community College; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Michel Hodge as Vice President for Enrollment and Student Affairs at New York City College of Technology, effective June 26, 2018.

EXPLANATION: New York City College of Technology is pleased to recommend the appointment of Michel Hodge as Vice President for Enrollment and Student Affairs. Since 2014 Mr. Hodge has served as Vice President for Student Affairs and Enrollment Management at Queensborough Community College, as well as the College’s Interim Dean of Student Life.

Before joining Queensborough Mr. Hodge was Executive Director of Enrollment Management and Administrator in Charge of the CUNY Aviation Institute at York College. His other experience includes teaching at Purdue University and serving as Vice President of Customer Service for Mesa Airlines. Mr. Hodge is well-versed in the fields of organizational management and higher education administration.

A comprehensive recruitment strategy was undertaken by New York City College of Technology to fill this position. The process included the placement of advertisements in national journals and with a variety of professional and academic organizations. Forty-nine (49) applications were received, representing a diverse pool of applicants.

The College President strongly recommends his appointment.
MICHEL A. HODGE

PROFILE
- Chief Student Affairs and Enrollment Officer
- Member of President's Cabinet and College Personnel and Budget Committee
- Experienced public and private sector leader of transformational organizational change
- Effective manager of operations, budgets, and personnel
- Skilled at developing rapport with faculty, students, staff and community constituents
- Devoted to helping students become leaders that will create a just, caring and thriving world
- Committed to staff development programs that produce future leaders of higher education

EXPERIENCE
CITY UNIVERSITY OF NEW YORK
QUEENSBOROUGH COMMUNITY COLLEGE BAYSIDE, NEW YORK

VICE PRESIDENT, STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT JULY 2014 - PRESENT
- Responsible for personnel, budget, operations, and communications for the Student Affairs Division comprised of: Advisement, Admissions, Career Services, Center for International Affairs and Study Abroad, College Discovery, College Opportunity to Prepare for Employment (COPE), Collegiate Science & Technology Entry Program (CSTEP), Counseling, Health Services, Military & Veterans' Services, Services for Students with Disabilities, Single Stop, Student Activities, Student Financial Services, Student Judicial Affairs, and Testing Services.
- Student Affairs Department Chair, Introduction to College course instructor, and voting member of College Personnel & Budget Committee
- Chair of Behavioral Intervention Team (BIT) comprised of representatives from Title IX, Student Activities, Health Services, Public Safety, Academic Affairs, Services for Students with Disabilities, Student Conduct, Registrar, and Counseling offices
- Chair of the QCC Student Association, responsible for oversight of Student Activity Fees
- Chair for several management and executive leadership searches
- Member of CUNY Athletic Conference Athletic Competition & Performance Committee
- Member of CUNY Chief Student Affairs and Chief Enrollment Councils
- Instituted Student Affairs professional development series to provide the college with a cohort of tomorrows Student Affairs leaders based on current ACPA/NASPA Student Affairs competencies
- Leading a values focused divisional strategic planning exercise
- Led team that has met enrollment targets from fall 2014 through spring 2016
- Conducts workshops for Student Leadership Weekend and Emerging Leaders Program

INTERIM DEAN OF STUDENT LIFE APRIL 2014 - JUNE 2014
Advised President, Vice President of Student Affairs and other Cabinet level administrators on outside-of-the-classroom student-related matters
Ensured collaborative information exchange, innovative and equitable problem solving, and productive implementation of new initiatives across all groups within Student Affairs by working closely with the Vice President of Student Affairs, Executive Director of Financial Services and the Assistant Dean of Enrollment Management
Led team of Student Life offices that included Career Services, College Discovery, Student Conduct, International Affairs and Study Abroad, Military and Veterans, Student Activities, and Services for Students with Disabilities
Collaborated with faculty, students and staff to resolve student conduct issues

YORK COLLEGE JAMAICA, NEW YORK

EXECUTIVE DIRECTOR, ENROLLMENT MANAGEMENT OCTOBER 2009 - MAY 2014
- Advised President, VP of Administrative Affairs and other Cabinet level administrators on recruitment, retention, marketing, and external partnership initiatives
- Partnered with Student Development and Academic Affairs to create and support dynamic student focused programs
- Chaired Enrollment Management Committee
- Co-chaired First Year Experience and Service Learning program committees
- Led team that had met or exceeded enrollment targets from 2009 through 2012
- Chief Enrollment Officer and member of President's Cabinet
- Chair Enrollment Management Group (Admissions, Advisement Center, Financial Aid, Registrar, Scholarship Center, SEEK, Testing and other Student Services offices)
- Led and supervised activities of the Admissions, Financial Aid, and Scholarship offices
- Managed budgets of various Enrollment Management offices
- Collaborated with College based marketing professionals and external consultants to create dynamic marketing campaigns
- Prepared enrollment data projections and presentations/in consultation with York's Institutional Research team and CUNY's Enrollment Management Officers, in order to produce enrollment projections
- Instituted the "Cardinal Crew" a program that provided students with professional development training and provided the opportunities to practice what they learned through volunteer projects on campus

PROJECT MANAGEMENT

OFFICE DIRECTOR (FULL-TIME) SEPTEMBER 2007 - SEPTEMBER 2009
- Implemented strategies to admit and retain students who are better prepared for college while maintaining a diverse student population
- Assisted Vice President in determining enrollment goals that accomplished revenue targets Created enrollment presentations for the Vice President for internal groups such as President's Cabinet and Faculty Convocation and external groups such as President's Advisory Board and York College Foundation Board
- Gathered and formatted data for President to include in the University Goals and Targets report
- Convened CUNYfirst (Oracle Peoplesoft) campus team and served as Project and Change Management Liaisons
CUNY AVIATION INSTITUTE
ADMINISTRATOR IN CHARGE (PART-TIME) SEPTEMBER 2008 - AUGUST 2009
- Responsible for the initiation of York's BS in Aviation Management student recruitment and retention strategy growing the enrollment from three students to 75 in three years
- Worked with Institute's advisory board members to increase the visibility of the Institute and provide opportunities for college and industry partnerships to benefit students and faculty
- Administered $300,000 US Department of Education grant used to develop and implement industry internship program for Aviation Management students
- Helped secure a $200,000 grant from the Port Authority of New York and New Jersey to build a Tuskegee Airmen Exhibit.

CUNY AVIATION INSTITUTE INTERIM DIRECTOR JULY 2006 - AUGUST 2007
- Strengthened linkages between College and local aviation community
- Instituted aviation themed co-curricular programs at York College including a flight familiarization program that afforded students the opportunity to explore aviation through a pilot's eye by participating in up to 5 hours of flight instruction

ADJUNCT LECTURER JANUARY 2006 - DECEMBER 2009
- Dynamic instructor with high student satisfaction evaluations for Business Department courses

CAMPUS SPECIAL PROJECTS MANAGER OCTOBER 2005 - JUNE 2006
- Facilitated campus special projects for the Division of Administrative Affairs and Institutional Advancement such as the "President's Executive Breakfast" Series for the purpose of fostering linkages between the College and the business community

A VIATION SECTOR WORKFORCE DEVELOPMENT PROGRAM DIRECTOR MAY 2005 - SEPTEMBER 2005
- Administered New York City Workforce Development grant that strengthened linkages between the College and local aviation community

PURDUE UNIVERSITY WEST LAFAYETTE, INDIANA

INSTRUCTIONAL DEVELOPMENT SPECIALIST DECEMBER 2003 - SEPTEMBER 2004
(Graduate Teaching Assistantship at 30 hours/week)
- Facilitated training programs for interpersonal skills and teaching with technology workshops

RESEARCH OPPORTUNITIES PROGRAM JUNE 2003 - AUGUST 2003
COORDINATOR (Summer Position)
- Coordinator of staff and participant activities during a three-week research residential program designed to increase the number of under-represented groups in graduate degree programs

GRADUATE TEACHING ASSISTANT SEPTEMBER 2002 - DECEMBER 2003
- Instructor for Organizational Leadership, Training Methods, and internship courses
MESA AIRLINES JACKSONVILLE, FL & WICHITA, KS

VICE PRESIDENT OF CUSTOMER SERVICE  MARCH 1999 - SEPTEMBER 2002
- Managed a $25 million budget
- Executive team leader of 40 customer service managers and over 150 station agents
  Coordinated computer reservation system change (similar to the SIMS to CUNYfirst change)
- Implemented professional development seminars to increase productivity and improve morale
- Coordinated merger of Mid-west and Eastern divisions which increased the operations of the Mid-west division from a 15 aircraft operation to a 45 aircraft operation

MANAGER OF SYSTEMS CONTROL  AUGUST 1998 - MARCH 1999
  Implemented new technologies and staffing configurations for company's expansion plan

REGIONAL CUSTOMER SERVICE MANAGER  JULY 1997 - AUGUST 1998
  Coordinated daily operations of 20 customer service locations located in several eastern States

FLORIDA INSTITUTE OF TECHNOLOGY MELBOURNE, FL.

VARIOUS STUDENT AFFAIRS ASSIGNMENTS  SEPTEMBER 1991 - JUNE 1994
(Work Study AND College Assistant positions)
- Men's Basketball Manager assisting head coach in travel and equipment management
- Summer FSI. Resident Life Assistant and Cultural Liaison

EDUCATION

St. Joseph's Seminary & College, Yonkers, NY  MA in Theology, 2017
Purdue University, West Lafayette, Indiana  MS in Organizational Leadership, 2004
THE CITY UNIVERSITY OF NEW YORK

Appointment of Donna Linderman as Associate Vice Chancellor for Academic Affairs

WHEREAS, Donna Linderman has extensive experience designing and leading some of the University’s most important initiatives, that have improved success rates of CUNY’s students and achieved national recognition; and

WHEREAS, as a member of the Chancellor’s leadership team, Ms. Linderman leads and oversees a broad portfolio of multi-campus programs designed to improve college success and graduation rates of CUNY students; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Donna Linderman as Associate Vice Chancellor for Academic Affairs, effective June 26, 2018.

EXPLANATION: Donna Linderman has served as Interim Associate Vice Chancellor since July 1, 2017, and previously she served as University Dean for Student Success Initiatives. Ms. Linderman is recognized nationally as an effective and innovative higher education leader as a result of her stewardship of several student success programs, in particular the “Accelerated Study in Associate Programs” (ASAP). ASAP has doubled graduation rates among CUNY’s community college students. Ms. Linderman also leads and manages the “CUNY Start” and “Math Start” programs, both of which are models in developmental education. Ms. Linderman has also played a critical role in advancing the CUNY Strategic Framework initiative, successfully co-leading the Access and Completion pillars.

Ms. Linderman holds an M.F.A. from Brooklyn College and a B.F.A. from the University of Southern California, Los Angeles.

The Chancellor strongly recommends her appointment with a waiver of search requirements.
Donna Linderman

Professional Experience:

City University of New York: Office of Academic Affairs (2008–present). University Associate Dean for Student Success Initiatives and Executive Director for Accelerated Study in Associate Programs (ASAP). Portfolio includes supervision of ASAP, a nationally recognized associate degree completion program currently serving 4,300 students at six CUNY community colleges funded by the New York City Center for Economic Opportunity (CEO), New York State, and several private foundations; CUNY Start, a pre-matriculation program for low-income students with significant remedial needs serving 1,800 students and funded with New York State tax levy resources; and Graduation Success Initiative (GSI), a newly created support program designed to help public assistance recipients complete their associate degrees in a timely manner and currently serving 300 students at five colleges funded by the New York City Human Resources Administration (HRA).

Primary duties include overall program administration, fiscal management ($27 million across all programs in FY15), oversight of program research and evaluation, internal and external reporting and communication, preparation of reports and articles, conference presentations, fundraising, creation of new partnerships, and participation on CUNY-wide work groups investigating college transition and completion matters; supervise internal staff of 22 and coordinate the work of more than 200 college-based staff across eight CUNY colleges; led and supported efforts to raise more than $9 million in additional foundation and City and State funding for ASAP over the past four years; currently leading expansion of ASAP that will grow enrollment to serve 13,000 students by fall 2016 and a replication demonstration of ASAP in Ohio with MDRC.

City University of New York, Office of Academic Affairs (2002–2008). University Director, Middle Grades Initiative/GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and Collaborative Programs Arts Education. Directed college/secondary school consortium project involving Academic Affairs, CUNY colleges, and affiliated partner high schools serving 2,200 students across New York City; enhanced University funding by raising $5.4 million in federal, state, and private grants; also provided oversight for arts education programs of CUNY colleges working with New York City public secondary schools and managed special projects such as the Lincoln Center Institute Higher Education Collaborative.

Lehman College Department of Middle and High School Education (2002–04). Adjunct Assistant Professor. Taught graduate and undergraduate education methods courses on use of theater education approaches in middle and high school English classes.

Brooklyn College Department of Theatre and School of Education (1997–2002). Assistant Professor. Duties included teaching undergraduate and graduate theatre and education courses; thesis advisement for graduate theatre students; supervision of field work of student teachers and teaching fellows; curriculum development of theatre education graduate courses, and creation of theatre concentration for education majors.

Brooklyn College Theatre and Education Initiative (BCTEH) (1999–2002). Faculty Coordinator. Initiated an arts education program for area high schools; coordinated and supervised workshops and performances of college productions for students, supervised creation of study guides, trained graduate students as teaching artists, designed and taught a graduate summer institute for high school teachers and graduate theatre students, which included partnerships with Manhattan Theatre Club and New York Shakespeare Festival.
Frolski Theatre - Vienna, Austria (1995-96). Associate Artist/teacher. Taught theatre workshops involving acting, movement, and voice as part of a residency at WUK, a multi-arts and education center; also performed as a principal actor and served as the company’s voice and speech consultant for stage adaptation of Ingeborg Bachman’s Gfer.

Vienna and Danube International Schools - Vienna, Austria (1995-96). Guest Teacher. Worked with upper and lower division students on scene study, improvisation, text analysis, and voice/physical work.


Theatre resume available upon request.

Publications:


Select Presentations 2012-14:
Innovation in Urban Colleges: CUNY Accelerated Study in Associate Programs (ASAP) and CUNY Start. Presentation at the CUNY Institute for Education Policy College Completion Gap Conference, New York, NY, November 6, 2014

Expanding a Successful Reform for Increasing Graduation Rates: The Continuing Story of CUNY’s Accelerated Study in Associate Programs (ASAP). Presentation at the American Youth Policy Forum, Washington DC, October 17, 2014.


Improving Student Retention and Graduation via Comprehensive Supports: Two and Three-Year Outcomes from CUNY’s Accelerated Study in Associate Programs (ASAP). Presentation at the National Symposium on Student Retention (NSSR), San Diego, CA, November 2013.

Accelerated and Structured Pathways. Presentation at the Complete College America Alliance of States Training Academy, Portland, OR, July 2013.


Structured Pathways and Comprehensive Supports: CUNY ASAP and CUNY Start. Presentation at Jobs for the Future Postsecondary State Policy Team Cross-State Topics Series: Rethinking Student Services In an Era of Structured Pathways, Boston, MA, November 2012.


Education:
M.F.A. in Theatre, Graduate Fellow, Brooklyn College, Brooklyn, NY (1999)

B.F.A. in Drama, University of Southern California, Los Angeles, CA (1983)
THE GRADUATE CENTER

Reappointment of Kristin Booth Glen as University Professor

WHEREAS, Kristin Booth Glen served as Dean of the CUNY School of Law and was appointed University Professor effective September 2, 2013; and

WHEREAS, University Professor Glen currently directs the Supported Decision-Making New York (SDMNY) Project, a consortial initiative led by Hunter College of CUNY and supported by a five-year $1.5 million grant from the New York State Developmental Disabilities Planning Council (NYDDPC), awarded in 2016; and

WHEREAS, as University Professor, Dean Emerita Glenn will support the continuation of the NYDDPC grant for the next three years by applying 60 percent of her annual salary to meet the cost-sharing match from CUNY; and

WHEREAS, under University Professor Glen’s leadership, SDMNY is the first and most extensive disability rights project in the nation, dedicated to upholding the dignity of persons with intellectual and developmental disabilities by finding alternatives to guardianship; and

WHEREAS, the SDMNY Project fosters cross-campus collaboration, involving programs such as the Occupational Therapy Assistant Program at LaGuardia Community College and the Bachelor of Social Work program at Hunter College as well as curricular development within the framework of a Department of Education grant for Transition and Postsecondary Programs for Students with Intellectual Disabilities; and

WHEREAS, University Professor Glen is a renowned advocate of the disability community and an internationally recognized expert in her field who has raised the visibility of CUNY through her innovative work; and

WHEREAS, University Professor Glen has a distinguished record of teaching, scholarship, publication, and service to the CUNY School of Law; now therefore be it

RESOLVED, That the Board of Trustees extends its best wishes for her continued success on her three-year reappointment, September 3, 2018 through September 2, 2021, as University Professor at the CUNY Graduate Center.
THE CITY UNIVERSITY OF NEW YORK

Appointment of Jane Bowers as Interim Executive Vice Chancellor for Academic Affairs and University Provost

WHEREAS, Dr. Jane Bowers served with distinction as Provost and Senior Vice President for Academic Affairs at John Jay College of Criminal Justice from 2007 – 2017; and

WHEREAS, as Provost of John Jay College, Dr. Bowers oversaw the launch of numerous innovative programs to raise degree completion rates, including Accelerate Complete Engage (ACE) and APPLE Corps; and

WHEREAS, Dr. Jane Bowers envisioned, developed and implemented the CUNY Justice Academy, established John Jay Online, led the creation of the John Jay Honors Program and oversaw the creation of 15 new undergraduate majors and 5 new masters programs at John Jay; and

WHEREAS, Dr. Jane Bowers implemented an ambitious faculty hiring plan, increasing the number of full-time faculty from 319 in 2005 to 412 in 2017 and provided strong support for faculty by establishing the semi-annual Faculty Development Day and the annual Faculty Recognition award and creating the position of Associate to the Provost for Faculty as well as a Faculty Services team; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York appoint Jane Palatini Bowers as Interim Executive Vice Chancellor for Academic Affairs and University Provost of CUNY, effective June 1, 2018, at a compensation to be recommended to the Board, subject to financial ability.

EXPLANATION: Dr. Bowers has a distinguished record of academic leadership and service at CUNY that has earned her the respect of CUNY faculty and led to positive outcomes for CUNY students. She has served as the Director of the Women’s Studies Program at Hunter College, the Founding Academic Director of the CUNY Honors College (now Macaulay Honors College), the Dean of Undergraduate Studies at John Jay and the Provost of John Jay for ten years. Dr. Bowers has held faculty positions in the Department of English at John Jay and Hunter Colleges and in the Theater Program and American Studies Program at the Graduate School and University Center of CUNY. Dr. Bowers earned an MA and Ph.D in English at the University of California, Berkeley and a BA in English at the University of California, Irvine.
Jane Palatini Bowers

Education
University of California, Berkeley
M.A. and Ph.D. in English

University of California, Irvine
B.A. in English

Harvard University/Radcliffe College
Major in English, no degree

Professional Development
Executive Leadership Program
City University of New York, 2005-2006

Management and Leadership in Education
Harvard University Graduate School of Education, June 2006

Academic Appointments

Administrative

2007-2017 Provost and Senior Vice President for Academic Affairs, John Jay College, CUNY

2005-2007 Dean of Undergraduate Studies, John Jay College, CUNY

2001-2005 Founding Academic Director, CUNY Honors College (now Macaulay Honors College)

1997-2001 Director, Women's Studies Program, Hunter College, CUNY

1983-1985 Assistant Director of Composition, University of California at Davis

Faculty

2018 Professor Emerita of English, John Jay College, CUNY

2005-2018 Professor of English, John Jay College, CUNY; and concurrently since 1995, Professor, Theater Program and American Studies Program, Graduate School and University Center, CUNY

1997-2005 Professor of English, Hunter College, CUNY


1986 Visiting Professor, Facolta di Lettere e Filosofia, Universitá degli Studi di Firenze
1981-1987  Lecturer, English Department, University of California at Davis

Administrative Responsibilities as Provost of John Jay College
(John Jay College of Criminal Justice: Hispanic Serving Institution, 15,000 students, 412 full time faculty, 600 adjunct faculty, $95 million budget)

- Member of the President’s Executive Staff, the President’s Cabinet, the Faculty Personnel Committee, the Budget and Planning Committee, and the College Council; member without vote of the John Jay College Foundation Board
- Chair of the Provost’s Advisory Council, the Undergraduate Curriculum and Academic Standards Committee, and the Strategic Positioning and Enrollment Group
- Provided direction and set goals for the Division of Academic Affairs, including the Office of Institutional Effectiveness, Office of Undergraduate Studies, Office of Graduate Studies, Office for the Advancement of Research, Lloyd Sealy Library, and Office of Strategic Initiatives, including Adult, Continuing and Professional Education; John Jay Online; and International Studies, Partnerships, and Programs
- Supervised thirty-one direct reports: three directors, two associate provosts, three deans, and twenty-three academic department chairs
- Coordinated the activities of twenty-three academic departments, including recruitment and hiring, budget, scheduling of classes, assignment of faculty, assessment of student learning, and development and review of academic programs
- Managed and oversaw the faculty promotion and tenure process and the student evaluation of faculty process
- Oversaw the management and delivery of twenty-nine undergraduate majors, fifteen master’s degrees, nine credit-bearing certificates, and three doctoral programs (Doctoral degrees are conferred by CUNY; programs are housed and managed at John Jay College)
- Oversaw twelve research centers and institutes
- Represented the college on the Academic Council of the City University of New York
- Served as Acting President for five weeks during President Jeremy Travis’s study leave

Administrative Accomplishments at John Jay College

- Played a key leadership role in the phase out of Associate Degree admissions between 2006 and 2009, admitting our first all baccalaureate class in fall 2010
- Established Academic Advisement Center in 2007, developing it from zero to twelve full time professional advisors, annually serving 7,600 students, who make 12,610 unique visits to the center
- Created Teaching/Learning Center in 2006, serving hundreds of faculty members in such informal activities as Gen Ed Faculty Coffee and Conversation and such funded, formal workshops as Practical Teaching and Grant Writing
• Envisioned, developed, and implemented the CUNY Justice Academy–twelve joint admission, joint degree programs between the six community colleges of CUNY and John Jay College in John Jay’s signature majors: Criminal Justice, Forensic Science, and Forensic Financial Analysis. Launched in 2008, the CUNY Justice Academy currently enrolls 8,800 students at the community colleges, providing access to John Jay degree programs for associate degree students who do not meet the admissions standards of the all-baccalaureate John Jay. Since its inception, 1008 baccalaureate degrees have been granted to Justice Academy students

• Started the First Year Experience (renamed Student Academic Success Programs, which in ten years since its launch went from 5 learning communities serving 140 freshmen to learning communities for all freshmen not enrolled in other cohort programs (1,118 students in fall 2015)

• Oversaw the transformation of the curriculum, including the revision of General Education and creation of 118 new general education courses and the development of 15 new undergraduate majors and 5 new master’s programs

• Implemented an ambitious faculty hiring plan, increasing the number of full time faculty from 319 in 2005 to 412 in 2017. Hired more than half of the existing full time faculty, including 6 department chairs

• Supported faculty by establishing semi-annual Faculty Development Day and annual Faculty Recognition Awards, launching a workload reduction program, creating a Faculty Services Team in the Office of the Provost, and creating the position of Associate to the Provost for Faculty. Established a steady funding source for faculty academic travel, providing $400,000 annually college-wide

• Led the creation of the John Jay Honors Program, with a curriculum on the theme of “The Common Good,” the success of which gained John Jay inclusion as one of the select colleges participating in CUNY’s Macaulay Honors College, after having been excluded since Macaulay’s establishment in 2001. John Jay graduated its first Macaulay class in June 2017

• Increased support for doctoral programs, funding doctoral student fellowships over and above the Graduate Center allocation, increasing administrative support, and facilitating the successful accreditation of the Clinical Psychology Program

• Established in 2007 the Center for Postgraduate Opportunities, which raises student awareness about national and international fellowship and scholarship opportunities and assists with the development of application materials (the Center has produced winners of Watson, British Marshall, and Fulbright fellowships)

• Led the development of the Pre-Law Institute, established by President Jeremy Travis in 2006, vastly improving the success of John Jay students as law school applicants. In 2012, John Jay students were admitted to fifty-four law schools and were offered a total of $3.2 million in scholarship aid

• Facilitated the development of faculty-led Study Abroad (average of 8 programs annually, a total of 687 students have participated since its inception in 2009)

• Created 6 new academic departments
• Established John Jay Online, which grew to 11 programs, including 6 master’s, 1 undergraduate degree completion program, and 4 advanced certificates with overall enrollment at 306 in spring 2017

• Oversaw an increase in grant funding from 6 million in 2006 to 25 million in 2016, earning John Jay College national recognition as 7th in the nation in 10-year research grant increase

• Oversaw the expansion of Professional Studies from a deficit of -$93,000 in 2010 to $2.5 million in gross revenue for 2016-2017

• Increased one year retention rate of first time, full time freshmen from 74% for the class entering in 2005 to 78.4% for the class entering in 2010

• Increased one year retention rate for full time transfer students from 66.9% for those entering in 2005 to 78.6% for those entering in 2010

• Showed the first significant increase in four-year graduation rate in the college’s recent history after four years of steady decline to a low of 19.0% for the class entering in fall 2005. For the class entering in 2007 the rate leapt to 25.3%, the second highest four-year graduation rate among the eight senior colleges at CUNY

• Played a key leadership role the Master Plan process, writing the vision statement that laid the foundation for the plan, John Jay @ 50. Led the development of a new College Mission Statement and a new Strategic Plan, John Jay 2020

• Led the Middle States Self-Study process, with the team visit in April 2013 and a successful reaccreditation with commendation for the self-study process and its inclusiveness

• Spearheaded and led the Strategic Positioning and Enrollment initiative, to increase enrollment and revenue, to increase yield and selectivity, to market the “new” John Jay, to position the college in new markets through a strategic recruitment plan, and to improve the academic profile of entering students. In this initiative, I directed the work of the Vice President for Enrollment Management, the Vice President for Student Affairs, and the Vice President of Marketing and Development, in addition to the academic deans who reported to me

**Summary of Accomplishments as Founding Academic Director at the CUNY (now Macaulay) Honors College**

Along with Founding Dean, I brought the CUNY Honors College (CHC) from idea to reality, admitting the first class of 250 students in fall 2001. I recruited, developed, and evaluated over one-hundred affiliated faculty members from seven CUNY colleges. In collaboration with this faculty, I developed, implemented, and assessed the CHC curriculum, still in use today 18 years later: four common seminars across the seven institutions, taken by all students in their first four semesters. Using the city as text and laboratory, these seminars (The Arts in New York City, the Peopling of New York, Science & Technology in New York City, and Shaping the Future of New York) engage students in common research experiences and build student learning communities across the seven campuses. I developed relationships with cultural institutions and organized cultural opportunities for CHC students through the Cultural Passport Program. As liaison between the central administration of CUNY and the faculty, honors directors, and undergraduate deans at the participating colleges, I oversaw the implementation of CHC policies and procedures at the campuses. Finally, I instituted an educational technology component in the curriculum,
which employed CUNY doctoral students as Technology Fellows to support CHC students and faculty as they integrated technology into their courses to better facilitate cross-campus dialogue and communications.

**Summary of Accomplishments as Director of the Women’s Studies Program at Hunter College**

I was recruited to Hunter by the then provost to rescue a diminished Women’s Studies Program and make it more visible, viable, and valuable in the college. To that end, I quadrupled the number of majors in Women’s Studies in my four years administering the program and recruited fifty-one faculty members to formally declare their affiliation with the Women’s Studies program. After conducting a self study and external review of the Women’s Studies major, I restructured and created new courses to transform an 18-credit collateral major into a 24-credit stand-alone major. I secured funding for and created an after-school program, called Girlz II Women, for 7th and 8th grade girls from New York City public middle-schools. For Hunter students, I oversaw the creation of a women students’ organization, the Feminist Majority Leadership Alliance, and I developed and supervised an internship program, pairing undergraduate women with adolescent girls as mentors and guides to promote staying in school and prioritizing academic achievement. As a result of all these efforts, the Women’s Studies Program secured its first full time, tenure track faculty line in over ten years. I chaired and administered a successful search for the position. That faculty member has since been tenured and promoted and is now the Director of Women’s Studies (now a department) at Hunter College.

**Honors and Grants**

- Grants of $2.4 million from the Robin Hood Foundation, $1.5 million from the Jewish Foundation for Education of Women, and $4.4 million from the City of New York, Center for Economic Opportunity, to fund a demonstration project, John Jay ACE (Accelerate, Complete, Engage) designed to significantly increase timely degree completion and double four-year graduation rate.
- Investment of $1.7 million from the City of New York in APPLE Corps (Academic Preparation Program for Law Enforcement)
- Strategic Investment Initiative Grant of $600,00 from CUNY for E-Portfolio Project
- Grants from the Shelley and Donald Rubin Foundation for the Women's Studies Program at Hunter College to design Girlz II Women, an after-school program for young girls, 1998, 1999
- Grant from the Cottonwood Foundation for the Women's Studies Program at Hunter College in support of the Girlz II Women Project, 1998
- Fellow at the Bunting Institute of Radcliffe College (now the Radcliffe Institute for Advanced Study at Harvard University), 1996-1997 (Fellowship leave at full salary from John Jay College)
- Folger Institute Grant-in-Aid to attend a faculty seminar in the creation and use of electronic texts, 1997
- New Visions in Education Grant from the City University of New York/Aaron Diamond Foundation for the development of a minor in gender studies at John Jay College, 1997
- National Endowment for the Humanities Summer Stipend, 1994
- National Endowment for the Humanities Study Grant, 1993
- National Endowment for the Humanities Summer Seminar at Harvard University, 1992
- Northeast Modern Language Association Summer Fellowship, 1991
- University of California, Berkeley, Grant-in-Aid, 1977
Publications

Books


Articles and Book Chapters


"Plain Language from a Postmodernist Professor," Writing on the Edge, Spring 1991


"How to Improve Associates' Writing through In-house Continuing Legal Education," The Practical Lawyer, April 1988; reprinted in The CLE Journal and Register, July 1988


Lectures, Panel Presentations, and Conference Papers (selected)


"Slamming at the Borders: Performance Poetry and Identity Politics," lecture by invitation to the Alpha Chi Honor Society at Mount Saint Mary College, Newburgh, NY, March 2002


"Gertrude Stein's Theater Landscapes," lecture by invitation, Gertrude Stein Symposium, New York University, October 2001
“Girlz II Women at Hunter College: An After School Program for 7th and 8th Grade Girls,” organizer, moderator, and presenter of a workshop at the Annual Women’s Studies Conference at State University of New York at New Paltz, November 1999

"Proud to Be a Woman Now: Girlz II Women at Hunter College," organizer, moderator, and presenter of a panel at the Central Pennsylvania Women's Studies Consortium Conference at Dickinson College, March 1999


"Performance Poetry: Poëbusines as Usual, or Something Else Again?" paper presented at the CUNY English Forum, April 3, 1998

"Lift the Poem off the Page/Put the Poem into Action: The Performative Impulse in Contemporary American Poetry," lecture by invitation, April 24, 1997, at the Bunting Institute, Radcliffe College (now the Radcliffe Institute for Advanced Study at Harvard University)


"Portraits of Gertrude Stein/Self Portrait," lecture by invitation at Mount Saint Mary’s College, Newburgh, New York, March 1995

“One on One: Gertrude Stein and Marsden Hartley,” paper written for the 18th Annual Colloquium on Literature and the Other Arts, West Virginia University, September 1993

"Recreation and Representation in Gertrude Stein's 1923 Portrait of Picasso," paper presented at the CUNY English Forum, February 1993

"Experiment in Time and Process of Discovery: Pablo Picasso Paints Portrait of Gertrude Stein and Gertrude Stein Makes Sentences," lecture by invitation at CUNY Graduate Center as one of the English Program’s series of Friday Forums, October 16, 1992

"What Has Goethe’s Faust to Do with Women?: Gertrude Stein’s Answer," paper written for the Modern Language Association National Convention, December 1992

**Academic Service**

**At Hunter College:** Chair, Provost Search Committee (1999-2000); Coordinator, Girlz II Women Program (1997-2001); member, Master Plan Committee (1998-2001); member Interdisciplinary Council of the School of Arts and Sciences (1998-2001); member, Curriculum Committee, School of Arts and Sciences (1998-2000); member, Dean's Advisory Council (1998-2001); member, English Department Undergraduate Course of Study Committee (2000-2001); member, Committee to Select the Presidential Awards for Excellence (2000-2001)

**As a Faculty Member at John Jay College:** Chair, Judicial Committee (1995-1996); Chair, Program Review Committee (1995-1997); member, Recording Secretary and Chair, Writing Across the Curriculum Committee (1988-1992); member and Chair,
English Department Curriculum Committee (1989-1994); member, College Curriculum Committee (1992-1994); member, Honorary Degrees Committee (1992-1996); member, Retrenchment Committee (1995-1996); faculty mentor, Distinguished Freshman Program and Scholarship Mentoring Program (1996-1997); member, Planning Committee of the Freshman Studies/Pre-core Program (1992); member, Committee on Undergraduate Scholarships and Honors (1989-1990); representative, College Council (1988-1989); representative, Faculty Senate (1988-1989); Academic Advisor (1988-1990).

At the CUNY Graduate School: Member, Review Panel for Dissertation Fellowship Awards (1999); member, Women’s Studies Disciplinary Council (1995-2001); Doctoral Theater Program: Member, Executive Committee (1997-2002); member, Committee to Review Doctoral Exams (2001-2002); member, Admissions Committee (1997-2000); member, Committee to Review the Doctoral Reading List (1996); American Studies Certificate Program: Member, Advisory Committee (1999-2002)

Professional Activities

External reviewer of General Education Program at California State University, Sacramento, 2007


Consultant to the New York City Opera in planning for events related to March 2000 production of the Gertrude Stein/Virgil Thomson opera, The Mother of Us All

Television appearance on WGBH, Boston, speaking about performance poetry on "Greater Boston Arts" in March 1997

Consultant to the New York Center for Visual History on its American Theater Project in collaboration with WNET; author of the treatment for the program on American Theater in Revolt, 1996

Consulting Editor, Writing on the Edge, 1991 to 1999

Consultant for law firms, designing and teaching in-house writing seminars for associates, 1983-1992


Tenure and Promotion Evaluations: State University of New York, Buffalo; State University of New York, New Paltz; Boston College; Purdue University; Mount St. Mary College
HUNTER COLLEGE

Appointment of Lon S. Kaufman as Provost and Vice President for Academic Affairs

WHEREAS, Dr. Lon S. Kaufman’s extensive experience makes him highly qualified to serve as Provost and Vice President for Academic Affairs at Hunter College; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Lon S. Kaufman as Provost and Vice President for Academic Affairs of Hunter College, effective June 26, 2018.

EXPLANATION: Dr. Kaufman has been Hunter’s Acting Provost and Vice President for Academic Affairs since July 2015. Before joining Hunter he held a number of titles at the University of Illinois, including Assistant Vice President for Health, Vice Chancellor for Academic Affairs, Vice Provost for Planning and Programs, Vice Provost for Undergraduate Affairs and Dean of the Honors College, and Head of the Department of Biological Sciences.

Hunter College conducted a national search and executed a comprehensive recruitment strategy that included leveraging a recruitment firm and placing ads in national journals and diverse professional and academic organizations. Seventy-five (75) applications were received from a diverse pool of applicants.

Dr. Kaufman’s appointment will provide Hunter College with a proven administrator in the areas of both academics and administration.

The President strongly recommends his appointment.
LON S. KAUFMAN  Curriculum vitae

Phone
Email
Address

Academic and Administrative Positions (UIC and UI)

Administrative Positions
2014-Present  Assistant Vice President for Health Affairs
2011-2014  Vice Chancellor for Academic Affairs and Provost
2008-2011  Vice Provost for Planning and Programs
2003-2008  Vice Provost for Undergraduate Affairs
2003-2008  Dean of the Honors College
1998-2003  Head of Department of Biological Sciences
1997-1998  Acting Head of Department of Biological Sciences
1996-1997  Fellow, CIC-Academic Leadership Program
1996-1997  Director of the Laboratory for Molecular Biology
1993-1996  Director of Graduate Studies Dept. of Biological Sciences

Academic Positions
1999-Present  Professor of Bioengineering (affiliate appointment)
1995-Present  Professor of Biological Sciences
1994-1997  Richard G. and Carole J. Cline University Scholar
1990-Present  Honors College Fellow
1990-1995  Associate Professor of Biological Sciences
1985-1989  Assistant Professor of Biological Sciences

Education

Postdoctoral
1982-1985  Carnegie Institution of Washington, Department of Plant Biology
Stanford, California (Post Doc Advisors: Winslow R. Briggs, William F. Thompson)

Graduate
1977-1982  Ph.D.; Cell and Developmental Biology, SUNY at Stony Brook
Stony Brook, New York (Thesis Advisor: Harvard Lyman)
Summer 1978  Plant Biology Course, Marine Biological Laboratory

Undergraduate
1974-1977  B.A.; Department of Biology, Queens College CUNY
1973-1974  Department of Biology, Brooklyn College, CUNY
Selected Key Achievements

As Provost (3 years) and Vice Provost (8 years)

- Total enrollment has grown by 11% in 11 years, from 25,228 to 28,038.
- UIC has a stable budgeting process and strong cash reserves.
- The six-year graduation rate has increased from 43% to 60%; 17% in 11 years.
- UIC has achieved AANAPISI (Asian American, Native American, and Pacific Islander Serving Institution) status.
- UIC will achieve HSI (Hispanic Serving Institution) status this year.
- UIC is ranked 9th in the US for on-line undergraduate degrees by US NEWS.
- UIC is ranked 13th in the world and 3rd in the US among universities under 50 years old by the London Times.
- I co-chaired, chaired, or commissioned the UIC Campus Master Plan, the UIC Campus Information Technology Strategic Plan, the UIC Diversity Strategic Plan, the UIC Academic Directions Task Force, the UIC Sustainability Plan, the UIC Global Excellence Strategic plan, the UIC Continuing Studies Strategic Plan, and the UIC Strategic Budgeting Plan.
- Through the efforts of the Vice Provost for Undergraduate Affairs, UIC has assumed the leadership role for Student Success in Chicago via the Chicago Collaborative for Student Success and the Mayor’s THRIVE initiative. The work is supported by several foundations.
- I led the effort to found UIC College Prep High School, recognized as the best open enrollment high school in the history of Chicago. All students in its first three graduating classes have been admitted to a four-year institution.
- As Vice Provost for Undergraduate Affairs, I started Summer College as two, free, five-week programs to give entering freshman needed remedial coursework. Through the efforts of the current Vice Provost it has grown to 15 programs representing over 20% of the freshman class.
- In collaboration with the College of Liberal Arts and Sciences and the Library we were able to found first the Science and then the Math Learning Centers.
- In Collaboration with the Vice Chancellor for Administrative Services and the Vice Provost for Undergraduate Affairs we renovated 140 common use classroom, 8 lecture centers and four college buildings (Business, Dentistry, Nursing, and Pharmacy) and created of 30 Oasis informal learning areas.
- I led the campus efforts in the successful revamping of our General Education program.
- I facilitated the efforts to revamp our remedial math courses. The outcome was a change in pass rate from ~40% to ~70% and greater persistence in future math classes.
- In collaboration with the Vice Provost for Planning and Programs we launched the UIC Social Justice Initiative.
- I led UIC’s successful Higher Learning Commission 10 year re-accreditation effort in 2007 and in collaboration with the current Vice Provost for Planning and Programs have initiated our efforts towards the 2017 re-accreditation.
- Worked with Undergraduate Student Government to develop the Undergraduate Research Experience, which allows students to find faculty mentors for research and get credit for their research in any college with any faculty member.
- In collaboration with the Vice Provost for Diversity, and the Vice Provost for Budget and Resource Planning, we developed the UIC Cluster Hire Program, with an emphasis on the hiring of Under Represented Minority faculty.
- Through the efforts of the Vice Provost for Faculty Affairs, we developed a three day orientation for new faculty and separately for new administrators.
As Honors College Dean (5 years)
- Grew the college from 1200 1500 students; from 200 to 280 faculty
- Founded the Alumni Association
- Founded the Advancement/Development Office
- Established an Annual Giving program
- Instituted mandatory Freshman Cores: small-section, faculty-led discussion based classes
- Instituted a mandatory Senior Capstone program
- Commissioned the college’s first strategic plan
- Re-engaged the alumni from the James Scholar’s Program

As Head of Biological Sciences (6 years)
- Led the effort to restructure and redesign the Biology Major
- Responsible for the largest major at UIC (over 1800 students)
- Hired 6 women and 5 men as tenure system faculty

Selected Activities as Provost & Vice Chancellor for Academic Affairs

General Responsibilities
- Full campus budget ~ $2.2 billion
- Daily oversight for campus academic and related operations
- Hire, mentor, supervise and review the Deans and Vice Provosts
- Recruitment, enrollment, retention, and graduation
- Quality of academic programs
- Convene Deans Council, Health Science Council, Undergraduate Policy Council, and Diversity Affairs Council
- Oversight of 16 academic colleges, hospital, outpatient & federally qualified health clinics.
- Oversight of campus-wide institutes and centers (e.g., Cancer Center, Innovation Center)
- Promotion, tenure, and professional development of faculty and academic staff
- Prepare materials for and attend Board of Trustees and Board Committee meetings
- Prepare materials for and attend University-level meetings as required
- Lobbying at state and federal level
- Development, fundraising, and alumni relations
- Media and public relations
- Capital, renovation, and other building programs
- Student recruitment, enrollment, and success
- Campus Information Technology and the Campus Enterprise Software Management System
- Strategic planning
- Financial aid policy
- Interact/collaborate with the Vice Chancellors
- Convene negotiation strategy team for bargaining units representing Tenure and Non-Tenure system faculty during development of the first contract of the new faculty union.
Direct Reports

Deans (16)
Applied Health Sciences; Architecture, Design and the Arts; Business Administration; Dentistry; Education; Engineering; Graduate; Honors; Liberal Arts and Sciences; Library; Medicine; Nursing; Pharmacy; Public Health; Social Work; Urban Planning and Public Administration

Vice Provosts (6):
Academic and Enrollment Services; Budget and Resource Planning; Diversity; Faculty Affairs; Planning and Programs; Undergraduate Affairs

Directors (7):
Cancer Center; Center for Clinical and Translational Science; Innovation Center; Learning Sciences Research Institute; Institute for Patient Safety Excellence (moved to the College of Medicine in 2014); Institute for Race Research and Public Policy; Social Justice Initiative; Women in Science and Engineering System Transformation; Medical Support Programs (moved to Vice Chancellor for Research in 2014)

Others (2):
Chief Information Officer; Executive Assistant to the Provost

Dean and Vice Provost Appointments & 5th-Year Review Reappointments

2013-2014
Appoint Dean College of Dentistry
Appoint Dean College of Education
Appoint Vice Provost for Budget and Resource Planning
Reappoint Dean of the Honors College
Reappoint Dean the Library
Reappoint Dean College of Urban Planning & Public Administration

2012-2013
Appoint Dean College of Architecture, Design and the Arts
Appoint Dean Graduate College
Appoint Vice Provost for Planning and Programs
Appoint Vice Provost for Faculty Affairs
Appoint Vice Provost for Diversity & Special Advisor to the Chancellor
Reappoint Dean College of Engineering
Reappoint Dean School of Public Health

2011-2012
Appoint Dean College of Medicine
Appoint Dean College of Liberal Arts and Sciences
Appoint Dean College of Business Administration
Appoint Dean Graduate College
Appoint Chief Information Officer
Reappoint Dean of the College of Pharmacy

(Of the three remaining deans, Applied Health Sciences started in 2011, Nursing started in 2010, and Social Work started in 1995)
University Level Leadership Team Participation

**Academic Affairs Planning Council**
This policy group meets monthly and consists of the Vice President for Academic Affairs (chair), Vice President for Administrative Services & Chief Financial Officer, the three Provosts of the University of Illinois system (UIC, UIUC, UIS), several persons from the office of the Vice President of Academic Affairs and the office of the Vice President for Administrative Service & Chief Financial Officer. Campus operations, budget, and academic policy are discussed.

**Administrative Review Steering Committee**
This ad hoc committee was convened to provide oversight for the Administrative Review process initiated by University of Illinois system President Robert Easter. The committee created seven task forces designed to review all aspects of the Central Administration’s functions. The Steering Committee produced a draft summary report of approximately 45 recommendations.

**Board of Trustees Committees**
The Provost serves as the UIC representative to the following University of Illinois Board of Trustees Committees: Academic and Student Affairs Committee, Governance, Personnel and Ethics Committee, the Audit, Budget, Finance and Facilities Committee. The Provost provides reports as required or requested including regular updates to the Academic and Student Affairs Committee on the progress of the UIC Student Success and UIC Diversity initiatives.

**Enrollment Management Council**
This policy group consists of the Vice President for Academic Affairs (Chair), the three Provosts (UIC, UIUC, and UIS) and a representative from the University of Illinois Senates Conference (a Conference Committee with representation from the Senates of each of the three campuses). This group meets 6 times annually to discuss matters related to enrollment, retention, and the budget.

**President’s Clinical Oversight Group**
This group meets quarterly to review the finances of the clinical operations including the University of Illinois Hospital, Out-patient Clinics, and our 10 FQHC’s (Federally Qualified Health Clinics). The group comprises the President, Vice President for Clinical Affairs, Vice President for Administrative Services & Chief Financial Officer, UIC Chancellor, UIC Provost, Dean of the College of Medicine, CEO of the Hospital, and CFO of the UI Hospital.

**Walcott, Wood and Taylor**
This Company is a wholly owned subsidiary of the Board of Trustees and is responsible for billing and appropriate funds distribution as related to the UIC Hospital and the 18 clinics composing the Physicians Practice Plan (Medical Service Plan). The Provost serves as the Chancellor’s representative to the Board.

**APLU - Urban Serving University’s Health Care Initiative Steering Committee**
The Urban Serving Universities (USU, a section within the Association of Public and Land Grant Universities, APLU) sponsors a series of research programs funded by NIH designed to help improve health care in urban settings. The Steering Committee oversees these and other health care related programs sponsored by the USU. I was invited to serve on this steering committee by the USU leadership.
**UIC Councils Chaired**

**Diversity Affairs Council**
A monthly meeting, co-Chaired by the Provost and the Vice Provost for Diversity, of the directors/representatives of the Centers for Cultural Understanding and Social Change, Academic Departments and Units, Student Support Units, Chancellor’s Status Committees, and other diversity related units. Discussion of diversity policy, procedures, events, and strategy.

**Deans Council**
A rationalized two-hour monthly meeting of the deans, vice provosts, and invited guests. It serves as a full staff meeting for the Provost, a means to convey large amounts of information with detail in a short period of time and a vessel for open dialogue on specific topics of concern.

**Health Science Deans Council**
Two-hour monthly meetings co-chaired by the Provost and the Vice President of Health Affairs, the Deans of the seven health colleges (Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, Public Health, Social Work) the Library, and Graduate College, the Vice Chancellor for Research, the CEO of the Hospital and Clinical Operations, Vice Provost for Planning and Programs, and Vice Provost for Budget and Resource Planning. The group functions as the larger oversight committee for the Cancer Center and the Center for Clinical and Translational Science. Issues affecting health care education, delivery, compliance, community relations, integration, and service are discussed.

**Provost’s Management Team**
Weekly meeting of the Vice Provosts (Academic and Enrollment Services, Budget and Resource Planning, Diversity, Faculty Affairs, Undergraduate Affairs, Planning and Programs), the Dean of the Graduate College, the Chief Information officer, Director of Human resources, and the Executive Associate Provost. This essentially serves as a weekly staff meeting for the Provost’s office. All aspects of the campus come under discussion.

**Undergraduate Policy Council**
During my tenure as Vice Provost for Planning and Programs I envisioned and crafted a proposal for an Undergraduate Policy Council to be co-chaired by the Provost and the Vice Chancellor for Student Affairs. Said council would meet monthly for two hours and would be composed of the deans of the colleges that issue undergraduate degrees (Applied Health Sciences, Architecture, Design and the Arts, Business Administration, Education, Engineering, Liberal Arts and Sciences, Nursing, Public Health, Urban Planning and Public Affairs), the Library and the Honors College, the Dean of Students, the Vice Provost for Undergraduate Affairs and the Vice Provost for Academic and Enrollment Services. I enacted the Council in 2011 when I became Provost. The Council develops, approves, and enacts policy effecting undergraduate student recruitment, retention, graduation and success, and has oversight responsibility for the Student Success Plan.
Participation in the following UIC Councils

**The Chancellor Vice Chancellor (CVC) Group**
Chairled by the Chancellor, this information and policy group meets biweekly alternating between a small group (8 persons) and a larger group (16 persons) bringing the core Vice Chancellors ("small" CVC) and others with comparable levels and Chancellor ("large" CVC) together. Campus direction and policy is discussed. The group has an annual retreat to set goals and metrics for the coming year.

**Full UIC Senate**
As Provost, I address the Senate at each of their meetings providing updates as to campus budget, finances, union and planning activities.

**Senate Executive Committee**
As Provost, I meet monthly with the Senate Executive Committee to address their specific questions and to discuss policy or procedure changes that will help enhance academic quality and excellence.

**Annual Leadership Retreats**
UIC has an annual Leadership Retreat each August for approximately 250-300 participants. The topic is selected by the Provost’s office in consultation with the Chancellor and campus leadership. The event is hosted by the Provost’s office, including the identification of the Keynote and external panel members.

**2014 Spectrum of Student Success**
- **Keynote:** Nancy Zimpher (Chancellor SUNY System)
- **Topic:** The focus as indicated is on student success, retention and graduation. UIC has a uniquely diverse student population. The undergraduate is drawn primarily from Chicago, has no racial or ethnic majority, is largely First Generation College and over 50% Pell eligible. As we implement our Student Success Plan we seek to inform ourselves about best practices and how to build productive relationships with the Chicago Public Schools and the Community Colleges of Chicago.

**2013 Innovation**
- **Keynote:** David Audretsch, (Prof. Indiana University)
- **Topic:** Innovating in the Private and Public Sectors
UIC as an engaged research university has the responsibility to innovate in both the private sector, a traditional sense of innovation, as well as in the public sector, examples being innovation in public policy and education. How can UIC best carry forward on both fronts?

**2012 What Counts**
- **Keynote:** Nancy Cantor (Chancellor Syracuse University)
- **Topic:** UIC is an engaged research university. How can we determine the impact of our various research and discovery missions? For example we understand how to measure of biomedical research, including impact. How then can we do the same for engaged scholarship, or the impact we have on various neighborhoods in Chicago?

**2011 Privatization of the Public Research University**
- **Keynote:** Jim Duderstadt, (Chancellor Emeritus, University of Michigan)
- **Topic:** As state budgets continue to shrink and more of the campus becomes dependent on tuition, how can we best prepare for the move towards tuition-based public universities?
Strategic Planning Activity

In the case of the Campus Master Plan and the Diversity Strategic Thinking and Planning I served as co-chair of the committees while Vice Provost for Planning and Programs. and completed the planning exercises as provost.

UIC Planning Council
The Council, made up of the Chancellor, Vice Chancellors, Deans, selected Vice Provosts (including myself) and Senate Leadership was initially convened by Provost Tanner in the construction of the 2006 Strategic plan. I subsequently convened the council on multiple occasions on behalf of Chancellor Allen-Meares, as a means of updating and resetting the goals expressed in the 2006 Strategic plan.

Campus Master Plan: A Framework for UIC
A classic master planning exercise, it defines the location and placement of future buildings throughout campus. In keeping with our urban mission, the plans extends to include immediate projects that restore the city grid to campus, removes barriers to our bordering neighborhoods and adds green space to our city scape. The campus is in its third year of implementation.

Campus Sustainability Plan: Going Beyond Green: Excellence through Sustainability
UIC needs to view itself as a campus, every aspect, through the philosophy of sustainability. How can we start to prepare now in order to maintain the campus fiscally, socially, structurally, environmentally, and academically, for the next 50 years. This committee is in the process of writing the final document.

Diversity Strategic Thinking: UIC Through the Lens of Diversity
A two year-long program that engaged the entire campus in dialogue regarding the roles and responsibilities UIC has with respect to diversity. This exercise gave rise to The Diversity Strategic Thinking Document, UIC :Through the Lens of Diversity.

Diversity Strategic Planning: UIC A Mosaic for the Future
UIC: A Mosaic for the Future, is based on the values, principles and needs identified in the Diversity Thinking Document. This project initiated while I was in the VPPP role; I served as co-chair of the Diversity Strategic Thinking and Planning Committee. The final drafts were completed after I became Provost. The campus is in its second year of implementation.

Enrollment Management Plan for in-state, out-of-state and out-of-country enrollments and the conversion to the Common Application
A three year plan designed to increase overall enrollments by up to 10% through increases in international and domestic non-resident populations, both by recruiting and by retaining students. The past three years represent record overall enrollments on campus. We are updating the current plan through the use of a more sophisticated model, one that integrates the capacity of each academic program to expand as well as the career demand for graduates of each program.
**Global Strategic Plan: Achieving Global Excellence**

My charge to the planning committee was to first understand how do our current and future activities can and should relate to and inform our mission as an engaged urban research university in a major global city. Specifically how we can we make Chicago better based on what we learn globally and how can we make the world better based on what we learn in Chicago?

**Healthcare Workforce Development: Building a Health Care Workforce to Achieve Health Equity**

With the Affordable Care Act (ACA) comes a clear change in the health care workforce. UIC with a full suite of seven health care colleges will be in an excellent position to provide for this new workforce. What will the needs be in Chicago, Illinois and the nation and how can UIC best serve and prepare to serve these needs in the short, medium and long term. The background or “thinking” part of the plan is complete. It now goes to the colleges for inclusion of their individual and collective goals and business models.

**Information Technology Campus Master Plan**

The campus backbone, equipment and architecture need to be updated and reconfigured as the campus prepares for the next 20 years. An external consultant was employed along with a campus committee and the CIO to develop the IT Master Plan and the means to pay for implementation of that plan. The planning committee is working on the final draft of the plan.

**Strategic Budget Plan: Achieving Excellence in Chicago**

The Board of Trustees requested that each of the three campuses produce a three- year strategic budget plan, wherein budgeting on the campus would be tied to existing strategic goals for the campus and a set of goals as defined by Vice President for Academic Affairs. UIC, already engaged in several strategic plans on the one hand and a three year strategic budgeting process on the other was easily positioned to carry out this planning exercise.

**Undergraduate Success Plan: Access to Excellence and Success**

A full campus effort, led by 8 task forces comprised of over 200 faculty, students, and staff. The composite produced over 120 action plans that are being distributed to the appropriate campus unit for implementation and assessment. This plan is in its first year of implementation.

**School of Continuing Studies – a Strategic Plan**

The School of Continuing Studies was developed to bring forward on-line degree programs. The School has been uniquely successful and UIC was ranked 9th in the nation by US NEWS for undergraduate on-line degrees. As Provost I charged the School to develop a strategic plan that allows the School to continue developing on-line programs and describes how they will move forward to develop a suite of face to face programs that serves our mission and increases our presence in the communities of Chicago.
Selected Major Programs Implemented or Developed as Provost

**Cluster Hire Initiative**

The Program was initiated in collaboration with the Vice Provost for Budget and Resource Planning, the Vice Provost for Diversity and the Office of the Chancellor while I was Vice Provost for Planning and Programs. The program derives from the Diversity Strategic Thinking and Planning Exercises. Seven Interdisciplinary Clusters were awarded, each with five faculty (one senior and 4 junior). The hiring of faculty that increases the human diversity on campus is heavily incentivized.

**Building Rejuvenation Program**

The Program was initiated during my tenure as Vice Provost for Planning and Programs in collaboration with the Vice Chancellor for Administrative Services and the Vice Provost for Budget and Resource Planning. This program, funded via a recurrent income pool that will approach $40 million per year when complete, has allowed us to rejuvenate several buildings in toto, including HVAC (in three cases a conversion to geothermal heating and cooling), classrooms, laboratories and exteriors. We have completed or are in process of completing several buildings including those housing the colleges of Dentistry and Nursing, The Jim Lautaud School of Business, and the Sandy Port Errant Port Language and Cultural Learning Center.

**Classroom Renovation and Oasis Programs**

This Program was initiated during my tenure as Vice Provost for Undergraduate Affairs in collaboration with the Vice Chancellor for Administrative Services, with the inception of the office for Campus Learning Environments. Over the past 10 years the campus has fully modernized and renovated over 140 common use classrooms throughout the campus. We also created 30 Oases. Oases are comfortable seating, imaginatively decorated, quiet lounge areas scattered throughout the classroom buildings, lobbies, and Library. They are designed to be places where students, especially commuter students, can sit comfortably between classes.

**Cluster Computing**

In collaboration with the Chief Information Officer and the Vice Chancellor for Research, we funded and developed the first cluster computing facility at UIC.

**Creating a Department of Bioengineering Shared between the Colleges of Medicine and Engineering**

While I serving as the Vice Provost for Planning and Programs there was discussion of starting an institute or a center of Biomedical Engineering in order to bring faculty form the College of Medicine in contact with the faculty in Bioengineering. Such an institute would entail additional administrative costs. Furthermore, centers and institutes at UIC cannot host degree programs and they cannot hire or tenure faculty. As an alternative, we developed a means by which the department could be housed in both colleges thereby retaining the capacity to offer degree programs and continue to hire and tenure faculty. This has worked extremely well and will serve as a paradigm for future intercollegiate departments. Because of the innovative structure and the new mission of the unit we were also able to obtain a multimillion dollar naming gift from an alum of the Bioengineering program.
Established the Office of the Vice Provost for Diversity
Per the Diversity Strategic Plan, we established the Office of the Vice Provost for Diversity and Senior Advisor to the Chancellor on Diversity; not to be the unit into which all things diversity were to be placed but rather to facilitate the distribution of diversity action throughout the campus.

Freshman Intergroup Dialogue Seminar
In collaboration with the Vice Provost for Undergraduate Affairs and the Office of the Vice Chancellor for Student Affairs we developed a one credit freshman seminar available to all students and required for those in several colleges. The course is based on the principles of dialoging and provides tools to our students for how to navigate a highly diverse campus. The evaluation data to be published shortly indicate this one credit seminar is as effective as the standard three credit course on Intergroup Dialogues developed at University of Michigan.

Implementation of the Common Application and the Initiation of Yield Activities:
We moved to the Common Application two years ago with mixed results. In the end we had record enrollments and our second biggest freshman class. This fall we will have a record Hispanic enrollment and an increase in African American enrollments. We initiated a set of 29 yield activities to help assure those students filing intents to enroll did in fact enroll.

Implementation of a Three Year Data-Based Strategic Budgeting Process:
UIC operates with a modified responsibility centered management budgeting process. Two years ago we initiated a plan to move each college and Vice Chancellor unit to a three year data-based strategic budgeting process within the RCM system. That process will be complete within the next two years. It has allowed us to match the colleges’ income streams to their actual costs in a manner enabling them to fund their strategic priorities that yield income while divesting of those activities that neither address those priorities nor yield a return on investment.

Inter-Professional Healthcare Training:
During my tenure as Vice Provost for Planning and Programs, in collaboration with the Academic Deans of the seven health science colleges, two inter-professional education days were developed. The initial day designed for pre-clinical students and a subsequent day designed for those students in clinical rotations. The first day was a resounding success with the participation of approximately 1,000 students representing the entire second year class from all seven colleges along with 80 faculty acting as facilitators. The Second class, hosted this spring was equally successful.

PAP Honors Program:
In collaboration with Financial Aid and Housing, the Honors College and the Office of the Vice Provost for Undergraduate Affairs, the Office of the Vice Provost for Academic and Enrollment Services and the office of the Vice President for Academic Affairs we developed the President’s Award Program Honors Program. High achieving underrepresented minority students are provided a full four year scholarship including housing. The number of applications has been astounding and the yield rates very high. Most importantly is that the first year success characteristics of these students matches that of our best cohorts. It clearly indicates the value associated with a UIC degree as the funding allows us to compete well for student being sought by highly ranked institutions.
Social Justice Initiative:  
This Program was initiated during my tenure as Vice Provost for Planning and Programs in collaboration with Professor Barbara Ransby who became the interim Vice Provost for Planning and Programs when I assumed the role of Provost. It is designed to foster Social Justice throughout campus and in collaboration with the many communities that UIC serves. The programs are fully engaged and designed to help develop course work pipelines and academic degree programs in social justice akin to those we have for STEM disciplines.

Transfer articulation agreement with City Colleges of Chicago (CCC)  
The CCC represents a rich source of transfer students (the combined enrollment of the six colleges is 120,000). In order to assure that transfer students are taking courses that will count towards their UIC degrees on the one hand and that the students and the CCC can receive credit for the Associates Degree on the other, we have developed the Guaranteed Articulation Transfer agreement. This agreement allows CCC to use an agreed upon set of criteria to identify students who will be guaranteed a transfer to UIC. These students are then allowed take upper division courses taken at UIC rather than at CCC. These UIC courses will count towards their UIC degree. The credits from these courses can also be used towards their Associates Degree from the CCC. The result is a lower cost of education and a faster time to degree. The students obtain their Associates Degree and the CCC receives credit for the graduation.

UIC as the Leader in Chicago Student Success  
Through the efforts of the Vice Provost for Undergraduate Affairs, UIC has assumed the leadership for student success activities in Chicago. Initially as the lead campus in the philanthropically support Chicago Collaborative of Student Success (the collaborative is comprised of all 2 and 4 year institution in Chicago as well as Chicago Public Schools), and subsequently as the higher education lead for Mayor Emanuel’s THRIVE initiative. UIC has become recognized and valued as the source of leadership for student success in Chicago.

UIC College Prep High School  
I led the team that started the school. This engaged, open enrollment (any student who is eligible for CPS can apply – selection is done by lottery), CPS high school has a four year college prep-health science curriculum, delivered in collaboration with our health science colleges. The high school has finished its seventh year and has had three graduating classes. Each class has set a record for ACT scores for Chicago open enrollment schools and this year the school surpassed two of the 11 selective enrollment schools in Chicago. All of the students in each of the three graduating classes has been admitted to a four year institution.

Undergraduate Success Center  
Developed as a collaborative effort with the Vice Provost for Undergraduate Affairs, this drop-in center is located in the facility in which we teach Freshman Composition. The center has four professional advisors and is open from 8 am until 8pm. They operate primarily by referring students to the specific offices in which they can attain the advice, help or counseling they need. In its first semester the center made over 1500 referrals and worked directly with 350 students, 120 of whom were to be expelled. Through their direct efforts over 30 freshmen (approximately 1% of the freshman class) were eventually retained.
Selected University Activities Prior to Becoming Provost

Search Committees

2009-2010   Chair, Associate Vice Provost for Undergraduate Affairs
2007-2008   Chair, Vice Provost for Faculty Affairs
2006-2007   Chair, Associate Vice Provost for Faculty Development
2001-2002   Member, Provost and Vice Chancellor for Academic Affairs

Senate Service

2003-2006   Member, University of Illinois Senates Conference
2001-2003   Chair, UIC Senate Committee on Research
2001-2003   Member, UIC Senate Committee on Academic Freedom and Tenure
1997-2006   Member, UIC Senate

University Councils

2008-2011   Member, UIC Health Science Council
2003-2011   Member, Provost’s Management Team
2003-2011   Member, Deans Council
1995-2003   Member, Honors College Council

Committees & Task Forces - Founding Chair or Co-Chair

2010-2012   UIC Strategic Directions Group
2010-2012   Academic Directions Task Force
2008-2012   Diversity Strategic Planning Committee
2008-2012   Diversity Strategic Thinking Committee
2008-2012   Campus Master Planning Advisory Committee
2008-2012   UIC Strategic Plan Annual Progress Report
2007-2008   Freshman Seminar Curriculum Committee
2006-2008   Undergraduate Research Experience
2006-2012   University Data Assessment Group
2006-2009   UIC-College Prep High School Development Committee
2005-2008   Chair, Classroom Services / Renovation Committee
2005-2012   UIC Academic Program Assessment Committee
2004-2008   UIC Summer College
2004-2007   UIC NCA/HLC re-Accreditation Steering Committee
2004-2005   Science Engineering South and Science Engineering Laboratory Buildings
            Space Utilization/Renovation Committee
2003-2008   UIC General Education Revision / Implementation Committee
2004-2008   UIC Course Availability Committee
1999-2000   UIC Genomics Task Force
Committees & Task Forces - Membership

2010-2011  Provost’s Administrative & Restructuring Steering Committee
2009-2011  Business Continuity Plan Steering Committee
2009-2011  Internal Adv. Board for the Center for Clinical -Translational Science
2008-2011  Financial Aid Working Group
2007-Present  Executive Council for UIC College Prep High School
2007-2011  Strategic Facilities Planning Group
2008-2009  Global Campus Accreditation Team
2006-2009  Advisory Board for UIC Hillel
2005-2006  UIC Strategic Planning Council
2005-2006  UIC Mission Statement Committee
2004-2011  UIC Hybrid [Blended] Learning Initiative Steering Committee
2004-2011  Information Technology Purchasing Council Steering Committee
2004-2008  Campus Safety Committee
2003-2011  UIC Enrollment Impact Committee
2000-2005  Steering Committee of the Institute for Math and Science Education
2000-2001  Honors College Review Task Force
2000-2002  Life Sciences Graduate Programs Task Force
1999-2001  UIC Bioinformatics Task Force
1999-2000  UIC Structural Biology Task Force
1999-2000  UIC – K-12 Math and Science Education Task Force
1998-1999  Member College of Liberal Arts and Sciences – Association of American Universities Task Force

Faculty Advisor for Student Organizations

Vietnamese Student Organization
Project ESTEEM - students going into homeless shelters to teach science
Project SPEAK - designed to create dialog between student organizations representing different cultures.
Project FOCUS – the use of non-verbal means of communication to allow children from different cultures to tell their story. Their first project in Uganda received a great deal of national attention.
The Journal for Pre-Health Students
Red Shoes Review – a student-published literary journal
One World - student-published social-justice magazine
Undergraduate Student Research Organization

Units Reporting to the Vice Provost for Undergraduate Affairs

Urban Health Program
Latino Cultural center
African-American Cultural Center
Asian American Resource and Cultural Center
Gender and Sexuality Center
Women’s resource Center
Campus Advocacy Network
Study Abroad Office
Office of Campus Learning Environment
UIC College Prep
Units Reporting to the Vice Provost for Planning and Programs

Urban Health Program
UIC College Prep
Office of International affairs
Office of Programs and Academic Assessment
School of Continuing Studies
Summer Session
Tutorium in Intensive English

Selected Professional Activities

Professional Society Officer
2002-03; 2008-09 President, Sigma Xi UIC Chapter
In 02-03 UIC won 2 of the 3 National Awards made by Sigma Xi
The Chapter Program Award & the Certificate of Excellence
1997-1998 President, Midwest Plant Physiology Society

Journal Editorial Board; External Reviewer
1991-1993 Member, Editorial Board of the Journal of Plant Physiology
Reviewer for all major plant, cell biology and molecular biology journals

USDA Panel Manager; Panel Member
1999-2000 Manager, USDA Plant Growth and Development Panel
1998-1999 Member, USDA Plant Growth and Development Panel

National Science Foundation Panel Membership
2008-2009 NSF REESE Panel
2007-2008 NSF I-Cubed Panel (Initiating panel)
2006-2008 NSF IGERT Panel (for both pre- and full-proposal)
2000-2001 NSF Integrative Plant Sciences Panel
1993-1996 NSF Developmental Biology Panel
1992-1995 NSF Cell Biology Panel

Invited External Reviewer for Departments of Biology
2009 University of Colorado at Denver
2006 Indiana University Perdue University at Indianapolis (Chair)
2001 University of Missouri at St. Louis (Chair)

Invited External Reviewer for Honors College
2011 University of Iowa
Evaluator/Assessor for the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA)
Tenth year re-accreditation evaluations and site visits

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<thead>
<tr>
<th>Year</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2010</td>
<td>University of Colorado at Boulder</td>
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<tr>
<td>2009</td>
<td>University of Missouri at Kansas City</td>
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<tr>
<td>2008</td>
<td>University of Missouri at St. Louis</td>
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<tr>
<td>2007</td>
<td>University of Nebraska – Lincoln</td>
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Invited Reviewer for QANU (The Netherlands’ versions of the HLC/NCA)
Seventh Year re-Accreditation Site Visit

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<th>Institution</th>
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<tbody>
<tr>
<td>2013</td>
<td>Amsterdam University College (Univ of Amsterdam &amp; VU Univ. Amsterdam)</td>
</tr>
<tr>
<td>2009</td>
<td>Roosevelt Academy (Utrecht University)</td>
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<tr>
<td>2007</td>
<td>University College (Utrecht University)</td>
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Invited Reviewer for NAVO (The Netherlands’ version of the Dept. of Education)
Approval of a New Campus: Curriculum, Faculty, Facilities

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<th>Year</th>
<th>Institution</th>
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<tbody>
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<td>2009</td>
<td>Leiden University College the Hague (Leiden University)</td>
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<tr>
<td>2008</td>
<td>Amsterdam Univ College (Univ of Amsterdam &amp; VU Univ Amsterdam)</td>
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Consortium for Institutional Cooperation (CIC) Group Membership

<table>
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<th>Year</th>
<th>Group Name</th>
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<tr>
<td>2004-2011</td>
<td>NCA Accreditation Network Group</td>
</tr>
<tr>
<td>2003-2008</td>
<td>Undergraduate Affairs Group</td>
</tr>
<tr>
<td>2003-2008</td>
<td>Honors College / Programs Deans and Directors Chair in 2007</td>
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Teaching

24 years of continuous undergraduate teaching in Biology Dept
25 years of continuous graduate teaching in Biology Dept
I continue to teach seminars through the Honors College

Courses Taught – Biology Undergrad

<table>
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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Type</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOS 100*</td>
<td>5</td>
<td>Lec-Lab</td>
<td>Introductory Biology for Majors [~350 students]</td>
</tr>
<tr>
<td>BIOS 104</td>
<td>5</td>
<td>Lec-Lab</td>
<td>Introductory Biology for Non-Majors [~140 students]</td>
</tr>
<tr>
<td>BIOS 222*</td>
<td>3</td>
<td>Lec</td>
<td>Cell Biology Lecture [~100 students]</td>
</tr>
<tr>
<td>BIOS 223</td>
<td>1</td>
<td>Lab</td>
<td>Cell Biology Lab [~40 students]</td>
</tr>
<tr>
<td>BIOS 240*</td>
<td>3</td>
<td>Lec</td>
<td>Homeostasis - Integrative Physiology [~100 students]</td>
</tr>
<tr>
<td>BIOS 399</td>
<td>3</td>
<td>Res</td>
<td>Undergraduate Research</td>
</tr>
</tbody>
</table>

*Required for the Biology Major

Courses Taught – Biology Graduate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Type</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 594</td>
<td>3</td>
<td>Sem</td>
<td>Graduate Seminar</td>
</tr>
<tr>
<td>BIOS 524*</td>
<td>5</td>
<td>Lec</td>
<td>Graduate Molecular Biology Core I</td>
</tr>
<tr>
<td>BIOS 525*</td>
<td>5</td>
<td>Lec</td>
<td>Graduate Molecular Biology Core II</td>
</tr>
<tr>
<td>BIOS 599</td>
<td>var.</td>
<td>Res</td>
<td>Thesis Research</td>
</tr>
</tbody>
</table>

*Required for the PhD in Molecular Biology
Courses Taught – Honors College

<table>
<thead>
<tr>
<th>Course</th>
<th>CRH</th>
<th>Type</th>
<th>Title</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 101*</td>
<td>1 cr</td>
<td>Lec</td>
<td>Honors Freshman Seminar</td>
<td>[18]</td>
</tr>
<tr>
<td>HON 102*</td>
<td>3 cr</td>
<td>Lec</td>
<td>Great Books of Science I - Gen Ed Core</td>
<td>[25]</td>
</tr>
<tr>
<td>HON 103*</td>
<td>3 cr</td>
<td>Lec</td>
<td>Great Books of Science II - Gen Ed Core</td>
<td>[25]</td>
</tr>
<tr>
<td>HON 201</td>
<td>1 cr</td>
<td>Sem</td>
<td>DNA 360 Discovery of the Double Helix</td>
<td>[15]</td>
</tr>
</tbody>
</table>

*Required by the Honors College

Course & Curriculum Development

Curriculum Development as Head of Biological Sciences

Co-chair of the committee that revamped the Biology Major. We moved from an unmanageable menu of courses in five areas to a series of lecture based core courses with a required number of laboratories.

Curriculum Development as Dean of the Honors College

The 22 Honors Credit hour requirement
The Freshman Gen Ed Honors Core requirement
Topics include Asian Diaspora, Diversity, Social Justice, Energy
The requirement for a Senior Capstone Project.
A series of engaged seminars – based on the activities of associations

Curriculum Development as Vice Provost for Undergraduate Affairs

UIC General Education Program – Setting the Foundation for University Study.

In 2003 UIC undertook to revamp its entire general education program. I lead the team that was charged with this task. The new program was completed and approved Spring 2005. Entering freshmen were assigned to the new program in Fall 2005, transfer students in Fall 2007.

ASCEND Summer Curriculum.

Five week Math and group based Chemistry programs designed to hone skills and begin team building for a set of under-represented minority and female students intending to become STEM majors. ASCEND is an NSF funded program designed to increase URM and Female STEM student retention. I serve as the PI for this program.

Common Content for Freshman Seminar Courses.

Four specific topics were defined for inclusion in all UIC Freshman Seminars. The topics were developed by the Provost’s Working Group for Underrepresented Minority Students – a group representing the directors of the 30 various student support units on campus.
The Chicago Civic Leadership Certificate Program.
This fully engaged curriculum represents five courses; the two semester Freshman Composition program, two general education courses and a capstone course in rhetoric. Each of the five courses is based on the student’s writing and information analysis efforts on behalf of a not-for-profit organization within Chicago. The program was developed with funding from an AmeriCorps grant on which I served as PI. The engaged Freshman Composition courses have been shown to increase writing skills, and the retention of those skills. The work has been published in peer reviewed journals and in a book published by the Stony Brook University Press. The engaged Freshman Composition courses continue to be supported by the McCormick Foundation.

Courses Developed as Head of Biology
BIOS 240; Homeostasis
A 200-level required core course integrating plant and animal physiology

Courses Developed as Dean of the Honors College
HON 102/103; Great Books of Sciences
A two semester general education humanities Honors Core in the Honors College
HON 201; DNA 360
Based on the autobiographies of the three Noble Laureates, Watson, Crick, and Wilkins, and the Brenda Maddox Biography of Rosalind Franklin.
HON 201; What We Eat
Based on South Beach Diet and Fast Food Nation

Course Development Supported As Vice Provost for Undergraduate Affairs
A blended version of KH 251 / 252 - Human Anatomy and Physiology.
Math 075 – a seven week blended version of the failed, 15 week MATH 070 course. Summer Writing Workshop – a five week intensive summer workshop designed to help pre-freshman enter freshman compositions.
Summer Math Workshop – a five week intensive math workshop designed to help pre-freshman to advance their freshman math placement.

Mentoring
Ph.D. Students  (date of degree)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvgenia Lapik</td>
<td>2000</td>
<td>Assoc. Prof. Chicago Community Colleges</td>
</tr>
<tr>
<td>Kevin Folta</td>
<td>1998</td>
<td>Prof. and Dept Head, University of Florida</td>
</tr>
<tr>
<td>John Marsh</td>
<td>1998</td>
<td>Research Assist. Prof. The John Innes Centre</td>
</tr>
<tr>
<td>Judi Tilghman</td>
<td>1995</td>
<td>V.P. Technology Assessment, Quidel Corp</td>
</tr>
<tr>
<td>Liwen Wang</td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Jie Gao</td>
<td>1994</td>
<td></td>
</tr>
<tr>
<td>Kathy Marrs</td>
<td>1991</td>
<td>Assoc. Prof &amp; Assoc Dean for Acad Affairs, IUPUI</td>
</tr>
<tr>
<td>Kenneth Piller</td>
<td>1991</td>
<td>Research Asst. Prof. North Carolina State University</td>
</tr>
<tr>
<td>Scott Bearson</td>
<td>1991</td>
<td>Senior Scientist, USDA</td>
</tr>
<tr>
<td>Katherine Warpeha</td>
<td>1991</td>
<td>Asst. Prof. University of Illinois at Chicago</td>
</tr>
</tbody>
</table>
M.S. Students (date of degree)
Connie Corcoran  (1992)
Mark Reichard  (1993)
Keshab Battacharya  (1994)  Senior Scientist, Pfizer

Post-doctoral Trainees
Judi Tilghman  1996-1997  V.P. Technology Assessment, Quidel Corp
John Marsh  1998-2000  Research Asst. Prof. The John Innes Centre
Kevin Folta  1998-1999  Prof. and Dept Head, University of Florida
Yvgeniya Lapik  2000-2003  Assoc Prof., Chicago Community Colleges
Sanghamitra Saha  2000-2004  Assoc Prof., Chicago Community Colleges

Research Assistant Professor
Katherine Warpeha  2002-2012  Assistant Professor (tenure track), UIC

Visiting Professors (Sabbatical Visits)
Lewis Dov  1995  Southern IL Univ  Retired
John Smarrelli  1994  Loyola University  President Christian Brothers University

Undergraduate Researchers
1 - 3 undergraduate researchers per year
Many are authors on papers from my lab

Patents/Pending
Title: PLANT BIOCHEMICAL SYSTEMS AND USES THEREOF
Publication  # WO/2010/257636  Date: October 7, 2010
Priority data: U.S. provisional patent application # 12/528780 filed February 26, 2008

Title: PHENYLALANINE FOR PLANT PROTECTION AGAINST UV RADIATION
US Patent awarded July 23, 2013 #8,492,614
Publication  # WO/2008/106463  Date: April 29, 2008
International Application  # PCT/US2008/0055036
Priority data: U.S. provisional patent application # 60/891698 filed February 26, 2007
Priority data: U.S. provisional patent application # 60/975513 filed September 26, 2007
Invited Review Articles in Peer Reviewed Journals


Publications in Peer Reviewed Journals


(The above paper was selected as the editors choice by the SCIENCE on-Line Signal Transduction site - STKE[Signal Transduction Knowledge Environment])


**Invited Symposia Publications and Chapters in Books**


Invited Symposia and Meeting Presentations

Plant Biology Research

Invited Symposia Presentations


Illinois Soybean Board Annual Meeting, “Can phenylalanine be used to reduce the virulence of SCN [Soybean Cyst Nematode] and improve the survival of soybean (Glycine max)?”, Urbana, IL, June 2009.


Poster / Oral Presentations at National / International Meetings


Higher Education Scholarship

Invited Keynotes, Panels & Lectures


University Vice President Network Meeting, “The Sigma Xi National Survey of Undergraduate Research,” Reinvention Center, Miami University, Miami, FL, November 16, 2007.


Short Talks and Posters

Bottoms, B. L., Kaufman, L. S., Moss, T., Williams, S., & Deanna, L. “Launching a campus-wide student success effort at the University of Illinois at Chicago: An overview of process and programs.” Invited presentation at the Reinvention Center’s Undergraduate Vice Provosts Network Meeting, North Carolina State University, Raleigh, NC, October 2013.


## External Funding

### Plant Biology Research

#### Federal Funding

<table>
<thead>
<tr>
<th>Agency</th>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>USDA</td>
<td>9/86-8/88</td>
<td>$90,000</td>
<td>Blue Light Regulation in Peas</td>
</tr>
<tr>
<td>USDA</td>
<td>9/88-8/90</td>
<td>$216,000</td>
<td>Developmental Regulation of rDNA Expression</td>
</tr>
<tr>
<td>NSF</td>
<td>8/90-7/93</td>
<td>$224,000</td>
<td>Blue Light Regulation in Peas</td>
</tr>
<tr>
<td>NSF</td>
<td>8/92-7/93</td>
<td>$5,000</td>
<td>REU Supplement</td>
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<tr>
<td>USDA</td>
<td>9/92-8/95</td>
<td>$205,000</td>
<td>Characterization of a BL Activated G-Protein</td>
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<tr>
<td>USDA-NSF</td>
<td>9/92-8/95</td>
<td>$180,000</td>
<td>Interactions Between the Plant Cell Wall, Plasma Membrane and Cytoskeleton.</td>
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<tr>
<td></td>
<td>9/95-8/97</td>
<td>$100,000</td>
<td>Blue Light Regulation</td>
</tr>
<tr>
<td>USDA</td>
<td>9/97-8/99</td>
<td>$95,000</td>
<td>The Blue Low Fluence System</td>
</tr>
<tr>
<td>USDA</td>
<td>9/99-8/01</td>
<td>$160,000</td>
<td>The Blue Low Fluence System</td>
</tr>
<tr>
<td></td>
<td>(This was the #1 grant at panel that year.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSF</td>
<td>9/99-8/02</td>
<td>$180,000</td>
<td>Blue Light Directed RNA Destabilization</td>
</tr>
<tr>
<td>USDA</td>
<td>9/01-8/03</td>
<td>$200,000</td>
<td>The Blue Low Fluence System</td>
</tr>
<tr>
<td>USDA</td>
<td>9/03-8/05</td>
<td>$150,000</td>
<td>The Blue Low Fluence System</td>
</tr>
<tr>
<td>USDA</td>
<td>8/06-7/08</td>
<td>$80,000</td>
<td>Sub-Contract UV-B Monitoring Program</td>
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<tr>
<td>NSF</td>
<td>6/09-5/13</td>
<td>$337,000</td>
<td>G-Protein Regulation of Phe Synthesis</td>
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</table>

#### Illinois Soybean Association Funding

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Description</th>
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<tr>
<td>SCN</td>
<td>1/09-12/11</td>
<td>$154,500</td>
<td>Can Phenylalanine confer resistance to Soybean Cyst Nematode?</td>
</tr>
<tr>
<td>Pests</td>
<td>1/10-12/11</td>
<td>$116,000</td>
<td>Can Phenylalanine confer resistance to Japanese Beetles?</td>
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</table>

#### Higher Education Scholarship

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>AmeriCorps</td>
<td>1/04-12/08</td>
<td>$750,000</td>
<td>Chicago Civic Leadership Certificate Program</td>
</tr>
<tr>
<td>NSF</td>
<td>9/05-8/10</td>
<td>$2,000,000</td>
<td>STEP – ASCEND</td>
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<tr>
<td>Anon Found.</td>
<td>3/13-2/15</td>
<td>$425,000</td>
<td>Using Data to Understand Factors that promote Student Success, to Prioritize Interventions and to Inform Chicago High Schools and Universities (Co-recipient with Vice Provost for Undergraduate Affairs).</td>
</tr>
</tbody>
</table>
HUNTER COLLEGE

Appointment of Antonio Pérez as University Professor

WHEREAS, Dr. Antonio Pérez has served with distinction as President of Borough of Manhattan Community College from 1995 to 2018; and

WHEREAS, as President of BMCC, Dr. Pérez led the college’s expansion from 16,300 students in 1995 to 27,000 students in 2017 to become CUNY’s largest college, serving the largest veteran student population in CUNY; and

WHEREAS, in 2017 BMCC had the third highest mobility rate among two-year colleges in the United States with 41 percent of BMCC students moving up two or more (out of five) household income quintiles; and

WHEREAS, under President Pérez’s leadership, BMCC is now among the most highly ranked colleges nationally in conferring associate degrees to diverse populations, and one of the highest ranked producers of associate degrees in Criminal Justice, Computer and Information Sciences, Business Management and Education; and

WHEREAS, under President Pérez’s leadership, BMCC has established numerous privately and federally funded research opportunities for underrepresented minorities and women that level the playing field with their peers when they graduate and transfer to four-year schools as well as many student scholarship programs including, MoneyWorks, BMCC Foundation, Out in Two, Pipeline Opportunities for Inter-Collegiate Stem Education Program (POISE), Gallatin Undergraduate Initiative for Discovery in Education (GUIDE) and TheDream.US; and

WHEREAS, since his appointment as President, the number of associate degree programs at BMCC has grown from 20 to 48, with new majors that reflect changes in the economy and student goals, including Accounting for Forensics, Geographic Information Science, Gerontology, Gender and Women’s Studies, Psychology, Financial Management, Animation and Motion Graphics, and Digital Marketing; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York appoint Antonio Pérez as University Professor at Hunter College, effective September 1, 2018 at a compensation to be recommended to the Board, subject to financial ability.

EXPLANATION: Dr. Antonio Pérez is a visionary leader who guided the BMCC community through the aftermath of September 11, 2001, when BMCC became the only college in United States history to have lost a campus building to a terrorist attack. For the next ten years, President Pérez worked to procure funding to raze and rebuild Fiterman Hall, resulting in the opening of the new building in August 2012. President Pérez has spoken and written widely on leadership during a crisis and issues affecting community college students. As a result of his leadership, BMCC has established dynamic high school linkages through programs such as the Science and Technology Entry Program (STEP for High School Students) and the Manhattan Early College School for Advertising (MECA). BMCC is the first CUNY institution to join a partnership with the DOE to create a pathway for graduates of more than 50 Career and Technical Education high schools to enter BMCC’s Associate in Applied Science degree program in Computer Network Technology or Business Management. Dr. Pérez earned a B.A. in secondary Education/Social Science from the State University of New York, Oneonta and an Ed.D. from SUNY Albany.
THE CITY UNIVERSITY OF NEW YORK

Revisions to the University Policy on Sexual Misconduct

WHEREAS, The City University of New York is committed to creating and maintaining a safe environment for all members of the CUNY community - students, faculty, administrators, staff, and visitors - to learn and work free from sex or gender harassment and sexual misconduct; and

WHEREAS, the current City University of New York Policy on Sexual Misconduct was adopted by the Board of Trustees in October of 2015; and

WHEREAS, changes to the current Policy are necessary in order to (1) comply with federal and state laws and guidance (including New York State’s “Enough is Enough” statute (“EIE”) (New York Education Law 129-B), New York State Labor Law, the federal Clery Act, (20 U.S.C. § 1902(f)), and Title IX; and (2) foster awareness, prevention, and response to campus sexual misconduct and sex or gender harassment; and it is

RESOLVED, That the revised The City University of New York Policy on Sexual Misconduct be adopted, effective immediately.

Explanation:

The Policy on Sexual Misconduct has been revised to comply with recent changes in federal and state law and guidance, and to make additional changes that will strengthen due process rights, information, and support to members of the CUNY community who bring complaints of and are accused of sexual misconduct.

The great majority of changes are necessitated by EIE/Article 129-B audit findings and guidance, changes to the Labor Law §201-G, and revised OCR guidance regarding Title IX and the Clery Act 20 U.S.C. § 1902(f). The changes required by the Labor Law were incorporated after information on proposed revisions to the Policy was provided to the Board in April. Most of the changes serve to conform the Policy’s definitions and wording more precisely to EIE and the Clery Act, and/or to clarify rights of complainants and respondents under federal and state law and guidance. They include:

- revised definitions of affirmative consent, supervisor, and manager,
- a revised Student Bill of Rights,
- a listing of possible interim and supportive measures,
- appeals processes for respondents and complainants for pre-investigation interim measures and for conflicts in the investigation or adjudication process,
- inclusion in the Policy of the applicable student disciplinary hearing procedures, set forth in Article XV of the Board of Trustees Bylaws,
- a written policy specifying the factors to be considered when a complainant does not want to participate in an investigation, including determining whether a respondent is a continuing threat to the safety of the campus,
a statement that supervisors and managers who allow sexual harassment are subject to discipline,
a statement that retaliation is unlawful as well as against our Policy, and
a listing of the external agencies where an employee may file a complaint of sexual harassment or sexual misconduct.

The remaining (non-mandatory) changes are:
• adding a clear informal resolution process for cases other than sexual assault, when all parties consent and the campus approves
• extending the time frame for completion of investigation and report of complaints from 60 days to 90 days to align with best practices,
• clarifying that responsible employees must report all sexual misconduct allegations they learn of to the Title IX Coordinator, and
• highlighting information and resources for visitors who wish to make complaints of sexual misconduct.

A draft Policy was shared and comments were solicited from student and faculty governance bodies, the Professional Staff Congress, Presidents, Provosts, Chief Student Affairs Officers, Title IX Coordinators, Directors of Public Safety, Human Resources Directors and Legal Designees. There were discussions with representatives of student and faculty governance bodies, Presidents, Title IX Coordinators, Chief Student Affairs Officers and others.

As in 2015, this revised Policy is being brought for action to the Committee on Student Affairs and Special Programs, and for information to the Committee on Faculty, Staff and Administration.
THE CITY UNIVERSITY OF NEW YORK

POLICY ON SEXUAL MISCONDUCT

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   C. CONFLICTS
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I. POLICY STATEMENT

Every member of The City University of New York ("CUNY") community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

1) Defining conduct that constitutes prohibited Sexual Misconduct;
2) Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;
3) Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
4) Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;
5) Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this policy, as well as a "students’ bill of rights" and implementing training and educational programs on Sexual Misconduct to college constituencies; and
6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

The CUNY community should also be aware of the following CUNY policies:

- **The CUNY Policy on Equal Opportunity and Nondiscrimination** prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than Sexual Misconduct covered by this policy.

- **The CUNY Campus and Workplace Violence Prevention Policy** addresses workplace violence.

- **The CUNY Domestic Violence and the Workplace Policy** addresses domestic violence in or affecting employees in the workplace.

- **The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments** addresses the procedures CUNY will follow when there is a request for a reasonable accommodation and or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.
II. **SCOPE OF THIS POLICY**

This policy governs the conduct of (i) all the members of CUNY’s community, including employees and students, and (ii) non-members of CUNY’s community who interact with members of the CUNY community (hereinafter “visitors”). Visitors are both protected by and subject to this policy. A non-member may make a complaint of or report a violation of this policy committed by a member of CUNY’s community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

III. **DEFINITIONS**

a. **Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older).

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or no can longer be given, sexual activity must stop.

b. **Complainant** refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college’s attention by someone other than the complainant.

c. **Complaint** is an allegation of Sexual Misconduct made under this policy.
d. **Confidentiality** is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm). Confidentiality may only be offered by individuals who are not legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.

e. **Dating Violence** is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.

f. **Domestic Violence** is any violence or sexual assault committed by (i) a current or former spouse or intimate partner of the victim; (ii) a person with whom the victim shares a child; (iii) a person who cohabits or cohabited with the victim as a spouse or intimate partner; or (iv) anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

g. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter’s consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor’s sexual desire.

h. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

i. **Intimate Partner Violence** ("IPV") includes both Domestic Violence and Dating Violence.

j. **Managers** are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.
k. **Pastoral counselor.** A person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

l. **Privacy** is the assurance that the college will only reveal information about a report of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy.

m. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

n. **Respondent** refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

o. **Retaliation** is adverse treatment of an individual as a result of that individual’s reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

p. **Sexual Activity** is

- contact between the penis and the vulva or the penis and the anus;
- contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- penetration, however slight, of the of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

q. **Sexual Assault** is any form of sexual activity that occurs without consent.

r. **Sex Discrimination** is treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.
s. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:
   i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or
   ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual’s educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

   i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual’s body;
   ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
   iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
   iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

t. **Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

u. **Sexual Violence** includes: (1) sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below; and (4) voyeurism, as defined below.

v. **Stalking** is intentionally engaging in a course of conduct directed at a specific person that:

   1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

w. Supervisors are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

x. Visitor is an individual who is present at a CUNY campus or unit but is not a student or an employee.

y. Voyeurism is unlawful surveillance and includes acts that violate an individual’s right to privacy in connection with her/his body and/or sexual activity such as:

   i. Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent.

   ii. Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;

   iii. Disseminating images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;

   iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person’s sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person’s consent.

z. Writing. Whenever this policy requires in “writing,” electronic mail satisfies the writing requirement.

IV. PROHIBITED CONDUCT

A. Sexual Harassment, Gender-Based Harassment and Sexual Violence

This policy prohibits sexual harassment, gender-based harassment and sexual violence (together “Sexual Misconduct”) against any CUNY student, employee or visitor.
Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Sexual harassment is considered a form of employee misconduct and an employee who engages in such conduct, or, managerial and supervisory personnel who knowingly allow such behavior to continue, shall be subject to discipline in accordance with applicable rules, policies and collective bargaining agreements.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking ("stalking"), and (4) voyeurism.

The complete definitions of these terms, as well as other key terms used in this policy, are in Section III above.

B. Retaliation

This policy prohibits retaliation against any person who reports Sexual Misconduct, assists someone making such a report, participates in any manner in an investigation or resolution of a Sexual Misconduct complaint, including testifying or assisting in a legal proceeding, or opposes in a reasonable manner an act or policy believed to constitute Sexual Misconduct. Federal, state, and local laws also prohibit retaliation.

C. Certain Intimate Relationships

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section XII below.

V. TITLE IX COORDINATOR

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as the Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter "Enough is Enough"). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on Sexual Misconduct as required by Title IX, the Clery
Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university’s dedicated Title IX website.

VI. ASSISTANCE IN CASES OF SEXUAL VIOLENCE

A. Reporting to Law Enforcement

Students, employees and other community members who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus may, but are not required to, report to local law enforcement, and/or state police. CUNY does not require a complainant to report sexual misconduct to law enforcement; however, if a student, employee, or other community member does wish to report to law enforcement, CUNY will provide assistance. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

Additional information is available on the university’s Title IX website.

B. Relationship of CUNY’s Investigation to the Action of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal procedures. When CUNY investigates allegations of sexual misconduct or brings disciplinary proceedings for violations of this policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence substantiates the complaint, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated state criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines. More information about relevant criminal laws is available at ____ (link to chart) ____

C. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced sexual assault or domestic, dating or intimate partner violence to seek medical attention as soon as possible. Medical resources can provide
treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception, and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be very helpful if an individual later decides to seek criminal proceedings or a protective order.

Individuals who have experienced or witnessed sexual violence are also encouraged to seek emotional support, either on or off-campus.

D. On-campus resources

On campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

CUNY also maintains a list of off-campus emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. This includes a list of local hospitals designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

VII. IMPORTANT INFORMATION ABOUT CONFIDENTIALITY, PRIVACY and REQUIRED REFERRALS

CUNY values the privacy of its students, employees, and visitors. They should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. Some individuals who serve as resources on campus are confidential resources and will not share any identifying information with others, except as required by law in emergency circumstances. Other individuals are not permitted to maintain confidentiality but will protect privacy to the greatest extent possible and share information with other staff only on a need-to-know basis.

Confidential resources. Individuals considered confidential resources include counselors and health care providers at the college counseling centers and health offices, pastoral counselors, and designated staff members at women’s or men’s centers, if they exist on campus. Students may use these resources even if they decide not to make a report or participate in University disciplinary proceedings or the criminal justice process.

Private but non-confidential resources. Many college employees are required by federal and state law to provide information about possible sexual misconduct to the Title IX Coordinator. Individuals designated as non-confidential but private resources will protect privacy to the greatest extent possible, but must share relevant information about sexual misconduct with the Title IX Coordinator.

More information about confidential and private but non-confidential resources is provided in Section IX, below.

Under the Clery Act, the College is required to maintain records, advise the government about reports of certain crimes, and issue timely warnings when there is a serious, continuing threat to the community. Such reports and warnings do not disclose the names of reporting individuals.
VIII. REPORTING SEXUAL MISCONDUCT TO THE COLLEGE

In order for the University to address allegations of sexual misconduct, it has to learn about them. Accordingly, CUNY strongly encourages individuals who have experienced sexual misconduct to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants get necessary assistance.

Students, faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus officials, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs.) Such reporting will enable complainants to get the support they need and provide the college with the information it needs to take appropriate action.

A. Complainant’s Rights

Individuals who have experienced sexual misconduct have the right to file a complaint with the college or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the campus.) Students who report sexual misconduct have all of the rights contained in the Students Bill of Rights (copy attached).

Complainants also have these rights:

- To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
- To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise the reporting individual about the importance of preserving evidence and obtaining a sexual assault forensic examination (“SAFE”) as soon as possible. The official will also explain that the criminal process uses different standards of proof, evidence, and that any questions about whether an incident violated criminal law should be addressed to a law enforcement official or a district attorney’s office.
- To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. See Section IX, below.
- To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
- To have complaints investigated in accordance with CUNY policy.
- To have privacy preserved to the extent possible.
- To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on- and off-campus, including the New York State Office of Victim Services.
- To disclose the incident to the college’s Human Resources Director or designee (if the accused is a college employee) or request that a confidential or private resource assist in doing so.
- To disclose the incident confidentially and obtain services from state and local governments.
• To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and/or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each borough, www1.nyc.gov/site/ocdv/programs/family-justice-centers.page.

• To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.

• To withdraw a complaint or involvement from the process at any time.

Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to college authorities. See Section IX, below. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

B. Where to File a Complaint on Campus

Students, employees and visitors who experience sexual misconduct should bring their complaints to one of these campus officials/offices:

• Title IX Coordinator;
• Office of Public Safety;
• Office of Vice President for Student Affairs or Dean of Students (students only)
• Residence Life staff in CUNY owned or operated housing (students and residence visitors only)
• Human Resources Director (employees only)

Contact information for these officials can be found at http://www1.cuny.edu/sites/title-ix/campus-websites

There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Complainants may, but are not required to, fill out the CUNY Sexual Misconduct Complaint form (see page 37). After the form is filled out, it should be brought to one of the offices listed above.

Once any of the officials or offices above is notified of an incident of sexual misconduct, she/he will provide a copy of this Policy to the Complainant and coordinate with appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These officials and offices will maintain a complainant’s privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

Visitors: CUNY strongly encourages visitors to report all incidents of sexual misconduct that they observe or experience while on a CUNY campus or at a CUNY sponsored event to the Office of Public Safety, Residence Life staff, or other appropriate college officials listed above. In certain instances, CUNY may be able to offer those visitors who have experienced sexual misconduct with resources and assistance. For more information on such assistance, please visit INSERT
C. Request that the College Maintain a Complainant’s Confidentiality or Not Conduct an Investigation

After a report of an alleged incident of sexual misconduct is made to the Title IX Coordinator, a complainant may request (a) that the matter be investigated only to the extent possible without further revealing her/his identity or any details regarding the incident being divulged further (b) that no investigation into a particular incident be conducted, or (c) that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant’s request against the college’s obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. Factors used to determine whether to honor such a request include, but are not limited to: (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation of unlawful conduct by the accused from previously noted behavior; (c) any increased risk that the accused will commit additional acts of violence, (d) whether the accused used a weapon or force; (e) whether the complainant is a minor; (f) whether the college possesses other means to obtain evidence such as security footage; and (g) whether available information reveals pattern of misconduct at a given location or by particular group.

A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but that reasonable efforts will be made to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that the college may maintain confidentiality as requested by the complainant, the college will, if possible, take reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college’s ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for confidentiality.

D. Filing External Complaints

Complainants who feel that they have been subjected to unlawful sexual harassment and/or violence have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below.

- U.S. Department of Education, Office for Civil Rights
  http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html

- U.S. Equal Employment Opportunity Commission
  https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm

- New York State Division of Human Rights
E. Action by Bystanders and Other Community Members

While only employees designated as “responsible” employees are required reporters as set forth in Section IX below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual misconduct that they may witness. Although these actions will depend on the circumstances, they may include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report any incident of sexual misconduct that they observe or become aware of to the Title IX Coordinator, or the offices of Public Safety, Vice President of Students Affairs (students), Dean of Students (students) or Human Resources (employees) at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

F. Amnesty for Drug and Alcohol Use

The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that violence (including but not limited to sexual violence) occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report sexual violence to college officials. A bystander or complainant acting in good faith who discloses any incident of sexual violence to college officials or law enforcement will not be subject to discipline under CUNY’s Policy Against Drugs and Alcohol for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual violence.

This policy does not provide amnesty for drug dealers or those who use drugs or alcohol as a weapon or to facilitate assault. Under CUNY’s Amnesty for Drug and Alcohol Policy, personal drug use and possession, whether it is intentional or accidental, will not form the basis of faculty student disciplinary charges.

G. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or
Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

H. Reporting Retaliation

An individual may file a complaint with the Title IX Coordinator if the individual has been retaliated against for reporting sexual misconduct, opposing in a reasonable manner an act or policy believed to constitute sexual misconduct, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual misconduct complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section XI of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

IX. REPORTING/CONFIDENTIALITY OBLIGATIONS OF COLLEGE AND UNIVERSITY EMPLOYEES

An individual who speaks to a college or CUNY employee about sexual misconduct should be aware that employees fall into three categories:

- "confidential" employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s);
- "responsible" employees, who are required to report the incident(s) to the Title IX Coordinator;
- all other employees, who are strongly encouraged but not required to report the incident(s).

A. Confidential Employees

i. For Students. Students at CUNY who wish to speak to someone who will keep all of the communications confidential should speak to one of the following:
   - Counselor or other staff member at their college counseling center;
   - Nurse, nurse practitioner or other college health office staff member;
   - Pastoral counselor, if available at the college; or
   - Designated staff member in a women’s or men’s center, if one exists at their college.

These individuals will not report information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat of serious harm to the complainant or any other person.

If a student speaks solely to a “confidential” employee, the college will rarely be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Confidential employees will assist students in obtaining other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or with local law enforcement.
ii. **For Employees.** Although CUNY does not directly employ individuals to whom CUNY employees can speak on a confidential basis regarding sexual misconduct, free confidential support services are available through CUNY’s Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.

B. **“Responsible” Employees – Private, but not confidential.**

“Responsible” employees have a duty to report incidents of sexual misconduct, including all relevant details, to the Title IX Coordinator. Such employees are not permitted to maintain a complainant’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section VII above. However, these employees will maintain a complainant’s privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator and other people responsible for handling the college’s response to the report.

To the extent possible, before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources identified above.

CUNY has designated the following individuals as “responsible” employees. Complainants who wish to report sexual violence are encouraged to speak with one of the responsible employees marked *

i. Title IX Coordinator and her/his staff  
ii. * Office of Public Safety employees (all)  
iii. * Vice President for Student Affairs or Dean of Students and all staff housed in those offices  
iv. * Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all) (for students and housing visitors)  
v. * Human Resources staff (all) (for employees)  
vi. College President, Vice Presidents and Deans  
vii. Athletics Staff (all)  
viii. Faculty Athletics Representatives  
ix. Department Chairpersons/Executive Officers  
x. University Office of the General Counsel employees (all)  
xii. College/unit attorney and her/his staff  
xii. College/unit labor designee and her/his staff  
xiii. International Education Liaisons/Study Abroad Campus Directors and Field Directors
xiv. Faculty and staff members at times when they are leading or supervising student on off-campus trips

xv. Faculty or staff advisors to student groups

xvi. Employees who are Managers or Supervisors (all)

xvii. SEEK/College Discovery staff (all)

xviii. College Childcare Center staff (all)

xix. Directors of “Educational Opportunity Centers” affiliated with CUNY colleges

xx. Faculty or staff academic advisors

C. All Other Employees

Employees other than those identified in subsections “A” and “B” above are strongly encouraged but not required to report any possible sexual misconduct to the Title IX Coordinator. They are also strongly encouraged to maintain individual privacy to the greatest extent possible by sharing information, including the identities of the complainant and the respondent, only with the Title IX coordinator.

It is important to emphasize that faculty members other than those specifically identified in sub-Section “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so. An individual who wishes to ensure that the Title IX Coordinator is notified of an incident is strongly encouraged to speak with the Title IX Coordinator or one of the other individuals identified in Section IX, above.

D. Special Rules Concerning Public Awareness and Advocacy Events

CUNY supports public awareness events that help provide its community with information about sexual misconduct and how it can be addressed and prevented. In order to preserve the ability to participate freely in public awareness and advocacy events, if an individual discloses information about sexual misconduct at such event (for example, Take Back the Night gatherings, candlelight vigils, or protests) the college will not treat the disclosure as triggering an obligation to commence an investigation based on that information. Such individuals are encouraged to report sexual misconduct to college officials so that the college can provide resources and assistance.

X. NO CONTACT ORDERS AND OTHER INTERIM AND SUPPORTIVE MEASURES

When a college becomes aware of an allegation of sexual misconduct and the complainant or other affected parties request interim or supportive measures, the college will take appropriate interim and supportive measures to protect the complainant and other affected parties, to assist the parties, and to protect against retaliation. Appropriate interim and supportive measures may also be available to respondents. The college may also take interim measures to protect the college community at large.
The college's Title IX Coordinator is responsible for coordinating interim and supportive measures, which are available even if the complainant chooses not to file or continue to pursue a complaint. Requests for interim and supportive measures should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain interim and supporting measures. The Title IX Coordinator will work with the Human Resources Director to assist employee complainants to obtain interim and supporting measures.

A. No Contact Orders

When respondent is a student, the complainant has the right to a college-issued "no contact order" under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

B. Types of Interim and Supportive Measures

Possible interim and supportive measures include:

i. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting complainant or respondent to attend a class via skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;

ii. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;

iii. Changing an employee's work assignment or schedule;

iv. Providing the complainant with an escort to and from class or campus work location;

v. Arranging appropriate transportation services to ensure safety;

vi. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;

vii. Assisting the complainant in obtaining medical and other services, including access to rape crisis centers;

viii. Assisting the complainant with filing a criminal complaint and/or seeking an order of protection;

ix. Enforcing an order of protection;

x. Obtaining a copy and/or explaining the terms of an order of protection and the consequences of violating it;

xi. Addressing situations in which it appears that a complainant's academic progress is affected by the alleged incident;

xii. In exceptional circumstances, where a respondent is determined to present a continuing threat to the health and safety of the community, the college may seek an emergency interim suspension of a student or take similar emergency measures against an employee, consistent with applicable CUNY Bylaws, rules, policies and collective bargaining agreements. The Office of Public Safety will, in cooperation with the Title IX Coordinator.
and appropriate other campus officials, determine whether a respondent presents a continuing threat to the health and safety of the campus, including (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation in unlawful conduct by the accused; and (c) any increased risk that the accused will commit additional acts of violence.

C. Interim Emergency Student Suspensions

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing for not more than twelve (12) calendar days, unless the student requests an adjournment. See Section B above.

Prior to the commencement of a temporary suspension of a student, the college shall give the student respondent oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges. If the respondent denies them, the college shall forthwith give the respondent an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter.

Both complainant and the respondent will be notified of the suspension and if or when it the suspension is lifted at the same time and in the same manner.

D. Process for Review of Interim Measures, including “No Contact” Orders and Interim Suspensions.

Upon request, the complainant and the respondent shall each be afforded a prompt review of the need for and terms of restrictive interim measures, including “no contact” orders and interim suspensions. Issues that may be raised include possible modification or discontinuance of a “no contact” order. Complainants and respondents shall be allowed to submit evidence to support their request. The request shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college’s Human Resources Director, if neither the complainant nor the respondent are students. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Human Resources Director. The Chief Student Affairs Officer or Human Resources Director may consult with the Title IX Coordinator and other relevant officials regarding the request. If appropriate and possible, the college may establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the “no contact” order.

Requests for accommodations that were made under CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments and do not directly affect the other party are governed by the appeals provisions set forth in those Procedures. Link.

XI. INVESTIGATING COMPLAINTS OF SEXUAL MISCONDUCT
The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual misconduct may have been committed against a student, employee or visitor, unless the information provided is insufficient to permit an investigation or the complainant has requested that the college refrain from such an investigation and the college has determined that refraining from an investigation will not result in a continuing threat to the college community. See Section VIII, above.

A. Rights of the Complainant and Respondent.

Whenever an investigation takes place, the complainant and respondent shall have these rights:

- to an investigation and process that is fair, impartial, timely and thorough and provides a meaningful opportunity to be heard;

- to have the complaint investigated and/or adjudicated by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, and the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until any finding of responsibility;

- to have the college’s judicial or conduct process run concurrently with any criminal justice investigation and proceeding, except for temporary delays requested by external municipal entities while law enforcement gathers evidence;

- to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner;

- to exclude their own prior sexual history with persons other than the other party in the conduct process or their own mental health diagnosis and/or treatment from admittance in the stage that determines responsibility. (Past findings of sexual misconduct may be admissible in the stage that determines sanction.)

- to offer evidence during the investigation;

- to review documents and tangible evidence, consistent with FERPA and other law;

- to be accompanied by an attorney or other advisor of their choice, who may assist and advise the complainant or respondent throughout the process including during all related meetings and hearings. Such attorneys or advisors must comply with the CUNY policies and procedures; and

- to simultaneous notice of the outcome of proceedings.

B. The Investigation

The college Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner and may designate another appropriately trained administrator to
conduct all or part of the investigation. Whenever an investigation is conducted, the Title IX Coordinator shall

- coordinate investigative efforts with other appropriate offices;
- inform the complainant that an investigation is being commenced and that the respondent will receive a written summary of the allegations;
- inform the respondent that an investigation is being commenced and provide the respondent with a written summary of the allegations of the complaint. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation;
- interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence. Both the complainant and respondent shall be informed that they have the right to provide relevant documents and to propose for interview witnesses whom they reasonably believe can provide relevant information.

Neither the complainant nor the respondent is restricted from discussing and sharing information related to the complaint with others who may support or assist them. This does not, however, permit unreasonable sharing of private information in a manner intended to harm or embarrass another, or in a manner that would recklessly do so regardless of intention. Such unreasonable sharing may constitute retaliation under this Policy.

The college Title IX Coordinator shall maintain all documents of the investigation in accordance with the CUNY Records Retention and Disposition Policy. [http://policy.cuny.edu/records_retention_schedule/pdf/#Navigation_Location](http://policy.cuny.edu/records_retention_schedule/pdf/#Navigation_Location)

The college shall make reasonable efforts to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays will generally not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require more extensive investigation, when possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

### i. Role of the Advisor

In cases involving this Policy, both the complainant and respondent may be accompanied by an advisor of their choice (including an attorney) who may advise throughout the entire process, including all meetings and hearings. While advisors may represent a party and fully participate at a hearing, they may not speak during the meetings that proceed the hearing nor give testimony as a witness at the hearing.
C. Conflicts

If a complainant or respondent believes that any individual involved in the investigatory or adjudication process has a conflict of interest, he or she may make a request to the Chief Student Affairs Officer (or, if no students are involved, to the Legal or Labor Designee) to have that conflicted individual removed from the process. The request for removal must be in writing within five days of the complaint or respondent’s notification that the individual is to be involved and include a detailed description of the conflict. If the Chief Student Affairs Officer (or Legal or Labor Designee) determines that a conflict does exist, he or she will take immediate steps to address the conflict in order to ensure an impartial and fair process.

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person’s duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

D. Informal Resolution

Except in instances involving sexual assault, the Title IX Coordinator, in their discretion, may offer the respondent and the complainant the opportunity to participate in the informal resolution process. Informal resolution may take place after the Title IX Coordinator has completed the investigation, but before the Title IX report has been completed, in an effort to resolve the matter by mutual agreement. The informal resolution process shall be conducted by the Title IX Coordinator, or by a qualified staff or faculty member designated by Title IX Coordinator, in coordination with the Chief Student Affairs Officer.

Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator. Even if both the respondent and complainant agree to a resolution, the Title IX Coordinator must also agree with the resolution for it to be final.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator will confer with the Chief Student Affairs Officer when creating a written memorandum memorializing the agreed upon resolution and consequences for non-compliance. This memorandum will be included in the respondent’s student record.

If no agreement is reached within a reasonable time, the Title IX Coordinator shall complete the Title IX report and take action in accordance with subsection E below. Information learned during and directly from the informal resolution process will not be documented in the Title IX report.

E. Action Following the Investigation or Closure of a Complaint.

i. Within 30 days following the completion of an investigation, the Title IX Coordinator shall report her/his findings to the College President in writing (“Report of Findings”). In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.
ii. In making findings regarding the allegations, the Title IX Coordinator shall use the “preponderance of the evidence” standard.

iii. Following receipt of the Report of Findings, the College President shall, when warranted by the facts, authorize such action as she/he deems necessary to address the issues raised in the Report of Findings, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII below.

iv. Within 30 calendar days following the termination of an investigation that has not been completed (for example, because it was resolved by mediation or the complainant withdrew cooperation) the Title IX Coordinator will summarize for the file the actions taken in response to the complaint and the basis on which the investigation was closed.

F. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of violations of this policy of as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

XII. DISCIPLINARY PROCESS AND PROCEDURES

A. Disciplinary Action

If the College President recommends that disciplinary action be commenced against a respondent student or employee for violations of this Policy, the following procedures shall apply:

Discipline Against Students:

a. In cases where a College President recommends discipline against a student for violations of this Policy, the matter shall be referred to the college’s Office of Student Affairs and action shall be taken in accordance with Section 11.A-C of this Policy, below. This Section provides for, among other things, a University-Wide Faculty-Student Disciplinary Committee consisting of faculty members, students and in some cases staff members to hear and decide charges of violation of this Policy.

b. As described in Sections XI above, complainants have the same rights as respondents:
   - to receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;
   - to receive notice of the specific provisions alleged to have been violated and possible sanctions;
   - to present evidence and testimony at any hearing, where appropriate;
   - to be represented by an attorney or advisor of their choice;
   - to receive access to a full and fair record of any hearing;
• to receive written notice of the decision of the faculty-student disciplinary committee, specifically whether the allegations were substantiated and what, if any, penalty was imposed;

• to make an impact statement at the point when the decision maker is deliberating on appropriate sanctions;

• To written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;

• to choose whether to or discuss the outcome of a conduct or judicial process;

• to appeal to a decision maker that is fair and impartial and does not include individuals with conflicts of interest;

• to have all information obtained during the conduct process protected from public release until a decision maker on appeal makes a final determination, unless otherwise required by law.

c. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University. Students accused of crimes of violence are also subject to the university’s policy on transcript notations which is discussed in this Section below.

**Discipline Against Employees**

In cases where the college President recommends discipline against an employee, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include, depending on the employee’s title, reprimand, suspension, demotion, fine, or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by the particular collective bargaining agreement.

For additional information on the disciplinary process in specific cases, complainants should consult their campus Title IX Coordinator, who will work with campus Human Resources Director to provide information. Respondents should consult their union representative, if any, or campus Human Resources Director.

**Action Against Visitors**

In cases where the person accused of sexual misconduct is not a CUNY student or employee, the college’s ability to take action against the accused is usually extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor’s access to campus. In addition, subject to Section VI, above, the matter may be referred to local law enforcement for legal action, including seeking Orders of Protection and/or reporting to local law enforcement, where appropriate. College Public Safety will assist both students and employees in enforcing Orders of Protection on the campus.
No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and respondent of that decision at the same time, in writing, and shall offer any appropriate support services, including counseling to both.

B. Student Disciplinary Procedures

Referral of Violation for Disciplinary Action

If the President decides that discipline is warranted, the President will refer the matter to the Chief Student Affairs Officer for further action. The chief student affairs officer may rely on the investigation and determination of the Title IX Coordinator and prefer disciplinary charges.

In instances where a respondent is alleged to have violated this Policy as well as other CUNY policies, rules or bylaws, the entire matter will be heard before the University-Wide Faculty Student Disciplinary Committee and will follow the rules and procedures outlined in Section XI of this Policy.

Respondent Withdrawal Before Completion of the Process

In the event that a respondent withdraws from the college before a decision is rendered on the charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made, or the charges are otherwise resolved.

Immediately following such withdrawal, the college shall place a notation on the respondent’s transcript that the respondent “withdrew with conduct charges pending.” If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation.

Issuance of Charges & Notice of Hearing

Notice of the charge(s) and of the time and place of the hearing shall be sent to the respondent by both first-class mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent that charges relate to the complainant. The Chief Student Affairs Officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant.

The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the University-wide Student Disciplinary Committee. If the respondent fails to respond to the
notice, appear on the adjourned date, or request an extension, the college may proceed without the respondent present, and any decision and sanction shall be binding.

Content of Notice of Charges and Hearing

The notice shall contain the following:

A. A complete and itemized statement of the charge(s) being brought against the respondent including the policy, rule and/or bylaw the respondent is charged with violating, and the possible penalties for such violation.

B. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

i. to present their side of the story;
ii. to present witnesses and evidence on their behalf;
iii. to cross-examine witnesses presenting evidence, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
iv. for the respondent to remain silent without assumption of guilt; and
v. to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
vi. A warning that anything the respondent says may be used against the respondent at a non-college hearing.

Review of Evidence before Hearing:

At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by the Family Educational Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant, adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Admission & Acceptance of Penalty

After the charges have been preferred by the chief student affairs officer, but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. If required by this Policy, the agreed-upon penalty shall be placed on the respondent’s transcript consistent with CUNY’s policy on Transcript
Notations (see below). Before resolving a complaint in this manner, the chief student affairs officer or designee shall first consult with the complainant and provide the complainant with an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant’s objection, the chief student affairs officer or designee shall provide the complainant with a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the college President.

C. Faculty Student Disciplinary Committee Structure:

Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. Members of the panel shall be trained on an annual basis in compliance with the law and this Policy. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO’s. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected.

In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to
continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery

Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year

Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee

Roles and Responsibilities of Individuals during the Hearing

a. Role and Responsibilities of Panel Chairperson:

The chairperson shall preside at the hearing. The parties to the hearing are the college, the respondent, and if the complainant chooses to participate, the complainant. At the commencement of the hearing, the chairperson shall inform the respondent of the charges, the hearing procedures, and her or his rights. After informing the respondent of the charges, the hearing procedures, and respondent’s rights, the chairperson shall ask the respondent to state whether he or she is responsible or not responsible for the conduct. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson shall rule on any motions regarding the admissibility of evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

The chairperson shall preside at all hearing sessions and meetings and make all rulings for the panel. The chairperson has discretion to limit the number of witnesses and the length of testimony for the presentations by any party and/or their representative. All hearings pursuant to this Policy shall be closed hearings. The chairperson shall not be a voting member of the panel but shall vote in the event of a tie. In the event that the chairperson cannot continue, the Vice Chancellor for Student Affairs, or his or his designee, shall appoint another chairperson from the University-wide committee. In the event that a seat on the panel becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student committee members by lot.

b. Presenters:

Each academic year, the chief student affairs officer at each College or designee shall identify one or more college employees to serve as presenters for the hearings. This list will be forwarded to the Offices of the Vice Chancellor for Student Affairs and General Counsel and Vice Chancellor
for Legal Affairs prior to the first day of the academic year. The employee who serves as presenter during the hearing shall be from the same institution as the respondent.

c. Recording of Proceeding

The college shall make a recording of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings shall be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's advisor. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their advisors.

Basic Hearing Rules:

If, at the commencement of the hearing, the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the hearing panel and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its evidence. At the conclusion of the college's presentation, the respondent may move to dismiss the charges. If the motion is denied by the committee, the complainant, if the complainant chooses to participate, shall be given an opportunity to make a presentation. After the college's, and, if complainant chooses to participate, complainant's presentation, the Respondent shall be given an opportunity to make a presentation.

The college bears the burden of proving the charge(s) by a preponderance of the evidence. The role of the hearing panel is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and make a decision as to responsibility. In the event the respondent is found responsible for the conduct, the committee shall then determine the penalty to be imposed.

The college, the respondent and the complainant are permitted to have advisors act on their behalf during the pendency of a hearing, which shall include the calling and examining of witnesses, and presenting evidence. Any party intending to appear with an attorney shall give the other party five (5) calendar days' notice of such representation.

Neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they choose to, the respondent and the complainant shall cross-examine each other only through an advisor. If either or both of them do not have an advisor, the college shall assist them to find an advisor to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness, in the chairperson's discretion.

Responsibility Phase

The following rules apply to the introduction of evidence at the hearing: Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced; and b) Evidence of either party's prior sexual history may not
be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

Penalty Phase

If the panel has found the Respondent responsible for the conduct, then the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent’s character, including any past findings of a respondent’s responsibility for domestic violence, stalking, or sexual assault or any other sexual misconduct, and submit a statement regarding the impact of the conduct.

The College may also introduce a copy of the respondent’s previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the panel in a sealed envelope, bearing the respondent’s signature across the seal, and shall only be opened if the respondent has been found responsible for the conduct charged. The hearing panel, to determine an appropriate penalty, shall use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either the complainant or the respondent chose not to participate in the hearing, they still have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be and to provide or make an impact statement.

ii. Decision

The panel shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college shall send to the respondent a copy of the panel’s decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the college has fourteen (14) calendar days of the conclusion of the hearing to send the panel’s decision. The college is also encouraged to send the decision to any other e-mail address that it may have for the respondent. The decision shall be final subject to any appeal.

In cases involving a crime of violence or a non-forcible sex offense, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from
admission to, or attendance at, any other unit of the university while the penalty is being served.

iii. Appeals/Review

A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee.

If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party’s appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party’s appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

iv. Transcript Notation(s)

In cases in which the panel finds the respondent responsible and the penalty is either suspension or expulsion, the college shall place a notation on the respondent’s transcript stating that respondent was suspended or expelled after a finding of responsibility for a code of conduct violation. In cases where a student has been expelled as a result of a Clery Act crime of violence, the notation will not be removed.

For all other cases, after four years from the date of the conclusion of the disciplinary proceeding, or one year after the conclusion of any suspension, whichever is later, the Respondent has the right to request that a transcript notation from a finding of responsibility be removed. If a finding of responsibility for any violation is vacated for any reason, the notation shall be removed.
XIII. COLLEGE OBLIGATIONS UNDER THIS POLICY

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

a. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY’s Notice of Non-Discrimination; (iii) the Title IX Coordinator’s name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website, and including it in residence life materials and training and educational materials. In addition, the Students’ Bill of Rights, which is appended to and made a part of this policy, must be distributed to any individual reporting an incident of sexual misconduct at the time the report is made. It must also be distributed annually to all students, made available on the college’s website and posted in college campus centers and in CUNY owned and operated housing.

b. Training and Educational Programming

CUNY is responsible for providing training to college Title IX Coordinators and others who may serve as investigators. The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual misconduct among all students and employees. Specific required trainings include the following:

i. Training For Responsible and Confidential Employees

The college shall provide training to all employees who are required to report incidents of sexual misconduct under this policy, as well as those employees who have been designated as confidential employees.

ii. Training For Title IX Coordinator and other investigators

CUNY shall provide at least annual training to Title IX Coordinators and other investigators in conducting investigations of sexual misconduct, including

- the effects of trauma;
- impartiality;
- the rights of the respondent, include the right to a presumption that the respondent is "not responsible" until any finding of responsibility is made;
• relevant CUNY policies and procedures; and

• other issues including what constitutes crimes of sexual misconduct.

iii. Student Onboarding and Ongoing Education

Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual misconduct. The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students. This may be done by linking to http://www1.cuny.edu/sites/title-ix/information-for-parents-and-families/campus/university/

c. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students’ general awareness and knowledge of the University’s policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

Rules Regarding Intimate Relationships

d. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual misconduct.
Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this Section, professional responsibility for a student means responsibility over any academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

e. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this Section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.
The City University of New York  
Students’ Bill of Rights

For CUNY students who experience Sexual Violence, including sexual assault; domestic, dating or, intimate partner violence, stalking or voyeurism

All students have the right to

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Have access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

This Student Bill of Rights was established by the “Enough is Enough” Law, New York State Education Law Article 129-B, effective October 7, 2015.

For more information about preventing and addressing Sexual Violence at CUNY see http://www1.cuny.edu/sites/title-ix/campus-websites.

Information about filing a report, seeking a response, and options for confidential disclosure is available also available CUNY’s Title IX web page. Link.

Questions about CUNY’s Sexual Misconduct policy and procedures may be directed to your campus Title IX Coordinator. Link.

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Policy adopted by the Board of Trustees on 12/1/2014 Cal. 4.C., with effective date of 1/1/2015. Amended by the Board of Trustees on 10/1/2015. Cal. 6.B.
THE CITY UNIVERSITY OF NEW YORK

POLICY ON SEXUAL MISCONDUCT

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Policy Statement

Every member of The City University of New York ("CUNY") community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

- Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence: Sexual Misconduct;
- Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence Sexual Misconduct and a commitment that any complaints will be handled respectfully;
- Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
- Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence Sexual Misconduct;
- Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence Sexual Misconduct, including widely disseminating this policy, as well as a "students’ bill of rights" and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence Sexual Misconduct to college constituencies; and
- Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing sexual harassment, gender-based harassment and sexual violence Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

The CUNY community should also be aware of the following CUNY policies that apply to other forms of sex discrimination, as well as to other types of workplace violence and domestic violence that affect the workplace:

The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than sexual harassment, gender-based harassment or sexual violence Sexual Misconduct covered by this policy.

1. The CUNY Campus and Workplace Violence Prevention Policy addresses workplace violence.

2. The CUNY Workplace Violence Policy addresses workplace violence and the CUNY Domestic Violence in the Workplace Policy.
Workplace Policy addresses domestic violence in or affecting employees in the workplace.

3. The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments addresses the procedures CUNY will follow when there is a request for a reasonable accommodation and or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

ii. Prohibited Conduct

SCOPE OF THIS POLICY

This policy governs the conduct of (i) all the members of CUNY’s community, including employees and students, and (ii) non-members of CUNY’s community who interact with members of the CUNY community (hereinafter “visitors’). Visitors are both protected by and subject to this policy. A non-member may make a complaint of or report a violation of this policy committed by a member of CUNY’s community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

1. DEFINITIONS

1. Affirmative Consent is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older).

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or no can longer be given, sexual activity must stop.

2. **Complainant** refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college’s attention by someone other than the complainant.

3. **Complaint** is an allegation of Sexual Misconduct made under this policy.

4. **Confidentiality** is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm). Confidentiality may only be offered by individuals who are not legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.

5. **Dating Violence** is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.

6. **Domestic Violence** is any violence or sexual assault committed by (i) a current or former spouse or intimate partner of the victim; (ii) a person with whom the victim shares a child; (iii) a person who cohabits or cohabited with the victim as a spouse or intimate partner; or (iv) anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

7. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter’s consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor’s sexual desire.

8. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be
persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

9. **Intimate Partner Violence ("IPV")** includes both Domestic Violence and Dating Violence.

10. **Managers** are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.

11. **Pastoral counselor.** A person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

12. **Privacy** is the assurance that the college will only reveal information about a report of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy.

13. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

14. **Respondent** refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

15. **Retaliation** is adverse treatment of an individual as a result of that individual’s reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

16. **Sexual Activity** is

1. contact between the penis and the vulva or the penis and the anus;
2. contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
3. penetration, however slight, of the of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
4. **Sexual Assault** is any form of sexual activity that occurs without consent.

5. **Sex Discrimination** is treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.

6. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:
   1. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or
   2. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual’s educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

   Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

   While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

   1. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual’s body;
   2. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
   3. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
   4. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

7. **Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

8. **Sexual Violence** includes: (1) sexual activity without affirmative consent, such as sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below; and (4) voyeurism, as defined below.
9. **Stalking** is intentionally engaging in a course of conduct directed at a specific person that:

   1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or

   2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

10. **Supervisors** are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

11. **Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

12. **Voyeurism** is unlawful surveillance and includes acts that violate an individual’s right to privacy in connection with her/his body and/or sexual activity such as:

   1. Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent.

   2. Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent.

   3. Disseminating images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;

   4. Using or installing, or permitting the use or installation of a device for the purpose of recording another person’s sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person’s consent.
13. **Writing.** Whenever this policy requires in “writing,” electronic mail satisfies the writing requirement.

14. **PROHIBITED CONDUCT**

1. **Sexual Harassment, Gender-Based Harassment and Sexual Violence**

This policy prohibits sexual harassment, gender-based harassment and sexual violence (together “sexual misconduct”) against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Sexual harassment is considered a form of employee misconduct and an employee who engages in such conduct, or, managerial and supervisory personnel who knowingly allow such behavior to continue, shall be subject to discipline in accordance with applicable rules, policies and collective bargaining agreements.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, such as sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking (“stalking”) as defined in this policy; and (4) voyeurism.

The complete definitions of these terms, as well as other key terms used in this policy, are set forth in Section XI below.

1. **Retaliation**

   B. **Retaliation.** This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint, including testifying or assisting in a legal proceeding, or opposes in a reasonable manner an act or policy believed to constitute Sexual Misconduct. Federal, state, and local laws also prohibit retaliation.
2. Certain Intimate Relationships

C. Certain Intimate Relationships. This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section XXII below.

2. III. Title IX Coordinator

TITLE IX COORDINATOR

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment and sexual violence, in education programs. Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as the Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter “Enough is Enough”). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on sexual harassment, gender-based harassment and sexual violence Sexual Misconduct as required by Title IX, the Clery Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university’s dedicated Title IX website at [Link]. Title IX website.

IV. Immediate Assistance in Cases of Sexual Violence

3. ASSISTANCE IN CASES OF SEXUAL VIOLENCE

1. Reporting to Law Enforcement

Students or employees and other community members who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus may, but are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division or their local police precinct, or contacting their college public safety office, which is available 24 hours a day, 7 days a week, not required to, report to local law enforcement, and/or state police. CUNY does not require a complainant to report sexual misconduct to law enforcement; however, if a student, employee, or other community member does wish to report to law enforcement, CUNY will provide assistance. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

Additional information is available on the university’s Title IX website.

1. Relationship of CUNY’s Investigation to the Action of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation.
The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal procedures. When CUNY investigates allegations of sexual misconduct or brings disciplinary proceedings for violations of this policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence substantiates the complaint, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated state criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines. More information about relevant criminal laws is available at [link to chart].

2. B. Obtaining Immediate Medical Attention and Emotional Support

CUNY is committed to assisting anyone who has experienced sexual assault or domestic, dating or intimate partner violence to seek comprehensive medical attention as soon as possible to treat. Medical resources can provide treatment for injuries, obtain preventative treatment for sexually transmitted diseases, emergency contraception, and preserve evidence, among other things. For rapes in particular, immediate treatment and the preservation of evidence of the incident are important for many reasons, including facilitating a criminal investigation. In addition, individuals other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be very helpful if an individual later decides to seek criminal proceedings or a protective order.

Individuals who have experienced or witnessed sexual violence are also encouraged to seek emotional support as soon as possible, either on or off-campus.

3. On-campus resources

On-campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

For off-campus resources, CUNY also maintains a list of emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. Link This list includes a designation of which local hospitals are designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.
V. Reporting Sexual Harassment, Gender-Based Harassment or Sexual Violence to the College

2. IMPORTANT INFORMATION ABOUT CONFIDENTIALITY, PRIVACY and REQUIRED REFERRALS

CUNY values the privacy of its students, employees, and visitors. They should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. Some individuals who serve as resources on campus are confidential resources and will not share any identifying information with others, except as required by law in emergency circumstances. Other individuals are not permitted to maintain confidentiality but will protect privacy to the greatest extent possible and share information with other staff only on a need-to-know basis.

Confidential resources. Individuals considered confidential resources include counselors and health care providers at the college counseling centers and health offices, pastoral counselors, and designated staff members at women’s or men’s centers, if they exist on campus. Students may use these resources even if they decide not to make a report or participate in University disciplinary proceedings or the criminal justice process.

Private but non-confidential resources. Many college employees are required by federal and state law to provide information about possible sexual misconduct to the Title IX Coordinator. Individuals designated as non-confidential but private resources will protect privacy to the greatest extent possible, but must share relevant information about sexual misconduct with the Title IX Coordinator.

More information about confidential and private but non-confidential resources is provided in Section IX, below.

Under the Clery Act, the College is required to maintain records, advise the government about reports of certain crimes, and issue timely warnings when there is a serious, continuing threat to the community. Such reports and warnings do not disclose the names of reporting individuals.

3. REPORTING SEXUAL MISCONDUCT TO THE COLLEGE

CUNY In order for the University to address allegations of sexual misconduct, it has to learn about them. Accordingly, CUNY strongly encourages individuals who have experienced sexual harassment, gender-based harassment or sexual violence (referred to in this policy as “misconduct”) to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants report the incident(s) to report the incident(s) and get necessary assistance.

Students, faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus authorities, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs.) Such reporting will enable complainants to get the support they need, and provide the college with the information it needs to take appropriate action. However, students should be aware that there are employees at their college/unit whom they
Individuals who have experienced sexual misconduct have the right to file a complaint with the college or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the campus.) Students who report sexual misconduct have all of the rights contained in the Students Bill of Rights (copy attached).

Complainants also have these rights:

1. To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
2. To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise the reporting individual about the importance of preserving evidence and obtaining a sexual assault forensic examination (“SAFE”) as soon as possible. The official will also explain that the criminal process uses different standards of proof, evidence, and that any questions about whether an incident violated criminal law should be addressed to a law enforcement official or a district attorney’s office.
3. To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. See Section IX, below.
4. To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
5. To have complaints investigated in accordance with CUNY policy.
6. To have privacy preserved to the extent possible.
7. To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on- and off-campus, including the New York State Office of Victim Services.
8. To disclose the incident to the college’s Human Resources Director or designee (if the accused is a college employee) or request that a confidential or private resource assist in doing so.
9. To disclose the incident confidentially and obtain services from state and local governments.
10. To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and/or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each borough, [www1.nyc.gov/site/ocdv/programs/family-justice-centers.page](http://www1.nyc.gov/site/ocdv/programs/family-justice-centers.page).
11. To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.
12. To withdraw a complaint or involvement from the process at any time.

Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to college authorities. See Section VI below. See Section IX, below. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

13. A. Filing Where to File a Complaint with Campus Authorities
i. **Students**

   Students, employees and visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

1. Title IX Coordinator;
2. Office of Public Safety;
3. Office of the Vice President for Student Affairs and/or Dean of Students; (students only)
   - Residence Life staff

ii. **Employees**

   Employees who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

   - Title IX Coordinator;
   - Director of Human Resources;
   - Office of Public Safety.

iii. **Visitors**

   Visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

   - Title IX Coordinator;
   - Office of Public Safety;

4. Residence Life staff in CUNY owned or operated housing, including Resident Assistants. (students and residence visitors only)

1. Human Resources Director (employees only)

Contact information for these officials can be found at [http://www1.cuny.edu/sites/title-ix/campus-websites](http://www1.cuny.edu/sites/title-ix/campus-websites)

There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Complainants may, but are not required to, fill out the CUNY Sexual Misconduct Complaint form (see page 36). After the form is filled out, it should be brought to one of the offices listed above.

Once any of the individuals or offices above is notified of an incident of sexual harassment, gender-based harassment or sexual violence, she/he will provide a copy of this Policy to the Complainant and coordinate with the appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These individuals and offices will maintain a complainant’s privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.
B. Support Assistance for Complainants

i. Students
When a Title IX Coordinator receives a complaint of sexual misconduct from a student, she/he will work with the Chief Student Affairs Officer to identify a trained staff member to assist the complainant with support services.

ii. Employees
When a Title IX Coordinator receives a complaint of sexual misconduct from an employee, she/he will work with the Human Resources Director to assist the complainant with support services.

Visitors: CUNY strongly encourages visitors to report all incidents of sexual misconduct that they observe or experience while on a CUNY campus or at a CUNY sponsored event to the Office of Public Safety, Residence Life staff, or other appropriate college officials listed above. In certain instances, CUNY may be able to offer those visitors who have experienced sexual misconduct with resources and assistance. For more information on such assistance, please visit INSERT LINK.

1. Request that the College Maintain a Complainant’s Confidentiality, or Not Conduct an Investigation, or Not Report an Incident to Outside Law Enforcement

After a report of an alleged incident of sexual harassment, gender-based harassment or sexual violence has been misconduct is made to the Title IX Coordinator, a complainant may request (a) that the matter be investigated only to the extent possible without further revealing her/his identity or any details regarding the incident being divulged further. Alternatively, a complainant may request (b) that no investigation into a particular incident be conducted, or (c) that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant’s request against the college’s obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. Factors used to determine whether to honor such a request include, but are not limited to: (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation of unlawful conduct by the accused from previously noted behavior; (c) any increased risk that the accused will commit additional acts of violence, (d) whether the accused used a weapon or force; (e) whether the complainant is a minor; (f) whether the college possesses other means to obtain evidence such as security footage; and (g) whether available information reveals pattern of misconduct at a given location or by particular group.

A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but only that all reasonable efforts will be undertaken to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive
measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that she/he will, the college may maintain confidentiality as requested by the complainant, the college will, if possible, take all reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college’s ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for confidentiality.

In any event, the college is required to abide by any laws mandating disclosure, such as the Jeanne Clery Act and New York’s Campus Safety Act. However, notification under the Jeanne Clery Act is done without divulging the complaint’s identity, and notification of sexual violence under the New York Campus Safety Act is not required and will not be done if the complainant requests confidentiality.

If the Title IX Coordinator determines that the college must report the incident to outside law enforcement, the college will cooperate with any criminal investigation, which may include providing the outside law enforcement agency with any evidence in its possession relating to the incident.

2. Filing External Complaints

Complainants who feel that they have been subjected to unlawful sexual harassment and/or violence have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below.

1. U.S. Department of Education, Office for Civil Rights
   http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html

2. U.S. Equal Employment Opportunity Commission
   https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm

3. New York State Division of Human Rights
   http://www.dhr.ny.gov/how-file-complaint

4. New York City Commission on Human Rights
   http://www1.nyc.gov/site/cchr/about/resources.page

5. Action by Bystanders and Other Community Members

While employees designated as “responsible” employees are required reporters as set forth in Section VII below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual harassment, gender-based harassment or sexual violence misconduct that they may witness. Although these actions will depend on the circumstances, they may include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report any incident of sexual harassment, gender-based harassment or sexual violence misconduct that they observe or become
aware of to the Title IX Coordinator, and/or the offices of Public Safety and the Vice President of Students Affairs and/or (students), Dean of Students at their college and, in the case of employees, the (students) or Human Resources office (employees) at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

6. **E. Amnesty for Drug and Alcohol Use**

CUNY strongly encourages students to report instances of sexual harassment, gender-based harassment or sexual violence as soon as possible, even if those reporting or the alleged victim may have engaged in the inappropriate or unlawful use of alcohol or drugs. Therefore, in accordance with CUNY’s Drug/Alcohol Use Amnesty Policy, a student acting in good faith who reports or experiences sexual harassment, gender-based harassment or sexual violence will not be disciplined by the college for any violation of CUNY’s Policy Against Drugs and Alcohol in connection with the reported incident. — [Link] The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that violence (including but not limited to sexual violence) occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report sexual violence to college officials. A bystander or complainant acting in good faith who discloses any incident of sexual violence to college officials or law enforcement will not be subject to discipline under CUNY’s Policy Against Drugs and Alcohol for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual violence.

This policy does not provide amnesty for drug dealers or those who use drugs or alcohol as a weapon or to facilitate assault. Under CUNY’s Amnesty for Drug and Alcohol Policy, personal drug use and possession, whether it is intentional or accidental, will not form the basis of faculty student disciplinary charges.

7. **F. Reporting Suspected Child Abuse**

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. [Link] Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

8. **G. Reporting Retaliation**

An individual may file a complaint with the Title IX Coordinator if she/he has been retaliated against for reporting sexual harassment, gender-based harassment or sexual violence misconduct, opposing in a reasonable manner an act or policy believed to constitute sexual
misconduct, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence misconduct complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section VIII of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

VI. Reporting/Confidentiality Obligations of College and University Employees

2. REPORTING/CONFIDENTIALITY OBLIGATIONS OF COLLEGE AND UNIVERSITY EMPLOYEES

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment or sexual violence misconduct should be aware that employees fall into three categories: (1) “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s); (2) “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator; and (3) all other employees, who are strongly encouraged but not required to report the incident(s).

1. “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s);

2. “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator

3. all other employees, who are strongly encouraged but not required to report the incident(s).

a. Confidential Employees

1. For Students. Students at CUNY who wish to speak to someone who will keep all of the communications strictly confidential should speak to one of the following:

1. Counselor or other staff member at their college counseling center;

2. Nurse, nurse practitioner or other staff member in the college health office staff member;

3. Pastoral counselor (i.e., counselor who is also a religious leader) if one is available at their college;

4. Staff Designated staff member in a women’s or men’s center, if one exists at their college.

The above individuals will not report any information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat of serious harm to the complainant or any other person.

If a student who speaks solely to a “confidential” employee is advised that, if the student wants to maintain confidentiality, the college may will rarely be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. However, these professionals Confidential employees will assist the student in receiving obtaining other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or report the incident to local law enforcement and thus have the incident investigated.
5. **For Employees.** Although [there is no one CUNY does not directly employ](#) individuals to whom CUNY employees can speak on a confidential basis regarding [sexual harassment, gender-based harassment or sexual violence misconduct](#), free confidential support services are available through [CUNY’s Work/Life Program](#), which is administered by an outside company. [Link](#). Confidential community counseling resources are also available [throughout New York City](#). (Link)

b. **“Responsible” Employees – Private, but not confidential.**

“Responsible” employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence misconduct, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainer’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section V-(C) VII above. However, these employees will maintain a complainer’s privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator, the “responsible” employee’s supervisor, and other people responsible for handling the college’s response to the report.

**BeforeTo the extent possible,** before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources identified above.

CUNY has designated the following individuals as “responsible” employees: Complainants who wish to report sexual violence are encouraged to speak with one of the responsible employees marked *

i. Title IX Coordinator and her/his staff
ii. *Office of Public Safety employees (all)*
iii. *Vice President for Student Affairs and/or Dean of Students and all staff housed in those offices*
iv. *Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all) (for students and housing visitors)*

1. *Human Resources staff (all) (for employees)*
2. x.College President, Vice Presidents and Deans
3. vi.Athletics Staff (all)
4. Faculty Athletics Representatives
5. vii.Department Chairpersons/Executive Officers
    viii.—— Human Resources staff (all)
6. ix.University Office of the General Counsel employees (all)
7. x.College/unit attorney and her/his staff
8. xi.College/unit labor designee and her/his staff
9. **International Education Liaisons/Study Abroad Campus Directors and Field Directors**

10. xii. Faculty and staff members at times when they are leading or supervising student on off-campus trips

11. xiii. Faculty or staff advisors to student groups

12. xiv. Employees who are Managers or Supervisors (all)

13. xv. SEEK/College Discovery staff (all)

14. xvi. College Childcare Center staff (all)

15. xvii. Directors of “Equal Educational Opportunity Centers” affiliated with CUNY colleges

16. **Faculty or staff academic advisors**

c. All Other Employees

Employees other than those identified in subsections “A” and “B” above are permitted strongly encouraged but not required to report any possible sexual harassment, gender-based harassment or sexual violence; however, they are strongly encouraged by CUNY to make such a report misconduct to the Title IX Coordinator. They are also strongly encouraged to maintain individual privacy to the greatest extent possible by sharing information, including the identities of the complainant and the respondent, only with the Title IX coordinator.

It is important to emphasize that faculty members other than those specifically identified in subsection “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so. An individual who wishes to ensure that the Title IX Coordinator is notified of an incident is strongly encouraged to speak with the Title IX Coordinator or one of the other individuals identified in Section IX above.

**VII. Interim and Supportive Measures**

1. **Special Rules Concerning Public Awareness and Advocacy Events**

CUNY supports public awareness events that help provide its community with information about sexual misconduct and how it can be addressed and prevented. In order to preserve the ability to participate freely in public awareness and advocacy events, if an individual discloses information about sexual misconduct at such event (for example, Take Back the Night gatherings, candlelight vigils, or protests) the college will not treat the disclosure as triggering an obligation to commence an investigation based on that information. Such individuals are encouraged to report sexual misconduct to college officials so that the college can provide resources and assistance.

6. **NO CONTACT ORDERS AND OTHER INTERIM AND SUPPORTIVE MEASURES**

The college will take immediate steps to protect the complainant and other affected parties, as well as the college community at large, following an allegation of sexual harassment, gender-based harassment or sexual violence. In general, when taking such interim and supportive measures, the college will seek to minimize the burden on the complainant. The complainant and the respondent shall each be afforded, upon request, a prompt review of the need for and terms of any interim or
supportive measure that directly affects him or her and shall be permitted to submit evidence in support of his/her request. The request for such a review shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student or to college’s Director of Human Resources if both the complainant and the respondent are employees. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Director of Human Resources. When a college becomes aware of an allegation of sexual misconduct and the complainant or other affected parties request interim or supportive measures, the college will take appropriate interim and supportive measures to protect the complainant and other affected parties, to assist the parties, and to protect against retaliation. Appropriate interim and supportive measures may also be available to respondents. The college may also take interim measures to protect the college community at large.

The college’s Title IX Coordinator is responsible for coordinating interim and supportive measures, which are available even if the complainant chooses not to file or continue to pursue a complaint. Requests for interim and supportive measures should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain interim and supporting measures. The Title IX Coordinator will work with the Human Resources Director to assist employee complainants to obtain interim and supporting measures.

1. **No Contact Orders**

When respondent is a student, the complainant has the right to a college-issued "no contact order" under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

2. **A. Types of Interim and Supportive Measures**

   **Interim** Possible interim and supportive measures may include, among other things:

   1. Making necessary appropriate changes to academic programs, including a change changes in class schedule, making appropriate accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting the complainant or respondent to attend a class via skype or other alternative means where appropriate, providing an academic tutor, or extending deadlines for assignments;
   2. Making necessary appropriate changes to residential housing situations or providing assistance in finding alternate housing;
   3. Changing an employee’s work assignment or schedule;
   4. Providing the complainant with an escort to and from class or campus work location;
   5. Arranging appropriate transportation services to ensure safety;

   vi. Prohibiting contact between the complainant and the respondent (“no contact” orders);
vii. Offering counseling services to the complainant, to the respondent, and, where appropriate, to witnesses, through the college Counseling Center or other appropriate college office, or a referral to an off-campus agency;

viii. Providing the complainant assistance in obtaining medical and other services, including access to rape crisis centers;

ix. Providing the complainant assistance with filing a criminal complaint and/or seeking an order of protection;

x. Enforcing an order of protection;

xi. Obtaining a copy and/or explaining the terms of an order of protection and the consequences of violating it;

xii. Addressing situations in which it appears that a complainant’s academic progress is affected by the alleged incident;

In exceptional circumstances, a respondent is determined to present a continuing threat to the health and safety of the community, the college may seek an emergency interim suspension of a student or take similar emergency measures against an employee under consistent with applicable CUNY Bylaws, rules, policies and collective bargaining agreements. The Office of Public Safety will, in cooperation with the Title IX Coordinator and appropriate other campus officials, determine whether a respondent presents a continuing threat to the health and safety of the campus, including (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation in unlawful conduct by the accused; and (c) any increased risk that the accused will commit additional acts of violence.

6. Interim Emergency Student Suspensions

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing for not more than twelve (12) calendar days, unless the student requests an adjournment. See Section B above.

Prior to the commencement of a temporary suspension of a student, the college shall give the student respondent oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges. If the respondent denies them, the college shall forthwith give the respondent an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter.

Both complainant and the respondent will be notified of the suspension and if or when it the suspension is lifted at the same time and in the same manner.

7. B. Process for Review of Interim Measures, including “No Contact” Orders and Interim Suspensions.

The Upon request, the complainant and the respondent shall each be afforded, upon request, a prompt review of the need for and terms of restrictive interim measures, including “no contact” order (including orders and interim suspensions. Issues that may be raised include possible modification or discontinuance of the “no contact” order. Complainants and respondents shall be allowed to submit evidence to support their request. The request for such
a review shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college’s Director of Human Resources Director, if both neither the complainant and the respondent are employees. If possible, the college shall nor the respondent are students. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Human Resources Director. The Chief Student Affairs Officer or Human Resources Director may consult with the Title IX Coordinator and other relevant officials regarding the request. If appropriate and possible, the college may establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the “no contact” order.

VIII. Investigating Complaints of Sexual Harassment, Gender-Based Harassment or Sexual Violence

Requests for accommodations that were made under CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments and do not directly affect the other party are governed by the appeals provisions set forth in those Procedures. Link.

8. INVESTIGATING COMPLAINTS OF SEXUAL MISCONDUCT

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual harassment, gender-based harassment or sexual violence, misconduct may have been committed against a student, employee or visitor, unless the information provided is insufficient to permit an investigation or the complainant has requested that the college refrain from such an investigation and the college has determined that refraining from an investigation will not result in a continuing threat to the college community. See Section VIII, above.

1. Rights of the Complainant and Respondent.

Whenever an investigation takes place, the complainant and respondent shall have these rights:

1. to an investigation and process that is fair, impartial, timely and thorough and provides a meaningful opportunity to be heard;

2. to have the complaint investigated and/or adjudicated by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, and the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until any finding of responsibility;

3. to have the college’s judicial or conduct process run concurrently with any criminal justice investigation and proceeding, except for temporary delays requested by external municipal entities while law enforcement gathers evidence;

4. to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner.
5. to exclude their own prior sexual history with persons other than the other party in the conduct process or their own mental health diagnosis and/or treatment from admittance in the stage that determines responsibility. (Past findings of sexual misconduct may be admissible in the stage that determines sanction.)

6. to offer evidence during the investigation;

7. to review documents and tangible evidence, consistent with FERPA and other law;

8. to be accompanied by an attorney or other advisor of their choice, who may assist and advise the complainant or respondent throughout the process including during all related meetings and hearings. Such attorneys or advisors must comply with the CUNY policies and procedures; and

9. to simultaneous notice of the outcome of proceedings.

2. The Investigation

The college Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner and may designate another appropriately trained administrator to conduct all or part of the investigation. Whenever an investigation is conducted, the Title IX Coordinator shall

1. coordinate investigative efforts with other appropriate offices;
2. inform the complainant that an investigation is being commenced and that the respondent will receive a written summary of the allegations;
3. The college Title IX Coordinator is responsible for conducting the investigation in a prompt, thorough, and impartial manner. The college Title IX Coordinator shall inform the respondent that an investigation is being commenced and shall provide the respondent with a written summary of the allegations of the complaint. The Title IX Coordinator shall coordinate investigative efforts with other college offices, and may designate another trained individual to conduct all or part of the investigation. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation;
4. interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence. Both the complainant and respondent shall be informed that they have the right to provide relevant documents and to propose for interview witnesses whom they reasonably believe can provide relevant information.

Neither the complainant nor the respondent is restricted from discussing and sharing information related to the complaint with others who may support or assist them. This does not, however, permit unreasonable sharing of private information in a manner intended to harm or embarrass another, or in a manner that would recklessly do so regardless of intention. Such unreasonable sharing may constitute retaliation under this Policy.
The college Title IX Coordinator shall take prompt and effective steps reasonably calculated to end any sexual harassment, gender-based harassment or sexual violence, including: (i) taking interim measures; (ii) preventing retaliation; (iii) providing the complainant and the respondent with periodic status updates of the investigation and notice of outcome of the investigation; (iv) informing the complainant of her/his right to file a criminal complaint; (v) coordinating with law enforcement agencies, as appropriate, after consultation with Public Safety; (vi) maintaining all documents of the investigation; and (vii) drafting a report of findings, which is to be submitted to the College President in accordance with the CUNY Records Retention and Disposition Policy. http://policy.cuny.edu/records_retention_schedule/pdf/#Navigation_Location

The college shall make reasonable efforts to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays will generally not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require more extensive investigation, when possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

1. Role of the Advisor

   In cases involving this Policy, both the complainant and respondent may be accompanied by an advisor of their choice (including an attorney) who may advise throughout the entire process, including all meetings and hearings. While advisors may represent a party and fully participate at a hearing, they may not speak during the meetings that proceed the hearing nor give testimony as a witness at the hearing.

3. B. Conflicts

   If a complainant or respondent believes that any individual involved in the investigatory or adjudication process has a conflict of interest, he or she may make a request to the Chief Student Affairs Officer (or, if no students are involved, to the Legal or Labor Designee) to have that conflicted individual removed from the process. The request for removal must be in writing within five days of the complaint or respondent’s notification that the individual is to be involved and include a detailed description of the conflict. If the Chief Student Affairs Officer (or Legal or Labor Designee) determines that a conflict does exist, he or she will take immediate steps to address the conflict in order to ensure an impartial and fair process.

   If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person’s duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.
C. Mediation

While mediation is not permitted in cases where sexual violence is alleged, it may be appropriate where sexual harassment or gender-based harassment allegations have been made by a student or employee but there is no allegation of sexual violence. Mediation is a process whereby the parties can participate in a search for fair and workable solutions. Mediation requires the consent of both the complainant and the respondent, but does not require the complainant and respondent to meet face-to-face. Either party, however, has the right to end the mediation at any time and proceed with the investigation process. A respondent who is covered by a collective bargaining agreement may consult with and have a union representative present at any mediation session. Unless the mediation results in a timely resolution agreed to in writing by the complainant, the respondent and the college, the college shall end the mediation and resume the investigation.

d. Timing Informal Resolution

The college shall make every reasonable effort to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays may not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing. Except in instances involving sexual assault, the Title IX Coordinator, in their discretion, may offer the respondent and the complainant the opportunity to participate in the informal resolution process. Informal resolution may take place after the Title IX Coordinator has completed the investigation, but before the Title IX report has been completed, in an effort to resolve the matter by mutual agreement. The informal resolution process shall be conducted by the Title IX Coordinator, or by a qualified staff or faculty member designated by Title IX Coordinator, in coordination with the Chief Student Affairs Officer.

Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator. Even if both the respondent and complainant agree to a resolution, the Title IX Coordinator must also agree with the resolution for it to be final.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator will confer with the Chief Student Affairs Officer when creating a written memorandum memorializing the agreed upon resolution and consequences for non-compliance. This memorandum will be included in the respondent’s student record.
If no agreement is reached within a reasonable time, the Title IX Coordinator shall complete the Title IX report and take action in accordance with subsection E below. Information learned during and directly from the informal resolution process will not be documented in the Title IX report.

e. Report of Findings

Action Following the Investigation or Closure of a Complaint.

1. Following the completion of the investigation, the Title IX Coordinator shall report her/his findings to the College President in writing (“Report of Findings”). Following such report, the College President shall review the complaint investigation report and authorize such action as she/he deems necessary to address the issues raised by the findings. In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

2. In making findings regarding the allegations, the Title IX Coordinator shall use the “preponderance of the evidence” standard.

3. Following receipt of the Report of Findings, the College President shall, when warranted by the facts, authorize such action as she/he deems necessary to address the issues raised in the Report of Findings, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII below.

4. Within 30 calendar days following the termination of an investigation that has not been completed (for example, because it was resolved by mediation or the complainant withdrew cooperation) the Title IX Coordinator will summarize for the file the actions taken in response to the complaint and the basis on which the investigation was closed.

4. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of violations of this policy of as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

9. DISCIPLINARY PROCESS AND PROCEDURES

1. F. Disciplinary Action

Following an investigation, If the College President may recommend that disciplinary action be commenced against a respondent student or employee for violations of this Policy, the following procedures shall apply:

i. Discipline Against Students:

1. In cases where a College President recommends discipline against a student for violations of this Policy, the matter shall be referred to the college’s Office of Student Affairs and action shall be taken in accordance with Section 11.A-C of this Policy, below. This Section provides for, among other things, a University-Wide
Faculty-Student Disciplinary Committee consisting of faculty members, students and in some cases staff members to hear and decide charges of violation of this Policy.

2. As described in Sections XI above, complainants have the same rights as respondents:

1. to receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;

2. to receive notice of the specific provisions alleged to have been violated and possible sanctions;

3. to present evidence and testimony at any hearing, where appropriate;

4. to be represented by an attorney or advisor of their choice;

5. to receive access to a full and fair record of any hearing;

6. to receive written notice of the decision of the faculty-student disciplinary committee, specifically whether the allegations were substantiated and what, if any, penalty was imposed;

7. to make an impact statement at the point when the decision maker is deliberating on appropriate sanctions;

8. To written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;

9. to choose whether to or discuss the outcome of a conduct or judicial process;

10. to appeal to a decision maker that is fair and impartial and does not include individuals with conflicts of interest;

11. to have all information obtained during the conduct process protected from public release until a decision maker on appeal makes a final determination, unless otherwise required by law.

1. In cases where a student is charged with a violation of this policy, including retaliation, the matter shall be referred to the college’s Office of Student Affairs and action shall be taken in accordance with Article XV of the CUNY Bylaws (link), which contains the student disciplinary process at CUNY. Under the student disciplinary process, complainants have the same right as respondents to receive notice of the charges, to attend and participate fully in a disciplinary hearing, to be represented by an attorney or advisor of their choice, to receive notice of the decision of the faculty-student disciplinary committee, and to appeal. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University. Students accused of crimes of violence are also subject to the university’s policy on transcript notations which is discussed in this Section below.
ii. — Discipline Against Employees

In cases where the college President recommends discipline against an employee is charged with a violation of this policy, including retaliation, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include, depending on the employee’s title, reprimand, suspension, demotion, fine, or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by the particular collective bargaining agreement.

For additional information on the disciplinary process in specific cases, complainants should consult their campus Title IX Coordinator, who will work with campus Human Resources Director to provide information. Respondents should consult their union representative, if any, or campus Human Resources Director.

iii. — Action Against Visitors

In cases where the person accused of sexual harassment, gender-based harassment or sexual violence is neither misconduct is not a CUNY student nor a CUNY employee, the college’s ability to take action against the accused is usually extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor’s access to campus. In addition, subject to Section VI, above, the matter shall may be referred to local law enforcement for legal action, including seeking Orders of Protection and/or reporting to local law enforcement, where appropriate. College Public Safety will assist both students and employees in enforcing Orders of Protection on the campus.

iv. — No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and the respondent of that decision contemporaneously, in writing, and shall offer counseling or other any appropriate support services, including counseling, to both the complainant and the respondent.

2. Student Disciplinary Procedures

Referral of Violation for Disciplinary Action

If the President decides that discipline is warranted, the President will refer the matter to the Chief Student Affairs Officer for further action. The chief student affairs officer may rely on the investigation and determination of the Title IX Coordinator and prefer disciplinary charges.

In instances where a respondent is alleged to have violated this Policy as well as other CUNY policies, rules or bylaws, the entire matter will be heard before the University-Wide Faculty Student Disciplinary Committee and will follow the rules and procedures outlined in Section XI of this Policy.

Respondent Withdrawal Before Completion of the Process
In the event that a respondent withdraws from the college before a decision is rendered on the charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made, or the charges are otherwise resolved.

Immediately following such withdrawal, the college shall place a notation on the respondent’s transcript that the respondent “withdrew with conduct charges pending.” If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation.

Issuance of Charges & Notice of Hearing

Notice of the charge(s) and of the time and place of the hearing shall be sent to the respondent by both first-class mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent that charges relate to the complainant. The Chief Student Affairs Officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant.

The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the University-wide Student Disciplinary Committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed without the respondent present, and any decision and sanction shall be binding.

Content of Notice of Charges and Hearing

The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the policy, rule and/or bylaw the respondent is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
   1. to present their side of the story;
   2. to present witnesses and evidence on their behalf;
   3. to cross-examine witnesses presenting evidence, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
   4. for the respondent to remain silent without assumption of guilt; and
   5. to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
6. A warning that anything the respondent says may be used against the respondent at a non-college hearing.

Review of Evidence before Hearing:

At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by the Family Educational Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant, adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Admission & Acceptance of Penalty

After the charges have been preferred by the chief student affairs officer, but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. If required by this Policy, the agreed-upon penalty shall be placed on the respondent’s transcript consistent with CUNY’s policy on Transcript Notations (see below). Before resolving a complaint in this manner, the chief student affairs officer or designee shall first consult with the complainant and provide the complainant with an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant’s objection, the chief student affairs officer or designee shall provide the complainant with a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the college President.

7. Faculty Student Disciplinary Committee Structure:

Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If
none of the chairpersons appointed from the campus can serve, the president, at her/his
discretion, may request that a chairperson be selected by lottery from the entire group of
chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the
faculty-student disciplinary committee and decide and make all rulings for the committee.
She/he shall not be a voting member of the committee but shall vote in the event of a tie.

The faculty members shall be selected by lot from a panel of six (6) elected biennially by the
appropriate faculty body from among the persons having faculty rank or faculty status.
Members of the panel shall be trained on an annual basis in compliance with the law and this
Policy. CUNY School of Law, Guttman Community College, CUNY School of Professional
Studies, and the CUNY School of Journalism shall be required to select four (4) faculty
members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed
biennially by the president. CUNY School of Law, Guttman Community College, CUNY
School of Professional Studies, and the CUNY School of Journalism shall be required to
select four (4) HEO’s. The student members shall be selected by lot from a panel of six (6)
elected annually in an election in which all students registered at the college shall be eligible
to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional
Studies, and the CUNY School of Journalism shall be required to select four (4) students. In
the event that the student or faculty panel or both are not elected, or if more panel members
are needed, the president shall have the duty to select the panel or panels which have not
been elected.

G. Malicious Allegations
In the event that the chairperson cannot continue, the president shall appoint another
chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to
continue the hearing, the seat shall be filled from the respective faculty, HEO, or student
panel by lottery.

Members of the CUNY community who make false and malicious complaints of sexual
harassment, gender-based harassment or sexual violence, as opposed to complaints
which, even if erroneous, are made in good faith, may be subject to disciplinary action.
Each academic year, the chief student affairs officer, and her or his designee, shall
appoint/identify one or more college employees to serve as presenters for the hearings. This
list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the
Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day
of the academic year.

H. Relationship of CUNY’s Investigation to the Action of Outside Law Enforcement
Persons who are to be participants in the hearings as witnesses or have been involved in
preferring the charges or who may participate in the appeals procedures or any other person
having a direct interest in the outcome of the hearing shall be disqualified from serving on
the committee.

Roles and Responsibilities of Individuals during the Hearing

1. Role and Responsibilities of Panel Chairperson:
The chairperson shall preside at the hearing. The parties to the hearing are the college, the respondent, and if the complainant chooses to participate, the complainant. At the commencement of the hearing, the chairperson shall inform the respondent of the charges, the hearing procedures, and her or his rights. After informing the respondent of the charges, the hearing procedures, and respondent’s rights, the chairperson shall ask the respondent to state whether he or she is responsible or not responsible for the conduct. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson shall rule on any motions regarding the admissibility of evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

The chairperson shall preside at all hearing sessions and meetings and make all rulings for the panel. The chairperson has discretion to limit the number of witnesses and the length of testimony for the presentations by any party and/or their representative. All hearings pursuant to this Policy shall be closed hearings. The chairperson shall not be a voting member of the panel but shall vote in the event of a tie. In the event that the chairperson cannot continue, the Vice Chancellor for Student Affairs, or his or his designee, shall appoint another chairperson from the University-wide committee. In the event that a seat on the panel becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student committee members by lot.

2. **Presenters:**

Each academic year, the chief student affairs officer at each College or designee shall identify one or more college employees to serve as presenters for the hearings. This list will be forwarded to the Offices of the Vice Chancellor for Student Affairs and General Counsel and Vice Chancellor for Legal Affairs prior to the first day of the academic year. The employee who serves as presenter during the hearing shall be from the same institution as the respondent.

3. **Recording of Proceeding**

The college shall make a recording of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings shall be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent’s advisor. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their advisors.

**Basic Hearing Rules:**

If, at the commencement of the hearing, the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the hearing panel and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its evidence. At the conclusion of the college's presentation, the respondent may
move to dismiss the charges. If the motion is denied by the committee, the complainant, if the complainant chooses to participate, shall be given an opportunity to make a presentation. After the college’s, and, if complainant chooses to participate, complainant’s presentation, the Respondent shall be given an opportunity to make a presentation.

The college bears the burden of proving the charge(s) by a preponderance of the evidence. The role of the hearing panel is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and make a decision as to responsibility. In the event the respondent is found responsible for the conduct, the committee shall then determine the penalty to be imposed.

The college, the respondent and the complainant are permitted to have advisors act on their behalf during the pendency of a hearing, which shall include the calling and examining of witnesses, and presenting evidence. Any party intending to appear with an attorney shall give the other party five (5) calendar days' notice of such representation.

Neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they choose to, the respondent and the complainant shall cross-examine each other only through an advisor. If either or both of them do not have an advisor, the college shall assist them to find an advisor to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness, in the chairperson’s discretion.

Responsibility Phase

The following rules apply to the introduction of evidence at the hearing: Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced; and b) Evidence of either party’s prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

Penalty Phase

If the panel has found the Respondent responsible for the conduct, then the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent’s character, including any past findings of a respondent’s responsibility for domestic violence, stalking, or sexual assault or any other sexual misconduct, and submit a statement regarding the impact of the conduct.

The College may also introduce a copy of the respondent’s previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the panel in a sealed envelope, bearing the respondent’s signature across the seal, and shall only be opened if the
respondent has been found responsible for the conduct charged. The hearing panel, to determine an appropriate penalty, shall use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either the complainant or the respondent chose not to participate in the hearing, they still have the opportunity to introduce evidence and make arguments related to what the appropriate penalty should be and to provide or make an impact statement.

8. Decision

The panel shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college shall send to the respondent a copy of the panel’s decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the college has fourteen (14) calendar days of the conclusion of the hearing to send the panel’s decision. The college is also encouraged to send the decision to any other e-mail address that it may have for the respondent. The decision shall be final subject to any appeal.

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy. Involving a crime of violence or a non-forcible sex offense, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

I. Filing External Complaints

Complainants have the right at any time to file complaints with the Office for Civil Rights (“OCR”) of the U.S. Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state or local laws. Contact information for OCR and other relevant agencies is set forth on the CUNY Title IX web page. [link]

IX. College Obligations Under This Policy

When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

9. Appeals/Review
A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee.

If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party’s appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party’s appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

10. Transcript Notation(s)

In cases in which the panel finds the respondent responsible and the penalty is either suspension or expulsion, the college shall place a notation on the respondent’s transcript stating that respondent was suspended or expelled after a finding of responsibility for a code of conduct violation. In cases where a student has been expelled as a result of a Clery Act crime of violence, the notation will not be removed.

For all other cases, after four years from the date of the conclusion of the disciplinary proceeding, or one year after the conclusion of any suspension, whichever is later, the Respondent has the right to request that a transcript notation from a finding of responsibility be removed. If a finding of responsibility for any violation is vacated for any reason, the notation shall be removed.

10. COLLEGE OBLIGATIONS UNDER THIS POLICY

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:
1. **A–Dissemination of Policies, Procedures and Notices**

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY’s Notice of Non-Discrimination; (iii) the Title IX Coordinator’s name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website, and including it in any student or faculty handbooks and in residence life materials and training and educational materials. In addition, the Students’ Bill of Rights, which is appended to and made a part of this policy, must be distributed to any individual reporting an incident of sexual misconduct at the time the report is made. It must also be distributed annually to all students, made available on the college’s website and posted in college campus centers and in CUNY owned and operated housing.

2. **B–Training and Educational Programming**

**CUNY is responsible for providing training to college Title IX Coordinators and others who may serve as investigators.** The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual harassment, gender-based harassment and sexual violence misconduct among all students and employees. Specific required trainings include the following:

1. **Training For Responsible and Confidential Employees**

   The college shall provide training to all employees who are required to report incidents of sexual harassment, gender-based harassment or sexual violence misconduct under this policy, as well as those employees who have been designated as confidential employees.

1. **Training For Title IX Coordinator and other investigators**

   **CUNY shall provide at least annual training to Title IX Coordinators and other investigators in conducting investigations of sexual misconduct, including**

   1. the effects of trauma;
   2. impartiality;
   3. the rights of the respondent, include the right to a presumption that the respondent is "not responsible" until any finding of responsibility is made;
   4. relevant CUNY policies and procedures; and
   5. other issues including what constitutes crimes of sexual misconduct.

ii. **Student Onboarding and Ongoing Education**
Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual harassment, gender-based harassment and sexual violence.

The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students. This may be done by linking to http://www1.cuny.edu/sites/title-ix/information-for-parents-and-families/campus/university/

2. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students’ general awareness and knowledge of the University’s policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

X. Rules Regarding Intimate Relationships

3. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students, for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over any academic matters, including teaching, counseling, grading, advising for a formal project
such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

4. **Relationships between Supervisors and Employees**

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

**XI. Definitions of Terms in this Policy**

A. **Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

Consent may be initially given but withdrawn at any time. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older). Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

When consent is withdrawn or can longer be given, sexual activity must stop.

B. **Complainant** refers to the individual who alleges that she/he has been the subject of sexual harassment, gender-based harassment or sexual violence, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor.
Under this policy, the alleged incident(s) may have been brought to the college’s attention by someone other than the complainant.

C. **Complaint** is an allegation of sexual harassment, gender-based harassment or sexual violence made under this policy.

D. **Dating, Domestic and Intimate Partner Violence** is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an intimate partner. Such violence may occur in all kinds of intimate relationships, including married couples, people who are dating, couples who live together, people with children in common, same sex partners, and people who were formerly in a relationship with the person abusing them.

E. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter’s consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor’s sexual desire.

F. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

G. **Managers** are employees who have the authority to either (a) make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

H. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

I. **Respondent** refers to the individual who is alleged to have committed sexual harassment, gender-based harassment or sexual violence against a CUNY student, employee, or visitor.

J. **Retaliation** is adverse treatment of an individual as a result of that individual’s reporting sexual harassment, gender-based harassment or sexual violence, assisting someone with a report of sexual harassment, gender-based harassment or sexual violence, or participating in any manner in an investigation or resolution of a sexual
harassment, gender-based harassment or sexual violence report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

K. **Sexual Activity** is
   - penetration, whether slight, of the vulva or the anus by the penis, and/or
     vaginal or otherifice;
   - contact between the mouth and the penis, the mouth and the vulva, or
     the mouth and the anus;
   - intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person; or
   - intentional touching, either directly or through the clothing, of any part of the body, with any intent to abuse, humiliate, harass, degrade or arouse or gratify the sexual desire of any person.

L. **Sexual Assault** is any form of sexual activity that occurs without consent.

M. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

   i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo);

   or

   ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual’s educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:
i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual’s body;

ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;

iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or

iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

For purposes of this policy, sexual harassment also includes acts that violate an individual’s right to privacy in connection with her/his body and/or sexual activity such as:

i. Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;

ii. Disseminating images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knew or should have known that the person depicted in the images or audio did not consent to such disclosure;

iii. Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent.

N. Sexual Misconduct is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

O. Sexual Violence is an umbrella term that includes: (1) sexual activity without affirmative consent, such as sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below.

P. Stalking is intentionally engaging in a course of conduct directed at a specific person with whom the perpetrator currently has, previously has had, or desires to have, some form of sexual or romantic relationship, that:

1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or

2. causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or
3. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Q. *Visitor* is an individual who is present at a CUNY campus or unit but is not a student or an employee
The City University of New York
Students’ Bill of Rights

For CUNY students who experience campus-related sexual or gender-based harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights:

● To report the incident to your campus.

● To report the incident to the University or campus public safety department and/or to file a criminal complaint with the NYPD, or to choose not to report.

● To receive assistance from your campus or others in filing a criminal complaint, which may include seeking an Order of Protection.

● To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.

● To request that the campus file conduct charges against the respondent(s). The decision on whether to bring charges rests with the campus.

● To be protected by your campus from retaliation for reporting the incident, and to have any allegations of retaliation addressed by the campus.

● To receive assistance and resources from your campus, including confidential and free on-campus counseling, and to be notified of other available services on- and off-campus, including, among other resources, the New York State Office of Victim Services.

● To receive assistance in seeking necessary medical services or treatment, including a Sexual Assault Forensic Examination (SAFE exam), on or off campus.

● To obtain, where appropriate, changes with respect to campus academic and living arrangements, no-contact orders, and other interim remedial measures to enable you to continue your education without undue stress or trauma.

● To have your complaints handled respectfully by the campus, and to be informed about how the campus will protect your privacy and confidentiality.

● To have your complaint investigated in a prompt, impartial and thorough manner by individuals who have received appropriate training in conducting investigations and the issues related to sexual harassment and sexual violence, and to be accompanied by a person of your choice at all meetings or hearings related to the process.

● To have your complaint against a student adjudicated by individuals who have received appropriate training on issues related to sexual harassment and sexual violence.

● To report incidents of sexual harassment or sexual violence that you experience while under the influence of alcohol or drugs without receiving discipline for your alcohol or drug use.

● To have the same opportunity as the respondent(s) to participate in a student disciplinary hearing before a faculty-student disciplinary committee, including the right to be present, to be assisted by a person of your choice, including an attorney, to present evidence, call witnesses, cross-examine witnesses, have your prior sexual history with persons other than the respondent(s) excluded from the hearing, have your prior mental health diagnosis and/or
treatment excluded from the hearing, receive written notice of the outcome of the hearing, and to appeal from the decision.

domestic, dating or, intimate partner violence, stalking or voyeurism

All students have the right to
1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Have access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. To participate in the investigation and disciplinary process of the institution without interference and with full access to all pertinent records and testimony.

This Student Bill of Rights was established by the “Enough is Enough” Law, New York State Education Law Article 129-B, effective October 7, 2015.

For more information about preventing and addressing Sexual Violence at CUNY see http://www1.cuny.edu/sites/title-ix/campus-websites.

Information about filing a report, seeking a response, and options for confidential disclosure is available also available CUNY’s Title IX web page. Link.
Questions about CUNY’s Sexual Misconduct policy and procedures may be directed to your campus Title IX Coordinator. Information on resources and the process for filing a complaint is available on CUNY’s Title IX web page.

Policy adopted by the Board of Trustees on 12/1/2014 Cal. 4.C., with effective date of 1/1/2015. Amended by the Board of Trustees on 10/1/2015. Cal. 6.B.