I. ACTION ITEMS

A. Approval of the Minutes of the October 9, 2018 Meeting

B. POLICY CALENDAR

1. Require CUNY Colleges to Use External Peer Review in Considering Promotion and Tenure Cases (I-B-1)
2. Appointment of Hanna Halaburda, Associate Professor of Economics and Business at City College, with tenure pursuant to §6.2(c) of the Bylaws (I-B-2)
3. Appointment of Monika Son, Assistant Professor at John Jay College, with tenure pursuant to §6.2(b) of the Bylaws (I-B-3)
4. Appointment of Anna D'Souza, Professor at Baruch College Marxe School of Public and International Affairs, with Early Tenure pursuant to §6.2(d) of the Bylaws (I-B-4)
5. Appointment of Nizan Packin, Professor at Baruch College, Zicklin School of Business, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-5)
6. Appointment of Sarah Bishop, Professor at Baruch College, Weissman School, with Early Tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-6)
7. Appointment of Ann Lopes, Provost and Senior Vice President for Academic Affairs, Brooklyn College (I-B-7)
8. Appointment of Mark Healy, Vice President of Adult and Continuing Education, LaGuardia Community College (I-B-8)
9. Appointment of Jane Sovern, Associate Vice Chancellor, Office of the General Counsel (I-B-9)

II. INFORMATION ITEMS

A. Notice of Proposed Amendments to §6.1 of the Bylaws, creation of titles, Postdoctoral Fellow and Athletic Coaches, -- 1st reading
B. Revised Naming Policy Guidelines
C. Report of the Faculty Diversity Working Group
The meeting was called to order by Committee Chair Lorraine Cortés-Vázquez at 5:44 p.m.

The following people were present:

**Committee Members:**
- Hon. Lorraine A. Cortés-Vázquez, Chair
- Hon. Ken Sunshine, Vice Chair
- Hon. Michael Arvanites
- Hon. Una S. T-Clarke (left @ 6:08 p.m.)

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

**Student Member:**
- Ms. Sol Marie Quintero, student alternate

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

**Trustee Staff:**
- Interim General Counsel and Senior Vice Chancellor for Legal Affairs and Senior Vice Chancellor for Labor Relations Pamela S. Silverblatt
- Deputy Secretary Anne Fenton
- Assistant Secretary Towanda Lewis
- Ms. Adalina Quinones

**University Staff:**
- Interim Chancellor Vita C. Rabinowitz
- Interim Vice Chancellor Margaret Egan
- Vice Chancellor Brigette Bryant

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

I. **ACTION ITEMS:**

A. **APPROVAL OF MINUTES OF THE MEETING OF JUNE 4, 2018.** Moved by Trustee Una Clarke and seconded by Trustee Michael Arvanites, the minutes were approved as submitted. Prof. Kerin Coughlin and Ms. Sol Marie Quintero abstained.

B. **POLICY CALENDAR**

1. **Appointment of Vivian Louie, Professor of Urban Policy and Planning at Hunter College, with tenure pursuant to §6.2(b) of the Bylaws.** Interim Executive Vice Chancellor and University Provost (IEVC&UP) Jane Bowers stated that Dr. Louie has never been awarded tenure at a previous institution. As such, a waiver of bylaw 6.2.b is required to appoint her with tenure. This waiver request is used to recruit highly qualified individuals from the non-profit organizations, research institutions, and government agencies to faculty positions at our colleges and schools. Dr. Louie comes to Hunter College directly from the William T. Grant Foundation where she served as a program officer. Prior to her appointment there, she was a faculty member at Harvard University from 2000-2013, being promoted from Lecturer to Assistant Professor and then finally to Associate Professor, a title she held for six years. She was the CUNY Thomas Tam Visiting Professor at Hunter for the 2013-2014 academic year. Dr. Louie has an expertise in Asian American Studies and both successful grant writing and publication records that warrant the appointment as a full professor with tenure.

2. **Appointment of Luisa Borrell as Distinguished Professor at the CUNY Graduate School of Public Health and Health Policy.** IEVC&UP Bowers highlighted the career success of Dr. Luisa Borrell, noting that Dr. Borrell is an internationally recognized leader in the social determinants of health and the role of race/ethnicity, socioeconomic indicators and neighborhood conditions as factors that promote disease and health in population.
3. Appointment of Michael Shub as Distinguished Professor at City College. IEVC&UP Bowers highlighted the career success of Dr. Michael Shub, noting that Dr. Shub is an internationally recognized leader in dynamical systems and computational complexity.

4. Appointment of Eric Lott as Distinguished Professor at the Graduate Center. IEVC&UP Bowers highlighted the career success of Dr. Eric Lott, noting that Dr. Lott is an internationally recognized leader in cultural studies, American studies, American literature and culture, transnational studies and critical race studies.

5. Appointment of Nari Ward as Distinguished Professor at Hunter College. IEVC&UP Bowers highlighted the career success of Prof. Nari Ward, noting that Prof. Ward is an internationally recognized artist.

6. Appointment of Steven Greenbaum as Distinguished Professor at Hunter College. IEVC&UP Bowers highlighted the career success of Dr. Steven Greenbaum, noting that Dr. Greenbaum is an internationally recognized leader in the development of new materials for electrical energy storage and in the field of solid state Nuclear Magnetic Resonance.

7. Appointment of Naresh Devineni at City College with Early Tenure pursuant to §6.2(d) of the Bylaws. IEVC&UP Bowers stated that the focus of Naresh Devineni’s research is advancing the science of risk management with applications to water resources planning. His research is critical to such pressing global challenges as the varying distribution of water supply across the globe and the impact of climate risks on these. In four years, he has been awarded $1,296,894 in funding for 12 projects, from such prestigious organizations as the Department of Energy, the National Science Foundation and the Environmental Protection Agency. His scholarly record is exceptionally strong and includes 33 peer reviewed journal publications. External reviews of Dr. Devineni’s scholarship are exceptionally complimentary. Dr. Devineni is by all accounts an energetic, enthusiastic and dedicated teacher and mentor of students from high school to doctoral levels, and good citizen of his department and school and deserving of being awarded early tenure.

Moved by Trustee Arvanites and seconded by Trustee Clarke, and following discussion, items I.B.1 through I.B.7 were unanimously approved for submission to the Board.

II. INFORMATION ITEMS:

A. Chancellor’s University Report Review and Proposed Bylaws Amendments

Interim Vice Chancellor (IVC) Margaret Egan gave an overview of the amendments proposed for the Chancellor’s University Report (CUR) as required by Board Bylaws or the Manual of General Policy by highlighting the recommended Academic Affairs, Fiscal Affairs, and Personnel Actions modifications. In addition, IVC Egan reported on the creation of the CUR dashboard, a user-friendly way of accessing information from the report for the purpose of transparency. As a final point, IVC Egan talk about a couple of suggested reports that would also be put forward shortly to the full Board.

A discussion about the report followed, including digital distribution and developing a template for an annual report.

Dean Mary Lu Bilek made a few comments, suggesting that further explanation to the presidents and deans may be required for reporting CUR requirements.
Committee Chair Cortés-Vázquez noted that the distilling of the CUR will not reduce any requirements or responsibilities of the University.

B. Revised Naming Policy Guidelines

Vice Chancellor Brigette Bryant reported on the process the Office of University Advancement have gone through to date regarding the proposed revised naming guidelines. Committee Chair Cortés-Vázquez requested that the Committee be provided with a copy of the presidential feedback that was incorporated into the draft proposal for review.

Dean Bilek gave her perspective pertaining to presidential feedback by stating Vice Chancellor Bryant has been working diligently with the presidents.

Committee Chair Cortés-Vázquez moved to adjourn the meeting. The motion was seconded by Trustee Arvanites and the meeting was adjourned at 6:27 p.m.
City University of New York

Resolution to Require CUNY Colleges to Use External Peer Review in Considering Promotion and Tenure Cases

WHEREAS, the standard for demonstrating scholarly and creative impact on the academic community increases as CUNY faculty advance to tenure and higher ranks, and

WHEREAS, the task of making tenure and promotion decisions has become increasingly difficult over the past half century and necessitates the development of ever more nuanced and specialized evaluative tools to ensure quality and fairness in processes and practices of tenure and promotion, and

WHEREAS, predatory publishing, i.e., substandard, non-peer reviewed publishing outlets, is a growing problem in academia, and

WHEREAS, faculty are free to publish in any journal they choose, but CUNY has a responsibility to ensure that the tenure and promotion processes at its constituent colleges are safeguarded against the potential negative impact of predatory publishing,

WHEREAS, criteria for tenure and promotion should place special emphasis on peer-reviewed scholarship and creative products in the evaluation of candidates, and

WHEREAS, rigorous external peer review of academic scholarship is the best tool available to us for judging the quality of a body of work, therefore be it

RESOLVED that, effective with the 2019-2020 tenure and promotion process, all CUNY colleges shall use a CV format that clearly distinguishes between peer-reviewed and non-peer-reviewed scholarship and creative activity, and be it further

RESOLVED that, effective with tenure track faculty hired in 2018-2019, all four-year degree-granting colleges in CUNY shall ensure that faculty members pursuing tenure and/or promotion are evaluated by peers who have expertise in their area(s) of study and are external to CUNY.

EXPLANATION:

The 1967 Max-Khan Report to the New York State Board of Higher Education requires that all faculty being considered for appointment, promotion, or tenure in the City University of New York be evaluated by “uniform criteria” and judged on a combination of teaching effectiveness, service to the college community, and scholarly and creative activities. As CUNY faculty advance to tenure and higher faculty ranks, the standard for demonstrating scholarly and creative impact on the academic community increases. The task of making promotion and tenure decisions based on uniform criteria has become increasingly difficult with developments over the past half century: the explosion and diversification of scholarship and creative activity; the emergence of new disciplines and increased interdisciplinarity; the increasing importance of
applied research; and the advent of new technologies for the dissemination of scholarship and creative activity. These developments require the corresponding development of ever more nuanced and specialized evaluative tools.

Rigorous external peer review of academic scholarship and creativity is not a perfect guarantor of quality and fairness in evaluations across disciplines, but it is the best process available to academics for judging the quality of a body of work. Therefore, faculty must present peer-reviewed scholarship and creative work in their case for tenure and promotion. Further, written affirmation of scholarly and creative accomplishments by experts outside of CUNY who clearly state their relationship with the candidate under review is the best way to ensure that the scholarly and creative efforts of our faculty are meeting a discipline’s commonly accepted standards for professional advancement and that our faculty are well regarded in their fields.
City College

Waiver of Bylaw §6.2(c), Appointment with tenure of Dr. Hanna Halaburda, Associate Professor Department of Economics and Business

WHEREAS, Dr. Hanna Halaburda was unanimously selected as the preferred candidate by both the Appointments Committee of the Department of Economics and Business and of The City College of New York, and

WHEREAS, her appointment with tenure was recommended to the College by external scholars in her area of expertise, and

WHEREAS, while at the Bank of Canada she produced a body of scholarship including co-authoring a book and numerous articles in refereed journals on digital currencies, significant enough to be worthy of being awarded tenure, and

WHEREAS, in addition to her own scholarship, Dr. Halaburda has been an active reviewer for a wide range of refereed scholarly journals, and

WHEREAS, her time teaching at Harvard Business School, the Stern School of Business at NYU and Queen’s University at Kingston have prepared her to join City College as an experienced classroom teacher, therefore be it

RESOLVED, that Hanna Halaburda be awarded immediate tenure as an Associate Professor in the Department of Economics and Business at The City College of New York with a waiver of bylaw §6.2(c) effective August 27, 2019.

Explanation: Dr. Halaburda is currently a senior research economist at the Bank of Canada having previously been an Assistant Professor at Harvard Business School. Dr. Halaburda has written extensively on both digital currencies and platform competition. That expertise will be a welcome addition to the college and its curriculum. The Bank of Canada is not a tenure granting institution, this bylaw waiver is requested.
Request for Immediate Tenure in the Appointment of a New Full Professor
(Application of Bylaw §6.2.C)

Date: September 7, 2018
College or Unit: City College of New York
Name of Candidate: Hanna Halaburda
Department: Economics & Business
Date of Initial Appointment: August 27, 2019
Institution at Which Candidate is Currently Tenured: n/a
Date of Departmental P&B: September 28, 2017
Date of College-wide P&B: September 5, 2018

Justification:

Hanna Halaburda is currently a senior research economist at the Bank of Canada, which does not grant tenure. She is an exceptionally talented researcher and teacher who would be a formidable addition to the faculty. Previously (2007-12) she was an Assistant Professor at Harvard Business School.

Dr Halaburda was identified from a faculty search in 2016-17 academic year. She requested consideration of tenure so the department solicited letters from outside reviewers. Given a college hiring freeze, there was a substantial delay before the college-wide P&B moved to consider her case.

Both department and college committees voted unanimously in favor of tenure and appointment as Associate Professor. Dr Halaburda is internationally recognized as an expert on the economics of cryptocurrencies as well as platform economies.

Interim Provost Tony M. Liss
(Provost's Name/Signature/Date)

President Vincent Boudreau
(President's Name/Signature/Date)
Affiliation

2015–present  New York University  
Visiting Professor
2012–present  Bank of Canada  
Senior Economist
2007–2012  Harvard Business School  
Assistant Professor of Business Administration

Education

2007  PhD, Economics, Northwestern University
2001  M.A., Economics, Warsaw School of Economics
2001  M.A., Philosophy, Warsaw University

Publications

“Competing by Restricting Choice: The Case of Search Platforms,” with Mikolaj Jan Piskorski and Pinar Yildirim, Management Science (forthcoming)

“Digital Currencies: Beyond Bitcoin,” Communications & Strategies (forthcoming)


**Books and Chapters**

*Beyond Bitcoin: The Economics of Digital Currencies*, with Miklos Sarvary, Palgrave Macmillan 2015


**Other Publications**


**Working Papers**


“Were Jews in Interwar Poland More Educated?” with Ran Abramitzky, February 2014


“Better-reply Dynamics in Deferred Acceptance Games,” with Guillaume Hearinger, HBS working paper, June 2011
Refereeing


Grants and Awards

<table>
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<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2010−2015</td>
<td>The Networks, Electronic Commerce and Telecommunications (NET) Institute grants</td>
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<tr>
<td>2011</td>
<td>Bergman Memorial Research Award</td>
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<tr>
<td>2011</td>
<td>US-Israeli Binational Science Foundation grant</td>
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Teaching Experience

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<tr>
<th>Year</th>
<th>Course/Setting</th>
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<tr>
<td>2016</td>
<td>Game Theory (MBA and Undergraduate) at NYU-Stern</td>
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<tr>
<td>2015</td>
<td>Strategy at INE PAN</td>
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<tr>
<td>2014</td>
<td>Business Economics, Executive MBA, Queen’s University at Kingston</td>
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<tr>
<td>2011−2012</td>
<td>Competing through Business Models (MBA elective course) at HBS</td>
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<tr>
<td>2008−2010</td>
<td>Strategy (MBA required course) at HBS</td>
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Course Development Materials

“Chances Are? Course Selection at HBS and at Kellogg,” HBS Case (711-449) and Teaching Note (711-449), with Aldo Sesia

“Developing an App for That: Mobile Application Strategy (Banking),” HBS Case (711-415) and Teaching Note (711-535), with Joshua Gans and Nathaniel Burbank

“eHarmony,” HBS Case (709-424) and Teaching Note (709-446), with Mikolaj Jan Piskorski and Troy Smith

“If We Ran The World,” HBS Case (711-490) and Teaching Note (712-413), with Radka Dohnalova and Aldo Sesia

“One Game to Rule Them All: Lord of the Rings Online and the MMO Market,” HBS Case (711-529) and Teaching Note (712-435), with William Collis, Rob McKeon and Ivan Nausieda

“Responding to the Wii?,” HBS Case (709-448) and Teaching Note (709-481), with Andrei Hagiu

“Tequila Mobile SA” HBS Case (712-453) and Teaching Note (712-473), with Jerzy Surma and Aldo Sesia

“Analyzing Relative Costs,” HBS Note (708-462), with Jan W. Rivkin
John Jay College
Waiver of Bylaw §6.2(b) to Appoint of Dr. Monika Son as Assistant Professor with Tenure

WHEREAS, John Jay is one of only two CUNY senior colleges in which SEEK, a higher education opportunity program, is an academic department rather than a program. In addition to some teaching, the SEEK faculty advise students in individual and group settings, and

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

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

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

WHEREAS, Dr. Son has already provided a significant amount of service to both John Jay and the University, and

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

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

Explanation: John Jay is one of only two CUNY senior colleges in which SEEK, a higher education opportunity program, is an academic department rather than a program. In addition to some teaching, the SEEK faculty advise students in individual and group settings. The Seek Department is in need of a new chair. In addition to teaching and supervising the other faculty members, the chair is responsible for managing professional and support staff and overseeing the department’s budget and academic support initiatives. After a search, Dr. Son was chosen as the preferred candidate to be chair. She has been a doctoral lecturer in the SEEK Program since 2004. She holds a Ph.D. in Developmental Psychology from the CUNY Graduate Center and her research has focused on college student success. Her candidacy has been endorsed by the department, the college personnel and budget committee, the Provost, and the President. Dr. Bowers, the Interim University Provost and Executive Vice Chancellor, who is the former provost of John Jay also approves of the appointment. Because Dr. Son has a Certificate of Continuous Employment from the University and not tenure and because she is being appointed as an assistant professor, this bylaw waiver is requested.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: Thursday, September 27, 2018

College or Unit: John Jay College

Name of Candidate: Monika Son

Department: SEEK

Appointment Title: Assistant Professor with Tenure

Full-Time Tenured _______ Full-Time Tenure Track _______

Visiting______ Substitute _______ Adjunct _______

Date of Initial Appointment: 12/10/2018

Summary of Action: Initial Appointment to Assistant Professor with Tenure

By-law to be waived/applied 6.2B

Waiver requested for (please check one):

Appointment _______ Promotion _______ Re-Appointment with Tenure X

Date of Departmental P&B: 8/27/2018

[Yes: 4; No: 0; Abstention: 0]

Date of College-wide P&B: 9/21/2018

[Yes: 24; No: 1; Abstention: 3]

Waiver effective as of (starting date): 12/10/2018

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

Karol V. Mason, President

(President’s/Provost’s signature)

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

Name: Monika Son

Unit/College: John Jay College

Department: SEEK

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

Dr. Monika Son has served as a Doctoral Lecturer in the Seek Department since 2004. After an extended search to fill the position, the College would like to appoint Dr. Son as the Chair of the SEEK department. In order to do so, we wish to appoint her as Assistant Professor with Tenure. The SEEK department has supported Dr. Son’s appointment with tenure; the college-wide P&B has recommended the appointment with tenure to me, and I support this action.

Attached to this form please find the following:

- Detailed justification for requested action
- Monika Son’s CV
- Monika Son’s personal statement
- Letter of support from prior Departmental Chair

Attach the Request Form; candidate's CV; outcome of all P & B meetings; candidate's personal statement; summary of student course evaluations; peer reviews; if part of your normal tenure review process, a list of outside referees, with those selected by the department marked with an asterisk and letters from outside referees; and any other relevant information. Please send in a format compatible with Word for Windows 2003. Email these materials to Kenneth.Nov@mail.cuny.edu
Justification to hire Dr. Monika L. Son as the chair of SEEK Department at the ranked of Assistant Professor with Tenure

Section 1: Chair Search Timeline

The position of Chair/Director of SEEK was first advertised in April and closed May 4, 2018, resulted as a failed search.

Second search was then opened until June 22, 2018 and the committee selected 3 finalists. Dr. Son was the search committee's recommendation to the Provost for hire, who made a verbal offer to her as Chair of SEEK as an Assistant Professor without Tenure on July 12.

It came to our attention that 1) this is simply not tenable according to the CUNY by-laws. SEEK cannot have a chair who is untenured; 2) according to the SEEK Department bylaws, the Chair of SEEK is appointed by the president of the college (the bylaws are attached).

Recommendation from the search committee, the SEEK department, and the administration to whom this role is accountable, are agreed that Monika Son is the right person to lead SEEK, and that in order for her to do so she must be hired as an Assistant Professor with Tenure.

Section 2: SEEK Department and its Academic Program

SEEK is a legislative Higher Education Opportunity Program (6453 L.1971). At John Jay College SEEK is both a Department and Program. Thus, there is both an academic component and a substantial service component. The SEEK Chair serves as both Chair and Director and reports to the Provost, the Associate Provost and Dean of Undergraduate Studies, and the Dean of the CUNY Office of Special Programs.

- John Jay is one of only two senior colleges with faculty in SEEK (the other is City College) and the only senior college with its own curriculum (EDU 100 and 300 which are part of the Gen Ed curriculum)
- There are 5 SEEK faculty members currently: 2 tenured Associate Professors, 1 tenured Assistant Professor, and 2 Lecturers (including Dr. Son) with CCE.
- In addition to faculty, SEEK employs 2 Associate HEOs and 2 Assistant HEOs.
- **Mission Statement:** The Percy Ellis Sutton SEEK Department aspires to promote, maintain, and graduate individuals who strive to further their education and professional success within a social justice framework.

Section 3: SEEK Faculty Responsibilities and Workload

Fundamentally it is critical to understand that SEEK faculty workload is very different from other John Jay Faculty. In addition to teaching, each SEEK faculty counselor has a caseload of 80-137 students to counsel/manager, while also running the special programs that help SEEK students to be retained and excel.
In a 1995 memorandum the CUNY Board of Trustees required the chancellor to establish the following:

The Chancellor should establish that (BTM.1995.06-26.008, A):

a) A minimum of 80 percent of weekly faculty counselor hours—twenty-four hours—should be assigned to scheduled student counseling in individual or groups sessions.

SEEK chair, faculty and HEO staff receive no release time. The SEEK Chair maintains a 5-day workload, Counseling faculty maintain a 4-day workload, and HEO counselors maintain a 5-day workload. Given that SEEK faculty are required to commit 80% of their workload to serving students through teaching and counseling, service and teaching have a larger than typical share in the assessment of SEEK faculty job performance.

Section 4: SEEK Chair

According to Department and Graduate Program Bylaws (Policy ID 045): “The Chair of the SEEK Department shall be the executive Officer and shall undertake the duties set forth in section 9.3 of the CUNY bylaws. He or she shall be appointed by the President subject to approval by the CUNY Board of trustees.”

The Chair/Director is responsible for the overall administration of the SEEK Department and provides academic leadership to the faculty, staff and students. Responsibilities include but are not limited to:

- Administration of a comprehensive academic student support department aimed at meeting the needs of approximately 1047 enrolled students.
- Engagement in actively supervising the recruitment, orientation, and advisement of all new and continuing SEEK students and development of innovative programs to promote their retention and academic success.
- Hiring, supervision and evaluation of the SEEK counseling faculty, higher education officers (HEO’s), the academic support coordinator and the associate director.
- Continuous development of the department curriculum in the areas of social justice, restorative justice, urban and higher education. In addition, evaluate the counseling and academic support services offered by the SEEK Department.
- Act as a liaison with the College community including other academic departments, First Year Experience, Financial Aid, Bursar, Admissions, and Registrar Offices on a regular basis and represent the Department on College and University committees.
- Oversee department budget, evaluate data, and assess outcomes to generate reports required by the College, CUNY Office of Special Programs and perform other related duties as assigned.

Section 5: Dr. Monika L. Son

❖ Ph.D. in Developmental Psychology, The Graduate Center CUNY, 2013.
Joined John Jay College in 2003, Dr. Son has had a caseload of about 80 students, an one class teaching load, and a supervisory, assessment and administrative accountability for coordinating the Counseling function of the SEEK Department since Fall 2012.

As the coordinator Dr. Son supervised SEEK faculty and HEO counselors, including 4 social work and mental health counseling interns

Dr. Son’s research has primarily focused on identity and immigration; specifically, on student success and exploring the historical, social and cultural contexts in which narratives of success are internalized.

Dr. Son’s Research also address issues of injustice in pedagogy and how teaching spaces can be transformed into spaces that are transformative, healing and liberating for young people coming from marginalized communities.

Research/Recent Works

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

- **May 2018** “Pushing Our Will to Experience Resilience” in the Journal of College and Character (May 2018). *This article explores the low enrollment, retention, and graduation rate among men of color in higher education.*

- **Forthcoming-Spring of 2019** invited book chapter titled “Re-examining the “You’re Not Good Enough” narrative through a contemplative, embodied practice and framework in *Practicing Liberation around issues of oppression in educational spaces and what kinds of practices offer healing and liberation for people of color in these spaces.*

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

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


Teaching

- Education and Justice 100 and 300: (from Dr. Son’s narrative) My main goal as the instructor is to facilitate challenging dialogue around issues of power, privilege, race, gender and oppression and build awareness of how education as an institution is structured to replicate experiences of injustice in marginalized groups such as themselves, to engage the student in critical analysis of oppression and injustice as it pertains to educational systems in general and then higher education specifically.
- Difficult dialogue is an integral part of the course, and one of my strengths.
- Experiential learning also one of my strengths
- Evaluations 4.89

**Service**

- **Department:** Counseling Coordinator Fall 2012-Spring 2018
- **College Service**
  - 2017-Present Board of Directors, Children’s Center
  - 2012 - 2016 Undergraduate Curriculum Committee and Programs Subcommittee
  - 2015 -2016 Behavioral Intervention Team
  - 2012- 2018 Academic Advising Council
  - 2012 and 2016 Department Search Committee, (HEO Counselor line)
- **University Service**
  - 2012-2018 Council of Counseling Coordinators, Office of Special Programs, Central Office CUNY
  - 2016 Fall Search Committee for Director of Office of Special Programs/ Central Office/CUNY
  - 2015 Spring Advisory Committee to the Dean/Office of Special Programs (Counseling lines)
Baruch College, Marxe School of Public and International Policy
Early Tenure Award to Anna D’Souza in Accordance with Bylaw §6.2(d)

WHEREAS, Dr. Anna D’Souza is a developmental economist who studies inequality, food insecurity and systemic corruption in impoverished countries, and

WHEREAS, her work, including with the U.S. Department of Agriculture and the World Bank, informs critical international policy, and

WHEREAS, Dr. D’Souza provides significant service to Baruch College, therefore be it

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

Explanation: Professor D’Souza’s work regularly appears in top journals and external reviewers praise her methodological creativity and rigor and believe that she easily exceeds the threshold for tenure. Prior to coming to Baruch, Professor D’Souza worked at the US Department of Agriculture and was a visiting scholar at NYU. What is of particular interest to Baruch is that Dr. D’Souza’s work informs policy. She frequently collaborates with researchers at the World Bank and some of her research informed policy there regarding Afghanistan. In addition, she is a solid classroom teacher and active member of the Baruch community.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: 10.25.18

College or Unit: Baruch College

Name of Candidate: Anna D’Souza

Department: Marxe School of Public and International Affairs

Appointment Title: Associate Professor

Full-Time Tenure Track  x  

Date of Initial Appointment: 08/27/2014

Summary of Action: Reappointment with Early Tenure

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

Waiver requested for:

Reappointment with Tenure  x  

Date of Departmental P&B: August 29, 2018

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

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

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

______________________________
(President’s/Provost’s signature)

______________________________
(DAVID P. CHRISTY)
(President’s/Provost’s name, typed or printed)
WAIVER JUSTIFICATION

Name: Anna D’Souza  Unit/College: Baruch College

Department: Marxe School of Public and International Affairs

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

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

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

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

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

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

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

OAA 2016.4

03/2010
WHEREAS, Professor Nizan Packin has published ground-breaking research in the regulation of emerging technologies in the financial sector, and

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

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

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

Explanation: Professor Packin is a prolific scholar having published eleven articles in top law reviews. One of her external reviewers describes her work as “ground-breaking.” She is an expert in the regulation of emerging technologies in the financial sector. She has received visiting fellowships at Haifa University, School of Law and is an affiliated scholar at Indiana University’s Program on Governance of the Internet and Cybersecurity. In addition, she is an excellent teacher, receiving high ratings on her student evaluations in addition to being an active faculty member of the Baruch community.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: 10.25.18
College or Unit: Baruch College
Name of Candidate Nizan Packin
Department: Law
Appointment Title: Assistant Professor

Full-Time Tenured _______ Full-Time Tenure Track _______x_____

Date of Initial Appointment: 08/27/2013
Summary of Action: _______ Reappointment with Early Tenure _______x_____

By-law to be waived/applied: 6.2.d
Waiver requested for: Re-appointment with Tenure _______x_____

Date of Departmental P&B: September 20, 2018
Date of College-wide P&B: October 9, 2018
Waiver effective as of (starting date): September 1, 2019

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

(Signed)

(President’s/Provost’s signature)

(DAVID P. CHRISTY)
(President’s/Provost’s name, typed or printed)
WAIVER JUSTIFICATION

Name: Nizan Packin

Department: Law

Unit/College: Baruch College

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

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

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

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

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

OAA.2010.4

03/2010
Request for Faculty Personnel Action with a Bylaw Waiver

BARUCH COLLEGE
Law Department

Zicklin School of Business

Breakdown Of Tenure as of October 2018

Assistant Professor Nizan Packin Reappointment to Associate Professor with Early Tenure effective September 1, 2018.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Tenure</th>
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Request for Faculty Personnel Action with a Bylaw Waiver

BARUCH COLLEGE
Law Department

Zicklin School of Business

Personnel Committee Votes

Assistant Professor Nizan Packin Reappointment to Associate Professor with Early Tenure effective September 1, 2019.

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<th>Committee Votes</th>
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<td>October 09, 2018</td>
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Baruch College, Weissman School
Early Tenure Award to Sarah Bishop in Accordance with Bylaw §6.2(d)

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

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

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

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

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

Date: 10.25.18

College or Unit: Baruch College

Name of Candidate: Sarah Bishop

Department: Communications

Appointment Title: Assistant Professor

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

Date of Initial Appointment: 08/27/2014

Summary of Action: Reappointment with Early Tenure

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

Waiver requested for: Re-appointment with Tenure ______ x ______

Date of Departmental P&B: September 12, 2018

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

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

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

[Signature]

(President's/Provost's signature)

[Signature]

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

Name: Sarah Bishop

Unit/College: Baruch College

Department: Communication Studies

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

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

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

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

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

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

OAA.2010.4 03/2010
Request for Faculty Personnel Action with a Bylaw Waiver

BARUCH COLLEGE
Communications Department

Weissman School of Arts and Sciences

Breakdown Of Tenure as of October 2018

Assistant Professor Sarah Bishop Reappointment to Associate Professor with Early
Tenure effective September 1, 2018.

<table>
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<th>Rank</th>
<th>Tenure</th>
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Request for Faculty Personnel Action with a Bylaw Waiver

BARUCH COLLEGE
Communications Department

Weissman School of Arts and Sciences

Personnel Committee Votes

<table>
<thead>
<tr>
<th>Assistant Professor Sarah Bishop Reappointment to Associate Professor with Early Tenure effective September 1, 2019.</th>
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</thead>
<tbody>
<tr>
<td>Committee Votes</td>
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<tr>
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<tr>
<td>Department Committee Meeting September 05, 2018</td>
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<tr>
<td>College P&amp;B Committee October 09, 2018</td>
</tr>
</tbody>
</table>
BROOKLYN COLLEGE

Appointment of Anne Lopes as Provost & Senior Vice President of Academic Affairs

WHEREAS, Dr. Anne Lopes is a seasoned professional with a wealth of experience in teaching, research and academic administration. Her professional accomplishments include the oversight and leadership of strategic planning efforts and the design and implementation of a comprehensive faculty diversity hiring plan. She is also recognized for launching numerous academic success and retention initiatives; and

WHEREAS, as a member of the President's leadership team and the College's Chief Academic Officer, Dr. Lopes develops and promotes the academic vision of the College, provides leadership in achieving the goals of the College Strategic Plan and the CUNY-wide Strategic Framework, directs and guides the development of curriculum and of academic programs and services, and supports faculty development and research activity; now therefore be it

RESOLVED, that the Board of Trustees of the City University of New York approve the appointment of Dr. Anne Lopes as Provost & Senior Vice President of Academic Affairs at Brooklyn College, effective December 11, 2018 at an annual salary of $250,000.

EXPLANATION: Dr. Lopes has served at John Jay College of Criminal Justice as Interim Senior Vice President of Academic Affairs since September 2017. Her prior appointments at John Jay include Associate Provost for Strategic Initiatives & Dean of Graduate Studies and Dean of Undergraduate Studies. Prior to John Jay, Dr. Lopes served as the Associate Dean at SUNY Empire State College and chairperson and professor of political science at Metropolitan College of New York. Dr. Lopes holds a B.A in Political Science from Ramapo College, a M.A in Political Theory from Goddard College and a Ph.D. from Freie Universitat in Berlin, Germany.

President Michelle J. Anderson strongly recommends this appointment.
LAGUARDIA COMMUNITY COLLEGE

Appointment of Mark Healy as Vice President of Adult and Continuing Education

WHEREAS, Mr. Mark Healy is a managing member of BGBY Investments LLC which he founded in 2015 as a diversified financial services company, focusing on financial planning and advisory services; and

WHEREAS, he also currently serves as Chair of LaGuardia Community College’s Foundation Board and is a board member for HeartShare Human Services of New York; and

WHEREAS, the appointment of Mr. Healy, as the Vice President of Adult and Continuing Education, will ensure that the College has the leadership and direction necessary for the continued educational services to the large and diverse community currently serviced by the Division of Adult and Continuing Education; and

WHEREAS, as the Chief Executive for the Division of Adult and Continuing Education, Mr. Healy will be responsible for advancing and improving the College’s ability to assist adult learners gain the education and skills needed to build their careers in addition to helping businesses and organizations become more successful and profitable; now therefore be it

RESOLVED, that the Board of Trustees of the City University of New York approve the appointment of Mr. Mark Healy as Vice President of Adult and Continuing Education at LaGuardia Community College, effective December 11, 2018, at an annual salary of $205,000.

EXPLANATION: Mr. Healy has three decades of experience in executive positions in finance and operations. He is currently a managing member of BGBY Investments LLC which he founded in 2015 as a diversified financial services company, focusing on financial planning and advisory services. Also, he currently serves as Chair of LaGuardia Community College’s Foundation Board and is a board member for HeartShare Human Services of New York. His prior work experience includes serving as CEO and President of the American Stock Transfer and Trust Company LLC from 2009 to 2015 where he led the largest independent transfer agent in North America. From 2002 to 2009, he was the Chief Operating Officer and Managing Head of Sales/Relationship Management for Fidelity Investments, National Financial Services, where he led the creation and execution of growth strategy that grew clients from 150 to 350 broker dealers, grew assets from $150 billion to $750 billion and earnings from $20 million to $125 million. From 1995-2002, he served as Chief Financial Officer and Chief Operations Office NA at TD Securities, USA acquiring and integrating multiple acquisitions for the firm. Other work experience includes Chief Financial Officer NA, Swiss Bank Corporation from 1991 to 1995 and Head of Finance and Operations, Sanwa-BGK Securities from 1988 to 1991.

Mr. Healy holds a Bachelor of Science, Public Accounting, from CW Post – LIU and is licensed in Series 7, 24, 27, 63 and 65.

The President strongly recommends this appointment.
LAGUARDIA COMMUNITY COLLEGE
Search Certification Report

Position: Vice President for Adult and Continuing Education

Job Posting ID # 18459


Recruitment/Advertising:

Resources:
- New York Times (Online)
- Chronicle of Higher Education (Online)
- Diverse.com
- Monster Diversity
- Asians in Higher Education
- Hispanics in Higher Education
- Women in Higher Education
- Idealist.com
- National Association of Workforce Development Professionals, www.nawdp.org/
- National Association of State Workforce Agencies: NASWA, www.naswa.org/
- National Workforce Association (NWA) Affiliate Meeting I NACO, www.naco.or
- National Association of State Workforce Agencies (NASWA), https://www.dol.gov
- https://www.nationalskillscoalition.org
- Pam Howze, Executive Director of Work-based Learning, North Carolina Department of Commerce
- National Adult Education Professional Development Consortium
- Adult Higher Education Alliance (AHEA)
- The American Association for Adult and Continuing Education (AAACE)
- Adult Numeracy Practitioners Network (ANPN)
- Association for Continuing Higher Education (ACHE)
- Canadian Association for the Study of Adult Education (CASAE)
- Commission on Adult Basic Education (COABE)
- International Association for Continuing Education and Training (IACET)
- International Council for Adult Education (I CAE)
- National Adult Education Professional Development Consortium (NAEPDC)
• University Continuing Education Association (UCEA)
• International Reading Association
• National Association for Workforce Improvement (NAWI)
• National Alliance of Business (NAB)
• American Society for Training & Development (ASTD)

The Search Committee: (Composition – Gender and Ethnicity)

The search committee’s composition was as follows:

• Search Committee Chairperson- ECP- Asian Male
• Committee Member A- HEO- Black/African American Female
• Committee Member B- HEO/College Senate Rep- Black/ African American Female
• Committee Member C- ECP- White Female
• Committee Member D- ECP- Black/African American Female
• Committee Member E- IT Comp. Systems Manager- White Male
• Committee Member F- IT Sr. Associate- Hispanic Male

The Applicant Pool

a) Total Qualified Applicants

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>Asian/Pacific-Islander/Nat. Hawaiian</th>
<th>Italian-American</th>
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<tr>
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<td>9</td>
<td>16</td>
<td>3</td>
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<td>3</td>
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</tbody>
</table>

Please be advised of the following:

• One applicant identified as a American Indian male
• Four applicants identified as White without selecting a gender
• One applicant identified as Black/African American without selecting a gender
• Three applicants identified as Hispanic/Latino without selecting a gender
• Two applicants identified as a female without selecting an ethnicity
• One applicant identified as a male without selecting an ethnicity
b) Applicants Interviewed

<table>
<thead>
<tr>
<th></th>
<th>White</th>
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</tr>
</tbody>
</table>

Please be advised of the following:

- One applicant who identified as White without selecting a gender was interviewed in the first round.

e) Finalists

<table>
<thead>
<tr>
<th></th>
<th>White</th>
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<tr>
<td>Female</td>
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Any other processes and/or protocol that the college engaged in to enhance the search process:

Phase One: Search Committee Charge- search committee charged on affirmative action/equal opportunity best practices; underutilization in the job group; group and individual biases and methodologies for addressing those biases; confidentiality in the search process; CUNY's Notice of Non-Discrimination and protected classes of applicants (including Italian Americans);

Phase Two: Candidate Identification for Interviews by Search Committee; CDO reviews ethnicity and gender of applicants selected for interviews and addresses representation concerns when feasible; HR sent rejection letters to applicants not selected for first round interviews.

Phase Three: Candidate Interviews (first and second round) and Final Selection.
Attestation

I, Christopher Todd Carozza, Esq., Chief Diversity Officer, attest that LaGuardia Community College’s search protocols were followed.

Christopher Todd Carozza, Chief Diversity Officer, LaGuardia Community College

8/9/18

Date
The City University of New York

Appointment of Jane Sovern as Associate Vice Chancellor for Legal Affairs

WHEREAS, Jane Sovern has served the University as Deputy General Counsel since 1997, and also as Interim General Counsel and Vice Chancellor for Legal Affairs from January –July 2017; and

WHEREAS, As a member of the University leadership team, Ms. Sovern works closely with the General Counsel and provides valuable advice, counsel, representation and support on a wide variety of legal and related issues to the Board of Trustees, the Chancellery, and the campuses, and manages CUNY’s distinguished legal department; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Jane Sovern as Associate Vice Chancellor for Legal Affairs, effective December 3, 2018.

EXPLANATION: Jane Sovern has served CUNY as Assistant General Counsel, Deputy General Counsel and Interim General Counsel and Vice Chancellor for Legal Affairs. She joined the University’s General Counsel’s Office in 1991 after practicing at the law firms of Paul, Weiss, Rifkind, Wharton & Garrison, and Meister Leventhal & Slade. She has played a key role in coordinating CUNY’s prevention and response to sexual misconduct, and in the drafting and revision of numerous critical policies. She served as staff to the New York State Governor’s Commission on Higher Education in 2007-08, and is a member of the Committee on Education and the Law of the New York City Bar Association.

She holds an A.B. in Classics (Honors) and History from Brown University, and a J.D. from Columbia Law School.
Jane Sovern  
52 Rockland Avenue  
Larchmont, New York 10538

EXPERIENCE

The City University of New York (1991-present)
Deputy General Counsel (1997-2016, August 2017-present)
Interim General Counsel and Vice Chancellor for Legal Affairs (January 2017-July 2017)
Assistant Counsel (1991-1997)

- As Interim General Counsel, served as chief legal officer of 24-campus urban public university system with over 260,000 students, reporting directly to the Chancellor and the Board of Trustees. As member of Chancellor’s senior management team, helped formulate and execute policy, strategy and communications.
- Provide legal and strategic advice to the Chancellor, Board and campus leadership on issues including pre-litigation and litigation counseling/management, governance, compliance, privacy and data privacy, human resources, executive compensation, employment law including academic tenure issues, environmental, health and safety law, commercial contracts and transactions, non-profit law, immigration, student affairs, internal and external investigations and audits, legislation and ethics.
- Manage Office of General Counsel staff of 15 lawyers and 9 staff members.
- In collaboration with multiple stakeholders, draft and revise policies and advisory memos. Recent projects include revising Foundation Guidelines for colleges’ non-profit foundations, updating facilities use policy, drafting Board Audit Committee charter, revising presidential search guidelines, and drafting advisory memo for campus response to visits and requests from ICE agents.
- Manage and work with outside counsel (NYS Attorney General, NYC Corporation Counsel, and private law firms).
- Oversee responses to investigations by city, state, and federal agencies. Work closely with University Public Safety on safety, security and free speech issues.
- Testify at City and State legislative hearings.
- Present on a regular basis to campus and University-wide groups on topics such as preventing and responding to sexual misconduct, ethics, employee and student discipline, and admission of formerly incarcerated students.
- Lead University Title IX Working Group to improve CUNY’s prevention of and response to sexual misconduct, including extensive policy drafting and revision.
- Served as Director of University Campus Climate Working Group to identify strengths and challenges in race/religion/gender climate for students, faculty, and staff.
- Served as staff member to NYS Governor’s Commission on Higher Education (2007-08).

Litigation Associate

Trusts and Estates/Litigation Associate
EDUCATION

Columbia University School of Law J.D. 1986
- Samuel I. Rosenman Prize for academic excellence in public law courses and outstanding leadership
- Co-chair, Columbia Law Women’s Association
- Human rights internship at Black Sash anti-apartheid group in Johannesburg, South Africa (1985)

Brown University A.B. 1982 in Classics (honors) and History

PROFESSIONAL
- Panelist at plenary presentation on campus sexual misconduct at ABA (American Bar Association) national conference August 2017.
- Led program on micro-aggressions and trigger warnings at National Association of College and University Attorneys (NACUA) national conference June 2017.
- Panelist at PLI program on Higher Education Law May 2015.
- Presented on higher education law issues to groups including APLU (Association of Public and Land Grant Universities), New York City NACUA group and Practising Law Institute.
- Participated in several ACE (American Council on Education) invitation-only small group meetings of campus counsel in D.C. to discuss higher education legislative and legal issues, and to meet with Congressional staff and senior OCR staff.
- Member, Education Committee, New York City Bar Association (2016-present)

BAR ADMISSIONS
New York State; Southern District of New York; United States Supreme Court
THE CITY UNIVERSITY OF NEW YORK

NOTICE OF AMENDMENT TO THE BOARD BYLAWS – ARTICLE VI, SECTION 1

WHEREAS, The University does not currently have any titles for employing individuals engaged in postdoctoral research; and,

WHEREAS, The University does not currently have tax-levy titles specific to athletics coaches; and,

WHEREAS, Creating a new instructional title of Postdoctoral Fellow will allow the University to be comparable to other research-oriented institutions allowing the University to bring qualified individuals to enhance research activities across disciplines, increasing research expertise and productivity, advancing the scholarly and research mission of the University; and,

WHEREAS, The University campuses with athletics programs currently employ coaches on a variety of payrolls, including related entity/non-tax levy payrolls and tax-levy payrolls and creating athletic coaches titles will ensure that coaches are properly recognized as CUNY employees and assure greater standardization of employment practices; therefore be it

RESOLVED: That the Board of Trustees of The City University of New York shall amend to Section 6.1 of the Bylaws to establish the titles of Postdoctoral Fellow and Head Athletics Coach (full-time), Head Athletics Coach (part-time), Assistant Athletics Coach (full-time), and Assistant Athletics Coach (part-time), which are titles that will be used for athletics coaches on CUNY campuses.

EXPLANATION: The purpose of this resolution is to create a the titles of Postdoctoral Fellow, Head Athletics Coach (full-time), Head Athletics Coach (part-time), Assistant Athletics Coach (full-time), and Assistant Athletics Coach (part-time).

Currently, the University does not have any title for employing individuals engaged in postdoctoral research. The Office of Academic Affairs, in consultation with the CUNY Graduate Center, expressed the need to create this title to allow the University to bring qualified individuals to enhance research activities across disciplines and bring the University’s title structure in line with that of many research-oriented institutions.

The Postdoctoral Fellow will conduct professional research under the mentorship of CUNY faculty after the completion of their doctoral studies, building skills to pursue a career in academia and research. The goal of this position is to increase research expertise and productivity, thereby advancing the scholarly and research mission of the University.

Postdoctoral Fellows will have recently obtained his/her Ph.D. and will be assigned research responsibilities under the direction and mentorship of CUNY faculty. Postdoctoral Fellows will not be assigned regular teaching assignments.
Moreover, the University does not have tax-levy titles specifically for athletics coaches. Although coaches are clearly doing college work, currently, each campus hires and pays coaches differently, such as on related entity payrolls or as independent contractors of a related entity.

For several years, the Office of Human Resources Management has been working closely with campus athletics program executives, Office of General Counsel, and Council of Presidents Committee on Faculty, Staff and Administration. This collaboration included surveying current coach practices and reviewing job duties, compensation, and benefits and determined that creating specific coach titles on tax-levy payroll will benefit the University. Creating tax-levy coaching titles assures University coaches are recognized as CUNY employees, that they are in compliance with all University policies and practices, and risks associated with related entities/non-tax levy appointments are reduced.

SECTION 6.1. INSTRUCTIONAL STAFF.

The board hereby establishes the following instructional staff titles:

Chancellor
Chancellor emeritus
Executive vice chancellor
Chief operating officer
Senior vice chancellor
Vice chancellor
Associate vice chancellor
University provost
Secretary of the board
University administrator
University associate administrator
University assistant administrator
President
Dean of the City University School of Law
Dean of the Graduate School of Journalism
Dean of the Sophie Davis School of Biomedical Education
Senior vice president
Vice president
Assistant vice president
Senior University dean
University dean
University associate dean
University assistant dean
Dean
Associate dean
Assistant dean
Administrator
Associate administrator
Assistant administrator
Distinguished professor
University professor
Professor
Associate professor
Assistant professor
Research Professor
Research Associate Professor
Research Assistant Professor
Einstein professor
Visiting distinguished professor
Clinical Professor
Distinguished lecturer
Distinguished lecturer – medical series
Distinguished lecturer – law school series
Medical professor (basic sciences)
Associate medical professor (basic sciences)
Assistant medical professor (basic sciences)
Medical lecturer
Adjunct medical professor (basic sciences)
Adjunct associate medical professor (basic sciences)
Adjunct assistant medical professor (basic sciences)
Adjunct medical lecturer
Medical professor (clinical)
Associate medical professor (clinical)
Assistant medical professor (clinical)
Adjunct medical professor (clinical)
Adjunct associate medical professor (clinical)
Adjunct assistant medical professor (clinical)
Law school distinguished professor
Law school University professor
Law school non-teaching adjunct
Law school professor
Law school associate professor
Law school assistant professor
Law school instructor
Law school library professor
Law school library associate professor
Law school library assistant professor
Law school adjunct professor
Law school adjunct associate professor
Law school adjunct assistant professor
Law school adjunct instructor
Law school lecturer
Visiting professor
Visiting associate professor
Visiting assistant professor
Adjunct professor
Adjunct associate professor
Adjunct assistant professor
Adjunct lecturer
Adjunct lecturer (doctoral student)
Lecturer (full-time)
Lecturer (part-time)
Visiting lecturer
Instructor
Instructor (nursing science)
Research associate
Research assistant
Graduate assistant (a-d)
Senior registrar
Associate registrar
Chief college laboratory technician
Adjunct chief college laboratory technician
Senior college laboratory technician
Adjunct senior college laboratory technician
College laboratory technician
Adjunct college laboratory technician
College physician
Higher education officer
Higher education associate
Higher education assistant
Assistant to higher education officer
Continuing education teacher
Non-teaching adjunct (I-V)
Non-teaching adjunct (doctoral student)
Affiliated professional
Professor of Military Science
Affiliated medical professor
Associate affiliated medical professor
Assistant affiliated medical professor
Affiliated medical lecturer
Affiliated medical teacher
Clinical professor—medical series
CLIP instructor
CUNY Start instructor
Postdoctoral fellow
Head Athletics Coach (full-time)
Head Athletics Coach (part-time)
Assistant Athletics Coach (full-time)
Assistant Athletics Coach (part-time)

and in the Hunter College Elementary School and Hunter College High School

Principal
Chairperson of department
Assistant principal
Teacher
Assistant Teacher
Temporary teacher
Campus schools college laboratory technician
Campus schools senior college laboratory technician
Guidance counselor
Placement director
Education and vocational counselor
Librarian
Substitute teacher
Occasional per diem substitute teacher

and in the childhood centers

Teacher
Assistant teacher
And in the educational opportunity centers (EOC)
Educational opportunity center adjunct lecturer
Educational opportunity center adjunct college laboratory technician
Educational opportunity center college laboratory technician
Educational opportunity center higher education officer
Educational opportunity center higher education associate
Educational opportunity center higher education assistant
Educational opportunity center assistant to higher education officer
Educational opportunity center lecturer

*and in the School of Journalism and in the Executive MBA Programs of the Zicklin School of Business at Baruch College:

Professional programs adjunct professor
Professional programs adjunct associate professor
Professional programs adjunct assistant professor
Professional programs adjunct lecturer
Professional programs professor (H)
Professional programs associate professor (H)
Professional programs assistant professor (H)
Professional programs lecturer (H)
Professional programs Non-Teaching Adjunct 1
Professional programs Non-Teaching Adjunct 2
Professional programs Non-Teaching Adjunct 3
Policy 8.04 Naming Opportunities

Goals and Objectives

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

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

The definition of a transformative gift will differ by school or college and its anticipated use may vary according to the needs and priorities of the recipient institution’s academic leadership.

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

In all cases, naming opportunities should:

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

The Role of University Advancement

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

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

Guidance

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

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

The opportunity to name a Chair, Deanship, Professorship or Department in recognition and honor of an individual or corporation, 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 schools and colleges. (BTM,2007,06-25,005_Q)

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

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

Donor Control

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

Advisory Committees

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

Defining Transformative Gifts

The definition of a transformative gift will differ by school, and its anticipated use may vary according to the priorities of the school’s academic leadership. In all circumstances, however, it must be expected to provide, in perpetuity, a generated income distribution to the recipient institution that is sufficiently large, either in absolute dollar terms or as a percentage of the recipient institution’s total expenditure budget, such that it may appropriately be said to permit the institution to operate at a fundamentally different level.

Term for Naming Opportunities

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

Naming Opportunity Requirements

All namings of physical assets, academic programs, and positions require the approval of the CUNY Board of Trustees. (BTM,2007,06-25,005,_.Q)
A naming opportunity is generally designed to be consistent with the mission and goals of the University and its schools and colleges to enhance teaching and research and strengthen the academic enterprise and is usually based on the desire to (BTM,2007,06-25,005., Q):

a) honor the exemplary character, scholarly distinction or distinguished service of an individual
b) recognize a significant financial contribution to the College University and/or its schools and colleges

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

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

1. Rationale for the Gift/Exception

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

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

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

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

4. Third Party Due Diligence

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

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

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

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

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

2. Naming Opportunities for Cumulative Giving

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

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

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

4. Process Approval Requirements for Named Gift Opportunities

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

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

5. **Naming Opportunities and Unsolicited Deferred Gifts**

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

6. **Gift Types Accepted for Naming Opportunities**

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

7. **Gift Fulfillment for Naming Opportunities**

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

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

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

7.2. **Current Use or Endowed Funds**

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

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

8. **Minimum Contribution Levels**

8.1. **Building**

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

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

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

8.2. **School**

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

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

8.3. Named Departments/Academic Programs

Funds are expected to be used to enhance academic offerings. (BTM,2007,06-25,005,_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

8.4. Centers, Institutes, Programs or Academic Units

Funds should be proportional to the amount of endowment that is necessary to sustain an existing program, create a new program or propel the program to new heights on a permanent basis. (BTM,2007,06-25,005,_Q) New academic centers and institutes must meet Board of Trustee regulations and be approved by the Board of Trustee Committee on Academic Policy, Program and Research (CAPPR)

Minimum endowment endowed gift amount for (BTM,2007,06-25,005,_Q):

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

8.5. Deanships

An endowment for a named Dean provides flexible resources for deans to meet special needs in their schools. For funds to be used as salary supplements, the approval of the Chancellor is required. (BTM,2007,06-25,005,_Q)

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

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

8.6. Chairs
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, _Q)

Minimum endowed fund amount for:

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

8.7. 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 School or College, or consistent with its mission. It can also be established to enhance teaching and research by attracting and/or retaining outstanding faculty. The endowed funds would supplement the salary and fringe benefits of the professor and provide funds for office and technical support or auxiliary support staff (BTM, 2007, 06-25,005, _Q)

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

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

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

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

Minimum endowment amount for (BTM, 2007, 06-25,005, _Q):  
a) Senior Colleges: $500,000 - $1 million
b) Community Colleges: $500,000 - $1 million
c) Professional, Graduate, and Specialty Schools: $1 million

8.9. Art Gallery (Large and Small)

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

Minimum endowed gift amount for:

a) Senior Colleges: $2 million
b) Community Colleges: $500,000 - $1 million
8.10. **Performance Spaces/Auditorium**

Consultation with Chancellor prior to offering space is required.

Minimum endowed gift amount for:

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

8.11. **Laboratories (Large and Small)**

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

Minimum endowed gift amount:

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

8.12. **Lecture Hall**

Funds may be used to support, unrestricted purposes.

Minimum endowed gift amount:

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

8.13. **Library, includes specialized libraries and special collections**

Funds can be used to support unrestricted purposes.

Minimum endowed fund amount:

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

8.14. **Scholarships (endowed)**

Gifts above the minimum are encouraged.
Minimum gift amount is $25,000

8.15. Fellowships (endowed)

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

8.16. Conference Rooms (Large and Small)

Funds can be used to support unrestricted.

Minimum endowed gift amount:

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

8.17. Lectureships

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

Minimum endowed fund amount:

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

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

8.18. Other Named Endowed Funds

For academic development, program innovation, library acquisition, faculty professional travel, equipment, research publications, recognition awards, other gift objectives may be created for sums appropriate for each respective area. (BTM,2007,06-25,005, Q)

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

--- Senior Colleges: $75,000
b) Community Colleges: $75,000
c) Professional, Graduate, and Specialty Schools: $75,000

8.19. Named Academic Awards and Prizes

The Schools and Colleges will not automatically accept modest gifts for endowed departmental awards and prizes. Each purpose and amount must be reviewed on a case-by-case basis as to its merits. (BTM,2007,06-25,005, Q)
Minimum endowment amount for (BTM,2007,06-25,005,_Q):  
a)  Senior Colleges: $25,000  
b)  Community Colleges: $25,000  

Special needs or exceptional circumstances that warrant deviation from this policy require the approval of the Chancellor. (BTM,2007,06-25,005,_Q)

The Chancellor or his or her designee will update this policy on a regular basis. (BTM,2007,0625,005,_Q)
"We must not only embrace best practices on enhancing faculty diversity in our hiring, promotion, and retention; we must also nurture better practitioners, so that we consistently apply what we already know across CUNY. Moreover, we must be willing to do things differently—to create new and innovative ways of responding to this important issue." Chancellor J.B. Milliken and Executive Vice Chancellor Vita Rabinowitz, September 15, 2017

Background

Charged by Chancellor J.B. Milliken in 2017 to focus on an analysis of faculty diversity, equity and inclusion, the Faculty Diversity Working Group (FDWG) held its first meeting on April 18, 2017. The Working Group is co-chaired by Presidents Michelle J. Anderson (Brooklyn) and José Luis Cruz (Lehman), with additional members Presidents Rudy Crew (Medgar Evers), Ayman El-Mohandes (School of Public Health), Scott Evenbeck (Guttman), Marcia Keizs (York), Anthony Pérez (BMCC), Chase Robinson (Grad Center), and Mitch Wallerstein (Baruch). Central Office members include Executive Vice Chancellor and University Provost Vita Rabinowitz, Vice Chancellor Meg Egan and University Dean Arlene Torres.

The Group’s charge and discussion delved into several areas including diversity goals, data, and strategies. Among the main takeaways:

1. There is unanimous agreement among members that the University can and should do more to demonstrate its commitment to diversity through equitable policies and practices that nurture and sustain an inclusive climate for all and there is broad acknowledgement that the working group should organize its work to accomplish tangible results in the short- and long-terms.

2. There is strong interest in building a robust set of qualitative and quantitative data elements to help guide the work: underutilization data, faculty hiring projections, demographic profile of adjuncts, exit interviews, focus groups.

Discovery Meetings: President Cruz met individually (in person or by phone) with all presidents and deans in the working group between May 2 and May 15, 2017. As a result of this effort, he identified six different “tracks” of issues associated with the Working Group’s charge: 1) University Climate; 2) Reappointment, Tenure, and Promotion; 3) Pipelines, Pathways, and Partnerships; 4) Competitiveness in Hiring and Retention; 5) Data and Accountability; 6) Recruitment Best Practices. These tracks were incorporated into a proposed scope of work. However, as the academic year ensued, we agreed to focus our efforts. The FDWG agreed that we needed to develop a foundation with guiding principles and reporting requirements as a first step.

The FDWG agreed to the following:

1. The Office of Recruitment and Diversity will identify opportunities and develop recommendations in the area of pipelines, pathways, and partnerships that could help the University improve the diversity of its applicant pools.
2. The working group will establish a **Subcommittee for Retention and Competitiveness** to explore opportunities to improve reappointment, tenure, and promotion policies and practices with the goal of maximizing the University’s ability to retain diverse, high-quality talent. Subcommittee Members: Presidents Keizs, Crew, Evenbeck, and Wallerstein.

3. The working group will establish a **Subcommittee for Data and Accountability** to develop a cogent set of data from which we can educate others and move forward with our charge. Subcommittee Members: President El-Mohandes (Chair), President Robinson, Vice Chancellor Waters, and Dean Torres.

4. The working group will develop a set of guiding principles and reporting requirements to ensure that the FY 2017-18 faculty recruitment cycle is informed by best practices, subject to accountability at all levels, and that it can be used as a real-time study to inform the Working Group’s recommendations for University-wide adoption.

**Guidance Memo:** On September 15, 2017, with the support of the FDWG, Chancellor Milliken and University Provost Rabinowitz issued a memorandum to the presidents of the CUNY Colleges and Deans of the CUNY Professional Schools entitled “Guidance on 2017-18 Faculty Recruitment in Departments with Underutilization of Minorities and Females.” The memo called for each president and dean to “develop and submit a set of affirmative action plans, one for each department with an underutilization of underrepresented women or minorities that seeks to hire fulltime, tenure-track faculty during the 2017-18 academic year,” and gave them the option to “require a department to develop the department-specific affirmative action plan before authorizing any search for a faculty member in the area.”

**FDWG Discussions:** The FDWG had robust discussions about campus administrative and governance bodies involved in developing departmental affirmative action plans; the level of engagement of faculty and points in the search process where administrative leaders intervene; and how diversity efforts are organized across campuses.

For example, a discussion was led by University Provost Rabinowitz regarding the proposed guidelines for the **Chancellor’s Opportunity Fund.** The committee also discussed University-wide initiatives, including Faculty Diversity Dialogues, CUNY Mellon Faculty Diversity Career Enhancement Initiative. The group discussed how to enhance the retention of under-represented faculty across CUNY, given the challenges of the faculty workload and the cost of living in New York City. The group discussed the importance of mentoring underrepresented faculty across the campuses and the development of best practices to share more widely on faculty mentoring. These discussions led to the implementation of a Chancellor’s Opportunity Fund to support recruitment and retention. Outcomes are reported in Appendix I.

**Diversity Dialogues:** The Diversity Dialogues series reaffirmed our commitment to diversity through equitable policies and practices that nurture and sustain an inclusive climate for all. Opportunities in the area of pipelines and cluster hires that could help the University improve the diversity of its applicant pools and hires were discussed. These dialogues resulted in proactive strategies explored by the Strategic Framework team on Diversity and Knowledge Creation. The synergy created by this exchange of information will enhance our overall goals.

Strides were made in all of the aforementioned areas identified by the FDWG however, the focus for 2017-2018 became the development of baseline data and strategies to support the search and recruitment process. The Working Group expects to focus on retention and other areas of concern in 2018-2019 without losing sight of the momentum gained around the recruitment process.
The Chancellor’s FDWG with the support of the Chancellor’s September 15 Guidance Memo, asked campus departments to analyze the 2017-2018 faculty search process where vacancies exist and budget lines have been approved to support a new hire. The goal is to create a greater degree of transparency, innovation, and accountability on faculty diversity. The specific objectives are to develop recruitment plans for those disciplines with underutilization as determined by data from last year’s Affirmative Action Plan (AAP), 2017 and to assess the recruitment and search process to improve strategies and outcomes while highlighting best practices.

Underutilization occurs when women and minorities are not being hired at an expected rate when considering their availability in the relevant labor pool. Underutilization is used as a guideline and general indicator to assess progress and challenges related to the recruitment and retention of a diverse workforce. It is not an exact metric. Entry to and exit from a department is impacted by budgets, faculty performance, external offers, relocation, retirement, and climate. Workforce availability in a discipline grouping can also change from year to year.

The FDWG sought to
- develop a baseline to allow for the critical evaluation of the search process and outcomes to meet CUNY’s commitment of faculty diversity and inclusion
- encourage the development of a search and recruitment plan for faculty searches where underutilization exists
- develop a reporting mechanism to track the applicant pool, the selection of candidates for interview, offers, and hires for each professorial search where underutilization existed in 2017
- address areas for improvement in data collection, analysis, and implementation of recruitment and retention strategies

Recruitment Plans and Progress Reports

The Recruitment Plans submitted by departments across the CUNY campuses in the fall of 2017 were reviewed by Arlene Torres, University Dean of Recruitment and Diversity. She focused on a snapshot of 50 plans to better understand the strategies and practices undertaken to enhance the search and recruitment process. Samples of job descriptions, active outreach, and progress reports were provided. The FDWG noted that a template and progress report provided by a college leading to a prospective hire provided valuable granular data on challenges and prospects to advance recruitment and address underutilization. The FDWG recommended the adoption of a progress report template to improve upon the reporting structure and analysis of data.

FDWG sought to compare the Recruitment Plans submitted and progress reports for searches submitted by the campuses in March 2018 and May 2018 with the data of record in CUNYfirst. A preliminary review of progress reports presented on the 25th of June 2018 to the Working Group did not allow for an adequate assessment of the relation between the qualified applicant pool, the interview pool, offers, and prospective hires or hires. We learned that limited access to CUNYfirst on gender, race/ethnicity data by the Chief Diversity Officers (CDOs) and HR hampered efforts to document the search and recruitment process. The input of data into CUNYfirst as the data of record was also incomplete. Searches that resulted in a hire were not designated as closed in CUNYfirst or were not closed for various reasons, including ongoing negotiations after May 31, 2018.

As of June 1, 2018, the census cutoff period for the 2018 Affirmative Action Plan (June 1, 2017 to May 31, 2018), the campuses reported outcomes for 90 searches and indicated that an additional 71 were still pending or status unknown. We relied on the data of record in CUNYfirst to match the data submitted by the campuses to facilitate our review and assessment.
Upon request, campus CDOs did work with HR to provide us with available data by July 16, 2018 to facilitate this analysis. In some instances, the colleges indicated that offers were made but the hiring process had not been completed. These searches were not closed in CUNYfirst and resulted in limited access to a complete profile of the applicant-to-hire pool across gender, race/ethnicity, disability, and veteran status of faculty searches underway and initially reported in the department level recruitment plans and progress reports. Instances where data was unavailable was also due to a delay in timely data entry or a lack of communication between the hiring unit, the CDO, and HR about the status of a search.

The University-wide applicant pool by race/ethnicity 2017-2018 for the 90 searches with underutilization completed and verified against the data of record in CUNYfirst indicates that 44.99% or 3,153 of the 7,008 applicants were from underrepresented minority groups, 3.21% or 225 were Italian-American, 5.72% or 401 were unknown, and 46.08% or 3,229 were White.

The total pool of applicants numbered 7,008, 38.31% or 2,685 of the applicants self-identified as female, 44.06% or 3,088 as male, and 17.51% or 1,277 did not identify as female or male.

A comparison of the percentage of the applicant, interview, and hired pools by ethnic group demonstrates that 23.23% of Hispanics were hired in comparison to their percentage in the interview pool (14.3%) and the
applicant pool (10.63%). African Americans or Blacks were 10.53% of the applicant pool and dropped to 8.53% of the interview pool, however the percentage of hires increased to 10.10%. Asians were 21.30% of the applicant pool, 21.8% of the interview pool, and 20.20% of the hired pool. Asian representation approached near parity across pools. Italian American representation nearly doubled in the hiring pool (6.06%) as compared to the applicant pool (3.21%).

An overview of the percentages of the applicant, interview and hire polls across the 90 searches analyzed demonstrates females are 49.49% of the hires even though they constitute 38.81% of the applicant group.
The 90 completed searches referenced resulted in 99 hires. Fifty-four or 54.4% of the total hires were from federally represented minority race/ethnic groups. Six or 6.06% were Italian American, and 39.39% were White and unknown. The data demonstrate that departments are making concerted efforts to attract a broad applicant and interview pool that positively impacts the hiring of a diverse professoriate at CUNY. A deeper dive into the metrics by campus or school and each search where underutilization was identified in 2017 as well as an analysis of changes in underutilization for faculty in the professorial ranks 2017 to 2018 does provide the campuses with an opportunity to engage in robust assessment of their recruitment plans, search processes and outcomes. The FDWG encourages the campuses to review the data presented below to further support their proactive commitment to diversity, equity, and inclusion.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>20.20%</td>
<td>20</td>
</tr>
<tr>
<td>Black</td>
<td>10.10%</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23.23%</td>
<td>23</td>
</tr>
<tr>
<td>Italian</td>
<td>6.06%</td>
<td>6</td>
</tr>
<tr>
<td>White</td>
<td>35.35%</td>
<td>35</td>
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<tr>
<td>Two or More</td>
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</tr>
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<td>Unknown</td>
<td>4.04%</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Future Goals**

The Faculty Diversity Working Group will likely continue its work in the coming academic year. Findings submitted by other campus-wide committees and task forces will support this effort. The Central Office plays an essential role by providing CUNY-wide opportunities to recognize and support our community of active scholars. The following activities warrant resources and support:

- Continue to implement call for recruitment plans and best practices set forth by the FDWG this past year.
- Continue to provide on-campus training on the search process.
- Continue to provide campus-wide and campus-specific Diversity Dialogues.
- Expand our faculty mentoring and retention programs – the Faculty Fellowship Publication Program, the Mellon Faculty Career Enhancement Initiative, and Moving from Associate to Full.
- Continue to support the Chancellor’s Opportunity Fund.
- Sponsor the biennial Faculty Diversity and Inclusion Conference. The date has been set for Friday March 31, 2019 at the CUNY Graduate Center.
- Support training to ensure that data is appropriately entered into CUNYfirst, the system of record and available in real-time to support the recruitment and reporting process.
- Further develop and interpret metrics of accountability.

***********

**Summary of Searches and Analysis of Historical Changes in Underutilization for Faculty in the Professorial Ranks 2017 to 2018**

Below is the outcome of the reported searches completed for each college followed by a comparative overview of changes to underutilization. A summary chart of searches for each college is provided, a summary for each search, and a historic comparative summary of underutilization by professorial rank and discipline for each college. (See Appendix II and III)

**Baruch College**

The college completed 20 searches across a range of disciplines. Twenty of the 32 hires or 63% were from minority groups, and 34% were designated as female.
Among the full-time professoriate, there were marked improvements in underutilization in the Biological and Biomedical Sciences for females and minority ethnic groups. In the fields of Communications, Mathematics and Statistics, Philosophy and Religious Studies, and Social Sciences, underutilization of minority ethnic groups also improved. Challenges persist in the field of Business, Management, Marketing and Support Service as well as Public Administration. Other areas of underutilization, particularly for females remain steady. These numbers are potentially impacted by a decline in the workforce in that discipline at Baruch in relation to market availability. Nevertheless, Baruch made a concerted effort in 2017 and 2018 to address underutilization in all of its searches and yielded a substantive pool of qualified applicants and offers across federally protected groups.

Borough of Manhattan Community College
The college completed 3 searches resulting in 1 or 33% minority hires, 1 or 33% female hires.
Among the professoriate, there were improvements in underutilization in the fields of Communications, Journalism, Visual and Performing Arts and Related Programs for minority ethnic groups. Challenges remain in the field of Family and Consumer Sciences, and Foreign Languages and Literatures. These numbers are potentially impacted by market availability and a change in the workforce in Foreign Language and Literatures at the college. Underutilization is low and remains steady in four areas for minority ethnic groups. In the aggregate, increases in the professorial workforce from 2017 to 2018 continue to positively impact faculty diversity at BMCC.

**Bronx Community College**

Among the professoriate, there were improvements in underutilization in the fields of Engineering, and History for females. Underutilization also decreased for females in the Physical Sciences thereby improving utilization of women in the STEM fields. There are increased challenges in underutilization in the field of Foreign Languages and Literatures for women. These numbers are potentially impacted by market availability and a change in the workforce from 2017 to 2018. Underutilization for the Asian American group is low and remains steady in three areas: Foreign Languages and Literatures, Health Professions, and Social Sciences. In the aggregate, changes in the number of employees in the professorial workforce have not adversely impacted underutilization for minority ethnic groups.

**Brooklyn College**

The college completed 10 searches resulting in 11 hires. Five or 45% of the hires were minorities, 2 or 18% were designated as Italian American and 7 or 64% were female.
Among the professoriate, there were improvements in underutilization for females, total minority and among Asians and African Americans in 5 disciplines. The elimination of underutilization for Asians in Computer and Information Sciences and English Languages and Literatures is notable. Challenges have increased and continue to persist among African Americans in the Business, Management and Marketing, and Education. These are impacted by changes in the workforce in these areas. Similarly, a change in the workforce in Mathematics and Statistics impacted Hispanic underutilization. Other disciplines remain steady in spite of changes to the professorial workforce.

**City College of New York**

Among the professoriate at City College, underutilization improved for total minority in the Architecture and Related Services discipline. Underutilization increased for females in 6 disciplines. The increase in underutilization is evidenced by a change in the workforce in most of these departments. Underutilization also remains high for females in a range of STEM disciplines including Biological and Biomedical Sciences, Engineering, Physical Sciences and Psychology. A loss of faculty negatively impacted underutilization in Architecture, Communications and History for females.

**College of Staten Island**

The college completed 4 searches with 4 hires. One or 25% of the four hires was minority and 3 or 75% were female.

<table>
<thead>
<tr>
<th></th>
<th>Records</th>
<th>Applicant</th>
<th>Appl%</th>
<th>Interviewed</th>
<th>Int%</th>
<th>Offered</th>
<th>Off%</th>
<th>Hired</th>
<th>Hire%</th>
</tr>
</thead>
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<tr>
<td><strong>Total</strong></td>
<td>428</td>
<td>246</td>
<td>57%</td>
<td>68</td>
<td>32%</td>
<td>11</td>
<td></td>
<td>11</td>
<td>28%</td>
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<tr>
<td><strong>Male</strong></td>
<td>159</td>
<td>81</td>
<td>51%</td>
<td>22</td>
<td>32%</td>
<td>2</td>
<td>18%</td>
<td>2</td>
<td>18%</td>
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<tr>
<td><strong>Female</strong></td>
<td>220</td>
<td>132</td>
<td>55%</td>
<td>39</td>
<td>57%</td>
<td>7</td>
<td>64%</td>
<td>7</td>
<td>64%</td>
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<tr>
<td><strong>Other</strong></td>
<td>49</td>
<td>33</td>
<td>66%</td>
<td>7</td>
<td>10%</td>
<td>2</td>
<td>18%</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total Min</strong></td>
<td>108</td>
<td>36</td>
<td>33%</td>
<td>29</td>
<td>43%</td>
<td>5</td>
<td>45%</td>
<td>5</td>
<td>45%</td>
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<tr>
<td><strong>Asian</strong></td>
<td>68</td>
<td>54</td>
<td>22%</td>
<td>15</td>
<td>22%</td>
<td>4</td>
<td>36%</td>
<td>4</td>
<td>36%</td>
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<tr>
<td><strong>Black</strong></td>
<td>60</td>
<td>19</td>
<td>5%</td>
<td>3</td>
<td>4%</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>40</td>
<td>17</td>
<td>7%</td>
<td>9</td>
<td>13%</td>
<td>1</td>
<td>9%</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>12</td>
<td>9</td>
<td>4%</td>
<td>2</td>
<td>3%</td>
<td>2</td>
<td>18%</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>220</td>
<td>132</td>
<td>54%</td>
<td>32</td>
<td>47%</td>
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<tr>
<td><strong>Two or More</strong></td>
<td>12</td>
<td>6</td>
<td>2%</td>
<td>2</td>
<td>3%</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>16</td>
<td>14</td>
<td>1%</td>
<td>5</td>
<td>7%</td>
<td>1</td>
<td>9%</td>
<td>1</td>
<td>9%</td>
</tr>
</tbody>
</table>
Among the professoriate, underutilization declined for females in the Biological Sciences and Foreign Languages and Literatures. The Library discipline successfully reduced underutilization to zero across all groups. The discipline of Psychology successfully reduced underutilization among Hispanics as well. Challenges persist and increased in History and is no doubt informed by a decline in the workforce from 19 to 16. Of note is the persistent underutilization of African Americans in Business, Management, Marketing and Support Services and the degree of underutilization for all ethnic minority groups in the Health Professions and Related Programs. Other areas remain steady with minimal changes to the composition of the workforce from 2017 to 2018.

Craig Newmark Graduate School of Journalism
There is no underutilization for females and among ethnic groups except for Hispanics in the School of Journalism. This level of underutilization is minimal and remains steady in spite of an increase in the workforce from 13 to 14 over the past year.

CUNY School of Law
There is no underutilization in the School of Law for females and ethnic minority minorities among the professorial faculty. The School of Law successfully reduced underutilization for females from 2 to 0 for females in the Library discipline.

**CUNY School of Medicine**
Among the professoriate, the School of Medicine improved and eliminated underutilization among Asians in the Biological and Biomedical Sciences as it increased the workforce from 23 to 26 over the past year. Underutilization is minimal and remains steady for Asians in the Health Professions and Related Programs. The absence of underutilization for the School of Medicine among females is a notable accomplishment.

**Graduate Center**
The Graduate Center reported outcomes for 3 searches. One or 33% of the 3 hires were minority and 2 or 67% were female.
The Affirmative Action underutilization note a change in the Graduate Center workforce. Mathematics and Computer Sciences went from 18 to 30, and Social Sciences from 54 to 43. These changes are informed by the campus request to allocate members of the GC workforce to other disciplinary clusters.

**Guttman Community College**
There is no underutilization among the faculty in the professorial ranks at Guttman Community College. However, the college has taken proactive measures to engage faculty and staff in its formulation of a vision and related strategies to support diversity and inclusion.

**Hostos Community College**
Hostos CC completed 3 searches. All 3 searches resulted in the hire of a minority candidate. Females represented 1 or 33%, males 1 or 33%, and 1 or 33% self-designated as other.
Underutilization among the professoriate improved for females in the disciplines of English Language and Literatures and Liberal Arts and Sciences. Underutilization among Asians and African Americans is minimal and remains steady in spite of numerical changes to the workforce in this job group.

**Hunter College**
The college reported 6 completed searches with 5 or 83% of the hires as minority. Five or 83% of the hires were female.

<table>
<thead>
<tr>
<th>Records</th>
<th>Applicant</th>
<th>Appl%</th>
<th>Interviewed</th>
<th>Int%</th>
<th>Offered</th>
<th>Off%</th>
<th>Hired</th>
<th>Hire%</th>
</tr>
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<td>Total</td>
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<td>194</td>
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<td>31%</td>
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<tr>
<td>Male</td>
<td>102</td>
<td>102</td>
<td>5</td>
<td>31%</td>
<td>1</td>
<td>33%</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>71</td>
<td>9</td>
<td>56%</td>
<td>1</td>
<td>33%</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>21</td>
<td>21</td>
<td>2</td>
<td>13%</td>
<td>1</td>
<td>33%</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Total Min</td>
<td>123</td>
<td>123</td>
<td>13</td>
<td>81%</td>
<td>3</td>
<td>100%</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

| Asian  | 23 | 23 | 12% | 4 | 25% | - | 0% | - | 0% |
| Black  | 31 | 31 | 16% | 4 | 25% | - | 0% | - | 0% |
| Hispanic | 69 | 69 | 26% | 5 | 31% | 3 | 100%| 3 | 100%|
| Italian | - | - | 0% | - | 0% | - | 0% | - | 0% |
| White  | 60 | 60 | 31% | 2 | 13% | - | 0% | - | 0% |
| Two or More | - | - | 0% | - | 0% | - | 0% | - | 0% |
| Unknown | 11 | 11 | 0% | 1 | 6% | - | 0% | - | 0% |

Underutilization among the professoriate improved for females in the disciplines of English Language and Literatures and Liberal Arts and Sciences. Underutilization among Asians and African Americans is minimal and remains steady in spite of numerical changes to the workforce in this job group.

**Hunter College**
The college reported 6 completed searches with 5 or 83% of the hires as minority. Five or 83% of the hires were female.
Among the professoriate at Hunter College, underutilization has decreased in the discipline of Communication from 6 to 5, and in the discipline of Psychology from 11 to 10 for females. Psychology continues to face challenges among female, Asian and African American federally protected groups. Underutilization among Hispanics was eliminated, but it remains steady for African Americans in the discipline of Education. A decline in the professorial workforce in disciplines of History and Mathematics may have negatively impacted underutilization. An increase in the professorial workforce in a number of disciplines by one did not positively impact African Americans underutilization.

**John Jay College of Criminal Justice**
Among the professorial faculty at John Jay College underutilization of females declined slightly in the discipline of Public Administration and increased among total minority and African Americans. In spite of improvements in underutilization for females in Homeland Security and Law Enforcement, this remains a challenge. An increase in underutilization is observed for females and most ethnic groups in the discipline of Business, Management, Marketing and Support Services with a decline in the workforce from 26 to 24. Overall, the change in professorial job group has been minimal and with noted exceptions, disciplines with underutilization for total minority are low.

**Kingsborough Community College**
KCC completed 1 search resulting in one white male hire.

Underutilization increased among females in the Communications, Journalism and Visual and Performing Arts. The increase in the workforce from 10 to 14 may have impacted underutilization in this discipline. An increase in underutilization among Asians in the Health Professions may have been impacted by the increase in the workforce from 25 to 30. Elimination or improvement of underutilization for underrepresented ethnic groups is noted in Business, Management, Marketing and Support Services, Mathematics and Computer Science, and Visual and Performing Arts.

**LaGuardia Community College**
Among the professorial faculty at LaGuardia Community College underutilization is at a minimum and remains steady for females in the Library discipline. There is no underutilization among total minority. Underutilization persists in the discipline of Education for African Americans and in Health Related Professions for Hispanics. Minor changes in the professorial workforce over the past year did not adversely impact underutilization.

Lehman College
Lehman College completed 9 searches that resulted in 11 hires with 8 or 73% representing minority groups, and 4 or 36% designed as female.

<table>
<thead>
<tr>
<th>Lehman College - 9 Searches</th>
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<tbody>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
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<tr>
<td>Other</td>
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<tr>
<td>Total Min</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Black</td>
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<tr>
<td>Hispanic</td>
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<td>Italian</td>
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<tr>
<td>White</td>
</tr>
<tr>
<td>Two or More</td>
</tr>
<tr>
<td>Unknown</td>
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</tbody>
</table>

Underutilization was eradicated or declined in several disciplines for females and across ethnic groups. Of particular note, was the decline is underutilization in the Biological and Biomedical Sciences, Mathematics and Sciences, Physical Sciences and Psychology. Challenges emerged in the disciplines of Business, Management and Marketing and Computer Science for females. Computer Science may be impacted by the re-allocation of the professorial workforce from Mathematics and Science.

Medgar Evers College
Among the professoriate at Medgar Evers female underutilization was successfully eliminated in Psychology. Underutilization of females increased in 2018 in Biological and Medical Sciences, Library (Librarians Non-Teaching), Natural Resources Conservation, and Public Administration and Social Service Professions. Underutilization for Asian Americans was successfully eliminated in Computer and Information Systems and Health Professions and Related Programs. Slight challenges emerged in Mathematics and Statistics and underutilization persists in the Biological and Biomedical Sciences and Social Sciences. Hispanic underutilization was also successfully eliminated in the Biological and Biomedical Sciences as well as in the discipline of Natural Resources and Conservation.

New York City College of Technology
NYCCT completed five searches and hired one white male. Other searches did not yield qualified applicants or were closed.
Among the professoriate at NYCCT underutilization was eliminated among females in the Physical Sciences, for African Americans in the Liberal Arts, and Hispanics in Area Studies. Increases to underutilization occurred in 2018 for females in the Biological and Biomedical Sciences and Liberal Arts. Other disciplines continue to experience underutilization for Asian Americans and Hispanics.

**Queens College**
Queens College conducted 10 searches and hired 10 faculty. Four or 40% were minority, 2 or 20% were Italian American and 7 or 70% were female.

Underutilization of females was eliminated in Library Science and diminished in four areas (Area, Ethnic Cultural, Gender and Group Studies, Biological and Biomedical Sciences, Library (Librarians/Non-Teaching) and
Mathematics and Statistics. There continues to be high underutilization of females in Physical Sciences, Psychology, and Visual and Performing Arts. Underutilization among African Americans was reduced in Education despite a decline in the workforce numbers. There is improvement with the elimination of underutilization in the total minority group of Mathematics, Philosophy and Religious Studies and Psychology but within the disaggregated ethnic groups underutilization remains steady in 15 disciplines at Queens College.

Queensborough Community College
QBCC completed 9 searches and hired 12 faculty. Five or 42% were designated as minority, 1 or 8% as Italian American, and 7 or 58% or the 12 hires were female.

Among the professoriate at Queensborough Community College underutilization for females declined in Visual and Performing Arts. In 2018, female underutilization appeared for Engineering Technologies and Related Fields. There was an increase in underutilization in History. Underutilization remains steady in Social Sciences at three. Total Minority underutilization declined in 2 disciplines. With respect to the disaggregated ethnic groups, the Asian ethnic group underutilization was positively eliminated in Communications and Health Professions and Related Programs. Underutilization remains steady in six disciplines (Business, Management, Marketing and Support Services, Communications, Journalism and Visual Performing Arts, History, the Library, Parks, Recreation, Leisure and Fitness Studies and Social Sciences.

School of Public Health
There is no underutilization in the School of Public Health for females. Underutilization among African Americans was eliminated in the Biological and Biomedical Sciences discipline. In the discipline of Social Sciences, underutilization for Blacks and Hispanics remain steady.

School of Professional Studies
The School of Professional Studies conducted 2 searches resulting in 1 or 50% minority hires and 1 or 50% female hires.
There is no underutilization of females. Underutilization of Asians remains steady at one.

York College
York College reported on 3 searches resulting in 1 offer to 1 white female.
Among the professoriate at York College female underutilization was successfully eliminated in English Languages and Literature with an increase in the workforce. Underutilization of females appear in 2018 in Business, Management, Marketing and Support Services and Parks, Recreation, Leisure and Fitness Studies and persists in four disciplines. Female underutilization diminished in History and Natural Resources and Conservation with a decline in the workforce. Among the total minorities, underutilization remains steady in Biological and Biomedical Sciences. Underutilization among the Hispanic group was eliminated in the Library but remains steady in two disciplines: Biological and Biomedical Sciences and Health Professions and Related Programs. Underutilization across race/ethnic groups is minimal and remains steady for three disciplines: Biological and Biomedical Sciences, Foreign Languages and Health Professions.

Challenges
While many departments had a firm grasp on the many details of an appropriate faculty search, progress reports revealed misunderstandings by others. Similarly, review of recruitment data revealed reporting flaws or challenges when closing searches. As noted previously, search data was unavailable in CUNYfirst, rendering the analysis imperfect prior to the census cut-off of June 1, 2018. It is therefore suggested that additional system support to resolve CUNYfirst access to recruitment data, and training to facilitate data input, output and assessment.

Qualitative research is needed to support the quantitative data. A hire to support the development of a qualitative study with focus groups or individual interviews with the diverse candidates hired to learn if they had competing offers and if so why they chose CUNY. Follow-up interviews with diverse candidates CUNY extended offers to and opted to join another institution. Qualitative interviews with diverse candidates CUNY was not able to retain to supplement the current exit survey.

Appendix I Chancellor’s Opportunity Fund
Appendix II Charts Status of each of the 90 searches analyzed
Appendix III the Comparative 2017 to 2018 Chart of UU for each campus in the professorial job group

Sources: Affirmative Action Plans 2017 and 2018 CUNYfirst and Strategic Plans and Progress Reports submitted by the CUNY campuses