I. ACTION ITEMS

A. Approval of the Minutes of the February 25, 2019 Meeting

B. POLICY CALENDAR

1. Committee Report (I-B-1)
2. Amendments to the Governance Plan at York College (I-B-2)
3. Adoption of the CUNY E-Signature Policy (I-B-3)
4. Naming of The Mildred Hernton Endowed Award at Eugenio Maria De Hostos Community College (I-B-4)
5. Naming of The Rita E. Hauser Human Rights Program at Hunter College (I-B-5)
6. Naming of the John W. Pereira Performing Arts Classroom at Queens College (I-B-6)
7. Naming of The New York Community Trust Scholarship at The School of Public Health and Health Policy (I-B-7)
8. Appointment of Dr. Hannah Halaburda, Research Economist at Bank of Canada, to Associate Professor of Economics and Business at The City College of New York, with immediate tenure pursuant to §6.2(b) of the Bylaws (I-B-8)
9. Appointment of Dr. Van C. Tran, Assistant Professor of Sociology at Columbia University, to Associate Professor of Sociology at The Graduate School and University Center, with immediate tenure pursuant to §6.2(b) of the Bylaws (I-B-9)
10. Appointment of Yukiko Koga, Assistant Professor of Anthropology at Hunter College, to Associate Professor with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-10)
11. Appointment of Dr. Maria Hsyuia Loh, Professor of Art and Art History at Hunter College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-11)
12. Appointment of Dr. Elidor Mehilli, Assistant Professor of History at Hunter College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-12)
13. Appointment of Dr. Wei Yu, Associate Professor of Economics at Hunter College, to early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-13)
14. Appointment of Brian M. Zeglis, Assistant Professor of Chemistry at Hunter College, to Associate Professor with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-14)
15. Appointment of Dr. Bradley Schoenfeld, Assistant Professor of Health Sciences at Lehman College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-15)
16. Appointment of Dr. Jeffrey Beeler, Associate Professor of Psychology at Queens College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-16)

17. Appointment of Dennis Mackrel, Professor in the Department of Jazz at the Aaron Copeland School of Music at Queens College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-17)

18. Appointment of Dr. Beatriz Pena, Assistant Professor of Hispanic Languages and Literatures at Queens College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-18)

19. Appointment of Dr. Noah Tsika, Assistant Professor of Psychology at Queens College, with early tenure pursuant to §6.2(c)(2) of the Bylaws (I-B-19)

20. Transfer Appointment of Dr. Stephanie Luce, Associate Professor, Dr. Penny Lewis, Assistant Professor, Dr. Kafui Abolde Attoh, Assistant Professor, and James G. Steele, Distinguished Lecturer, from the School of Professional Studies to the CUNY School of Labor and Urban Studies (I-B-20)

21. Appointment of Glenda G. Grace, Esq., as Senior Vice Chancellor of Institutional Affairs, Strategic Advancement and Special Counsel at the City University of New York (I-B-21)

22. Appointment of Maite Junco as Associate Vice Chancellor for Communications and Marketing at the City University of New York (I-B-22)
The meeting was called to order by Committee Chair Lorraine Cortés-Vázquez at 5:13 p.m.

The following people were present:

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

**Faculty Member:**
- Prof. Kerin Coughlin, faculty representative (joined @ 5:48 p.m.)

**Ex-officio:**
- Hon. Haris Khan (joined @ 5:18 p.m.)
- Hon. Martin Burke

**University Staff:**
- Interim Vice Chancellor Margaret Egan
- Vice Chancellor Brigette A. Bryant
- Deputy General Counsel Jane Sovern
- Acting University Executive Deputy to the Vice Chancellor Dona Roy
- Director of Program Management Siva Sivasingam

**Trustee Staff:**
- Deputy Secretary Anne Fenton
- Assistant Secretary Towanda Lewis

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<th>Cal. No.</th>
<th>DISPOSITION</th>
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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 JANUARY 30, 2019.** Moved by Trustee Una Clarke and seconded by Trustee Michael Arvanites, the minutes were unanimously approved as submitted.

**B. POLICY CALENDAR**

1. **Committee Report.** Interim Vice Chancellor (IVC) Margaret Egan gave an overview of the Committee on Faculty, Staff, and Administration (CFSA) Report that includes ECP actions, fellowship leaves, appointments, and reappointments.

   A discussion about the report followed, including integrating renewal of tenure as well as tenure denial outcomes for the purpose of transparency.

   Moved by Trustee Arvanites and seconded by Trustee Clarke, the item was unanimously approved for submission to the Board.

2. **Amendments to the Governance Plan at the School of Professional Studies.** Dean John Mogulescu stated that during a two-year period, beginning in November 2016, a Task Force composed of faculty, staff and administrators at the CUNY School of Professional Studies (“SPS” or “the School”) undertook a review of the School’s current Governance Plan. The Task Force presented a new Governance Plan to the Governing Council of SPS (“the Council”), which was approved on December 6, 2018, and it is recommended by the School’s Dean. The proposed new Governance Plan seeks to preserve flexibility
to keep pace with the School’s past and expected future growth while upholding principles of shared governance. Associate Dean Jennifer Sparrow provided a brief summary of the proposed modifications that are significant to the standing committees of the governing counsel at SPS.

A discussion about the amendments followed, including bifurcation of credentials versus degrees, the role of faculty voting in governance, equivalent plans at the University, enrollment, and student composition and governance structure.

Committee Chair Cortés-Vázquez commended Dean Mogulescu for not letting a lot of time lapse between reviewing the Plan.

Trustee Clarke requested that the Office of Human Resources Management (OHRM) keep the Committee abreast of governance threshold plans across the University.

Moved by Committee Vice Chair Ken Sunshine and seconded by Trustee Clarke, the item was unanimously approved for submission to the Board.

3. **Amendments to the By-Laws Creating Athletic Coaches and Postdoctoral Titles.** IVC Egan stated that the purpose of this resolution is to create 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). She further stated that the athletic coaches titles are necessary to bring the individuals onto the tax levy payroll in appropriate and consistent titles. This will also create standardization of employment practices across the campuses, and the postdoctoral fellows will bring the University in-line with other universities to bring qualified individuals in to enhance research activities across disciplines, increasing research expertise and productivity, thereby advancing the scholarly and research mission of the University.

Moved by Trustee Arvanites and seconded by Trustee Clarke, the item was unanimously approved for submission to the Board.

4. **Naming of the Barbara J. Price CUNY Baccalaureate Scholarship Fund.**  
5. **Naming of the Betty Lee Sung Research Fund for the Asian/Asian American Research Institute.**  
6. **Naming of the BNY Mellon Transfer Scholarship Program.**  
7. **Naming of the Lyndon Haviland Fellowship at the CUNY Graduate School of Public Health and Health Policy.**  
9. **Naming of the Sam Skurnick Lecture Hall at Brooklyn College.**

Committee Chair Cortés-Vázquez noted that the goal of the naming recommendation process with the new naming policy is to have rigorous reviews.

Vice Chancellor Brigette Bryant then presented for approval consideration, five naming opportunity gifts—funds to be named after contributor.

University Student Senate Chair and Trustee Haris Khan thanked Vice Chancellor Bryant and others for the long and arduous process of getting to a new naming policy wherein students will benefit from in the future.
Moved by Trustee Arvanites and seconded by Trustee Clarke, and following discussion, items I.B.4 through I.B.7 and I.B.9 were unanimously approved for submission to the Board.

8. Naming of the Peter Jonas Group Collaboration Room at Baruch College. The item was tabled.

10. Appointment of Mr. Kenneth Ihrer as Vice President for Information Technology, Campus Planning and Facilities Management at City College.

11. Appointment of Ms. Patricia Stein, Esq. as Executive Counsel and Labor Designee to the Deans of the School of Professional Studies and the School of Public Health.

IVC Egan requested the Committee to approve the executive level appointments of Kenneth Ihrer at City College and Patricia Stein at the School of Professional Studies and the School of Public Health.

Moved by Trustee Arvanites and seconded by Committee Vice Chair Sunshine, and following discussion, items I.B.10 and I.B.11 were unanimously approved for submission to the Board.

II. INFORMATION ITEM:

A. Chancellor’s Diversity Dashboard

Acting University Executive Deputy to the Vice Chancellor Dona Roy gave an overview of OHRM’s approach with respect to creating the Chancellor’s Diversity Dashboard that builds on the personnel actions dashboard formerly discussed at the last CFSA meeting. OHRM’s primary approach is to use CUNYfirst as the University’s primary source of data that allows for many dynamic comparisons between colleges, departments, gender, ethnicity, and job classifications. She further noted that OHRM envisions the diversity dashboard as a management tool, and the challenge moving forward is to determine the data integrity that goes into CUNYfirst and what mechanisms to put in place to ensure that the data is consistently maintained and clean on the personnel action side.

Committee Chair Cortés-Vázquez concluded by stating this is the first time that the University has been able to have an integrated system.

Trustee Arvanites moved to adjourn the meeting. The motion was seconded by Trustee Clarke and the meeting was adjourned at 6:03 p.m.
CITY UNIVERSITY OF NEW YORK
APPROVAL OF THE COMMITTEE ON FACULTY, STAFF AND ADMINISTRATION (CFSA) REPORT

WHEREAS, the colleges and university central office appoint faculty, executives, and staff to ensure academic and administrative operations continue seamlessly and new initiatives are implemented effectively; and

WHEREAS, faculty are evaluated and reappointed on a systematic basis, sometimes resulting in the awarding of tenure, in order to retain superior faculty; and

WHEREAS, faculty are granted fellowship leave in order to conduct research, improve their teaching, or conduct creative work, thereby improving the students’ experience and university’s success; and

WHEREAS, other personnel actions, including executive level appointments, appointments of named chair, appointments waiving bylaws requirements, and appointments with 211 waivers and 212 notices, are considered as appropriate to guarantee university and campus goals and commitments are achieved; now therefore be it

RESOLVED, that the CFSA Report prepared by the Office of Human Resources Management and presented, be approved effective May 7, 2019.
### Baruch College

#### Fellowship Leave - Full Year

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## Journalism & Writing Professors

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| Professor            | Professor        | Davis, Bridgett | Tenured| Base Sal      | $128,485.00  | 8/27/2019|       | Fellowship Leave Fall 2019 & Spring 2020 @80%.

## Mathematics

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| Professor            | Professor        | Kosygina, Elena | Tenured| Base Sal      | $117,120.00  | 8/27/2019|       | Fellowship Leave Fall 2019 & Spring 2020 @80%.

## Modern Languages & Comp Lit

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| Professor            | Professor        | Ballesteros, Isolina | Tenured| Base Sal      | $108,683.00  | 8/27/2019|       | Fellowship Leave Fall 2019 & Spring 2020 @80%.

## Natural Sciences

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| Assc Professor       | Assc Professor   | Spokony, Rebecca | Tenured| Base Sal      | $94,248.00   | 1/27/2020|       | Fellowship Leave Spring 2020 & Fall 2020 @ 80%.

The City University of New York
### Philosophy

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| Asst Professor| Asst Professor   | Gibson, Diane | Tenured  | Base Sal      | $106,700.00  | 1/27/2020|         | Fellowship Leave Spring 2020 & Fall 2020 @ 80%.| Fellowship Leave Fall 2019 & Spring 2020 @ 80%.
| Professor     | Professor         | Main, Thomas  | Tenured  | Base Sal      | $112,905.00  | 8/27/2019|         | Fellowship Leave Fall 2019 & Spring 2020 @ 80%.
| Asst Professor | Asst Professor   | Smith, Rachel | Tenured  | Base Sal      | $90,149.00   | 8/27/2019|         | Fellowship Leave Fall 2019 & Spring 2020 @ 80%.

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|               |                  |               |          | SAB           | $4,191.00    | 8/27/2019|        |                                                |
### Fellowship Leave - Half Year

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## Committee on Faculty, Staff and Administration (CFSA) Report
### April 2019

### Public Affairs

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SAB $37,139.00 1/27/2020

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### Appointment

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## Brooklyn College

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<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc Prov Inst Plning &amp; Asmnt</td>
<td>Asst Vice President</td>
<td>Asbury,Jo-Ellen</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$154,650.00</td>
<td>1/23/2019</td>
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### CUNY GradSch ofPub H and H Pol

<table>
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<th>Functional Title</th>
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<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
</table>
| Professor              | Professor        | Oppenheimer, Gerald    | Tenured| Base Sal      | $128,485.00  | 1/25/2019 |                       | Rehired after opting to change Retirement date from 1/25/19 to 8/27/19.


## CUNY School of Medicine

### Resignation

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<th>Eff To</th>
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</thead>
<tbody>
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### Central Office

#### Title Change - ECP

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<th>Compensation</th>
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<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
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### Central Office Comm Colleges

#### Appointment

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<th>Type</th>
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<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
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# Appointment

## Colin Powell School

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<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Dn Colin Powell Sch Leadership</td>
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<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Rich, Andrew</td>
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## Reapppointment

### Art

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<td>Smith, Mark</td>
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### Dean of InterDisc Studies

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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Rosenbaum,Susanna</td>
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<td>Assc Professor</td>
<td>Assc Professor</td>
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### Economics and Business

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<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
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### Leadership & Human Development

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<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tr>
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<td>9/1/2019</td>
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<tr>
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<td>9/1/2019</td>
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### SEEK Cnsl'g/Stud. Support

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<th>Eff To</th>
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<td>Reappt w/Tenure</td>
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## College of Staten Island

### Appointment

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<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tr>
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<td>7/29/2019</td>
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<td>Asst Administrator</td>
<td>Dimitrov,Danielle</td>
<td>Acting &gt;=6 Mo Or Prior Ben</td>
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### Fellowship Leave - Full Year

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<tr>
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<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
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<td>Professor</td>
<td>Professor</td>
<td>Sassi,Jonathan</td>
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<td>Base Sal</td>
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<td>8/26/2020</td>
<td>8/24/2021</td>
<td>Fellowship leave Fall 2020 and Spring 2021 @ 80%</td>
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</table>
### Craig Newmark Grad Schl Jrlsm

#### Resignation

<table>
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<tbody>
<tr>
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### Graduate Center

#### Appointment

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<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>Assc Professor</td>
<td>Drabinski, Emily</td>
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<table>
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<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
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<td>Administrator</td>
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#### Fellowship Leave - Full Year

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<tr>
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<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Assc Professor</td>
<td>Assc Professor</td>
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<td>8/27/2019</td>
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The City University of New York
### Ph.D. Program In English

<table>
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<tr>
<th>Title</th>
<th>Functional Title</th>
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<th>Compensation</th>
<th>Eff From</th>
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<th>Notes</th>
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<tbody>
<tr>
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<td>Dist Professor</td>
<td>Miller, Nancy</td>
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<td>8/27/2019</td>
<td>8/31/2019</td>
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<td>8/31/2019</td>
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### Ph.D. Program In History

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<th>Compensation</th>
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<th>Compensation</th>
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<th>Eff To</th>
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<tbody>
<tr>
<td>Distinguished Professor</td>
<td>Dist Professor</td>
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<td>8/31/19</td>
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<td></td>
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<td>Stipend(D)</td>
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<td>8/31/19</td>
<td>Fellowship Leave Spring 2019 &amp; Spring 2020 @ 50%</td>
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### Ph.D. Program In Theatre

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<th>Eff To</th>
<th>Notes</th>
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</thead>
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<tr>
<td>Professor</td>
<td>Professor</td>
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<td>$128,485.00</td>
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### Fellowship Leave - Half Year

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<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Fellowship Leave - Half Year</td>
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<td>Title</td>
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<td>Type</td>
<td>Pay Component</td>
<td>Compensation</td>
<td>Eff From</td>
<td>Eff To</td>
<td>Notes</td>
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<td>Distinguished</td>
<td>Dist Professor</td>
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<td>8/31/2019</td>
<td>Fellowship Leave Fall 2019 @ 80%</td>
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<td>Professor</td>
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<td>Stipend(D)</td>
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## Guttman Community College

### Fellowship Leave - Full Year

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<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
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<td>9/1/2019</td>
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<tr>
<td>Professor</td>
<td>Professor</td>
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## Hostos CC

### Appointment

**Work Force Development**

<table>
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<th>Type</th>
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<th>Compensation</th>
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**Reappointment**

**Behavioral & Social Sciences**

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<tr>
<td>Ascc Professor</td>
<td>Ascc Professor</td>
<td>Varelas, Antonios</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$71,723.00</td>
<td>9/1/2017</td>
<td></td>
<td>Reappt w/tenure</td>
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</tbody>
</table>
### Hunter College

#### Appointment

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec Dir Instit Adv-AscAdm</td>
<td></td>
<td>Mark,Steven</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$180,000.00</td>
<td>3/25/2019</td>
<td></td>
<td>Fellowship Leave - Full Year</td>
</tr>
</tbody>
</table>

#### Fellowship Leave - Full Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical/MiddleEastAsian L&amp;Ct</td>
<td></td>
<td>Peterson,Nadezhda</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$106,700.00</td>
<td>8/27/2018</td>
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<td>Fellowship Leave Fall 2018 &amp; Fall 2019 @80%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Title</th>
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<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>Professor</td>
<td>Daniels,Jessie</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$112,905.00</td>
<td>1/25/2019</td>
<td></td>
<td>Fellowship Leave Fall 2018 @80% &amp; Spring 2019 @100%</td>
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</tbody>
</table>
### Transfer to Another College

<table>
<thead>
<tr>
<th>Classical/MiddleEastAsian L&amp; Ct</th>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Akasoy, Anna</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$117,120.00</td>
<td>1/25/2019</td>
<td>Transfer Eff</td>
<td>01/25/19. New seniority date 01/25/19.</td>
<td></td>
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</table>
## John Jay College

### Fellowship Leave - Full Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fellowship Leave Spring 2019 &amp; Spring 2020 @ 80%</td>
</tr>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Berlin, Adam</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$117,120.00</td>
<td>1/25/2019</td>
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<td></td>
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</table>

### Political Science

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>Rutledge, Jennifer</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$90,871.00</td>
<td>1/25/2019</td>
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<td>Fellowship Leave Spring 2019 &amp; Fall 2019 @ 80%</td>
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</tbody>
</table>

### Psychology

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Calkins, Cynthia</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$117,120.00</td>
<td>1/25/2019</td>
<td></td>
<td>Fellowship Leave Spring 2019 &amp; Spring 2020 @ 80%</td>
</tr>
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</table>

### Sociology

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>Arsovska, Jana</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$97,628.00</td>
<td>1/25/2019</td>
<td></td>
<td>Fellowship Leave Spring 2019 &amp; Fall 2019 @ 80%</td>
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</tbody>
</table>
### Fellowship Leave - Half Year

<table>
<thead>
<tr>
<th>Psychology</th>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Cohen, Shuki</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$97,628.00</td>
<td>1/25/2019</td>
<td>Spring 2019 @ 80%</td>
<td>Fellowship Leave</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- Fellowship Leave
- Spring 2019 @ 80%
### Kingsborough CC

#### Appointment

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst VP Communications</td>
<td>Asst Vice President</td>
<td>Todmann, Cheryl</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$150,000.00</td>
<td>3/19/2019</td>
<td></td>
<td></td>
</tr>
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</table>
## LaGuardia CC

### Termination-Executive

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst Dn Adlt Dgr and Cont Ed</td>
<td>Asst Dean</td>
<td>Green, Andrea</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$150,000.00</td>
<td>3/2/2019</td>
<td></td>
<td>```</td>
</tr>
<tr>
<td>Title</td>
<td>Functional Title</td>
<td>Name</td>
<td>Type</td>
<td>Pay Component</td>
<td>Compensation</td>
<td>Eff From</td>
<td>Eff To</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>PSch Assc Dn</td>
<td>Prof School Assoc Dean</td>
<td>Wilson-Barnes, Yvette</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$150,000.00</td>
<td>2/25/2019</td>
<td></td>
<td></td>
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### Lehman College

#### Appointment

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Nwosu, Peter</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$128,485.00</td>
<td>1/28/2019</td>
<td></td>
<td>Appt w/tenure</td>
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</table>

#### Fellowship Leave - Full Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assc Professor</td>
<td>Assc Professor</td>
<td>Bayne, Gillian</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$97,628.00</td>
<td>1/25/2019</td>
<td></td>
<td>Fellowship Leave Spring 2018 and Spring 2019 @ 80%</td>
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</table>
### Medgar Evers College

**Reappointment**

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Flateau, John</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$128,485.00</td>
<td>9/1/2019</td>
<td></td>
<td>Reappt w/tenure</td>
</tr>
</tbody>
</table>

*Note: Reappt w/tenure*
<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assc Provost-AVP</td>
<td>Asst Vice President</td>
<td>Alvero, Alicia</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$172,500.00</td>
<td>1/25/2019</td>
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</table>
### Queensborough CC

**Fellowship Leave - Half Year**

<table>
<thead>
<tr>
<th>Biological Science &amp; Geology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Assc Professor</td>
</tr>
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### Sch. of Labor & Urban Studies

**Appointment**

<table>
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<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSch Assoc Dn</td>
<td>Prof School Assoc Dean</td>
<td>Schrynemakers, Gladys</td>
<td>ECP</td>
<td>Base Sal</td>
<td>$173,627.00</td>
<td>2/19/2019</td>
<td>2/18/2020</td>
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</table>
School of Professional Studies

Appointment

<table>
<thead>
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<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Unknown - PSch Assc</td>
<td>Prof School Assoc Admin</td>
<td>Perez,Amy</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$160,000.00</td>
<td>3/1/2019</td>
<td></td>
<td></td>
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<tr>
<td>School Of Professional Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PSch Ex Counsel LaborD-AscAdmin</td>
<td>Prof School Assoc Admin</td>
<td>Stein,Patricia</td>
<td>ECP (Not Acting)</td>
<td>Base Sal</td>
<td>$185,000.00</td>
<td>3/19/2019</td>
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</table>
York College

Reappointment

### Behavioral Sciences

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst Professor</td>
<td>Asst Professor</td>
<td>Davies, Kristin</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$81,855.00</td>
<td>9/1/2019</td>
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<td>Reappointment with tenure</td>
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</table>

### Performing & Fine Arts

<table>
<thead>
<tr>
<th>Title</th>
<th>Functional Title</th>
<th>Name</th>
<th>Type</th>
<th>Pay Component</th>
<th>Compensation</th>
<th>Eff From</th>
<th>Eff To</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst Professor</td>
<td>Asst Professor</td>
<td>Gieseler, Carly</td>
<td>Tenured</td>
<td>Base Sal</td>
<td>$78,477.00</td>
<td>9/1/2019</td>
<td></td>
<td>Reappointment with tenure</td>
</tr>
</tbody>
</table>
WHEREAS, York College’s Senate Charter was last amended and made effective by the Board of Trustees on June 30, 2015;

WHEREAS, there have been differing interpretations of certain governance plan provisions following the 2015 amendments and difficulty in applying other provisions;

WHEREAS, in response to these concerns, on November 27, 2018, the York College Senate passed three amendments to the Senate Charter, which the College President recommends;

WHEREAS, the proposed amendments would address competing interpretations of the current language regarding representation, clarifying the representation of full-time and part-time faculty members;

WHEREAS, the proposed amendments would also increase the discretion of the President to appoint members to the Committee on Resources;

WHEREAS, the proposed amendments would change the unwieldy procedure for approval of future amendments, particularly by eliminating the requirement for ratification of amendments by two-thirds approval in separate referenda by faculty and students; now therefore be it

RESOLVED, That the proposed amendments to the Senate Charter of York College of The City University of New York be adopted, effective May 8, 2019.

EXPLANATION: The first group of amendments would address competing interpretations of the current language regarding representation, in particular language that calculates the number of senators based on the number of “full time equivalent” faculty. The amendment clarifies the representation of both full-time and part-time faculty members. Under the amendment, two adjunct faculty members would serve in the Senate.

The second amendment would increase the discretion of the President to appoint members to the Committee on Resources, replacing her authority to appoint “The Vice President for Finance & Administration” and “one additional administrator” to “two administrators.”

Finally, the proposed amendments would change the unwieldy procedure for approval of future charter amendments. Current language requires that any amendment must be initiated by a petition signed by at least 20% of the Senate, or by 10% of the body of students and faculty. Further, ratification of any such amendment requires two-thirds approval in separate referenda of the students and the faculty. The proposed language would allow initiation of proposals by the Senate’s Governance Committee and provide for ratification by two-thirds of Senators and the Senate President, eliminating the referenda requirement.
ARTICLE I. SENATE

Section 1. Purpose
This charter establishes the York College Senate as the legislative body of York College of the City University of New York.

Section 2. Definition
This Senate shall replace the Faculty Council and Student Council and shall assume their duties and responsibilities (See CUNY Bylaws, Section 8.7)

ARTICLE II. SENATE DUTIES

Section 1. Legislative Function
The York College Senate shall exercise all legislative powers granted to the College as a unit of the City University and shall advise the President on other matters concerning the policies, standards, and programs of the College

Section 2. Jurisdiction
As the College legislative agency, the Senate jurisdiction shall include the following areas:
   A. Curriculum and other educational matters including academic standards;
   B. Student discipline, student organizations, student affairs;
   C. The safeguard of academic freedom of all members of the York College Community;
   D. All matters which may subsequently be assigned to the College legislative sphere.

Section 3. Prerogatives
As an advisory-body, the Senate shall have the right to express itself formally in any area and communicate its recommendations to the interested authorities.

ARTICLE III. MEMBERSHIP

Section 1. Composition
The York College Senate shall consist of representatives of the Faculty, Students and Administration.
Section 2. Faculty Representation

A. The Faculty shall consist of all full- and part-time personnel with the titles of Professor, Associate Professor, Assistant Professor, Lecturer, and Instructor or their adjunct equivalents.

B. Each Department shall be entitled to at least one senator.

1. Department designation shall be based on the Academic Structure List as maintained in the President’s office. For the purposes of this Charter, Library and Student Development shall be considered departments.

2. Each Department shall be represented according to the following schedule. Representation shall be based on the full-time equivalent ratio. All fractions shall be truncated:

<table>
<thead>
<tr>
<th>Full-time equivalent faculty size</th>
<th>Number of senators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10</td>
<td>1</td>
</tr>
<tr>
<td>11 to 20</td>
<td>2</td>
</tr>
<tr>
<td>21 plus</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Each year before the senator elections in the departments, the Election Committee will work with the Office of Academic Affairs to determine the correct size of each department and the correct number of senators each department should elect.

C. In the event that a department with multiple disciplines is entitled to two or more senators, the department will be encouraged to elect senators from different disciplines.

D. Two part-time faculty members shall be elected as senators to serve in the Faculty Caucus and Faculty Senate to represent part-time faculty.

1. Part-time senators must be currently teaching at York College during the semesters that they serve. If their teaching schedules change and they are no longer teaching at York College, they must resign from the senate. Vacancies will be filled by election immediately.

2. Elections of part-time senators will be conducted by the Elections Committee and must be completed by May 10. The Elections Committee will also conduct special elections to fill vacancies.

3. The two part-time senators cannot be from the same department. It is encouraged that they are from different academic schools.

4. The two part-time senators will each be appropriately monetarily compensated for their service.

C.5. All part-time faculty teaching in the semester the election is held are eligible to vote.

Section 3. Student Representation

A. Students are those persons enrolled in credit bearing courses at York College.

B. Students shall be guaranteed a number of seats equal to those held by faculty. These seats shall be
apportioned as follows. Each Department shall be entitled to one student senator. The remaining seats necessary to bring student senators to a number equal to faculty senators shall be elected at large. In the event that any department is not represented in the list of candidates, that department's seat shall be filled by election at large.

C. A student candidate for the Senate shall have a minimum 2.0 index which must be maintained for the duration of the term of membership.

Section 4. Administration Representation
The President shall appoint four persons in the administration to serve as senators. In addition, the President shall be a member of the Senate (One of the administration senators shall be from the Office of the Registrar and one shall be from the Office of the Vice President for Academic Affairs.)

Section 5. Term of Office
The term of office for all senators shall be one academic year.

Section 6. Alternates and Proxies
No alternates are permitted except for the Committee on College Curriculum which shall permit the use of alternates.

Section 7. Elections
A. Regular elections for student senators shall be held once a year by April 30 during the election period March 15 - April 30. The Committee on Elections shall organize and conduct the elections and shall make all reasonable efforts to encourage full student participation.

B. Regular elections for faculty senators and department Curriculum Committee Members (including alternates) shall be held in each department in May.

C. When a vacancy occurs for any reason (i.e. resignation, non-reappointment, graduation, etc.) runners-up may be enlisted or a special election may be held if necessary.

ARTICLE IV. SENATE OFFICERS

Section 1. Chairperson
The President of the College shall be the Chairperson of the Senate.

Section 2. Vice-Chairperson
A Vice-Chairperson shall be elected from the membership of the Senate to serve as Chairperson in the absence of the Chairperson.

Section 3. Secretary
A Secretary shall be elected by the Senate from among the Senators.

Section 4. Parliamentarian
A Parliamentarian shall be elected by the Senate.

Section 5. Student Leader
The Student Caucus shall elect a leader from its membership. (The Student Caucus is the Student Government of York College.)
Section 6. **Faculty Leader**

The Faculty Caucus shall elect a leader from its membership.

Section 7. **Executive Board**

The Executive Board of the Senate shall consist of five voting members. The members of the Executive Board shall be the Chairperson, the Faculty Caucus Leader, and the Student Caucus Leader, the Vice-Chairperson and the Secretary. The members of the Executive Board shall hold office until their replacements are elected at the first meeting of the Senate each academic year.

Section 8. **Duties of the Executive Board**

The Executive Board of the Senate shall schedule Senate meetings. Upon petition of ten or more members of the Senate, a meeting must be called in order to deal with matters of Senate concern. The Executive Board shall be responsible for preparing agenda for all meetings and, subject to review by the total Senate, for carrying out the business of the Senate between regular meetings Senate meeting dates and agenda shall be publicized sufficiently and be received by Senators at least seven working days in advance of a Senate meeting to assure maximum attendance and participation.

In addition, the Executive Board shall:

A. Serve to improve the effectiveness of college governance by recommending appropriate measures to the Senate or to the appropriate Committee. These recommendations are based upon; periodic review of the committee structure and the functioning of committees (including performance and attendance of committee members), and receipt of reports of violations against committee operations.

B. Receive items of concern which do not fall within the jurisdiction of any existing committee and make disposition of them by referring to an existing committee or by recommending to the Senate the creation of a committee for the purpose.

ARTICLE V. **MEETINGS**

Section 1. **Frequency**

The Senate shall meet monthly or as required so that there will be at least three meetings per semester. The initial meeting of each academic year must be held before October 15.

Section 2. **Participation**

Regular meetings of the Senate shall be open to all members of the York College Faculty, Student Body, and Administration, who may be recognized at the discretion of the Senate.

Section 3. **Quorum**

A quorum shall consist of more than 50% of the membership of the Senate.

Section 4. **Parliamentary Procedure**

The Senate and its committees shall conduct its meetings according to Robert’s Rules of Order—newly revised—and in accordance with the New York State Open Meetings Law.
Section 5. Caucus Meetings
The Faculty Caucus and the Student Caucus shall have the right to meet as they deem necessary. (Notice of such meetings shall be given to the Executive Board of the Senate.)

ARTICLE VI. CHARTER AMENDMENTS

Section 1. Proposed Amendments
An amendment may be proposed by a petition signed by at least 20% of the members of the York College Senate or by one Senator in response to a petition signed by no fewer than 10% of the College Community of faculty and students, gathered at large. The proposed amendment shall be read into the official record during a regularly scheduled meeting of the Senate and cannot be ratified at that meeting. An amendment may be proposed as a motion in any York College Senate meeting. If the motion receives a second, the motion is sent to the Governance Committee. The Governance Committee will meet before the next regularly scheduled York College Senate meeting taking place at least 30 days from the date the motion was made and prepare a report to the York College Senate.

The Governance Committee is to make a report to the York College Senate which: (1) identifies the appropriate article and section for the location of the proposed charter amendment; (2) introduces the proposed charter amendment in language suggested by the committee for the charter; (3) identifies other parts of the charter which may need to be changed if the proposed charter amendment is adopted; (4) proposes language to change these related parts of the charter; and (5) summarizes the effects of the proposed charter amendment.

The Governance Committee’s main duty in this matter is to review, revise, and recommend proposed changes to the charter. The committee is charged with attending to and following the spirit of the originally proposed charter amendment. The proposed amendment from the Governance Committee’s report shall be read into the official record during a regularly scheduled meeting of the Senate and cannot be ratified at that meeting.

Section 2. Ratification
After a waiting period of at least four weeks from the date of its Governance Committee’s report being read into the official Senate Record, a proposed amendment may be considered for ratification by the Senate, either at a regularly scheduled meeting or at one especially convened for the purpose of ratification. Ratification shall require the approval of: two thirds of the voting Senators; two thirds of those voting in separate faculty and student referenda; the President of the Senate, and the Board of Trustees. Voting for ratification of a proposed amendment shall take place no later than the third-fourth regularly scheduled meeting of the Senate following the date of its proposal.

Section 3. Enactment
A ratified amendment shall be enacted as soon as possible after the date of ratification. In no case shall such enactment be delayed beyond the first day of the next academic semester following the ratification date.

ARTICLE VII. COMMITTEES
Section 1(a) Standing Committees
Committee on Academic Policy and Standards
Committee on Campus Environment and Facilities
Committee on College Curriculum
Committee on Elections
Committee on Governance
Committee on Instruction and Professional Development
Committee on Library and Technology
Committee on Resources

Section 1 (b) Ad Hoc Committees
Ad Hoc Committees shall be created by the Senate when necessary. The composition and tenure of such committees shall be established at the time they are created. Such committees shall be responsible to and report to the York College Senate. The Faculty Caucus or the Student Caucus may create ad hoc committees as they deem necessary. An ad hoc committee created by a caucus shall be responsible to and report to the caucus which created it.

Section 2 Procedures
A. The Committee on Elections shall publicize all committees, their powers and obligations and the requirements for membership thereon. The committee shall solicit departmental, self- and other nominations and forward all names, with certification of eligibility to the Senate.

B. The term of office for all elected faculty committee members shall be two years; one half of the membership shall be elected each year. No elected committee member may serve more than three consecutive terms. The term of office for all student members shall be one year.

C. Election to committees shall be conducted by the last Senate meeting of the Spring Semester preceding the year of office. Faculty members shall be elected by the Faculty Caucus; student members shall be elected by the Student Caucus; Administration members shall be appointed by the President.

D. Removal of a member of a York College Senate Standing Committee shall be by a 2/3 vote of the membership of the appropriate caucus.

E. Notification of election to a Standing Committee shall be made by the Secretary of the Senate to each newly elected member within two weeks following the election.

F. The President of the Senate shall appoint a convener for each Committee who shall be directed to convene an organizational meeting which must be held during the month of September.

G. Each Standing Committee shall elect its Chairperson and Secretary from among its members at its first Fall meeting. The results of these elections shall be reported to the Senate.

H. All committees shall report to the Senate at least once a semester; committees may ask to be placed on the agenda.

I. Standing Committees shall fulfill the functions set forth in this Charter as well as such other responsibilities as may be assigned by the Senate which are consistent with the functions set forth herein.
J. Each Standing Committee shall establish procedures for articulating with the total College community for the purposes of soliciting ideas and coordinating activities.

Membership, Functions and Duties of Standing Committees are outlined below:

**COMMITTEE ON ACADEMIC POLICY AND STANDARDS**

**Membership**
Total: Twelve (12) members
1. Faculty, six elected by Faculty Caucus (from different departments)
2. Students, three elected by Student Caucus (from different departments)
3. Administration, three (Registrar; Student Development; SEEK)

**Functions**
1. Review and recommend policies relating to the academic policy and standards of the college (as they pertain to enrolled students) as well as the procedures used for their implementation
2. Hear and decide upon petitions and appeals of students deviating from established college policy and standards
3. Recommend policy for the admission of those students admitted through the University Admission Policy Committee (UAPC)
4. Recommend policy for the admission of students to York College
5. Receive and review recommendations of policy addressing admission to professional programs from the respective school

**Procedures**
The Committee shall review and make decisions on all
1. Recommendations for policy and procedures to be submitted to the Senate
2. Act on readmission petitions for students who do not meet academic standards
3. Act on petitions for waivers
4. Act on petitions for withdrawal of leave of absence
5. Act on grade appeals
6. Act on petitions that fall under the category of other and
7. Act on appeals of denied petitions.

**Meetings**
At least three meetings per academic semester, including the sub-committees on (1) petitions and (2) policy and at least one meeting per academic semester to hear and decide on petitions of appeal of denial (full committee)

**Accountability**
To the Senate

**COMMITTEE ON CAMPUS ENVIRONMENT AND FACILITIES**

**Membership**
Total: Fifteen (15) members
1. Faculty, six elected by Faculty Caucus (different departments)
2. Students, six elected by Student Caucus (from different departments)
3. Administrators, three selected by President (Student Affairs; Administrative Affairs; Academic Affairs)

Functions
1. Recommend programs and review policy designed to improve college services
2. Recommend regarding the décor, safety, security, and amenities of the physical plant
3. Recommend regarding the cultural programs of the college

Procedures
1. Establish a system for assessing the physical plant on a regular basis
2. Prioritize results and recommendations
3. Report to the Senate the Committee’s recommendations on policy, physical plant, security, and cultural programs for action

Meetings
At least once per academic semester

Accountability
To the Senate

COMMITTEE ON COLLEGE CURRICULUM

Membership
Total to be determined based on the number of departments, including Library and Student Development, in May of the academic year.
1. Faculty, elected by their respective academic departments, Library and Student Development; faculty alternates, one alternate per academic department, Library and Student Development
2. Students, nine elected by Student Caucus from different departments; Student alternates (nine from different departments)
3. Administration, two selected by President—Academic Affairs and Office of the Registrar

Functions:
1. Establish curriculum policy
2. Review established curriculum
3. Discuss all proposed curriculum changes and
4. Recommend curricular changes to the York College Senate

Procedures
1. The Committee shall establish procedures to be used in submitting to the committee proposals for changes to curriculum
2. The Committee shall review and discuss all such proposals and
3. Proposals it accepts shall be reported to the York College Senate for its action
Meetings
At least three meetings per academic semester, or as needed

Accountability
To the Senate.

COMMITTEE ON ELECTIONS

Membership
Total nine (9) members
1. Faculty, three elected by Faculty Caucus from different departments
2. Students, four elected by Student Caucus from different departments
3. Administration, two selected by President—Student Development and Office of the President

Functions
1. Establish policies and procedures for student elections and referenda:
   a. Schedule student government elections between March 15 and April 30; publish the dates of elections at least three weeks in advance; supervise and monitor elections
   b. Certify the qualifications of nominees, and certify validity of referenda
   c. Tally votes and report results to Student Election Review Committee (SERC); refer complaints to SERC
   d. Fill vacancies from the runners-up list or by special election if necessary
   e. Receive standing committee membership (excluding Curriculum Committee) for the following Committees: Academic Policy and Standards, Campus Environment and Facilities, Elections, Governance, Instruction and Professional Development, Library and Technology, and Resources by the first plenary in September
   f. Receive Curriculum Committee memberships and alternates by the first Tuesday in September or one day before the first meeting of the Curriculum Committee

2. Establish policies and procedures for faculty elections:
   a. Assure the conducting of departmental elections for faculty senators in the respective academic departments by the 10th of May. Results of these elections are to be submitted to the Committee on Elections and the Office of Academic Affairs by the last day of classes in the spring semester, or no later than Commencement
   b. Assure the conducting of departmental elections for faculty representatives and alternates to the Curriculum Committee in the respective academic departments by the 10th of May. Results of these elections are to be submitted to the Committee on Elections and the Office of Academic Affairs by the last day of classes in the spring semester, or no later than Commencement
   c. Facilitate the election of faculty members to the University Faculty Senate (UFS) by the 10th of May. Results of these elections are to be submitted to the committee on elections and University Faculty Senate (UFS) by the last day of classes in the spring semester, or no later than Commencement. Faculty representatives of the Elections Committee shall serve with the Faculty Caucus leader to receive nominations and conduct elections
   d. Facilitate the election of faculty members to the standing committees (except Curriculum Committee see b. above) by the third Tuesday in September. Results of these elections are to be submitted to the President’s Office and the Committee on Elections by September 30.
Faculty representatives of the Elections Committee shall serve with the Faculty Caucus leader to receive nominations and conduct the elections.

e. When a vacancy occurs for any reason (i.e. resignation, non-reappointment, leaves of absence, retirement, etc.) runners-up may be enlisted or a special election may be held if necessary

**Procedures**

1. Elections for the student seats in the York College Senate shall be held once a year by the 30 of April (March 15 to April 30)
2. Elections for faculty senators, members of the Curriculum Committee (including alternates) and the University Faculty Senate (UFS) representatives will be conducted by the 10 of May
3. Elections for standing committee members, excluding Curriculum Committee will be conducted by the third Tuesday in September

**Meetings**

At least twice per semester and at other times when necessary

**Accountability**

To the Senate

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**COMMITTEE ON GOVERNANCE**

**Membership**

Total Nine (9) members

1. Faculty, three elected by Faculty Caucus
2. Students, three elected by Student Caucus
3. Administration, three selected by the President

**Functions**

1. Assess the Senate Charter’s ability to effectively support and respond to the changing needs of the Senate and its Committees
2. Review proposals to amend the Charter and advance them as appropriate to the Senate for consideration
3. Recommend proposals for Senate action
4. Review and make recommendations on all matters related to academic, instructional, and administrative policy, not otherwise charged to another Senate Standing Committee

**Procedures**

1. Establish means to assess the effectiveness of the Charter
2. Develop a process for receiving and reviewing recommendations from College constituency
3. Direct proposals to amend the Charter to membership
4. Accept requests for review and assessment of policy from College constituency
5. Meet with President at least once per academic semester to discuss proposed policy changes

**Meetings**

At least once per academic semester
Committee on Instruction and Professional Development

Membership
Total Eleven (11) members
1. Faculty, six elected by Faculty Caucus from different departments
2. Students, three elected by Student Caucus from different departments
3. Administration, two selected by President—Academic Affairs and Chief Information Officer

Function
This Committee shall recommend policy in all areas dealing with teaching effectiveness, instruction, and related areas

Procedures
The Committee shall establish and review assessment measures and best practices that support excellence in classroom instruction and professional development for faculty

Meetings
At least once per academic semester

Accountability
To the Senate.

Committee on Library and Technology

Membership
Total Eleven (11) members
1. Faculty, six elected by Faculty Caucus from different departments
2. Students, three elected by Student Caucus from different departments
3. Library, Chief Librarian
4. Administration, one selected by President—Chief Information Officer/designee

Functions
This Committee shall review the operations of the Library and technology and media related services and make recommendations to improve and expand collections and services. This Committee shall:

1. Serve as the liaison between the library and its users
2. Advise the Chief Librarian in matters pertaining to the library resources, facilities, and services
3. Advise the Chief Information Officer in matters pertaining to technology and media related services
4. Encourage and support the growth, development, and well-being of the library

Procedures
1. Establish processes and systems for reviewing library services, holdings and facilities
2. Establish processes and systems for reviewing technology services and facilities
3. Conduct appropriate surveys to determine faculty and student satisfaction with library services and technology

Meetings
At least once per academic semester

Accountability
To the Senate.

COMMITTEE ON RESOURCES

Membership
Total Eleven (11) members
1. Four members of the faculty, elected by the Faculty Caucus, including the faculty caucus leader, or his or her designee
2. Four student members, elected by the Student Caucus, including the SGA president, or his or her designee
3. An Academic Department Chair to be elected by the sitting Chairs
4. The Vice President for Finance & Administration; one additional administrator to be designated by the President

Functions
1. Shall review all the areas of the College related to funding and institutional resources
2. Shall participate in the creation of the tentative budget by the President for the Chancellor
3. Shall participate in planning for the allocation of the actual budget when it is received
4. Shall participate in the formulation of the long-range economic plans of the College

Procedures
Report to Senate the Committee’s findings and recommendations on budgetary issues and other economic issues

Meetings
At least once per academic semester

Accountability
To the Senate

ARTICLE VIII. DEPARTMENT ELECTIONS

The Department Chairperson and the Departmental Personnel and Budget Committee shall be elected by the Faculty members of the department as follows: all full-time Faculty in Professorial titles, Lecturers, and Instructors who have received at least one reappointment.

Revised 6/15
THE CITY UNIVERSITY OF NEW YORK
ADMINISTRATIVE AND ACADEMIC EXCELLENCE INITIATIVE:
E-SIGNATURE POLICY

WHEREAS, the New York State Electronic Signatures and Records Act (ESRA) allows NYS governmental entities to utilize electronic signatures (e-signatures) in place of wet signatures so long as these e-signatures comply with Section 540.4 of the ESRA Regulations, which defines e-signatures, its proper usage, and requires that governmental entities “complete and document a business analysis and risk assessment when selecting an electronic signature to be used or accepted by that government entity in an electronic transaction”; and

WHEREAS, staff across all of CUNY’s academic and administrative functions process a significant volume of electronic transactions that require a handwritten (“wet”) signature for authorization and over time can be expected to move many more paper transactions to electronic records; and

WHEREAS, CUNY has yet to adopt a policy that allows the University to implement and use e-signatures across its transactions under the guidelines of ESRA to eliminate significant time spent on processing documentation using wet signatures, especially for high volume transactions where multiple signatures are required (such as employee timesheets, employee personnel action forms, new hire onboarding documents, prospective and transfer student applications, and student records); and

WHEREAS, wet signatures, which create a non-automated workflow, are inefficient, decrease productivity, and require costly purchasing of paper, ink, document storage, and other devices as required; and

WHEREAS, following the adoption of an e-signature policy, as part of the Administrative and Academic Excellence Initiative, CUNY will begin identifying and implementing e-signatures for high volume, high priority transactions across administrative and academic areas of the University to generate cost savings on materials and increase the efficiency of University employees by reducing the time required to process wet signatures; now therefore be it

RESOLVED, that The City University of New York adopts an Electronic Signature Policy to govern the establishment and implementation of e-signatures at CUNY in accordance with the ESRA Regulations to reduce costs and increase the efficiency of processing transactions. To satisfy requirements laid out in ESRA Regulations, CUNY will conduct a business analysis and risk assessment as required by section 504.4 of the ESRA Regulations before implementing e-signatures on any transaction types.

EXPLANATION: The business analysis and risk assessment of all transactions will require approval by the Department business owner, the Central Office business owner, and a representative from Central Computing and Information Services (CUNY CIS). For transactions that are deemed high risk, CUNY Procurement will facilitate the acquisition of an enterprise-wide third party vendor who provides high level data security for these transactions. CUNY CIS will maintain an online repository for the University that lists all transactions that have been approved for electronic signature with an attached business analysis and risk assessment that can be leveraged or referenced for similar transactions.
CUNY Electronic Signature Policy <DRAFT>

I. Purpose and Scope of the Policy

Purpose
The City University of New York (CUNY) recognizes the general standard and increased operational efficiency gained from conducting business transactions electronically. This policy establishes guidelines for units within CUNY to authorize the use of electronic signatures (e-signatures) to the fullest extent permitted by law using methods that are secure and practical.

Supporting Law
The following laws were enacted to support the use of electronic signatures:

- **Federal Law**
  The federal government authorized the use and acceptance of electronic signatures in The Electronic Signatures in Global and National Commerce Act (E-Sign) in 2000.

- **New York State Law**
  The Electronic Signatures and Records Act (ESRA), the New York state law that authorizes the acceptance of electronic signatures in most documents, went into effect in August of 1999. The Act was updated in 2002 to make New York State law consistent with the federal E-Sign law. The act provides that "signatures" made via electronic means will be as legally binding as handwritten signatures. It does not mandate the use of, or require a specific form of, electronic signature.

Scope
This policy applies to all members of the University community, including students and prospective students, employees and prospective employees, faculty, staff, volunteers in connection with University activities, business partners, affiliates, associates, and auxiliary services. It applies to all uses or potential uses of e-signatures to conduct the official business of the University, including transactions with third-party vendors and contractors.

This policy does not mandate the use of an e-signature or otherwise limit the right of a party to conduct a transaction on paper, nor does it apply to any situation where a written signature is required by law. Facsimile signatures used on checks issued by the University do not fall within the scope of this policy.

This policy does not require a specific method for acceptance of an e-signature. It authorizes the University and Computing & Information Services (University CIS) to approve the implementation method proposed by the CUNY unit, department, or administrative office if it provides the appropriate level of authentication assurance to address the identified degree of risk in each transaction as described within this policy.

Exceptions
E-Sign and ESRA contain exceptions to the general standard that e-signatures are afforded full legal effect. These exceptions indicate when an electronically signed document is not afforded the same legal
standing as a handwritten signature. A handwritten signature is required for documents or notices pertaining to:
  - the transfer of real property
  - eviction and foreclosure
  - cancellation of health insurance or life insurance (excluding annuities)
  - cancellation or termination of utility services
  - the Uniform Commercial Code.
  - recall of a product, or material failure of a product, that risks endangering health or safety
  - any document required to accompany any transportation or handling of hazardous materials, pesticides, or other toxic or dangerous materials

Section 103 of E-Sign and section 307 of ESRA should be referenced for additional information about exceptions to the legal use of e-signatures on NYS transactions.

II. Definitions

- **Authentication** means to establish as genuine and verify the identity of a person providing an electronic signature.
- **Business analysis and risk assessment** refers to the process of identifying and evaluating various factors relevant to the selection of an electronic signature for use or acceptance in an electronic transaction. Such factors include, but are not limited to, relationships between parties to an electronic transaction, value of the transaction, risk of intrusion, risk of repudiation of an electronic signature, risk of fraud, functionality and convenience, business necessity and the cost of employing a particular electronic signature process.
- **Electronic signature, or “e-signature,”** is an electronic sound, symbol, or process, attached to or logically associated with an electronic record and executed or adopted by a person with the intent to sign the record. E-signature does not refer to facsimile signatures used on checks issued by the University.
- **Electronic record** is any record created, used, or stored in a medium other than paper, including information processing systems, computer equipment and programs, electronic data interchanger, electronic mail, voice mail, text messages, and similar technologies. To the extent that facsimile, telex and/or telecopying, and/or former hard copy documents are retained in electronic form through a scanning process, they are also considered electronic records. An electronic record used by a person shall have the same force and effect as those records not produced by electronic means.
- **Electronic transaction, or “e-transaction,”** is a transaction conducted or performed, in whole or in part, by electronic means or electronic records. The information provided, sent, or delivered, in an electronic record must be capable of retention by the recipient at the time of receipt to qualify as an electronic transaction.
- **Governmental entity** means any State department, board, bureau, division, commission, committee, public authority, public benefit corporation, council, office, or other governmental entity or officer of the State having statewide authority, except the state legislature, and any political subdivision of the State.
• **Approval Authority** means a business process owner designated by the college President, such as the Vice President of Administration, Provost or their designees responsible for overseeing the unit, department or administrative office proposing the use of an electronic signature.

• **Central Office Business Owner:** is the Vice Chancellor, or their designee, of the relevant functional department for which the e-signature transaction has been requested.

• **CIS Security Reviewer:** is the designated reviewer in University Computing & Information Services of proposed e-signature transactions.

• **Approved electronic signature method** is one that has been approved by the Approval Authority, the Central Office Business Owner and CIS Security Reviewer in accordance with this policy and applicable state and federal laws, and which specifies the form of the electronic signature, the systems and procedures used with the electronic signature, and the significance of the use of the electronic signature.

• **Level of Assurance** is the degree of confidence in the identity of the individual providing an e-signature.

### III. Policy

When a signature, approval or authorization is required for a University transaction, by law or by University policy or practice, an e-signature, approval or authorization will meet the requirement, and will be accepted as legally binding and equivalent to a handwritten signature when:

- The particular unit, office or department has designated the transaction as an appropriate e-transaction, after completing the analysis of the benefits and risk laid out below and in the CUNY E-signature Form; and

- The Approval Authority for the particular Unit, office, or department has authorized the use of e-signature for that transaction; and

- The Central Office Business Owner or their designee has approved the business and risk analysis; and

- The CIS Security Reviewer has approved the proposed electronic signature method and user authentication protocol as appropriate to establish the level of assurance needed for the degree of risk identified in the analysis.

Once the form has been approved by all three parties mentioned above, the transaction that is approved cannot materially change from what was approved.

### IV. Minimum Standards

Use of an e-signature must be in accordance with the following minimum standards, consistent with NYS issued guidelines. Compliance with these standards helps to ensure the validity of an e-signature.

- Preparation:
• Determine that the e-signature methodology will be made in accordance with specific standards outlined in this policy.
• Verify that electronically signed documents going to external agencies abide by guidelines set forth by the external agency and meet the requirements of the receiving organization.

- Processing:
  • Provide opportunity for the signer to review the entire document or content to be signed prior to applying an e-signature.
  • Make it impossible for an e-signature to be applied to a document without the signer having been informed that a signature is being applied.
  • Allow the signer’s intent to be expressed as part of the record or in a certification statement submitted with and linked to the signed record.
  • Require the signer to act affirmatively to indicate assent to the document being signed. For example, require the signer to click an “Accept” button. A button allowing the signer to “Reject” could also be presented to demonstrate that a choice was made. Alternately, the signer could be required to type specific words of acceptance (e.g., “I ACCEPT” or “I AGREE”).
  • Format an electronically signed record to contain the same accepted signature elements captured in a paper record allowing a reader to readily identify the significance of the signature appearing on the bottom line.

- Signature Retention:
  • Record the date, time, and fact that the signer indicated his or her intent and retain this information for evidentiary purposes. This may be different from the time the signer accessed the application or was authenticated.
  • Retain all electronically signed documents in accordance with the CUNY’s Records Retention and Disposition Policy.

V. Security Requirements

CUNY Business Units that choose to use e-signatures must ensure a proper level of security and ability to link the signed document with the signer. This policy does not supersede any law or scenario wherein a written signature is specifically required (see above for specific exceptions).

Various technologies support different levels of security, authentication, record integrity, and record retention. Solutions for making an e-signature trustworthy must address the following security concerns:

- Confidentiality
  • Protects content from unauthorized access so that only the intended audience can view it

- Authenticity
  • Assures that the document truly comes from the signer

- Integrity
  • Detects unintentional or malicious alteration and prevents signer from refuting an e-signature document to avert any risk of repudiation and fraud
• **Security**
  o Maintains security of document from origination through the entire business process to minimize any threat of intrusion

• **Accessibility**
  o Allows access to document across all platforms

In addition to business analysis and risk assessment, the E-Signature Application Form must include the signature method proposed and the rationale for choosing that method to address each of these concerns.

**VI. Implementation Methods**

According the NYS ESRA, a governmental entity shall complete and document a business analysis and risk assessment when selecting an e-signature method to be used or accepted by that governmental entity in an electronic transaction.

**Documenting the Business Analysis and Risk Assessment**

The guidelines outline the factors that should be considered in documenting the business analysis and the risk assessment. A governmental entity may elect to adopt an existing business analysis and risk assessment completed and documented by another governmental entity when selecting an e-signature for use or acceptance in the same type of electronic transaction to which the existing business analysis and risk assessment applies. A governmental entity may elect to collaborate with other governmental entities in the completion and documentation of a business analysis and risk assessment when selecting an e-signature for use or acceptance in an electronic transaction common to such governmental entities.

The E-Signature Form attached to this policy shall be submitted for all requests to use e-signature. If the requestor proposes use of an existing analysis of another governmental entity, the form specifies the documentation that is needed. If this is a new request, the form includes the factors to be documented for the business analysis, the risk assessment, and how the proposed e-signature method addresses identified risks. This form must be completed and approved by the Approval Authority, the Central Office Business Owner, and University CIS Information Security. Once fully approved, the e-signature method may be implemented. If an approved e-signature transaction undergoes any material or substantive changes, the new process must be resubmitted for approval.

**Selecting an Electronic Signature Method**

There are a number of approaches to implementing the use of e-signatures. The technology approach selected should support the minimum standards outlined in this policy. When choosing a technology, requestors and business owners must consider the significance of the business requirement as it relates to e-signatures. For instance, applying an e-signature to an e-mail might require little to no protection, but additional validation or security in other situations may necessitate password protection or encryption. A combination of technologies may be warranted to mitigate risks. The
approaches below provide varying levels of security, authentication, record integrity, and protection against repudiation. They are roughly organized from the lowest to the highest level of security, authentication, record integrity, and non-repudiation. However, each approach can be implemented in various ways and can be combined with techniques from other approaches to increase the strength of the above-mentioned attributes.

- **Click Through or Click Wrap**
  - Signer is asked to click a button to demonstrate intent.

- **Personal Identification Number (PIN) or Password**
  - Signer is asked to enter identifying information.

- **Digitized Signature**
  - A digitized signature is a graphical image of a handwritten signature.

- **S-Signatures**
  - An S-signature is a signature inserted between forward slash marks, including any signature made by electronic or mechanical means, and any other mode of making or applying a signature other than a handwritten signature.

- **Signature Dynamics**
  - Signature is authenticated through automated analysis.

- **Biometrics**
  - Signature is authenticated by physical characteristics prior to applying his or her signature.

- **Shared Private Key (Symmetric) Cryptography**
  - Signature is authenticated by using a single cryptographic key (encrypts and decrypts message). This method should only be used if the keys are changed regularly to ensure a higher level of security.

- **Public/Private or Asymmetric Cryptography (PKI)**
  - Digital Signature is authenticated by using two cryptographic keys, one private and one public (encrypts and decrypts message).

- **Microchip Devices**
  - Microchip Devices can be any device that may contain a microchip and can be used for identification purposes.

**Third Party Provision of Electronic Signature Method (Certification Authority)**

Where CUNY agrees to use or accept an electronic signature that involves the services of a certification authority, the certification authority shall meet the standards and operating practices described in the ESRA Regulations.

**VIII. Disclaimer**

Nothing in this policy is intended to authorize any individual to sign on behalf of CUNY if he or she has not been granted such authority, and such signature authority continues to be governed by University bylaws and applicable University policies. The presence of an e-signature does not mean that the signatory was authorized to sign or approve on behalf of the University.
HOSTOS COMMUNITY COLLEGE
NAMING OF THE MILDRED HERNTON ENDOWED AWARD

WHEREAS, Antone Hernton, who has taught Computer Information Systems and Economics at Medgar Evers College as an adjunct for the past twenty years, comes from a long line of educators; and

WHEREAS, Mr. Hernton’s mother, father and grandfather were all educators, who instilled in him the concepts of discipline, sacrifice and community; and

WHEREAS, Mr. Hernton is the CEO of Kerington, Spencer, Sibling, Limited, a small Brooklyn-based real estate firm and a philanthropist, who has worked for charitable causes around the world; and

WHEREAS, Mr. Hernton has been a committed supporter of Hostos Community College since 2011 with a giving history that totals $16,000 to the Mildred Hernton Scholarship, a current use fund to support Hostos students with demonstrated financial need; and

WHEREAS, his mother, Mildred Webster Hernton, stood at the founding of Hostos Community College and was a charting member of its Department of Natural Sciences; and

WHEREAS, wishing to honor the memory of his mother, Mr. Hernton has made a commitment of $25,000 to establish an endowed award that will support graduating Biology students who are in excellent academic standing; and

WHEREAS, Mr. Hernton has provided $5,000, representing the first of five installments, toward the fulfillment of his commitment on March 25, 2019; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approves naming of The Mildred Hernton Endowed Award.

EXPLANATION: Antone Hernton, a graduate of Boston and Fairleigh Dickinson Universities, has also served as a manager and economic analyst for a variety of multi-national travel and banking organizations. As a philanthropist, Mr. Hernton has worked with USAID and LULA Administration, which brings water purification systems to Brazil, and with Library Initiatives of Guyana, which helps fund and construct libraries for disadvantaged primary schools in Guyana and South America.
HUNTER COLLEGE

NAMING OF THE RITA E. HAUSER HUMAN RIGHTS PROGRAM

WHEREAS, the purpose of the Human Rights Program at Hunter College is to provide students with the tools necessary to address human rights problems intelligently and constructively, whether as advocates, scholars, researchers or informed citizens; and

WHEREAS, Rita E. Hauser has worked with Hunter College faculty and staff to help envision the Human Rights Program and played an instrumental role in its introduction; and

WHEREAS, over the past six years, in her capacity as Chair of the Advisory Board for the Roosevelt House Public Policy Institute, Rita E. Hauser has actively supported the Human Rights Program; and

WHEREAS, Rita E. Hauser has made a commitment of $5,000,000 to the Hunter College Foundation, Inc. to institutionalize, sustain and grow the Human Rights Program located at the Roosevelt House Public Policy Institute at Hunter College; and

WHEREAS, $4,000,000 will establish an endowment that will generate income to sustain and build the Human Rights Program by supporting faculty, academic programming, and administrative staffing; and $1,000,000 will establish a current use fund to support co-curricular activities, internships and programs that reinforce the skills and knowledge that will prepare Hunter College students as global citizens as well as for careers in the field of human rights; and

WHEREAS, the commitment will be fulfilled in two installments of $2,500,000 in 2020 and 2021; and

WHEREAS, as President of the Hauser Foundation, Rita E. Hauser is a noted philanthropist and longtime donor to the Hunter College Foundation, providing over $1,000,000 to support initiatives at Roosevelt House since 2011, including support for the Rita E. Hauser Director of the Human Rights Program; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York hereby approves the naming of the Rita E. Hauser Human Rights Program.

EXPLANATION: Rita E. Hauser is a distinguished alumna of Hunter College, Class of 1954, who served on the CUNY Board of Trustees in the 1960s, and holds advanced degrees from the University of Strasbourg in France as well as Schools of Law at Harvard University, University of Paris and New York University.

Rita E. Hauser is a renowned international lawyer who, for more than twenty years, practiced international law as a senior partner at the New York City law firm, Stroock & Stroock & Lavan. She is an engaged practitioner in the fields of human rights, international conflict resolution and security.

Rita E. Hauser has had a vast array of public service appointments including as the President’s Foreign Intelligence Board from 2001-2004 and the President’s Intelligence Advisory Board from 2009-2012.
QUEENS COLLEGE
NAMING OF THE JOHN W. PEREIRA PERFORMING ARTS CLASSROOM

WHEREAS, Dr. John W. Pereira graduated with a B.A. from Queens College in 1975, having majored in Psychology and minored in Theatre, and went on to obtain his M.A. in Theatre from City College in 1979, his M.Phil. (1982), and Ph.D. (1986) in Theatre Literature, History and Criticism from the CUNY Graduate Center; and

WHEREAS, Dr. John W. Pereira had a 37-year distinguished career at Queens College, where he was admired by his students and respected by his peers; and

WHEREAS, under the terms of his Will, Dr. Pereira left 95% of his residuary estate to the Queens College Foundation for its general purposes; and

WHEREAS, the Queens College Foundation has received a total of $1,442,096.20 from Dr. Pereira’s estate; and

WHEREAS, in recognition of Dr. Pereira’s generosity and the impact and influence of his teaching at Queens College, the College wishes to have the space in which Dr. Pereira taught and directed bear his name; now therefore be it

RESOLVED, that the Board of Trustees of the City University of New York approves the naming of the “John W. Pereira Performing Arts Classroom” to be located at Queens College in King Hall, Room 115.

EXPLANATION: In September 1978, Dr. Pereira joined the Queens College Department of Drama, Theatre and Dance as an Adjunct Associate Professor and remained on faculty until his death in December 2015. During his tenure at Queens College, Dr. Pereira was a beloved teacher, whose love for Queens College was palpable, leaving an indelible mark on his students, colleagues and on Queens College.
CUNY GRADUATE SCHOOL OF PUBLIC HEALTH AND HEALTH POLICY
NAMING OF THE NEW YORK COMMUNITY TRUST SCHOLARSHIP

WHEREAS, the field of industrial hygiene is relatively unknown to public health students compared to other health sector fields and careers; and

WHEREAS, the industrial hygiene profession is disproportionately imbalanced with respect to both race and gender and requires a diverse workforce equipped to handle the changing composition of society and its industrial hygiene needs; and

WHEREAS, the New York Community Trust, in making a two-year grant, wishes to address key deficiencies in the field including lack of diversity in ethnicity, gender and age; and

WHEREAS, upon completion of the degree students will have the requisite skills and experience to anticipate, recognize, evaluate, and control occupational hazards to reduce the risk of injuries and illnesses as well as interpret and apply applicable regulations; and

WHEREAS, the New York Community Trust has made a commitment of $200,000 to establish a current use scholarship for outstanding students, with a preference to support minority or female students, who wish to pursue their master’s degree in Industrial Hygiene at CUNY SPH to support diversification the field; and

WHEREAS, an initial pledge payment of $100,000 has been received and the balance of $100,000 is payable in 2020; now therefore be it

RESOLVED, that the Board of Trustees of The City University of New York approve the naming of the New York Community Trust Scholarship for students pursuing a master’s degree in Industrial Hygiene at the CUNY Graduate School of Public Health & Health Policy at the City University of New York.

EXPLANATION: Recipients, known as New York Community Trust Scholars, will experience a comprehensive curriculum, which includes classroom and experiential learning, emphasizes the knowledge and skills needed to address occupational health problems in a rapidly evolving field. Students must be NYC residents and will be recruited from industry or on CUNY campuses.
CITY COLLEGE
APPOINTMENT WITH IMMEDIATE TENURE OF DR. HANNAH HALABURDA

WHEREAS, Hannah Halaburda is an internationally recognized scholar acknowledged throughout the world as an expert in cryptocurrencies and platform competition; and

WHEREAS, she is the author of a book, *Beyond Bitcoin: The Economics of Digital Currencies*, a book chapter “Economics of Private Digital Currency” and eleven refereed articles; and

WHEREAS, nine external reviewers both international and from within the US endorsed her appointment with tenure; and

WHEREAS, Dr. Halaburda is an experienced and exceptional college professor, having taught at Harvard Business School, Queen’s University in Kingston, Ontario and the NYU Stern School of Business; and

WHEREAS, her teaching portfolio is broad, covering basic economics courses as well as specialized business courses, and her distinctive expertise in valued areas will offer our students unique preparation; and

WHEREAS, she is well known to the business and economics faculty of City College, having participated in departmental seminars; and

WHEREAS, the Department of Economics and Business is actively seeking to diversify its professorial ranks; and

WHEREAS, her current position at the Bank of Canada affords her the opportunity to do cutting edge research, but does not award tenure; and

WHEREAS, her appointment with tenure was unanimously approved by the department, the Colin Powell School, and the City College Review Committee; now therefore be it

RESOLVED, that Hannah Halaburda be appointed as an associate professor with tenure in the Department of Economics and Business at The City College of New York, effective August 27, 2019 with a waiver of Bylaw 6.2.b, subject to financial ability.

EXPLANATION: Dr. Hannah Halaburda is an internationally known scholar in the highly valued fields of cryptocurrencies and platform competition. Because the Bank of Canada does not award tenure, and she has never been granted tenure in the past, this bylaw waiver is necessary to make this direction-setting appointment, which is in the best interest of the College and its students.
February 7, 2019

Dr. Vita C. Rabinowitz
Interim Chancellor
City University of New York
205 E 42nd Street
New York, NY 10017

Dear Interim Chancellor Rabinowitz:

The goal of this letter is to provide a robust rationale for appointing the prominent research economist, Dr. Hanna Halaburda, with immediate tenure to the faculty of the Department of Economics and Business at the City College of New York. We set forth these points with the full confidence that hiring Dr. Halaburda represents a unique opportunity for the department, for the Colin Powell School for Civic and Global Leadership, and for City College. This opportunity is a function most importantly of the extraordinary qualifications of the candidate and the extraordinarily rare event that her interest in joining the college represents. It is additionally an opportunity to increase the prestige of a department that has among the highest number of undergraduate majors at City College.

Dr. Halaburda is an internationally recognized scholar.

During a career that began in the Doctoral Program in Economics at Northwestern University and has continued through to the present, Hanna Halaburda has built an international reputation as a scholar with work on cryptocurrencies and platform competition. Dr. Halaburda has published 11 scholarly journal articles since receiving her doctorate, as well as a book and a book chapter; she has several projects underway. This output is especially notable given that the typical rate of publication by a full-time faculty member in the discipline is about one article per year. Her work has concentrated on platform competition and the economics of blockchain and cryptocurrencies. Platforms, which may be broadly defined as institutions that bring together multiple parties for mutual gain, are an increasingly important economic phenomenon, as they can be used to characterize the workings of social networks and numerous technology industries. Cryptocurrencies, such as Bitcoin, have been recognized as economically significant for several years; they have attracted even more attention in the time since Dr. Halaburda’s letters of support were tendered, as anyone who has tuned in to CNBC in the past year can testify.
Dr. Halaburda’s most highly-cited paper is “Can We Predict the Winner in a Market with Network Effects,” which uses the example of the cryptocurrency market to make inferences that apply to a broad class of markets - those characterized by network effects. The paper ingeniously leverages as a measure of competitive success the daily exchange rates between competing cryptocurrencies. It also rightly notes that cryptocurrencies offer an excellent example of a network good, in that people will only adopt these currencies if they believe enough other people are going to adopt them. This paper was published only two years ago and has already earned 100 citations - a remarkable feat in the field of economics. Based on its broad applicability, as well as the growing importance of cryptocurrencies, it is easy to see why.

Related to this work is Dr. Halaburda’s book chapter on the “Economics of Private Digital Currency”; her book, Beyond Bitcoin: The Economics of Digital Currencies; and her paper “Digital Currencies: Beyond Bitcoin.” These are recent works yet already very widely-cited. (Note that these endeavors are unrelated to the recent documentary, Beyond Bitcoin.) At a time when businesses, academics, and the public at-large are struggling to come to grips with the digital currency phenomenon, these are scholarly works that adroitly contextualize digital currencies as an economic phenomenon.

Collectively, they establish Dr. Halaburda as one of the foremost scholarly authorities on these currencies.

While her work on cryptocurrencies is important, Dr. Halaburda’s broadest research track, and arguably greatest impact, pertains to platform competition. “Multi-sidedness” is the defining characteristic of platforms: parties will join them only if they think that other parties they care about will join on the other “side.” Examples are many, but include media (advertisers will only pay to be on a radio station if they think that listeners will show up) and date-matching services (individuals show up only if they believe the other individual types they hope to be paired with will show up).

Published just two years ago but already very widely-cited, “Competing by Restricting Choice” demonstrates paradoxically that a platform can benefit by reducing the choices it offers. This of course flies in the face of the usual expectation that consumers value more choice than less; it results, in short, because platforms depend on delivering a match between two sides, and people want to be sure they will be matched. A closely related paper is “When Does a Platform Create Value by Limiting Choice,” which probes additional questions related to the same paradox.

“Information and Two-Sided Platform Profits” considers the important role that different amounts of information on the different sides of platforms can play in what happens in the market. Indeed, Dr. Halaburda shows that developers (e.g., of software) on one “side” may keep information close to the vest if they think it will allow them to raise prices, but that in certain predictable cases having a more informed consumer (on the other “side”) can benefit the developer. Published in the very prestigious journal AEJ: Microeconomics, “Platform Competition under Asymmetric Information” focuses on the related possibility that parties on each side – buyers and sellers – possess differing private information which they learn only after they join the platform. Buyers learn how much they value the product being offered, while sellers learn how costly it is to offer. Beforehand, everyone is ignorant of this information; the interesting twist is that this makes everyone “equals” in the beginning. It turns out that, given the asymmetry of information, monopoly may deliver better outcomes than a competitive market – a surprising finding, and again a feature of the special situation that a platform creates.
Dr. Halaburda has shown herself to be an authority on several other consequential aspects of platforms. “Unravelling in Two-Sided Markets” takes up the phenomenon of too-early matching; this paper shows that it tends to occur when individuals on the two sides have very close preferences, and that preventing such unraveling is essential to achieving the best outcomes. “The Role of Coordination Bias” shows what happens in the market when a platform is able to convince consumers it has an advantage over other platforms in getting both sides to coordinate with each other.

Taken together, the body of work that Dr. Halaburda has amassed is impressive, not just in the current importance and prominence of its focus areas, but in terms of its ingenuity. She shows quite clearly through her papers that she has keen insight into the heart of complex economic phenomena. She ably distills these to their simplest essence and then analyzes them with stunning sharpness. We can anticipate that she will continue to explore these highly relevant areas as her research and publications synergize with the other faculty at City College.

**Dr. Halaburda is an experienced and excellent teacher and is ready to teach at City College.**

Dr. Halaburda earned her PhD in Economics from Northwestern University in 2007, after which she began her career as a tenure-track Assistant Professor at Harvard Business School (HBS). At HBS, where she was on faculty for 5 years, she taught Strategy (a required MBA course) and Competing Through Business Models (an MBA elective course). Subsequently, she has taught Business Economics at Queen’s University in Kingston, Ontario, one of Canada’s top universities for Economics and Business; Strategy, at INE PAN; and Game Theory, both undergraduate and at the MBA level, at the NYU Stern School of Business, where she has held a Visiting Professor position since 2015.

The teaching evaluations in Dr. Halaburda’s file show that students find her to be an excellent teacher. Her HBS rating of 6.0 is “rock star” status at that institution. The NYU evaluations are clearly well above the average for that institution. These high ratings are particularly remarkable given the stellar reputations of those two institutions.

As a teacher, Dr. Halaburda is a versatile player: she has taught core economics classes, and also classes with an applied business focus for a business school setting. The business school classes she has taught, including Strategy and Game Theory, have strong crossover interest to economics students. Moreover, her research work and work at the Bank of Canada have rendered Dr. Halaburda as one of the foremost authorities on the economics of blockchain and cryptocurrencies (more on that below); and as such she is positioned – and in fact has committed – to teach a course on the economics of blockchain if/when she joins the Department of Economics and Business in Fall 2019. In short, she has the potential to usefully meet our instructional needs in multiple areas, and to meet them at a high level of excellence.

**Dr. Halaburda’s “non-academic” position (at the Bank of Canada) strengthens her qualifications for tenure.**

Dr. Halaburda is currently a senior research economist at the Bank of Canada. The position is quasi-academic: like senior research personnel at the Board of Governors of the U.S. Federal Reserve System, she is encouraged to write and publish articles, attend and present at academic conferences, and develop a scholarly reputation. In particular, the Bank has encouraged Dr. Halaburda to speak
widely about cryptocurrencies and thereby to further grow her reputation as an international academic expert in this area. Her expertise and recognition will contribute to the prestige of City College and CUNY.

**Dr. Halaburda’s appointment with tenure has extraordinarily strong support at the department, school, and college level.**

The Department of Economics and Business voted unanimously 8-0 in favor of conferring tenure and the rank of Associate Professor on Hanna Halaburda, whom the department search committee had previously chosen to hire as the result of an international search. The Colin Powell School P&B Committee also voted unanimously 5-0 in favor, as did the City College Review Committee (College-wide P&B) 8-0-0-3.

Though she comes as an outside hire, Dr. Halaburda is a “known quantity” around the Department of Economics and Business. She presented a paper in a department seminar in February 2015, and has visited with members of the department on numerous other occasions for informal visits and to attend department seminars. Apart from her having received the formal unanimous support of the faculty in the decision to award appointment with tenure, she enjoys friendly relationships with several of the current faculty. Her addition to the faculty would be widely and warmly welcomed.

Additionally, hiring Dr. Halaburda would help the Department of Economics and Business to advance its goal of hiring more women to senior faculty positions. Like many economics and business departments, ours has faced challenges to building a body of faculty whose gender makeup mirrors the overall population.

**Dr. Halaburda’s appointment with tenure has extraordinarily strong support from external evaluators.**

The Department of Economics and Business has nine letters evaluating the quality of Dr. Halaburda’s research: six from US universities and three from abroad. The writers are a veritable “who’s who” of the top researchers currently studying industrial economics and corporate strategy, with emphasis on those with the greatest demonstrated expertise in Dr. Halaburda’s fields. The evaluation letters are quite consistent in praising her trajectory of research productivity and in evaluating her papers as being interesting, influential, and careful studies. One writer calls her *the* leading authority on digital currencies. She is compared as equivalent to recently tenured faculty at Michigan State, UC Irvine, and the Catholic University of Louvain. Of note, *three separate writers* independently compare her to Andrei Hagiu, who had been untenured (albeit promising) at HBS when the letters were tendered; but who now holds a tenured position at the School of Management at Boston University. One writer says “most” European institutions would grant tenure to Dr. Halaburda.

While suitably “arms-length,” several of the letters speak of Dr. Halaburda’s collegiality and integrity. This speaks to her potential for service and good citizenship within City College.

**With her qualifications, Dr. Halaburda offers a particularly good fit for the Department of Economics and Business and its students, and will enhance the Department’s International Reputation.**
Students pursue a major in Economics or Management & Administration seeking the wide range of opportunities that these majors offer. They seek to be prepared to work as business managers, organizational leaders, and financial experts in a changing world. They expect our faculty to deliver cutting-edge knowledge sets that will allow them to function in that world. As an expert on the cutting-edge world of blockchain and cryptocurrency, Dr. Halaburda will be able to offer our students unique preparation. There are very few people out there with the ability to prepare our students to navigate the world of blockchain. More broadly, her experience teaching business strategy to MBA students will position Dr. Halaburda to give our students the applied training for the management workplace that they desire, and enable CCNY’s Department of Economics and Business to continue to offer world-class instruction consistent with CUNY’s reputation.

* * *

To summarize, Dr. Hanna Halaburda has demonstrated an extraordinarily strong record of scholarship that meets or exceeds the Department of Economics and Business’s standards for tenure. She is an expert teacher with excellent evaluations, prepared to teach courses that will meet our students’ needs extraordinarily well. She has the strong endorsement of the department, division, and college, as well as external evaluators. She meets this growing, dynamic department’s needs remarkably effectively. We look forward to having her join us as a tenured Associate Professor in Fall 2019.

Sincerely,

Tony M. Liss, PhD
Provost & Senior Vice President
For Academic Affairs
Hanna Halaburda

Affiliation

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Role</th>
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<tbody>
<tr>
<td>2015–present</td>
<td>New York University</td>
<td>Visiting Professor</td>
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<tr>
<td>2012–present</td>
<td>Bank of Canada</td>
<td>Senior Economist</td>
</tr>
<tr>
<td>2007–2012</td>
<td>Harvard Business School</td>
<td>Assistant Professor of Business Administration</td>
</tr>
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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

2010-2015  The Networks, Electronic Commerce and Telecommunications (NET) Institute grants
2011  Bergman Memorial Research Award
2011  US-Israeli Binational Science Foundation grant

Teaching Experience

2016  Game Theory (MBA and Undergraduate) at NYU-Stern
2015  Strategy at INE PAN
2014  Business Economics, Executive MBA, Queen's University at Kingston
2011-2012  Competing through Business Models (MBA elective course) at HBS
2008-2010  Strategy (MBA required course) at HBS

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 Dohmalowa 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
THE GRADUATE SCHOOL AND UNIVERSITY CENTER
APPOINTMENT WITH IMMEDIATE TENURE OF DR. VAN C. TRAN

WHEREAS, Van C. Tran has been described by external reviewers as both a “rising star in the field of immigration integration” and “the most well-known scholar of migration and its intersection with urban sociology of his generation”; and

WHEREAS, he is the recipient of numerous fellowships and grants, and the prestigious Nancy W. Malkiel Scholars Award from the Woodrow Wilson National Fellowship Foundation; and

WHEREAS, his scholarship to date consists of an impressive fifteen refereed articles, six book chapters and six journal articles and two book manuscripts in preparation; and

WHEREAS, in addition to being an outstanding scholar, Dr. Tran is an exceptional educator having won the Faculty Mentoring Award from the Graduate Student Advisory Council of Columbia University and the Columbia University Presidential Award for Teaching; and

WHEREAS, Van C. Tran is the quintessential CUNY success story, a refugee whose family settled in New York City, he graduated as valedictorian of Hostos Community College, then from Hunter College *summa cum laude* and Phi Beta Kappa, and earned a Ph.D. in Sociology and Social Policy from Harvard University; and

WHEREAS, Dr. Tran has won awards bestowed upon him as a faculty member at Columbia University and has been an exceptionally productive scholar, an outstanding teacher and college citizen, and has a strong national profile in discipline; and

WHEREAS, although his scheduled tenure review year at Columbia has not yet arrived, his appointment with tenure is strongly and enthusiastically supported by the Sociology program faculty of the Graduate School; now therefore be it

RESOLVED, that Van C. Tran be appointed as an associate professor with tenure in the Sociology Program at The Graduate School and University Center, effective July 1, 2019 with a waiver of Bylaw 6.2.b, subject to financial ability.

EXPLANATION: Van C. Tran is a rising star in the sociology of urban migration. His appointment with tenure will secure the reputation of the Sociology Program at the Graduate School as a bastion of urban migration studies. In addition, he embodies the CUNY success story, having graduated from both a CUNY community and senior college. Because he is still on the tenure-track at Columbia University, this appointment with tenure requires a waiver of bylaw 6.2.b. This hire is in the best interest of the Graduate School, its students as well as CUNY as a whole.
WAIVER JUSTIFICATION

Name: Van C. Tran
Unit/College: The Graduate Center
Department: Sociology

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 Van C. Tran is an Assistant Professor of Sociology at Columbia University. He received his B.A. from Hunter College, and his Ph.D. in Sociology and Social Policy from Harvard University. Upon receiving his doctorate, he was named a Robert Wood Johnson Health and Society Scholar at the University of Pennsylvania, and a Senior Fellow at the Leonard Davis Institute of Health Economics. He was appointed Assistant Professor at Columbia in 2013. His reviewers call Professor Tran a “rising star in the field of immigration integration” and “the most well-known scholar of migration and its intersection with urban sociology of his generation.” He is an award-winning professor and mentor, receiving the Presidential Award for Excellence in Teaching and Faculty Mentoring from Columbia, and the Nancy W. Malkiel Scholars Award from the Woodrow Wilson National Fellowship Foundation, among others. He is also the ultimate CUNY success story: he enrolled at Hostos shortly after his arrival in the country, graduating as Valedictorian, before transferring to Hunter, where he graduated Summa Cum Laude. Then, as noted, he completed his doctorate at Harvard.

Since 2011, Professor Tran has published 15 refereed articles, 6 book chapters, and has 2 book manuscripts in progress. Three of his most recent articles that are still under review have just been accepted to the top rated journals in the field of immigration and race/ethnicity – *International Migration Review, Ethnic and Racial Studies*, and the *Journal of Ethnic and Migration Studies*. His work focuses on previously underserved populations of Latinx and Asian communities, and one of his forthcoming books, *Lives in Motion: Neighborhood Fluidity and Second-Generation Social Mobility* investigates how immigrant parents try to protect their children from social disadvantage. A senior scholar at a leading Midwestern university has said that “Professor Tran has smartly framed the book as an integration of urban inequality/neighborhood and immigration literatures.” His work so far indicates both “an impressive track record of productivity, but also continued productivity in the future” as a professor from one of most highly regarded schools in California stated.

A professor from a well-known school in the Northeast mentions that Professor Tran’s “scholarship is distinct in the field” of immigrant integration, and that his approach
“sets the gold standard for the field” and “makes a significant contribution.” He has “an ability to thoughtfully and systematically use a range of sophisticated research methods – both qualitative and quantitative – to answer some of the most important sociological questions of our time,” states a professor from a highly regarded school on the West Coast. The books that Professor Tran is due to publish “will receive considerable attention and his considerable reputation will only continue to grow,” writes a professor from an Ivy League university. His next book project, *Amsterdam Avenue*, will study the “hypergentrification of New York City, the interplay of neighborhood change and immigrant succession and the different kinds of evidence and conclusions social scientists can draws from different methods. I think this could be a classic study of the changing city and a strong contribution to our understanding of New York,” states an Ivy League professor.

Professor Tran is committed to teaching and service. His students are all enthusiastic about his “willingness to meet with them and work with them even when he is not their main advisor,” as observed by a professor at an Ivy League university. His departmental and university service is unparalleled – he serves on the Committee on Citizenship Project, Academic Advisory Committee for Urban Studies, and is the co-organizer of the Transnational Asian American Series at the Center for Study of Ethnicity and Race. He created the Race, Ethnicity, and Migration Workshop, which “provides an intellectual forum for both graduate students and senior researchers to present their research...the dialogue remains constructive, critical, supportive, and energizing,” writes a professor from an urban Ivy League university. He is the co-organizer of a conference on “Shaping the Future of DACA: Bridging Research and Policy. He is on the editorial boards of Ethnic and Racial Studies and the Journal of Ethnic and Migration Studies, and was a member of the Academic Advisory Committee of the Museum of the City of New York. He has been described by a top professor as “embodying a new model of a pioneering scholar who is both a first-rate researcher at the top of his field, and an engaged teacher, whose teaching enhances his research, and vice versa.”

Professor Van Tran is an extraordinarily accomplished scholar. His reviewers were unanimous in their appreciation for this work and their support of his appointment with tenure to The Graduate Center. An Ivy League professor writes, “This is a wonderful hire. I enthusiastically support his appointment, with no reservations whatsoever.” A professor and director from a well-known Midwestern university writes, “Professor Tran is a rising star and when I think about other scholars to compare him with, they are all tenured. It speaks to his visibility and reputation as a productive, careful, and dynamic scholar.” He has the enthusiastic support of the Ph.D. program in Sociology, and is in alignment with both the aims of the program at the Graduate Center and with CUNY in its entirety. As a CUNY alumni, he is committed to CUNY’s mission. The Executive Officer of the Ph.D. Program in Sociology, Professor Lynn S. Chancer, describes Professor Van Tran as a recruitment that would
“cement our reputation as the place to study race/ethnicity, immigration, and urban sociology,” and that his appointment would be “inspirational, hopeful, and meaningful to and for CUNY students and faculty.”

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.Norz@mail.cuny.edu.
VAN C. TRAN

607 Knox Hall
Department of Sociology
Columbia University

APPOINTMENTS
2013-present  Assistant Professor of Sociology, Columbia University
                 Faculty Co-Organizer, Race, Ethnicity and Migration Workshop
                 Faculty Affiliate, Center for the Study of Ethnicity and Race
                 Faculty Affiliate, Columbia Population Research Center
                 Faculty Affiliate, Urban Studies Program, Barnard College

2011-2013  Robert Wood Johnson Health and Society Scholar, University of Pennsylvania
           Senior Fellow, Leonard Davis Institute of Health Economics

EDUCATION
2011  Ph.D. in Sociology & Social Policy, Harvard University
      Dissertation: “How Neighborhoods Matter, and For Whom: Disadvantaged Context,
                   Ethnic Cultural Repertoires and Second-Generation Mobility in Young Adulthood.”
      Committee: Mary C. Waters, Orlando Patterson, William J. Wilson, Christopher Winship.

2007  A.M. in Sociology, Harvard University
      Distinction in Oral Exam on Immigration

2004  B.A. in Sociology, Hunter College of City University of New York
      Summa Cum Laude, Phi Beta Kappa

2002  A.A. in Liberal Arts, Hostos Community College of City University of New York
      Class Valedictorian Speaker

AWARDS AND HONORS
2018  Nancy W. Malkiel Scholars Award, Woodrow Wilson National Fellowship Foundation
2018  Presidential Award for Excellence in Teaching, Columbia University
2017  Faculty Mentoring Award, Graduate Student Advisory Council, Columbia University
2011  Junior Fellow, Society of Fellows, University of Michigan (declined)
2011  Best Graduate Student Paper Award, Section on Community & Urban Sociology, ASA
2011  Cristina M. Riegos Distinguished Paper Award, Section on Latino/a Sociology, ASA
2010  Distinguished Student Scholarship Award, Section on International Migration, ASA
2005  Graduate Student Scholar, Academy of Achievement’s International Summit
2004  Alpha Chi Alpha - Frances Morehouse Prize, Hunter College of CUNY
2004  Suzanne Keller Award for Academic Achievement, Hunter College of CUNY
2004  Alpha Kappa Delta, International Sociology Honor Society, Hunter College of CUNY
2004  Elected to the Golden Key International Honor Society, Hunter College of CUNY
PUBLICATIONS (*Denotes graduate student collaborators)

Journal articles:


**Book chapters:**


**Book reviews:**


**WORK-IN-PROGRESS**

**Journal articles in progress:**


**Books in progress:**


Tran, Van C. 2018. *Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City*.

**GRANTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Institute</th>
<th>Details</th>
</tr>
</thead>
</table>
| 2019-2020 | Southern Poverty Law Center | Pls: Maria Abascal, Jennifer Lee and Van Tran  
Award amount: $63,618  
*Intervening in Attitudes about Immigration* |
Van C. Tran

2017-2018  ISERP and CPRC Conference Grant, Columbia University
           PIs: Sally Findley, Neeraj Kaushal, Yao Lu and Van Tran
           Award amount: $10,000
           Shaping the Future of DACA: Bridging Research and Policy

2014-2016  Junior Faculty Summer Research Grant, Columbia University,
           Award amount $6,000
           Amsterdam Avenue: Neighborhood Gentrification in a Global City

2013-2014  Stanford Center on Poverty and Inequality’s Mobility among Hispanics Research Grant
           Award amount: $20,000
           Latino Assimilation in the Aftermath of the Great Recession

2011-2013  Robert Wood Johnson Foundation Health and Society Scholar Research Seed Grant
           Award amount: $20,000
           Neighborhood Resources and Immigrant Health in New York City

2012-2013  Leonard Davis Institute of Health Economics’ Health Services Research Grant
           PIs: David Lee, Charles Branas, Brendan Carr, Daniel Polsky, Tony Smith, Van C. Tran
           Award amount: $10,000
           The Impact of a Large Urban Hospital Closure on Emergency Department Use

2012-2013  Robert Wood Johnson Foundation Health & Society Scholar Research Seed Grant
           PIs: David Lee, Charles Branas, Brendan Carr, Daniel Polsky, Tony Smith, Van C. Tran
           Award amount $10,000
           The Impact of a Large Urban Hospital Closure on Emergency Department Use

2010-2011  Robert Wood Johnson Foundation Health & Society Scholar Research Seed Grant
           PIs: Rocio Calvo and Van C. Tran
           Award amount: $5,000
           Neighborhood Context and Mental Health among Second-Generation Youth

2009-2010  Rappaport Institute for Greater Boston Research Grant, Harvard University
           PIs: Daniel J. Hopkins, Van C. Tran, Abigail F. Williamson
           Award amount: $1,000
           The 2008 Somerville/Everett Exit Poll

2008-2009  Special Time-Sharing Experiments for the Social Sciences (TESS ) Research Grant
           PIs: Daniel J. Hopkins, Van C. Tran, Abigail F. Williamson
           Local and National Influences on Intergroup Attitudes

FELLOWSHIPS

Harvard University

2010-2011  Eliot Dissertation Completion Fellowship

2010-2011  Ford Foundation Dissertation Completion Fellowship (Honorable Mention)

2010-2011  Real Estate Academic Initiative Research Fellowship

2009-2010  Project on Justice, Welfare and Economics Dissertation Fellowship

2009-2010  Horowitz Foundation for Social Policy Dissertation Research Award

2009-2010  Taubman Center for State and Local Government Dissertation Research Award

2009-2010  Merit Fellowship/Term-Time Research Award, Harvard University (declined)
2009-2010  Center for American Political Studies Graduate Student Seed Grant Award
2008-2009  Hauser Center for Non-Profits Pre-Dissertation Research Fellowship
2008      European Network for Inequality Research Fellowship
2008      Graduate Student Council Summer Research Award
2006-2011  Multidisciplinary Program on Inequality and Social Policy Doctoral Fellowship
2006-2009  National Science Foundation Graduate Research Fellowship
2004-2006  Paul and Daisy Soros Fellowship for New Americans

Hunter College of City University of New York
2004-2005  David and Sadie Klau Foundation Graduate Fellowship
2003-2004  NIMH - Career Opportunities in Research, Education and Training Fellowship
2003-2004  Irene Diamond Summer Research Fellowship, CUNY Pipeline Program

PROFESSIONAL LEADERSHIP AND NATIONAL SERVICE

Editorial Boards
2018-      Ethnic and Racial Studies
2018-      Journal of Ethnic and Migration Studies
2017-2019  Consulting Editor, American Journal of Sociology
2014-2017  Social Forces
2013-2016  The Sociological Quarterly

Advisory Boards
2015-2018  Advisory Board, Youth and Hope Foundation
2014-2018  Academic Advisory Committee, Museum of the City of New York, New York at Its Core
2011-2016  Selection Committee, Paul and Daisy Soros Fellowships for New Americans

American Sociological Association
2018-2020  Distinguished Contributions to Teaching Award Selection Committee
2018-2019  Local Organizing Committee Chair, International Migration Section
2015-2018  Elected Council Member, International Migration Section
2015-2017  Nominations Committee and By-Law Committee, International Migration Section
2013-2014  Thomas & Zaniecki Book Award Committee, International Migration Section
2012-2013  Co-Organizer, Shaping the Future of Immigration Research, International Migration Section
2012-2013  Jane Addams Paper Award Committee, Section on Community and Urban Sociology
2012-2013  Distinguished Contribution to Research Award Committee, Latino/a Sociology Section
2012-2013  Cristina Maria Riegos Student Paper Award Committee, Latino/a Sociology Section
2011-2012  Oliver Cromwell Cox Article Award Committee, Section on Racial and Ethnic Minorities
2011-2012  Distinguished Student Scholarship Award Committee, International Migration Section,
2008-2009  Archivist for Making Connections, International Migration Section,
2008-2009  Organizing Committee for Making Connections, International Migration Section
2007-2008  Annual Mentoring Lunch Committee Co-Chair, International Migration Section
2007-2008  Elected Graduate Student Representative, International Migration Section

Eastern Sociological Society
2017-2018  Program Committee, 2018 Annual Meeting in Baltimore
2014-2015  Program Committee, 2015 Annual Meeting in New York City
2006-2007  Program Committee, 2007 Annual Meeting in Philadelphia

DEPARTMENTAL AND UNIVERSITY SERVICE

*Columbia University*
2018- Committee on Citizenship Project: Promoting Democratic Inclusion and Full Participation
2015- Academic Advisory Committee, Urban Studies Program
2015- Summer School Faculty Representative, Department of Sociology
2014- Co-Organizer, Transnational Asian American Series, Center for Study of Ethnicity and Race
2018-2021 Selection Committee, Presidential Award for Outstanding Teaching for Graduate Students
2014-2018 Faculty Adviser, Journal of Politics and Society
2017-2018 Co-Convener of Migration Research Group, Columbia Population Research Center
2015-2018 Faculty Mentor, GSAS-Leadership Alliance Summer Research Program
2016-2017 Organizing Committee, International Sociological Association RC28 Summer Meeting
2016-2017 Faculty Liaison, Center for Teaching and Learning
2015-2017 Diversity Faculty Search Committee, Department of Sociology
2015-2016 Office of University Life, Race, Ethnicity and Inclusion Task Force
2015-2018 Graduate Student Awards Committee, Department of Sociology
2013-2015 Sociology Colloquium Series Organizer, Department of Sociology

*Harvard University*
2005-2008 Migration & Immigrant Incorporation Workshop Coordinator, Department of Sociology
2007-2008 Departmental Representative for Social Policy, Graduate Student Council
2007-2008 Committee on Sociology Colloquium Series, Department of Sociology
2006-2007 Committee on Professional Development Assessment, Department of Sociology
2006-2007 Committee on Graduate Admissions, Department of Sociology
2005-2006 Committee on Research Assistantship, Department of Sociology

ACADEMIC PEER REVIEW

*Book manuscripts and proposals*  
Columbia University Press  National Science Foundation
New York University Press  Russell Sage Foundation
Polity Press  William T. Grant Foundation
Russell Sage Foundation  Social Sciences & Humanities Research Council of Canada
University of California Press  US-Israel Bi-National Science Foundation.

*Fellowships and grants applications*

*Academic journals*
American Journal of Sociology  Journal of Ethnic and Migration Studies
American Sociological Review  Journal of Race, Ethnicity and Politics
American Journal of Public Health  Migration Studies
American Journal of Political Science  Qualitative Sociology
American Journal of Epidemiology  Social Forces
American Behavioral Scientist  Social Problems
American Politics Research  Social Science Research
British Journal of Sociology  Sociological Forum
City & Community  Sociological Methods and Research
Demography  Sociological Theory
Emerging Adulthood  Sociology of Education
Ethnic and Racial Studies  Sociology of Race and Ethnicity
Ethnicities  The Sociological Quarterly
International Migration Review  Urban Affairs Review
International Journal of Comparative Sociology  W.E.B. Du Bois Review
Journal of Contemporary Ethnography

CONFERENCES ORGANIZED


2015  Faculty co-sponsor (with Mae Ngai). “Race, Ethnicity, and Migration: An Interdisciplinary Graduate Student Conference.” Co-sponsored by the Center for the Study of Ethnicity and Race, Department of History and Department of Sociology.

2013  Co-organizer (with Margaret Chin). “Shaping the Future of Immigration Research.” American Sociological Association’s International Migration Section’s Mini-Conference at the Graduate Center of CUNY. Funded by the International Migration of the American Sociological Association, The Graduate Center of CUNY, Hunter College, Brooklyn College, Baruch College, and Columbia University.

2008  Co-organizer. “New Frontiers in Research on Inequality and Social Exclusion.” 12th Annual Aage Sørensen Memorial Conference, Department of Sociology at Harvard University. Funded by the Department of Sociology, the Weatherhead Center for International Affairs, the Multidisciplinary Program in Inequality and Social Policy and the Graduate Student Council.


TEACHING AND ADVISING (SELECTED)

<table>
<thead>
<tr>
<th>Columbia University</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrant New York (Undergraduate):</td>
<td>Fall 2013, Fall 2014, Fall 2015, Fall 2016</td>
</tr>
<tr>
<td>Immigration &amp; American Society (Undergraduate):</td>
<td>Spring 2014, Spring 2015</td>
</tr>
<tr>
<td>Methods for Social Research (Undergraduate):</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Social Statistics (Undergraduate):</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Senior Thesis Seminar (Undergraduate):</td>
<td>Fall 2017-Spring 2019</td>
</tr>
<tr>
<td>Qualitative Social Analysis (Graduate):</td>
<td>Fall 2015, Fall 2017</td>
</tr>
</tbody>
</table>
Neighborhood Effects and Urban Poverty (Graduate): Spring 2014, Fall 2018
Dissertation Development Seminar (Graduate): Fall 2014-Spring 2015
Race, Ethnicity and Migration Workshop (Graduate): Fall 2015-Spring 2019

PhD Advisees
Francisco Lara-Garcia, PhD in Sociology, in progress
Timothy Ittner, PhD in Sociology, in progress

PhD Dissertation Committees
Bailey Brown, PhD in Sociology, in progress
Brittany Fox-Williams, PhD in Sociology, in progress
Kathleen Griesbach, PhD in Sociology, in progress
Anna Hidalgo, PhD in Sociology, in progress
Tiffany Huang, PhD in Sociology, in progress
Sandra Portocarrero, PhD in Sociology, in progress
Dialika Sall, PhD in Sociology, in progress
Nicol Valdez, PhD in Sociology, in progress
Dominic Walker, PhD in Sociology, in progress
Tolga Kobas, PhD in Sociology, 2018
Warren McKinney, PhD in Sociology, 2018
Devon Wade, PhD in Sociology, 2018
Julie Hyunjung Kim, PhD in Education, Teachers College, 2018
Jacquelyn Duran, PhD in Education, Teachers College, 2018
Marina Mazur, PhD in Clinical Psychology, Teachers College, 2018
Jeremy Heyman, PhD in Education, Teachers College, 2015

MA Advisees
Andrea Avila, MA in Sociology, 2019
Sara Shameem, MA in Sociology, 2018
Keitaro Okura, MA in Sociology, 2017
Tianhao Zhang, MA in Sociology, 2016
Xueting Wu, MA in Quantitative Methods in the Social Sciences, 2016
Weicen Zheng, MA in Quantitative Methods in the Social Sciences, 2015
Selma Hedlund, MA in Sociology, 2015
Mengying Li, MA in Quantitative Methods in the Social Sciences, 2014
Yu Hsiu Angie Wang, MA in Sociology, 2014
Demet Kutmando, MA in Sociology, 2014

Harvard University
2009-2011 Sociology Concentration Adviser, Lowell House, Kirkland House and Winthrop House
2007-2011 Senior Staff Tutor for the Senior Common Room, Lowell House
2007-2011 Sophomore Academic Adviser, Lowell House
2005-2011 Resident Tutor in Sociology & Social Policy, Lowell House
2005-2011 Member, Fellowships Advising Committee, Lowell House
2006-2009 Chair, Graduate School Advising Committee, Lowell House
2006-2008 Teaching Fellow, Department of Sociology
2005-2008 Co-Chair, Committee on Race Relations and Diversity, Lowell House

<table>
<thead>
<tr>
<th>INVITED LECTURES, PANELS AND TALKS (SELECTED) (*Keynote address)</th>
</tr>
</thead>
</table>
| 2019 | Eastern Sociological Society Annual Meeting, Presidential Panel  
  *Asian Americans, Achievement and Meritocracy* |
| 2018 | MIT, The Myron Weiner Seminar Series on International Migration  
  *Asian Americans and Affirmative Action Policy* |
| 2018 | Harvard University, Contemporary Studies in Race & Ethnicity Workshop  
  *Asian Americans and Affirmative Action Policy* |
| 2018 | Georgetown University, Institute for the Study of International Migration  
  *The Integration Paradox: Asian Immigrants in Australia and in the U.S.* |
| 2018* | Fordham University, Office of the Provost and Graduate School of Social Services  
  *A Nation of Immigrants? 50 Years of the New Immigration* |
| 2018 | Boston University, Department of Sociology, Colloquium Seminar Series  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2018 | New York University, Department of East Asian Studies & Vietnamese Student Association  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2018 | Swarthmore College, “Foundations: Self, Culture and Society” Course  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2018 | American Sociological Association Annual Meeting, Thematic Session  
  *Life in a New America: Race Relations and Identities beyond the Black-White Binary* |
| 2018 | University of Pennsylvania, ASA Mini-Conference on Future of Immigration Scholarship  
  *Education and Immigration* |
| 2018 | Paul & Daisy Soros Fellowship 20th Reunion  
  *Gentrification: The Dilemma of Living Well* |
| 2018 | Baruch College of City University of New York  
  *Nationalism v. Globalism in American and European Politics* |
| 2018 | Eastern Sociological Society Annual Meeting, Presidential Panel  
  *Immigration and the New American Mainstream* |
| 2018 | Princeton University, Center for Migration and Development  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2018 | The Graduate Center of CUNY, Immigration Seminar Series  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2018 | Washington University in St. Louis, Sociology Colloquium Series  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2017 | University of Maryland, College Park, Maryland Population Research Center  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2017 | Harvard University, Migration and Immigrant Incorporation Workshop  
  *Hyper-Selectivity and Asian American Racial Mobility* |
| 2017 | American Sociological Association Annual Meeting, Thematic Session  
  *The Integration of the Children of Immigrants into Contemporary U.S. Society* |
| 2017 | New School for Social Research, New York Academic Collaborative on Immigration  
  *Hyper-Selectivity and Asian American Racial Mobility* |
2017  Russell Sage Foundation, “Immigration and Identities” Conference
   Hyper-Selectivity and Asian American Racial Mobility
2017  Carnegie Mellon University, Race and Diversity Series
   Latino Assimilation in the Aftermath of the Great Recession
2017  Russell Sage Foundation, “What the Census Bureau Needs to Know” Workshop
   Tracking Social Mobility across Immigrant Generations
2016* Hostos Community College of CUNY, Hostos Heritage Lecture
   Immigrant New York and the Transformation of American Society
2016  The Graduate Center of CUNY, “Diversity, Contact, Trust, and Civic Engagement” Workshop
   Immigrant-Native Relations in the United States (Discussant)
2016  The Graduate Center of CUNY, “Super-Diversity: A Transatlantic Conversation” Workshop
   Coming of Age in Multi-Ethnic America: Young Adults’ Experiences with Diversity
2016  The Graduate Center of CUNY, Center for LGBTQ Studies
   Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City
2015  Brown University, Department of Sociology Colloquium Series
   Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City
2015  Colby College, Department of Sociology Colloquium Series
   Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City
2015  University of Connecticut-Storrs, Department of Sociology Colloquium Series
   Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City
2015  University of Pennsylvania, International Sociological Association RC28 Summer Meeting
   Chinese Exceptionalism: Developing Theoretical Tools to Explain Second-Generation Success
2015  Eastern Sociological Society Annual Meeting, Presidential Panel
   Beyond the Model Minority: How Culture Matters for Asian American Achievement
2015* Hostos Community College of CUNY, Salute to Graduates Address
   What is Not on Your Résumé
2014  Harvard University, Migration and Immigrant Incorporation Workshop
   Latino Assimilation in the Aftermath of the Great Recession
2014  Yale University, Center for Research on Inequalities and the Life Course
   Latino Assimilation in the Aftermath of the Great Recession
2014  University of Wisconsin, Institute for Research on Poverty
   Latino Assimilation in the Aftermath of the Great Recession
2014  U.S. Department of Health & Human Services, Administration for Children & Families
   Latino Assimilation in the Aftermath of the Great Recession
2014  Princeton University, Department of Sociology
   Panel Retrospective on the Work of Alejandro Portes
2014  Indiana University, Department of Sociology, “The Face of Health” Symposium
   Neighborhood Inequality in Healthcare Resources
2014  Chinese Academy of Social Sciences, CASS-SSRC Common Concerns Seminar Series
   The Social Provision of Healthcare to Migrants in the U.S. and in China
2013  Hunter College of CUNY, Department of Sociology Colloquium Series
   Latino Assimilation in the Aftermath of the Great Recession
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Details</th>
</tr>
</thead>
</table>
| 2013 | Stanford University, Center on Poverty and Inequality  
*Latino Assimilation in the Aftermath of the Great Recession*  
Annual Meeting for Association for Public Policy Analysis & Management.  
*Latino Assimilation in the Aftermath of the Great Recession*  
*Latino Assimilation in the Aftermath of the Great Recession*  
Oxford University, “Migration, Social Development, and Social Protection” Workshop  
*The Social Provision of Healthcare to Migrants in the U.S. and in China*  
Texas A&M University, “Minorities, Politics and Health” Workshop  
*Neighborhood Inequality in Healthcare Resources*  
Queens College of CUNY, Department of Sociology Colloquium Series  
*Neighborhoods and Social Mobility among Children of Immigrants*  
Princeton University, Center for Migration and Development  
*Neighborhoods and Social Mobility among Children of Immigrants*  
University of Pennsylvania, Department of Sociology Colloquium Series  
*Neighborhoods and Social Mobility among Children of Immigrants*  
University of Pennsylvania, Race, Ethnicity and Immigration Workshop  
*How Neighborhoods Matter, and for Whom?*  
Eastern Sociological Society Annual Meeting, “Choosing Homes, Choosing Schools”  
*How Neighborhoods Matter, and for Whom?*  
Social Science Research Council, “Migration, Social Development & Social Protection”  
*The Social Provision of Healthcare to Migrants in the U.S. and in China*  
Robert Wood Johnson Foundation Health & Society Scholars Annual Meeting  
*The Power of Data in Improving Population Health*  
Chinese Academy of Social Sciences, “Migration & Social Change in China and in U.S.”  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  
Columbia University, Department of Sociology Colloquium Series  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  
New York University, Department of Sociology Colloquium Series  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  
Stanford University, Department of Sociology Colloquium Series  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  
University of California-Los Angeles, Department of Sociology Colloquium Series  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  
University of California-San Diego, Department of Sociology Colloquium Series  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  
University of Michigan, Department of Sociology Colloquium Series  
*Neighborhood Mobility and Inequality in Multi-Ethnic America*  

*Columbia University*  
2019  
Columbia Population Research Center  
*Asian Americans and Affirmative Action Policy*  
2019  
ISERP’s Dean’s Lunch Speaker Series  
*Asian Americans and Affirmative Action Policy*
2018 Office of the Vice Provost for Faculty Diversity and Inclusion & Office of University Life
The First-Generation Experience: A Roundtable with Columbia Faculty

2018 Columbia Business School
Bridging the American Divide

2018 School of General Studies, Summer Jumpstart Series
Immigration and the Transformation of American Society

2018 Interdisciplinary Center for Innovative Theory and Empirics, Social Sciences Summer
Immigrant New York: Coming of Age in a Global City

2018 Columbia College Alumni Association, 2018 Reunion, Café Columbia
Immigrant New York and the Transformation of American Society

2018* First-Generation Graduation Ceremony, Keynote Speaker
Reflections on Equality, Mobility and Opportunity

2018 GSAS Office of Academic Diversity Research Collective
Navigating the Last Three Years of Your PhD Program

2017 School of International and Public Affairs, Panel Discussion
The Future of DACA

2017 Office of University Life, Campus Conversations
Understanding Charlottesville: White Nationalism and American Society

2017 School of General Studies, Summer Jumpstart Series
Immigrant New York: The Changing American City

2017 Interdisciplinary Center for Innovative Theory and Empirics, Social Sciences Summer
Immigrant New York: The Changing American City

Urban Policy and Immigrants, Refugees, and New Americans

2017 Office of Postdoctoral Affairs
Academic Career Panel for Postdocs

2017 Quantitative Methods in the Social Sciences
Hyper-Selectivity and Asian American Racial Mobility

2016 Center for Teaching and Learning, Innovative Teaching Summer Institute
Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City

2016* Asian Graduation Ceremony, Keynote Speaker
What is Not on Your Résumé

2016 Office of Postdoctoral Affairs
Academic Career Panel for Postdocs

2016 Columbia Population Research Center, “Linking Internal and International Migration”
Perspectives from Mexico, the United States, and Sending Areas (Moderator)

2016 Language Resource Center, Language Teaching with Urban & Linguistic Landscapes
Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City

2016 Teachers College, Film Screening and Panel Discussion
My Brooklyn: The Real Story Behind the Takeover of America’s Hippest City

2016 Interdisciplinary Center for Innovative Theory and Empirics, Social Sciences Summer
Immigrant New York: The Changing American City

2016 Quantitative Methods in the Social Sciences
Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City

2015
Language Resource Center, “Reading the City” Workshop

Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City

2015
Columbia Population Research Center
The Syrian Refugee Crisis (Moderator)

2015
GlobeMed at Columbia
Immigration and Health Disparities: A Conversation

2015
Office of University Life, Awakening Our Democracy Series
The American Dream, Immigration, and Belonging

2015
Interdisciplinary Center for Innovative Theory and Empirics, Social Sciences Summer
Immigrant New York: The Changing American City

2015
Columbia Voting Week, Columbia University Democrats and Latinx Heritage Month
Utilizing the Electoral Process to Empower Marginalized Voices in U.S. Politics (Moderator)

2015
Columbia College, Days on Campus, Master Class
Immigrant New York: The Changing American City

2015
Students of Color Alliance and Graduate School of Arts and Sciences
In Living Color: From Creating Community to Successful Academic Trajectories

2015
Columbia Asian American Alliance, Thought Project Panel
Promoting a Culture of Health at Columbia

2015
Columbia Society of Fellows and the Heyman Center for the Humanities, “Managing Borders”
Migrants, Culture, and Transnationalism (Moderator)

2015
Quantitative Methods in Social Sciences
Latino Assimilation in the Aftermath of the Great Recession

2014
Barnard College, Forum on Migration
Latino Assimilation in the Aftermath of the Great Recession

2014
Barnard College, Urban Studies Program, “Whose City: Change, Race and Culture” Workshop
Amsterdam Avenue: Hyper-Gentrification and the Remaking of a Global City

2014
Columbia School of Social Work, “Health Consequences of Migration” Conference
The Social Provision of Healthcare to Migrants in the U.S. and in China

2014*
The Harriman Institute, “America’s East Central Europeans: Migration and Memory”
Comparative Study of Immigration

2013
Journal of Politics and Society
After Bloomberg: Conversation about New York Policy

Harvard University

2009
World Religions Today
Buddhist Perspectives on Today's Issues

2009
Memorial Church, Faith and Life Forum
The Pursuit of Academia: An Intellectual, Spiritual Autobiography

2009
Harvard College Act on a Dream
Immigration Awareness Week

2008
Morning Prayers at Memorial Church
On the Promise and Challenges of Diversity
CONFERENCE PRESENTATIONS (SELECTED)

2019 Organizer, Author-Meets-Critics for The Other Side of Assimilation, ASA Annual Meeting
2019 Organizer, Author-Meets-Critics for Pathways of Desire, ASA Annual Meeting
2019 Organizer, “Ethnic Conflicts,” ASA Annual Meeting
2019 Panelist, Author-Meets-Critics for Keeping it Halal, ESS Annual Meeting
2019 Organizer, Author-Meets-Critics for A Place to Call Home, ESS Annual Meeting
2018 Organizer, “Immigrant Families and Communities,” ASA Annual Meeting
2018 Organizer, “How to Obtain Competitive Funding for Research,” ESS Annual Meeting
2018 Panelist, Author-Meets-Critics for Beyond Expectations, ESS Annual Meeting
2018 Panelist, Author-Meets-Critics for The New Minority, ESS Annual Meeting
2018 Panelist, Author-Meets-Critics for Masters of Craft, ESS Annual Meeting
2017 Organizer, Author-Meets-Critics for Getting Respect, ESS Annual Meeting
2016 Organizer, Author-Meets-Critics for Asian American Achievement Paradox, ASA Annual Meeting
2015 Organizer, “Beyond the Model Minority,” ESS Annual Meeting
2015 Organizer, “Future of Neighborhoods and Cities,” ESS Annual Meeting
2015 Organizer, “Class Boundaries: Education, Inequality and Diversity,” ESS Annual Meeting
2015 Organizer, “Consequences of Incarceration,” ESS Annual Meeting
2015 Organizer, “Thinking About Causality in the Social Sciences,” ESS Annual Meeting
2015 Organizer, “A Conversation with Herbert Gans,” ESS Annual Meeting
2013 Presenter, Robert Wood Johnson Foundation Health & Society Scholars Annual Meeting
2013 Presenter, Society for Social Work and Research 17th Annual Conference
2012 Presenter, Robert Wood Johnson Foundation Health & Society Scholars Annual Meeting

MEDIA AND PUBLICITY

AREAS OF SPECIALIZATION
Race, ethnicity and immigration, neighborhoods and urban poverty, social inequality and public policy, civic and political participation, population health, qualitative, quantitative and spatial methods.

PROFESSIONAL MEMBERSHIPS
American Sociological Association
Eastern Sociological Society
Population Association of America
Society for the Study of Social Problems
Interdisciplinary Association for Population Health
HUNTER COLLEGE
EARLY TENURE FOR DR. YUKIKO KOGA

WHEREAS, Dr. Yukiko Koga has been awarded fellowships by Brown University, the Harvard Academy, the National Endowment for the Humanities, and Princeton University: and

WHEREAS, Dr. Koga's first book has received two major prizes: the 2017 Francis L. K. Hsu Book Prize from the Society for East Asian Anthropology as well as the 2017 Anthony Leeds Book Award from the Urban, National and Transnational Anthropology and she has a third book in progress; and

WHEREAS, Dr. Koga's external reviewers note that her scholarship has reached canonical status and is required reading in Anthropology courses across the country; and

WHEREAS, Dr. Koga is an accomplished teacher of a wide range of graduate and undergraduate courses, and a valued mentor; and

WHEREAS, she has supported the master’s program in Anthropology as well as served on the Policy and Curriculum Committee for the program in Human Rights at Roosevelt House for Public Policy; and

WHEREAS, she serves on the editorial board of both Cultural Anthropology and positions: asia critique; and

WHEREAS, this request for early tenure for Dr. Koga comes with the strongest recommendation from the faculty and academic administration; now therefore be it

RESOLVED, that Yukiko Koga of the Department of Anthropology at Hunter College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dr. Koga exceeds the standard for early tenure. A reviewer from an Ivy League institution noted, “Koga wins awards because her work pushes the field forward. Inheritance of Loss is an excellent book. Koga has taken a familiar topic of obvious significance—historical memory of colonial and imperial actions in East Asia—and opened it up to new analysis.” A second reviewer noted, “In short, she is an emerging superstar. I suspect that any department would have to fight to keep her in years to come…” Dr. Yukiko Koga is an extraordinary scholar and CUNY is fortunate to be able to claim her as one of our own.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: November 12, 2018

College or Unit: Hunter

Name of Candidate: Yukiko Koga

Department: Anthropology

Appointment Title: Associate Professor

Full-Time Tenured ____ Full-Time Tenure Track X Visiting ____ Substitute ____ Adjunct ____

Date of Initial Appointment: September 1, 2010

Summary of Action: Early Tenure

By-law to be waived/APPLIED: 6.2.D.2

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

Date of Departmental P&B: 9/12/2018

Date of College-wide P&B: November 12, 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)

Lon S. Kaufman, Provost and Vice President for Academic Affairs

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

Name: Yukiko Koga
Unit/College: Hunter College

Department: Anthropology

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.

Prof. Koga is an outstanding scholar. After receiving her Ph.D. in 2008 she held a postdoctoral fellowship at Brown University. After joining the Hunter Anthropology Department in 2010, she received additional fellowships from the Harvard Academy, the National Endowment for the Humanities, and the Law and Public Affairs Program at Princeton University. These highly competitive and prestigious grants delayed her tenure clock, so while she is “early” for tenure in years of service, by the calendar she is actually late. Her ability to earn prestigious, highly competitive awards, coupled with her outstanding, award-winning scholarship is the justification for this early tenure application.

Scholarship

Prof. Koga’s outstanding scholarly achievement justifies tenure at this time. Her first book, *Inheritance of Loss: China, Japan, and the Political Economy of Redemption after Empire* (University of Chicago Press, 2016), has received two major prizes: the 2017 Francis L. K. Hsu Book Prize from the Society for East Asian Anthropology, and the 2017 Anthony Leeds Book Award from the Society for Urban, National, and Transnational Anthropology. Neither of these awards were for “first books,” so she was competing with the products of very senior scholars. This combination of awards is especially impressive as it confirms the strong and positive evaluation of her work by both experts in her topics of interest, who mostly do not work on Asia, and area experts who do. In addition to her book she has published two peer reviewed journal articles in premier journals. She has also authored two chapters in edited collections published by Cambridge University Press and Routledge, and has published two articles/chapters in Japanese. She has given over 50 public presentation of her work as either invited lectures or conference presentations.

Her external evaluators note that her work has already entered the canon of East Asian studies and is routinely assigned as required course reading. Prof. Koga has already made significant progress on her second book and currently both the University of Chicago Press and Cornell University Press are competing to publish it. One of her evaluators (with experience at multiple prestigious universities) noted that Prof. Koga’s file was one of the strongest she had seen at any institution, and concluded that “she is an emerging superstar.” As such she will have many offers for employment elsewhere and we need to demonstrate our commitment to her by moving forward with tenure at this time.

Teaching
Prof. Koga is an accomplished teacher, enjoys mentoring students and has taught an array of courses at various levels from Introduction to Anthropology to upper level courses such as Politics of Memory and Law and Anthropology. The department appreciates Prof. Koga’s dedication to teaching and mentoring and expects her to assume leadership roles in undergraduate and graduate education going forward.

Service
Prof. Koga has served as graduate advisor and has devoted time to supporting the graduate program in Anthropology. In addition, she has served on the Policy and Curriculum Committee for the Program in Human Rights as Roosevelt House for Public Policy.

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.
Name: Koga, Yukiko
College: Hunter

CURRICULUM VITAE

Recommendation for: Promotion to Associate Professor with Tenure

Title: Assistant Professor
Department: Anthropology

Date of last promotion: N/A

HIGHER EDUCATION

A. Degrees

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<tr>
<th>Institution</th>
<th>Dates Attended</th>
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<tr>
<td>Syracuse University,</td>
<td></td>
<td>MA in Political Science</td>
<td>December 1994</td>
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<td>Keio University</td>
<td></td>
<td>Bachelor of Law</td>
<td>March 1993</td>
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B. Additional Higher Education and/or Education in Progress

EXPERIENCE

A. Teaching in Other Institutions

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<td>Post-Doctoral fellow</td>
<td>Anthropology</td>
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<td>Brown University</td>
<td>2007-2010</td>
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<td>Cogut Center for the Humanities &amp; East Asian Studies Department</td>
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B. Other (Non-teaching)

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<th>Title</th>
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<tr>
<td>Columbia University</td>
<td>2016-present</td>
<td>Associate Research Scholar</td>
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<tr>
<td>Weatherhead East Asian Institute</td>
<td></td>
<td></td>
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PUBLICATIONS:

BOOKS:
2. **Book Awards Citations for Inheritance of Loss**
   
   (b) 2017 Francis L. K. Hsu Book Prize from the Society for East Asian Anthropology, American Anthropological Association.

3. **Reviews of Inheritance of Loss**

4. **Book Proposal:** *Post-imperial Reckoning: Transnational Legal Redress in East Asia*, submitted to the University of Chicago Press.

5. *Post-imperial Reckoning* (book manuscript in progress)

**PEER REVIEWED JOURNAL ARTICLES**


**PEER REVIEWED BOOK SECTIONS**


**JOURNAL ARTICLES:**


**BOOK SECTIONS:**


2. Yukiko Koga, “Ekkyou-suru ‘kokusai seiji keizaigaku’: rekishi kaishakugaku-teki apurochī no kokoromi” (Transgressing borders of/in ‘international political economy’: an hermeneutic historical approach), in *Gendai kokusai seiji keizaigaku: gakusai-chi no kokoromi (Contemporary international political
Name: Koga, Yukiko

College: Hunter


BOOK REVIEWS:

WORKS IN PROGRESS:

BOOK PROJECTS:
*Post-imperial Reckoning: Law, Redress, Reconciliation*. Book manuscript in progress.

JOURNAL ARTICLES & BOOK SECTIONS:
“Inverted Compensation: Wartime Forced Labor and the Imperial Debt,” in *Overcoming Empire: Repatriation, Redress and Rebuilding in Post-imperial East Asia*, edited by Barak Kushner and Sherzod Muminov (under review with Hong Kong University Press).

PROFESSIONAL ACTIVITIES:

CONFERENCE PRESENTATIONS:
“After Empire: The Dynamics of Inheritance and Betrayal in East Asia,” Memory Studies Association Annual Conference, University of Copenhagen, Copenhagen, Denmark, December 15, 2017.


“Unquiet Landscapes: Abandoned Chemical Weapons and Delayed Violence in East Asia,” “The Politics of Memory:


“(For)given Time: Inheritance, debt, and moral economy in postwar compensation lawsuits between China and Japan,” 13th Annual Conference of the Association for the Study of Law, Culture & the Humanities, Providence, RI, March 2010.


INVITED LECTURES & TALKS:

"Post-imperial Reckoning: Transnational Legal Redress in East Asia," Department of Anthropology, UCLA, Los Angeles, CA, November 9, 2017.

Name: Koga, Yukiko

College: Hunter

"Unsettling Accounts: Wartime Forced Labor Reconciliation and Corporate Responsibility," Campus Asia: Joint Intensive Program at Waseda University, Tokyo, Japan, August 4, 2017.


"Historical Preservation Policy and Colonial Memory in ‘Former Manchurian’ Cities,” Reunion Meeting of Kenkoku Daigaku (National Foundation University), Tokyo, Japan, October 2004.


"Postwar Compensation Lawsuits in Japan and the Question of Coming to Terms with the Past," Department of History, Heilongjiang University, Harbin, China, December 2003.

Name: Koga, Yukiko
College: Hunter

"Historians' Debate' in Japan," Department of History, Jilin University, Changchun, China, November 2002.

INVITED CONFERENCES:


"After Empire: Questioning Postwar in Post-Imperial and Post-Colonial East Asia," International Conference on Rape and War, Brown University, RI, April 16, 2016.

"Between the Law: The Unmaking of Empire and the Persistence of Redress in Post-imperial East Asia," Rape and War: Critical Interdisciplinary Perspectives, Brown University, Providence, RI, May 7, 2015.


"Between the Law: The Unmaking of Empire and the Persistence of Redress in Post-imperial East Asia," Injury as Cultural Practice Symposium, Loyola Law School, Los Angeles, CA, September 6, 2014.


"Between the Law: The Unmaking of Empire and the Persistence of Redress in Post-imperial East Asia," Injury as Cultural Practice Symposium, McGeorge Law School, University of the Pacific, Sacramento, CA, March 8, 2014.
Name: Koga, Yukiko

College: Hunter


"Accounting for Silence: Postwar Compensation Lawsuits and the Inheritance of Unaccounted-for-Pasts in China and Japan," Conference on Corporate Liability for Human Rights Violations, Tel Aviv University Faculty of Law, Israel, December 2012.

"(For)given Time: Inheritance, Debt, and Legal Redress in China and Japan," Japan Re-mediation Workshop, Department of Anthropology, The University of Chicago, Chicago, IL, May 2012.


"What's at Stake in Writing the History of the Present?" Modern Japan Workshop, Harvard University, Cambridge, MA, October 2010.


"Narration, Nation, and the Politics of Redress," Brown-Nanjing University Joint Symposium on Humanities and Gender Studies, Institute for Advanced Studies, Nanjing University, Nanjing, China, June 2008.

PROFESSIONAL SERVICES:

ACADEMIC APPOINTMENTS:

LAPA Fellow, Program in Law and Public Affairs (LAPA), Princeton University, Princeton, NJ, 2018-19.


Post-doctoral Fellow, Cogut Center for the Humanities and East Asian Studies Department, Brown University, Providence, RI, 2007-10.

VISITING POSITIONS:

International Scholar, University of Tokyo, Interfaculty Initiative in Information Studies, Tokyo, Japan, Spring & Summer 2013.

Name: Koga, Yukiko  
College: Hunter

Visiting Fellow, University of Tokyo, Institute of Socio-Information and Communication, Tokyo, Japan, 2003-4.
Visiting Scholar, Jilin Province Academy of Social Sciences, Changchun, China, 2002-3.

SUPPLEMENTAL CREDENTIALS:

SERVICE TO THE PROFESSION

EDITORIAL ACTIVITIES:
• Editorial Board Member, Cultural Anthropology, 2018-present.
• Editorial Board Member, positions: asia critique, 2017-present.

MANUSCRIPT REFEREE:
• American Anthropologist
• American Ethnologist
• Comparative Studies in Society and History
• Globalizations
• International Journal of Urban and Regional Research
• positions: asia critique

BOOK PRIZE REFEREE:
• Chair, Francis L. K. Hsu Book Prize Selection Committee, Society for East Asian Anthropology, American Anthropological Association, 2018.

FELLOWSHIP REVIEW:
• National Endowment for the Humanities, NEH-JUSFC Fellowships for Advanced Social Science Research on Japan, Summer 2015.

FELLOWSHIP ADVISING:
• Faculty Facilitator, SSRC-IDRF Fellows Workshop, International Dissertation Research Fellowship Program, Social Science Research Council, September 2013.

OTHER:
• Chair, Columbia University Seminar on Modern Japan, 2015-present.
• Co-Chair, Columbia University Seminar on Modern Japan, 2013-15.

ACADEMIC AND PROFESSIONAL HONORS:

GRANTS:
• Association for Asian Studies, China and Inner Asia Council (CIAC) Small Grants for “The Unmaking of Empire: Wartime Forced Labor and Transnational Legal Redress in East Asia,” Summer 2017.
Name: Koga, Yukiko  
College: Hunter


- **Weatherhead Summer Training Grant**, East Asian Institute, Columbia University, Summer 2000.


- **Scheps Summer Research Grant**, Dept. of Anthropology, Columbia University, Summer 1999.

**AWARDS AND FELLOWSHIPS:**

*EXTERNAL AWARDS & FELLOWSHIPS:*


- Post-doctoral Fellowship, The Cogut Center for the Humanities and East Asian Studies Department, **Brown University**, Providence, RI, 2007-10.

- Post-doctoral Associate Fellowship, Council on East Asian Studies, **Yale University** (declined), 2007-8.


*INTERNAL AWARD & FELLOWSHIPS:*

- President’s Fund for Faculty Advancement Award, Hunter College, 2013.

- Scholar Incentive Award, Hunter College, 2012-13.

- Junior Fellowship in Japan Studies, Weatherhead East Asian Institute, Columbia University, 2005-6.


- President’s Fellow, Columbia University, 1999-2001.

- Fellows of the Faculty, Columbia University, 1998-99.

- Moore Fellowship, University of Southern California, 1995-96.

- Syracuse Graduate Scholarship, Syracuse University, 1993-95.
Name: Koga, Yukiko

• Dartmouth Scholarship, Dartmouth College, 1991-92.

SPECIAL AWARDS AND HONORS:

• Presidential Award for Excellence in Scholarly Achievement, Hunter College, 2018.
• First Book Subvention Award for Inheritance of Loss, Association for Asian Studies, 2015.

MEMBERSHIP IN PROFESSIONAL SOCIETIES: N/A

ADMINISTRATIVE AND OTHER SERVICE ON BEHALF OF THE COLLEGE:

• Graduate Advisor, Department of Anthropology, Hunter College, 2016-present.
• Policy and Curriculum Committee of the Human Rights Program at the Roosevelt House Public Policy Institute, Hunter College, 2015-present.
• Fellowship Reviewer, PSC-CUNY Research Grants, City University of New York, spring 2017.

RECORD AT HUNTER COLLEGE:

Assistant Professor, Department of Anthropology, Hunter College – City University of New York, New York, NY, 2010-present.

Faculty Associate, Human Rights Program, Roosevelt House Public Policy Institute, Hunter College – City University of New York, New York, NY, 2012-present.

TEACHING:

COURSES TAUGHT AT HUNTER COLLEGE:

• Introduction to Cultural Anthropology
• Anthropology of Urban China
• Anthropology of Violence
• Politics of Memory
• Law and Anthropology

College: Hunter
WHEREAS, Maria Loh is an internationally well regarded scholar of Italian Renaissance Art with particular expertise in Venetian Art, specifically Titian; and

WHEREAS, Dr. Loh has already published three full length scholarly books and over fifteen refereed articles and book chapters, and has edited a special issue of the prestigious *Oxford Art Journal*; and

WHEREAS, while during a pre-tenure scholarship leave at the Villa I Tatti, the Harvard University Center for Renaissance Art in Florence, Italy, Dr. Loh completed work on her third book, *Titian’s Touch*; and

WHEREAS, Dr. Loh’s research interests are go beyond Italian Art, one of her most recent publications concerns Alfred Hitchcock’s film “Vertigo”; and

WHEREAS, a colleague at an Ivy League institution stated, “Indeed, it would be difficult to think of another Renaissance scholar at her career stage with such an impressive array of achievements…”; and

WHEREAS, Dr. Loh serves as a reviewer for multiple scholarly presses and grant award programs in her field; and

WHEREAS, Dr. Loh is an outstanding teacher, receiving high evaluations from her students, both graduate and undergraduate, as well as her peers; and

WHEREAS, Dr. Loh has served as an undergraduate student advisor for her department as well as made significant contributions to course and program assessment in her department; and

WHEREAS, this request for early tenure for Dr. Maria Loh comes with the highest recommendation from the faculty and academic administration, now therefore be it

RESOLVED, that Dr. Maria Loh of the Department of Art and Art History at Hunter College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dr. Maria Loh is a prolific scholar particularly, but not exclusively, in the area of Italian Renaissance Art with an emphasis on Titian who exceeds the requirements for early tenure. Her book, *Titian Remade: Repetition and the Transformation of Early Modern Italian Art*, was described by one external reviewer at a prestigious east coast institution as “one of the most groundbreaking studies of pre-Modern European Art in the last 20 years.” She is an engaging teacher at both the graduate and undergraduate levels and is a fine colleague.
Whereas, Mariah Loh is an internationally well regarded scholar of Italian Renaissance Art with particular expertise in Titian,

Whereas, she has already published three full length scholarly books and over fifteen refereed articles,

Whereas, she serves as a reviewer for multiple scholarly presses and grants in her field,

Whereas, Dr. Loh is an outstanding teacher, receiving high evaluations from her students, both graduate and undergraduate, as well as her peers,

Whereas, she has served as an undergraduate student advisor for her department as well as made significant contributions to course and program assessment in her department,

Resolved, that Mariah Loh of the Department of Art and Art History at Hunter College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

Explanation: Dr. Maria Loh is a prolific scholar particularly, but not exclusively, in the area of Italian Renaissance Art with an emphasis on Titian. Her book, *Titian Remade: Repetition and the Transformation of Early Modern Italian Art*, was described by one external reviewer at a prestigious east coast institution as “one of the most groundbreaking studies of pre-Modern European Art in the last 20 years.” A colleague at an Ivy League institution stated, “Indeed, it would be difficult to think of another Renaissance scholar at her career stage with such an impressive array of achievements…” She is an engaging teacher at both the graduate and undergraduate levels and is a fine colleague.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: **November 12, 2018**

College or Unit: **Hunter College**

Name of Candidate: **Maria Hsiuya Loh**

Department: **Art and Art History**

Appointment Title: **Professor**

Full-Time Tenured ___ Full-Time Tenure Track ___ Visiting ___ Substitute ___ Adjunct ___

Date of Initial Appointment: **August 25, 2016**

Summary of Action: **Early Tenure**

By-law to be waived/APPLIED: **6.2.D.2**

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

Date of Departmental P&B: **August 28, 2018**

Date of College-wide P&B: **November 13, 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)

Lon S. Kaufman, Provost and Vice President for Academic Affairs

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

Name: Maria Hsiuya Loh  
Unit/College: Hunter College

Department: Art and Art History

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 Maria Hsiuya Loh is an active and ambitious scholar; the case for her early tenure rests on her exceptional production and her position at the forefront of a new generation of scholars in her field. She is among the most respected scholars of the Italian renaissance, and a recognized expert in Venetian art.

Scholarship

Professor Loh came to Hunter in the Fall of 2016 from the University College London with two published monographs, Titian Remade: Repetition and the Transformation of Early Renaissance Italian Art, published by the Getty Research Institute in 2007, and Still-Lives: Death, Desire, and the Portrait of the Old Masters, which was just out from Princeton University Press when she was hired. Both titles were well and widely reviewed in journals ranging from Renaissance Quarterly and Burlington Magazine to The Chronicle of Higher Education and Times Higher Education.

During her 2017-18 pre-tenure research leave at the Villa I Tatti, the Harvard University Center for Renaissance Art in Florence, she completed work on a third book, entitled Titian's Touch, commissioned by Reaktion Press in England, and now in press. Her research interests are broad: her most recent publications are a book chapter entitled “Sites/Sights of Repetition in Hitchcock’s Vertigo,” and an essay on the afterlife of the renaissance in nineteenth-century Italy, which will be published this fall in I Tatti Studies. Since 2004, she has published over fifteen peer reviewed articles and chapters, and, in addition to her three books, she has edited a special issue of the prestigious Oxford Art Journal, and served as reviews editor for the journal from 2010 to 2013. She has also long served as a reviewer for major presses in the renaissance, and is currently a reviewer for the Journal of the Warburg and Courtauld Institutes and is on the editorial board of I Tatti Studies.

The ten external evaluators were extremely positive. Many reviewers stated that they frequently use Professor Loh’s publications in their courses and commend them to their graduate students. One states, “Loh is one of the very few truly original minds in what has long been a center—for a long time the center---of the field of art history.” Another writes, “I have no hesitation in saying that Maria Loh is one of the top scholars working in Italian Renaissance art anywhere.”

Teaching

Professor Loh taught in the department in the academic year 2016-17 on both the undergraduate and graduate levels. Her student evaluations in the fall semester on both the undergraduate and the graduate level were well in keeping with the department’s traditionally high average: 6.1 for her undergraduate class, and 6.75 for her graduate seminar—which had the attractive title “Love and Death in Renaissance Art. Professor Cynthia Hahn observed that class, noting the range of the subjects and approaches
Professor Loh brought to the class, from “lovesickness, feminist art history, and pastoral imagery” to Derrida on gift-giving, “to bloodletting and circulation, to bathing.” She writes, “In sum, this is a provocative and challenging class which are students seem very excited to be taking. I have rarely seen such a lively discussion in the 7pm time—these students were awake and engaged.”

Service
Professor Loh has served as an undergraduate major advisor, and will step in this year as Assessment Coordinator. She volunteered her undergraduate Research Methods class for course assessment, and helped design the assessment tools. She will step in this year as our Assessment Coordinator. In her three years here, Professor Loh has become an important and welcome faculty voice.

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.
Name: Maria Loh

Recommendation for: Early Tenure

Title: Full Professor (without Tenure)

Effective Date:

Department: Art & Art History

Salary: (Subject to Financial ability)

Higher Education

A. Degrees

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<th>Dates Attended</th>
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<tr>
<td>University of Toronto</td>
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<td>PHD, Art History</td>
<td>2003</td>
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<td>University of Toronto</td>
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<td>MA, Art History</td>
<td>1998</td>
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<td>Université de Rennes II, Rennes</td>
<td>1995-1996</td>
<td>Licence in History of Art</td>
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<td>Ecole Régionale des Beaux Arts,</td>
<td>1993-1995</td>
<td>Certificat des Études en</td>
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<td>Rennes FRANCE</td>
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<td>Arts Plastiques</td>
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<td>McGill University, Montréal CANADA</td>
<td>1989-1993</td>
<td>BA, Art History</td>
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B. Additional Higher Education and/or Education in Progress: (none)

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A. Teaching in Other Institutions:

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<tr>
<td>University College London History of</td>
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<td>Reader</td>
<td>Department of History of Art</td>
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<tr>
<td>St Hilda's College, Oxford, U.K.</td>
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B. Other (non-teaching):

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<tr>
<td>University College London, UK</td>
<td>2004-2009</td>
<td>Administrative posts:</td>
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<td></td>
<td></td>
<td>Webmaster</td>
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<td></td>
<td>2004-2005</td>
<td>Library Representative</td>
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<td>DEOLOS Representative</td>
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<td>2006-2007</td>
<td>Exams Secretary</td>
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<td></td>
<td>2009-2010</td>
<td>First Year Tutor</td>
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<td></td>
<td>2011-2016</td>
<td>Director of Undergraduate Studies</td>
</tr>
</tbody>
</table>
Name: Maria Loh  

College: Hunter

PUBLICATIONS:

Books:

Forthcoming:  

*Titian’s Touch* (London: Reaktion Press, in progress, expected in print 2019)


Articles:

Forthcoming:  

Plotting the Triumphant Story Arch in Titian’s Tomb’, *The Object as Event (III): Triumphal Arches and the Paragone between the Arts*, ed. Alina Payne (under review)

2018  


‘Plotting the Triumphant Story Arch in Titian’s Tomb’, *The Object as Event (III): Triumphal Arches and the Paragone between the Arts*, ed. Alina Payne (under review)
Articles:

2015

2013
‘“I Am Not Who You Think I Am”: Attributing the Humanist Portrait, Identifying the Art-Historical Subject’, Fictions of Art History, eds. Michael Hatt and Mark Ledbury (Williamstown: Clark Art Institute), pp. 87-103.

‘Custodia degli occhi: Discipline and Desire in Post-Tridentine Italian Art’ in The Sensuous in the Counter- Reformation Church, eds. Marcia Hall and Tracy Cooper (Cambridge: Cambridge University Press), pp. 91-112.

‘Tradition’: thought piece commissioned by Karen Lang (Editor in Chief) for the Art Bulletin special column ‘Notes from the Field: Tradition’ (December 2013), pp. 531-4.

2012


2011


2009


2008

Name: Maria Loh

College: Hunter

Articles:

2006

2004

SHORT TEXTS AND REVIEWS:

2016

2012

2008
`'The Walls Have Ears. Group Exhibition 09.03.08-05.04.08’, Man & Eve Gallery, London http://www.manandeve.co.uk/misc/walls-have-ears-essay

2007


2006

2001

1999

1998
Invited Lectures

2018

'Titian and Tomorrow’s Skies’, Villa I Tatti, Florence, 29 March

‘Looking Awry at Titian’s Sacred and Profane Love’, Max Planck/Hertziana, Rome, 13 March

‘The Bachelor Stripped Bare by His Bride, Even’, UCL History of Art (Past Imperfect Seminars), London, 27 January

‘The Case for Caso’, Vitae Seminar, Villa I Tatti, Florence, 11-12 January

2017

‘Leather, Feather, Sticks, and Stones: Titian’s Sense of Things’, Department of Art, UCLA, 6 November

‘Status Update’ Faces/Portraits/Selfies (Wong Forum), UC Riverside, 3 November

‘Tangere, tocco, tactus and the Genius of Titian’, Renaissance Consortium, IFA/NYU, 21 March

‘Titian’s Desperate Vitality’, University of Tennessee, Humanities Center (Distinguished Visiting Scholars Project), 6 March

‘Titian’s Touch and the Music of Time’, Keynote lecture, Genius loci, Genius populi. Italy, Genius of Place, Place of Genius, UC San Diego, 24 February

2016

‘Carne Viva and Titian’s Art of Life’, Rutgers University (AHGSO Distinguished Speaker Series), 27 October

‘The Painter as Anti-Pygmalion’, CUNY Graduate Center (Rewald Lectures), 27 September

‘Still Lives’, Masaryk University (Czech Republic), Department of the History of Art, 2 May

‘Titian’s Touch’, CUNY Hunter College, Department of Art & Art History, 30 March

‘Renaissance
https://www.youtube.com/watch?v=ji8TOLpsnGo

2015


‘Non-Finito: Michelangelo and the Art of Failure’, University of Warwick, Department of Art History, 25 February

2014

‘One for Sorrow, Two for Joy: Obsolescent Histories in Hitchcock’s Vertigo’, Past Imperfect (Hitchcock Double Bill with Laura Mulvey), 10 November

‘Still Lives: Death, Desire, and the Portrait of the Artist’, University of Bristol, Department of Art History, 20 October
Invited Lectures

2014


‘The Dead Man, the Blind Man, and the Ghost in the Portrait’, University of Pennsylvania, Department of Art History, 4 April

2013

‘Farewell My Lovely’, University of Edinburgh, Department of Art History, 31 October

‘The Sympathetic Magic of Early Modern Artist Portraiture’, University of East Anglia, Department of World Art, 2 October

‘The Future Belongs to Ghosts: Renaissance Shadows in Ottocento Italy’, Revival and Return, Villa I Tatti, 5-7 June

‘Distant Voices, Still Lives’, UC Berkeley, Early Modern Seminar, April

‘A Ghost Is Born’, Department of Fine Arts, University of Toronto, 7 March

‘The Dead Man, the Blind Man, and the Ghost in the Portrait’, Boston University, 1 March

The Long Goodbye’, Tomasso Lecture, Dept of Art History, Tufts University, 4 February 2012

‘Veronese’s Story of the Eye’, Humanities Initiative, NYU, 26 November

‘The Big Sleep’, Moving Images Conference, UCL History of Art, 26 October

‘Veronese’s Story of the Eye’, Yale University Art History Lecture Series, 9 October

‘Daydreamers in Plato’s Cave’, Guardare, Hertziana/Max Planck Institut, Cortona, 16 June

Invited Lectures

2011

‘Cross My Heart, Hope to Die, Stick a Needle in My Eye: Punctum and Portraiture in Early Modern Italy’, Columbia University, November

‘Cross My Heart, Hope to Die, Stick a Needle in My Eye: Punctum and Portraiture in Early Modern Italy’, Harvard University, November

‘Ungentum Sympaticum: Early Modern Portraiture, Friendship, and Mourning’, UCL Centre for Early Modern Exchanges, 5 October

‘Early Modern Copy Right/Early Modern Copy Wrong’, AHRC Workshop on Copyright and the Visual Arts, University of Oxford, 14 September

‘Early Modern Horror, or a History of the Pineal Period Eye’, London Aesthetics Forum, University of London, 9 March

2010

“I Am Not Who You Think I Am”: Attributing the Humanist Portrait, Identifying the Art-Historical Subject, Fictions of Art History, The Sterling and Francine Clark Art Institute, Williamstown, October

‘Story Arc: An Episode Guide to Titian’s Triumph’, The Object as Event (III): Triumphal Arches and the Paragone between the Arts, Hertziana/Max Planck Institut, Cortona, May

‘Special Affects: The Early Modern Horror Picture Show’, University of Nottingham, March

2009

‘Titian’s Tomb’, The Object as Event (III): Triumphal Arches and the Paragone between the Arts, Hertziana/Max Planck, Rome, November

‘Renaissance Faciality’, London Seminar for Early Modern Culture, Courtauld/UCL, London, October

‘Renaissance Faciality’, University of Chicago, Graduate Lecture
Invited Lectures

2008

‘Action Heroes: Projecting the Old Master in Early Modern Italian Art’, Post-graduate Seminar, University of Essex, November

‘O che Zorzon ghe insegna quel tenor! Harmony in the 17th-Century Venetian Collection’, Venezia mercato dell’arte, Centro Tedesco di Studi veneziani, Venice, Italy, October

‘Fame and the Triumph of the Artist, ca.1600’ and ‘Raphael, Michelangelo, and Titian: On the Melancholy of Monuments’, Series of undergraduate and graduate seminars, Warwick University, March

‘What’s So New about Early Modern Modernity?’, Novità in the Visual Arts c.1600, University of Munich, February


‘Picturing the Early Modern Artist’, Showcasing Art History Public Programme, Courtauld Institute of Art, January

2007

‘“Say Hello, Wave Goodbye”: Repetition and the Aesthetics of the Same but Different’, Keynote lecture, Looking Backwards, Moving Forwards: Imitation and Canon-Making in Italy and Netherlands, 15th and 16th Centuries, Radboud University Nijmegen, The Netherlands, November (workshop) La Vita Agrodolce di Taddeo Zuccaro: Visual Narrative and Artistic Biography, Getty Research Institute, Los Angeles, October

‘The Death of the Author and the Birth of Art History’, York University, Post-graduate Seminar, May

‘The Lament of Painting: Tintoretto in the Seventeenth Century’, Congreso Tintoretto, Museo del Prado, Madrid, March


Invited Lectures

2006


2005

‘The Good Father and His Son. A Seventeenth-Century Venetian Family Romance’, Guest Lecture Series, Harvard University, Cambridge, April

2004

‘Keeping Up with the Della Roveres: The Social Implications of Replication in Early Modern Italy’, Art and Replication, Corpus Christi College, Oxford, June

‘Censorship and Discipline: The Death of Eros in Post-Tridentine Italy?’, St. Hilda’s College, Oxford, April


‘Eros Unbound: The Conversion of the Magdalene in Baroque Art’, University College Graduate Seminar, London, February

‘Disciplining Desire in Post-Tridentine Italian Art’, Ashmolean Museum, Oxford, January

‘The Old Master, His Young Follower, and the Follower’s Son. Imitation and Emulation in Seventeenth-Century Venetian Painting’, Faculty of Modern History Italian Renaissance Seminar Series, Oxford, January

2003

‘The Blinding of Eros in Post-Tridentine Italian Art’, University College London/Courtauld Institute of Art Seminar in Early Modern Art, London, November

‘Repe-Titian: Defining Master Copies and Workshop Originals’, Botticelli Workshop, Courtauld Institute of Art, London, March

‘Prestige Fetishes: Titian’s Reclining Nudes and the Consolidation of Group Identity’, Art Pursuits, Buckingham, February

2001


‘New Dogs, Old Tricks: The Internal Logic of Aesthetic Production in Seicento Venice’, College Art Association, Chicago, March

2000

‘Does This Colour Make Me Look Fat? The Implications of Flesh and the Insecurities of Colour in Renaissance Art Theory’, British School at Rome, March

1999

‘Humanism and the Marvellous in Cinquecento Venetian Book Culture’, Et in Arcadia Ego, Amherst College, April
## Conference Papers

**2015**  
‘Verso vs. Versa’, College Art Association, New York, February

**2014**  
‘Di/segn/o: In Praise of Wanderlust’, Renaissance Society of America, New York, March

**2013**  

**2011**  
‘The Artist’s Body of Work’, Renaissance Society of America, Montréal, March

‘Time Out of Joint: Resetting the Laocoön’, College Art Association, New York, February

**2010**  

**2009**  
‘Titian and I’, Renaissance Society of America, Los Angeles, March

**2008**  
‘The Effects of Fear’: Nicolas Poussin and the Early Modern Horror Picture’, Renaissance Society of America, Chicago, April

**2007**  
‘Spectre of the Artist: Canon Formation in Seventeenth-Century Venice’, Renaissance Society of America, Miami, March

**2006**  
‘Eternal Affairs: Double Takes and Remakes in Hong Kong and Hollywood’, Retrospect and Prospect: The Cinematic Boulevard between China and Hollywood, Shanghai, June

**2005**  

**2004**  
‘The Erotics of Repetition: Homosociality and Titiansque Seriality’, Comité Internationale d'Histoire de l'Art, Montréal, August

**2003**  
‘The Immaculate Collection: Lascivious Renaissance Paintings and Nympholeptic Viewers in Seventeenth-Century Italy’, Renaissance Society of America, Toronto, March

**2002**  


‘Oedipal and Saturnine Complexes in Seventeenth-Century Venetian Painting: Historicizing Influence in an Age before Anxiety’, The Presence of the Past, Las Vegas, May (paper nominated for Allen Beck Award)
Conferences (organized, chaired, or other)

2000  "Stimulation, Simulation, and Dissimulation: Titian and the Question of Originality in Neo-Tizianismo", Renaissance Society of America, Florence, March

2015  Obsolescence in the City, UCL History of Art (Past Imperfect Seminars)

2013  On Forgetting, UCL History of Art (Past Imperfect Seminars), 21 March (Co-organizer with Prof. Rose Marie San Juan)

2012  Moving Images, UCL History of Art (Past Imperfect Seminars), 25-26 October (Co-organizer with Prof. Rose Marie San Juan and Dr. Mechthild Fend)

2011  Performing Research: Art History Not For Publication, Courtauld Institute of Art, 06 May (Session chair)

Working Faces: Facial Expression and New Models of Likeness in Portraiture, UCL, AHRC funded Likeness and Facial Recognition Research Network, 08 April (Workshop Chair)

2010  Early Modern Horror, a two-day research workshop and conference, UCL, London, May (Organiser of Leverhulme-funded conference)

2008  Early Modern Horror (I & II), Renaissance Society of America, Chicago, April (Session chair and organizer)

2008  Mal'occhio. Looking Awry at the Renaissance a two-day research workshop in collaboration with the Oxford Art Journal, London, November (Conference co-organiser with Prof. Pat Rubin)

2007  Writing the Early Modern Italian Artist (Session co-chair with Dr. James Clifton)

2003  Histories of the Eye, Association of Art Historians, London, April (Session chair and organizer)

Name: Maria Loh

Service to the Field:
2017 – pres Reviewer for Journal of the Warburg and Courtauld Institutes
2016 - pres Reviewer for PSC CUNY Grants Committee
2015 - pres Selection Committee for the Villa I Tatti/Harvard Center for Italian Renaissance Studies
2013 - pres Grant reviewer for the Institute of Advanced Studies, Princeton
2012 - pres Member of the Editorial Board, I Tatti Studies
2010-2013 Book Reviews Editor, Oxford Art Journal
2010 - pres Reviewer for Ashgate Publications, Early Modern Series
2010 Commentator on Titian’s Assuntà as Early Modern Installation Art, for Open University programme on the History of the Biennale in Venice (Clear Focus Films)
2008 - pres Reader for Art History (Association of Art Historians) 2006 - pres
Grant reviewer for the Getty Research Institute
2006 - 2013 Member of the Editorial Board, Oxford Art Journal
2004 - 2007 Member of the Editorial Board, The Art Book (Association of Art Historians)
2004 - pres Reader for The Art Bulletin (College Art Association)

Academic Honours:
2014 Samuel H. Kress Foundation Fellowship in Renaissance Art History
2014 Millard Meiss Publication Fund of the College Art Association 2012-2013
Member, Institute of Advanced Studies, Princeton University
2007-2009 Philip Leverhulme Prize
2003-2004 Joanna Randall-MacIver Junior Research Fellow, St. Hilda’s College Oxford
2000-2002 Getty Research Institute Residential Pre-Doctoral Fellow
2002 G. Krieble Delmas Grant for Archival Research Outside of the Veneto
2000 Ontario Graduate Scholarship (renewed 2002)
2000 G. Krieble Delmas Grant for Independent Research on Venetia History & Culture
1998 Connaught Fellowship (renewed 1999-2001)
1997 University of Toronto Open Fellowship (renewed 1998-2000)

Administrative & Other Services on Behalf of the College:
Present Undergraduate Art History Advisor
MA Admissions Committee
HUNTER COLLEGE
EARLY TENURE FOR DR. ELIDOR MEHILLI

WHEREAS, Elidor Mehilli’s book, From Stalin to Mao: Albania and the Socialist World won the 2018 Davis Center Book Prize in Political and Social Studies as well as the 2018 Marshall D. Shulman Book Prize awarded by the Association of Slavic, Eastern European and Eurasian Studies; and

WHEREAS, Dr. Mehilli was awarded several book development grants, both internal and external, to support the writing and research of his book, and now has a second book manuscript in progress; and

WHEREAS, he was unanimously and enthusiastically supported for early tenure by all six external evaluators; and

WHEREAS, one external reviewer touted that “Hunter has now the country’s leading expert on Albanian history and politics…,” and another that “his scholarship is known for its archival rigor and deeply comparative framework which has provided new ways of conceptualizing and researching global socialism”; and

WHEREAS, Dr. Mehilli is one of the highest rated teachers in the History Department and is an active mentor to students in his department; and

WHEREAS, Dr. Mehilli has served his department in the areas of curriculum, assessment, governance, advisement as well as assisted students with fellowship applications; and

WHEREAS, this request for early tenure for Dr. Mehilli comes with the highest recommendation from the faculty and academic administration; now therefore be it

RESOLVED, that Dr. Elidor Mehilli of the Department of History at Hunter College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Elidor Mehilli is an outstanding scholar and teacher and the premier US expert on Albania who exceeds the threshold for early tenure. One external reviewer noted, “Dr. Mehilli is unquestionably the most important historian of Albania today. But he is also much more than that: a prolific writer and innovative thinker, he has made important contributions to the history of the international Cold War, socialist urbanism, and the interstate dynamics of the Eastern Bloc and the Socialist world.” Awarding him early tenure will increase the reputation of Hunter’s Department of History.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: November 12, 2018

College or Unit: Hunter

Name of Candidate: Elidor Mehilli

Department: History

Appointment Title: Assistant Professor

Full-Time Tenured ____ Full-Time Tenure Track X Visiting ____ Substitute ____ Adjunct ____

Date of Initial Appointment: 9/1/2012

Summary of Action: Early Tenure

By-law to be waived/Applied: 6.2.D.2

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

Date of Departmental P&B: August 31, 2018

Date of College-wide P&B: November 13, 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)

Lon S. Kaufman, Provost and Vice President for Academic Affairs

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

Name: Elidor Mëhilli

Unit/College: Hunter

Department History

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. Mëhilli joined the History Department at Hunter as an Assistant Professor in September 2013. He received his Ph.D. in History from Princeton University in November 2011 and held a postdoctoral fellowship at The Harriman Institute of Columbia University from 2011 until 2012 and then took up a Mellon Fellowship at the Penn Humanities Forum of the University of Pennsylvania from 2012 to 2013.

Based on the extraordinary acclaim for his recent book, *From Stalin to Mao: Albania and the Socialist World* and growing renown as an historian, Dr. Mëhilli is deserving of early tenure.

Scholarship:
In November 2017, Elidor published his first book, *From Stalin to Mao: Albania and the Socialist World* with Cornell University Press. Cornell is regarded as “one of the best, if not the best, university press” in the field of “Soviet/East European history.” The external reviewers explicitly characterized *From Stalin to Mao* as a “tour de force,” “a brilliant, wide-ranging, utterly original book that deserves a very wide readership,” a book that “challeng[es] traditional scholarship on the Soviet bloc ... focused on Soviet oppression, coercion and control,” and a study that is “unique ... in the field, in the sense of both covering Albanian history from the war pretty much up to the end of communism in the country.”

One reviewer notes, the significance of Mëhilli’s work on Albania is that “small country history ... when done well ... becomes the history of much larger entanglements,” with repercussions that resonate well beyond the limited experience of one case study.

Indeed, all of the evaluators note that the scope, range and depth of Mëhilli’s research and analysis is unprecedented, and comment that “his scholarship is known for its archival rigor and deeply comparative frameworks, which has provided new ways of conceptualizing and researching global socialism.”

In October, after this tenure file had already been submitted, the Department was notified that *From Stalin to Mao* had received two major awards: the 2018 Davis Center Book Prize in Political and Social Studies and the 2018 Marshall D. Shulman Book Prize by the ASEES (The Association of Slavic, East European and Eurasian Studies), the largest academic organization devoted to the study of Russia, Eurasia and Eastern Europe. These prizes come on top of several recognitions Elidor received even before *From Stalin to Mao*’s publication, among them the ASEES’s First Book Subvention Grant of which 6 are given in any year internationally (2017), a Princeton University Barr Ferre Publication Fund grant (2017), a George N. Shuster Faculty Fellowship Fund for book publication grant (2017), and a Hunter Presidential Fund for Faculty Advancement, book publication grant (2017). In 2017, Elidor Mëhilli was one of four CUNY recipients of the CUNY Academy’s Feliks Gross Prize for Scholarship in the Humanities and Sciences.
All six evaluators unanimously and enthusiastically recommended that Elidor Mëhilli receive Early Tenure and Promotion to Associate Professor at Hunter College, CUNY. Comments included:

- "he is a very strong candidate for both tenure and promotion and that any university in the country would be happy to have him on their faculty";
- His work is "top-notch in quality and more than sufficient for tenure and promotion at research-intensive universities,"
- "in my opinion this is no small thing – that in Professor Mëhilli, Hunter has now the country’s leading expert on Albanian history and politics, and a leading historian of southeastern Europe more generally, as well as an outstanding historian of socialist Europe tout court “my recommendation is clear: Professor Mëhilli is a candidate amply deserving of tenure and promotion.”

Teaching:
In his five years on the History faculty, Elidor has distinguished himself as one of the Department’s most effective, innovative and sought after instructors and mentors. His student evaluation averages have hovered in the low to mid 6 range out of a possible 7 (the department average is 6) since he first began teaching at Hunter in 2013, and his faculty-conducted semester peer observations consistently remark on his novel use of sources, ability to engage students, and “deep and excellent” knowledge of historical material. Additionally, Elidor has developed a well-deserved reputation for his intense, hands-on mentorship of Hunter students in their longer-term professional objectives.

Service:
Professor Mëhilli has a professional and departmental service record that is rivaled by few. Since arriving at Hunter in 2013, Elidor has served continuously as the Adviser to Hunter student applicants to the Humanity in Action Fellowships, been a Member of the Department’s Undergraduate Curriculum Committee (2014-2018), served as the Curriculum Committee’s Chair from Fall 2015 to Spring 2018, been a Member of the Department’s Assessment Committee since Spring 2016. He was Department Senator (2015-2016) and served as the Department’s Website Coordinator (2016-17). He is currently one of 3 Undergraduate Advisors in the History Department (2017-current) and the Department’s Assessment Coordinator.

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.Norzi@mail.cuny.edu.
NAME: Elidor Mehilli

COLLEGE: Hunter

RECOMMENDATION FOR: Reappointment with early tenure and promotion

TITLE: Assistant Professor

DEPARTMENT: History

EFFECTIVE DATE: 8/25/19

SALARY RATE: (Subject to financial ability)

HIGHER EDUCATION

A. Degrees

<table>
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<tr>
<th>Institution</th>
<th>Dates</th>
<th>Degree and Major</th>
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<tbody>
<tr>
<td>Princeton University</td>
<td>2005-2011</td>
<td>Ph.D., History</td>
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<td></td>
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<td>B.S. Hist of Architecture and Urbanism, 5/2005</td>
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</table>

B. Additional Higher Education and/or Education in Progress

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<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Courses, etc.</th>
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<tbody>
<tr>
<td>University College London, School of Slavonic and East European Studies</td>
<td>Spring 2004</td>
<td>study abroad</td>
</tr>
<tr>
<td>Central European University, Budapest, Hungary</td>
<td>Fall 2003</td>
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</table>

EXPERIENCE

A. Teaching in Other Institutions

<table>
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<tr>
<th>Institution</th>
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<th>Title/Rank</th>
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<tbody>
<tr>
<td>George Washington Univ.</td>
<td>2009-2010</td>
<td>guest lecturer</td>
</tr>
<tr>
<td>Princeton Univ.</td>
<td>2007-2008</td>
<td>Asst. in Instruction (AI)</td>
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</table>

B. Other (non-teaching)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Title/Rank</th>
</tr>
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</table>
NAME: Elidor Mehilli

COLLEGE: Hunter

PUBLICATIONS:

Books


Works in Progress

Disunity: The Mediterranean and the Making of Europe (book-length manuscript in progress)

"The Paradoxes of Socialist Development: Prague to Tirana, Berlin to Pyongyang" (article-length manuscript; draft available)

Invited Book Chapters


"Technology and the Cold War," in Artemy Kalinovsky and Craig Daigle (eds.), The Routledge Handbook of the Cold War (Routledge, 2014)

Peer-reviewed Articles


Published Reviews


**Historical Document Translation**

Translation of archival sources for a volume on Cold War-era China, Cold War International History Project, Woodrow Wilson Center, 2015.

**Editorials and Commentaries**

TV author interview on *From Stalin to Mao*, Voice of America (Albanian service), 23 February 2018.


TV author interview on *From Stalin to Mao*, Voice of America (Albanian service), 23 February 2018.


“The Old New Guard in Albanian Politics,” Exit.al (online), 16 May 2017. [English, Albanian, and Italian versions.]


NAME: Elidor Mëhilli

COLLEGE: Hunter


“Who Gets to Forget? What the tragedy of Srebrenica says about Europe,” TheConversation.com 10 July 2015

“What a surprise drone and a soccer brawl reveal about the Balkans,” Quartz.com (online), 5 November 2014

Recent editorials in Albanian, all in Shqip, one of the largest print newspapers in the country.

Editorial on a commission devoted to history writing in Albania, 7 October 2014.

Commentary:


Archival Research Conducted

Albania (party, state, foreign and interior ministry archives)
Czech Republic (national archives)
Germany (security police, state, foreign ministry, and party archives)
Italy (state, foreign ministry, and Italian Communist Party archives)
Russia (state archives)
United Kingdom (national archives and library archival holdings)
United States (national archives and library archival holdings)

PROFESSIONAL ACTIVITIES

Talks (by Invitation)


“From Stalin to Mao,” University of Vienna, Vienna, Austria, 24 January 2018.

NAME: Elidor Mëhili

COLLEGE: Hunter


“How Georgians and Russians Acted Albania’s Ottoman Past and Albanian Films Brought War to Mao’s China,” New York University, 3 February 2017

“Stalinism after Stalin,” The Hoover Institute, Stanford University, 21 July 2016.


“Integration/Disintegration,” The Ohio State University, 5 March 2016.


“On Transnational Contacts,” The Harriman Institute, Columbia University, 22 April 2015.


“Albania, China, and North Korea after Khrushchev,” Zentrum für Zeitgeschichtliche Forschung, Potsdam, Germany, 21 June 2014.


“Contagious Cold War Architecture,” Georgetown University, April 11-12, 2014.


NAME: Elidor Mehilli  

COLLEGE: Hunter


"Twenty Years After 'the End' of Communism: What Happened to Building Democracy and Why Should We Care?" Humanity in Action Program, Copenhagen, Denmark, 7 July 2008.


Academic Presentations at Annual Meetings


“Writing the History of the Transnational Eastern Bloc,” Modern Europe Workshop, Princeton University, 8 November 2011.


NAME: Elidor Mëhilli

COLLEGE: Hunter

November 2011.


“What was the Bloc?” International Conference on the Cold War, London School of Economics and Political Science, London, United Kingdom, 25 April 2009.


“The Building of Socialism,” British Association of Slavonic and East European Studies (BASEES) Conference, Fitzwilliam College, University of Cambridge, United Kingdom, 2 April 2006.

Professional Service

Co-President, Northeast Slavic, East European, and Eurasian Conference, The Jordan Center for the Advanced Study of Russia, New York University, 2017-2018
NAME: Elidor Mëhilli

COLLEGE: Hunter

Convener, New York City Monthly Seminar on the Balkans and Eastern Europe, The Harriman Institute, Columbia University, Spring 2016 – present.

Referee: Contemporary European History, Holocaust and Genocide Studies, European Journal of Cultural Studies, Kritika, Cold War History


Referee: Holocaust and Genocide Studies, European Journal of Cultural Studies


Discussant, “Contested Identities before / during the Yugoslav Wars,” ASN, New York, 16 April 2011.


ACADEMIC AND PROFESSIONAL HONORS

Awards


Excellence in Teaching Award, Princeton University, May 2008.


Merrill Presidential Scholar, Cornell University (top 1% graduates), May 2005.

Fellowships & Grants

PSC-CUNY Research Award (Trad A), The Research Foundation of CUNY, 2018

Presidential Travel Award, Hunter College, 2018

Feliks Gross Prize for Scholarship in the Humanities and Sciences, CUNY Academy, 2017

The George N. Shuster Faculty Fellowship Fund, grant for book publication, 2017
NAME: Elidor Mehilli

COLLEGE: Hunter

Presidential Fund for Faculty Advancement, book publication grant, 2017
Presidential Travel Award, Hunter College, 2017
Undergraduate Research Fellowship, for leading two undergraduate students' research, 2017
Association for Slavic, East European & Eurasian Studies (ASEEES)
    First Book Subvention Grant (six given in any one year internationally), 2017
Princeton University, The Barr Ferree Publication Fund, publication grant, 2017
Invited Participant by International Competition - Workshop on Authoritarian Regimes, Hoover Institution, Stanford University, July 17-30 2016
PSC-CUNY Research Award (Trad. B), Hunter College, 2016-2017
Presidential Travel Award, Hunter College, 2016
William Stewart Award, CUNY Academy for the Humanities and Sciences, 2015-2016-2017-2018
Presidential Travel Award, Hunter College, 2015
Faculty Innovations in Teaching with Technology (FITT) Award, 2015
Visiting Fellow, "Reluctant Internationalists" research project, Birkbeck College, London, UK, 2014
PSC-CUNY Research Award, Hunter College, 2014
Presidential Travel Award, Hunter College, 2014
Mellon Fellowship in the Humanities, University of Pennsylvania, 2012-2013
Visiting Fellow, Zentrum für Zeitgeschichtliche Forschung, Potsdam, Germany, Summer 2012
University of Pennsylvania, Penn Humanities Forum, Mellon Postdoctoral Fellow, 9/2012–5/2013
Postdoctoral Fellowship, The Harriman Institute, Columbia University 2011-2012.
Sawyer Seminar Postdoctoral Fellowship in Humanities, University of Chicago (declined) 2011-2012.
Mrs. Giles Whiting Fellowship in the Humanities, Princeton University 2010-2011.
Dean's Fund for Scholarly Travel Grant, Princeton University Fall 2009.
Princeton University Graduate Fellowship, Davis/Rollins Prize 2005-2010.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Association for Slavic, East European, and Eurasian Studies
The Society for Historians of American Foreign Relations

SERVICE TO HUNTER COLLEGE

Faculty Associate, Roosevelt House Public Policy Institute, Hunter College, 2016-2019
Department of History, Departmental Website Coordinator, Spring 2016
Member, Department of History Assessment Committee, Spring 2016
Hunter College Senate, Senator, Fall 2015 – Spring 2016
Chair, Department of History Undergraduate Course of Study Committee, Fall 2015 – Spring 2016
Member, Social Science Division Curriculum Committee, Fall 2015-Spring 2016
Member, Undergraduate Course of Study Committee, Fall 2014 – present
Adviser to Hunter student applicants to the prestigious Humanity in Action fellowship, ongoing
NAME: Elidor Mëhilli

COLLEGE: Hunter

RECORD AT HUNTER COLLEGE

<table>
<thead>
<tr>
<th>Dates</th>
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<th>Department</th>
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<tr>
<td>8/27/13-8/26/14</td>
<td>Assistant Professor</td>
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<td>8/27/14-8/26/15</td>
<td>Assistant Professor</td>
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<tr>
<td>8/25/15-8/24/16</td>
<td>Assistant Professor</td>
<td>History</td>
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<tr>
<td>8/25/16-8/24/17</td>
<td>Assistant Professor</td>
<td>History</td>
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<tr>
<td>8/25/17-8/24/18</td>
<td>Assistant Professor</td>
<td>History</td>
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</table>
WHEREAS, Wei Yu has already published eight articles in the leading journals in academic accounting research, exceeding the four to six publication criteria for tenure in the Department of Economics at Hunter; and

WHEREAS, the quality of Dr. Yu’s publications has been ranked highly by the University Accounting Rankings sponsored by Brigham Young University; and

WHEREAS, her paper published in *Contemporary Accounting Research* won the 2013 Best Paper Award in the Haskell and White Corporate Reporting and Governance Conference; and

WHEREAS, an external reviewer stated, “it is noteworthy that this study was cited by the US Government Accountability Office (GAO), as well a number of practitioner outlets,” indicating practical applications of her work; and

WHEREAS, she is an exceptional teacher, able to engage students, even in large lecture settings, in part because of the real-world experience she brings as an auditor for one of the Big Four accounting firms; and

WHEREAS, her service to the accounting program has included curricular work, on both the graduate and undergraduate levels, as well as managing tutoring services; and

WHEREAS, this request for early tenure for Dr. Yu comes with the strongest recommendation from the faculty and academic administration; now therefore be it

RESOLVED, that Wei Yu of the Department of Economics at Hunter College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Wei Yu is an outstanding young scholar and an excellent professor of accounting who exceeds the requirements for early tenure. Granting her early tenure will strengthen Hunter’s program in accounting, a field in which her breadth of expertise and level of productivity in auditing and corporate social responsibility are rare.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: **November 12, 2018**

College or Unit: **Hunter College**

Name of Candidate: **Wei Yu**

Department: **Economics**

Appointment Title: **Associate Professor**

Full-Time Tenured ___ Full-Time Tenure Track ___X___ Visiting ___ Substitute ___ Adjunct ___

Date of Initial Appointment: **8/26/15**

Summary of Action: **Early Tenure**

By-law to be waived/APPLIED: **6.2.D.2**

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

Date of Departmental P&B: **August 9, 2018**

Date of College-wide P&B: **November 13, 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)

Lon S. Kaufman, Provost and Vice President for Academic Affairs

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

Name: Wei Yu  Unit/College: Hunter
Department: Economics

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.

Overview
Prof. Yu easily meets the standards for early tenure. Her record of scholarship is outstanding and her teaching is excellent. Both the quality and quantity of her scholarship more than meet the departmental standards. She came to Hunter with seven years on the tenure track at other well-regarded institutions, and we are in danger of losing her if we do not tenure her now.

Prof. Yu joined Hunter in the fall of 2015 as an Associate Professor, after stints as assistant professor at The University of Tennessee (2011-15) and Lehigh University (2008-2011). She holds the PhD from Georgia Tech in management (2008), an MA in economics from Central Michigan University (2003) and an undergraduate degree from the University of International Business and Economics in Beijing with a major in finance (2000.)

Research and Scholarship
The research standard for tenure in the economics department is four to six publications accepted or published. Prof. Yu has surpassed that standard. Prof. Yu has published eight papers in refereed journals since receiving her Ph.D. Three papers are in journals ranked A* in the ABDC journal list, three in A journals, and one in a B journal. These are, more simply put, the leading journals in academic accounting research. Prof. Yu has two additional papers already at the revise-and-resubmit stage and two other projects in progress. More important than the quantity of her research is its depth, breadth, and impact. Over the past six years, Prof. Yu ranks #34 in Auditing and #130 overall in BYUs accounting research rankings.

Prof. Yu’s research agenda arose out of her professional experience; she was an auditor at one of the Big Four accounting firms before pursuing her PhD. Prof. Yu’s research has focused on the quality of auditing and financial reporting, and the impact of corporate governance on audit and reporting quality. Prof. Yu uses multiple methodologies to address the impact of various characteristics and activities of auditing firms on audit and earnings quality. She addresses a wide variety of issues related to auditing, including the ability of the auditor to put herself in the manager’s shoes, the provision of non-audit services by auditors, audit fees, corporate social responsibility, and Public Company Accounting Oversight Board (PCOAB) issues. In the area of financial reporting, she and her coauthors have examined the impact of social ties between CEOS and CFOs and the firm’s board on financial reporting quality and the link between managerial quality and litigation related to earnings quality.

Prof. Yu’s research has important implications for all market participants, including investors. For instance, her 2013 Journal of the American Tax Association paper discusses auditor-provided tax services. Her paper in Auditing: Journal of Practice and Theory looks at auditor attestation of internal control over financial reporting (ICFR). Internal controls are rules and procedures implemented by companies to ensure reliable financial reporting and compliance with laws and
regulations (e.g., to ensure that legal services were performed as detailed in bills rendered for those services.)

An external reviewer writes, “it is noteworthy that this study was cited by the US Government Accountability Office (GAO), as well as a number of practitioner media outlets. Her *Accounting Horizons* paper on social ties between executives and board members documents that while post-Sarbanes-Oxley more board members are formally independent of management, such “independent” board members were more likely to be socially connected to management. The results suggest that such social ties result in lower information quality.”

Another reviewer neatly sums up the case for tenuring Prof. Yu:

*Simply stated, I believe that Vicky is off to an exceptionally strong start in her research career. It is quite clear that she has the potential to become a worldwide leader in terms of career publications in leading accounting journals. Her work is relevant, rigorous, and quite impressive overall, and her productivity is outstanding.*

**Teaching**

Prof. Yu’s teaching evaluations are excellent. Her average teaching evaluations have been mostly in the very high 5s and low 6s out of 7, with a couple (ACC 271 in Fall 2015, her first semester, and ACC 475 in Fall 2016) in the mid 4s. Her peer observations note that her lectures are well organized and informative, and that she engages students individually even in sections of 80-plus students.

**Service**

Prof. Yu has provided exemplary service since she arrived at Hunter. She currently serves on our departmental undergraduate curriculum committees and on our assessment committee. In the past she has served on the graduate curriculum committee. Until last year she was co-coordinator of our accounting tutoring service; in 2018-19, she will be handling that job solo. Finally, she is course coordinator for ACC 271 and ACC 475.

*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.*
Curriculum Vitae

Name: Wei Yu

Recommendation for: 3rd year reappointment

Title: Associate Professor

Effective Date: August 2015

Date of Last Promotion: None

Higher Education

Degrees

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree and Major</th>
<th>Date Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology, Atlanta, GA</td>
<td>August 2003 –</td>
<td>Ph.D. in Accounting</td>
<td>August 2008</td>
</tr>
<tr>
<td>Central Michigan University, Mt. Pleasant, MI</td>
<td>August 2008</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>University of International Business and Economics, Beijing, China</td>
<td>August 2001 – May 2003</td>
<td>Master of Arts in Economics</td>
<td>May 2003</td>
</tr>
<tr>
<td></td>
<td>September 1996 –</td>
<td>Bachelor of Science in Finance</td>
<td>June 2000</td>
</tr>
<tr>
<td></td>
<td>June 2000</td>
<td></td>
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</table>

Experience

Teaching in Other Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Tennessee</td>
<td>August 2011 –</td>
<td>Assistant Professor</td>
<td>Accounting and Information Management</td>
</tr>
<tr>
<td></td>
<td>July 2015</td>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td>Lehigh University</td>
<td>August 2008 –</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>August 2005 –</td>
<td>Teaching Assistant</td>
<td>College of Business</td>
</tr>
<tr>
<td></td>
<td>May 2008</td>
<td></td>
<td></td>
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</tbody>
</table>

Other (non-teaching)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology</td>
<td>August 2003 –</td>
<td>Research Assistant</td>
</tr>
<tr>
<td>M C KOSTRZEW &amp; CO PC CPAS</td>
<td>May 2008</td>
<td>Accounting Intern</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>August 2001 –</td>
<td>Research Assistant</td>
</tr>
<tr>
<td>KPMG, LLP</td>
<td>May 2003</td>
<td>Audit Associate</td>
</tr>
<tr>
<td>Guangdong Development Bank</td>
<td>August 1999 –</td>
<td>Finance Intern</td>
</tr>
<tr>
<td></td>
<td>May 2000</td>
<td></td>
</tr>
</tbody>
</table>
Name: Wei Yu                      College: Hunter College

Publications


“Perspective Taking in Auditor-Manager Interactions: An Experimental Investigation of Auditor Behavior” (with Bryan Church, Marietta Peytcheva and Ong-Ard Singtokul) *Accounting, Organization and Society*, August 2015, Vol. 45

  • Featured on CFO.com
  • Featured on AccountingToday

“Do Auditor-Provided Tax Services Impair the Value Relevance of Earnings?” (with Gopal Krishnan and Gnanakumar Visvanathan) *Journal of the American Taxation Association*, Spring 2013, Vol. 35 No. 1

  • Featured on CFO.com
  • Featured on AccountingToday
  • Featured on Economia

“Do Small Firms Benefit from Auditor Attestation of Internal Control Effectiveness” (with Gopal Krishnan) *Auditing: Journal of Practice and Theory*, 2012 November Vol. 34 No. 1

  • Cited by GAO Report – Internal Controls: SEC should consider requiring companies to disclose whether they obtain an auditor attestation

“CFO/CEO-Board Social Ties, Sarbanes Oxley, and Earnings Management” (with Gopal Krishnan, K. K. Raman and Ke Yang) *Accounting Horizon*, 2011 September

  • Featured on CFOworld

“Further Evidence on Knowledge Spillover and the Joint Determination of Audit and Non-Audit Fees” (with Gopal Krishnan) *Managerial Auditing Journal*, 2011 Vol. 26 No. 3

Professional Activities

Faculty Research Fellowship for 2017
2016-17 Presidential Travel Awards, June 2017 (Amount: $1,500)
2016-17 Presidential Travel Awards, January 2017 (Amount: $1,000)
2015-16 Presidential Travel Awards, June 2016 (Amount: $770)
PSC-CUNY Research Award, April 2016 (Amount: $5,200)
President’s Fund for Faculty Advancement, Jan. 2016 (Amount: $2,800)
Lehigh University Travel Grant, Jan. 2010 (Amount: $650)
Lehigh University Travel Grant, Aug. 2010 (Amount: $1,250)
Name: Wei Yu  
College: Hunter College

Recipient of Lehigh University Faculty Research Grant, 2008 (Amount: $3,500; Role: Co-Investigator; Co-Investigator: Marietta Peytcheva)
Recipient of the PwC INQuires Grant, 2007 (Amount: $22,500; Role: Co-Investigator; Co-Investigator: Shawn Davis)
Recipient of Graduate Research Grant from Central Michigan University, 2003 (Amount: $2,000; Role: Principal Investigator)
Audit Bootcamp for Professors, 2009
Trueblood Seminar for Professors, 2009
AAA New Faculty Consortium Fellow, 2009
International Foundation for Research in Experimental Economics (IFREE)’s Graduate Student Workshop, George Mason University, 2007
AAA Doctoral Consortium Fellow, 2006

Outside Recognition
Best Paper Award - Reporting & Governance Conference Series in 2013
Dixon Hughes Goodman Scholarship Award, 2011
Paul Mathis Scholarship, 2003
Fellowship awarded by University of Economics and International Business, 1996-2000

Membership in Professional Societies
Membership in American Accounting Association

Service to Larger Community
Ad-Hoc referee for Journal of Accounting, Auditing & Finance
Participant in American Accounting Association 2017 Auditing Section Midyear Meeting
Participant in American Accounting Association 2016 Annual Meeting
Participant in 2016 Journal of Accounting, Auditing & Finance Conference
Reviewer and Discussant for American Accounting Association 2013 Auditing Mid-year Meeting
Reviewer for American Accounting Association Annual Meeting 2010 and 2011

Administrative and other service on behalf of the College
Course Coordinator 2016 - 2017
Curriculum Committee 2015 - 2017
Graduate Curriculum and Policy Committee 2016 - 2017

Student Evaluation Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Overall Evaluation of Instructor's Teaching</th>
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<tr>
<td>ACC 271</td>
<td>Fall 2016</td>
<td>5.76</td>
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<tr>
<td>ACC 475</td>
<td>Fall 2016</td>
<td>4.55</td>
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<tr>
<td>ACC 271</td>
<td>Spring 2016</td>
<td>6.06</td>
</tr>
<tr>
<td>ACC 475</td>
<td>Spring 2016</td>
<td>5.91</td>
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<tr>
<td>ACC 271</td>
<td>Fall 2015</td>
<td>4.31</td>
</tr>
<tr>
<td>ACC 475</td>
<td>Fall 2015</td>
<td>5.38</td>
</tr>
</tbody>
</table>
Name: Wei Yu

College: Hunter College

Record at Hunter College

Dates: August 2015 – Present  
Rank: Associate Professor

Personal Data

Address:
Hunter College of the City University of New York
695 Park Avenue, Room 1549A
New York, NY

Telephone: (212) 772-5359

Military Status: None

Date of Birth:

References

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gopal V. Krishnan</td>
<td>Professor</td>
<td>Bentley University</td>
</tr>
<tr>
<td>Karen Collins</td>
<td>Associate Professor</td>
<td>Lehigh University (Retired)</td>
</tr>
</tbody>
</table>
WHEREAS, Dr. Brian Zeglis is a pioneer in the imaging and therapy of disease, particularly cancer; and

WHEREAS, Dr. Zeglis is one of the few active chemists to develop strategies to target disease while reducing interactions with non-targeted tissues and cells, and these pioneering developments of novel chemistries (biorthogonal click chemistry) are already shifting the paradigm of clinical cancer care; and

WHEREAS, Dr. Zeglis has developed a chemoenzymatic methodology for the site specific identification of antibodies, created a pretargeting strategy for positron emission tomography (PET) imaging and radiotherapy of cancer based on bioorthogonal click chemistry, both of whose projects are under clinical evaluation at Memorial Sloan Kettering Cancer Center; and

WHEREAS, Dr. Zeglis has published well over 45 manuscripts in top tier journals; and

WHEREAS, Dr. Zeglis is a co-principal investigator with colleagues at Memorial Sloan Kettering on a funded research project from the National Institutes of Health and also has several awards from private foundations; and

WHEREAS, Dr. Zeglis is an excellent teacher who trains his students well and has added several undergraduates as co-authors of his papers; and

WHEREAS, Dr. Zeglis co-chaired a Radiometals Symposium bringing scholars from around the US and Europe to Hunter College; and

WHEREAS, this request for early tenure for Dr. Zeglis comes with the highest recommendation from the faculty and academic administration; now therefore be it

RESOLVED, that Dr. Brian Zeglis of the Department of Chemistry at Hunter College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dr. Brian Zeglis is an outstanding researcher and exceeds the requirements for early tenure. One external reviewer from the United Kingdom wrote that his “...achievements have been legion. Brian is an internationally recognised researcher, whose work is highly regarded in the field...his work has been cited numerous times, by renowned academic groups all over the world.” Another reviewer wrote, “It is noteworthy that in just over three years at Hunter College, Dr. Zeglis was highly productive and co-published 30 manuscripts in journals including Cancer Research and the Journal of Nuclear Medicine in addition to securing the most competitive funding as the Principal Investigator from the National Institutes of Health.” His internationally recognized scholarship, solid teaching including developing student researchers and his service to the college and the profession make him an exceptional candidate for early tenure.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: **November 12, 2018**

College or Unit: **Hunter College**

Name of Candidate: **Brian Zeglis**

Department: **Chemistry**

Appointment Title: **Associate Professor**

Full-Time Tenured ____ Full-Time Tenure Track **X** Visiting ____ Substitute ____ Adjunct ____

Date of Initial Appointment: **January 28, 2015**

Summary of Action: **Early Tenure**

By-law to be waived/APPLIED: **6.2.D.2**

Waiver requested for (please check one):
Appointment ____ Promotion **X** Re-appointment with Tenure **X**

Date of Departmental P&B: **September 14, 2018**

Date of College-wide P&B: **November 13, 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)

Lon S. Kaufman, Provost and Vice President for Academic Affairs

(President’s/Provost’s name, typed or printed)
Name: Brian Zeglis
Unit/College: Hunter

Department: Chemistry

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.

Brian Zeglis joined the Department of Chemistry at Hunter College of the City University of New York (CUNY) as an Assistant Professor in January 2015. He received his B.S. in Chemistry from Yale University in 2004. Following extremely productive doctoral studies in the laboratory of Jacqueline K. Barton, Brian received his Ph.D. in inorganic chemistry from the California Institute of Technology in 2010. He then moved into translational research, joining the laboratory of Jason S. Lewis in the Department of Radiology at Memorial Sloan Kettering Cancer Center (MSKCC) as an NIH NRSA post-doctoral fellow.

Based on both the quantity and quality of his work (over 45 papers in top journals) Prof. Zeglis has exceeded departmental standards for tenure and promotion, and so early tenure is justified.

Scholarship

Prof. Zeglis' laboratory focuses on the synthesis, development, and preclinical validation of novel molecular pharmaceuticals for the imaging and therapy of disease, particularly cancer. He is a real pioneer in bioorthogonal click chemistry, and one of only a handful that developed the strategies that rapidly are being adopted by many laboratories across the globe as a means to target disease while reducing interactions with non-targeted tissues and cells. Prof. Zeglis' work is certainly continuing at the cutting edge of this approach, and remarkably, some of his compounds are already in clinical trials.

Brian has a unique combination of creativity, productivity, and passion for science. Dr. Zeglis is the keystone of the bridge between the laboratory development of new therapeutics and their clinical assessment. His greatest impact on science and medicine thus far stems from two different projects that he pioneered. (1) He developed a chemoenzymatic methodology for the site-specific modification of antibodies, and (2) he created a pretargeting strategy for the PET imaging and radiotherapy of cancer based on bioorthogonal click chemistry. These pioneering developments of novel chemistries are already shifting the paradigm of clinical cancer care. Both projects currently are under clinical evaluation at MSKCC. Brian’s research on both of these technologies at Hunter College continues with the encouragement of and collaboration with Prof. Lewis.

His research output in terms of publications reflects the broad impact of Brian’s work. To date, he has published well over 45 manuscripts in top journals. Brian has been equally adept at securing intramural and extramural funding for his work. He was recently the recipient of an intramural Center for Translational and Biological Research Pilot Project Award, he is coPI with collaborators at MSKCC on a funded R01 award, and has several awards from private foundations.

External reviewers note his accomplishments. One writes, “These achievements have been legion. Brian is an internationally recognized researcher, whose work is highly regarded in the field. This is exemplified by a fantastic publication record in high-impact journals —for the specialty” Another comments, “He is an incredible scientist with a world-wide reputation for excellence and
innovation. His continuous funding speaks to his ability to conceive and direct innovative and
ground-breaking research." To summarize, a reviewer states, "He is clearly a rising star and is
transitioning as a leader in our field, who is also training the next generation of radiochemists and
imaging scientists. There is presently a worldwide shortage of highly qualified and productive
scientists, particularly with radiochemistry expertise, in the field of nuclear medicine and
molecular imaging to support basic and clinical research. Dr. Zeglis' expertise is rare and should
be supported."

Teaching. At Hunter, Brian is teaching an upper level chemistry course each fall
semester— inorganic chemistry — and his teaching evaluations are quite good. The cadre of
undergraduates in the lab are well trained, and some are coauthors on manuscripts.

Service. Brian served on two faculty search committees that led to hiring Jennifer
Shusterman and Ali Younes. Brian also co-chaired the Radiometals Symposium, that brought
experts from around the country and Europe to Hunter for two days. This was a resounding
success as indicated by senior researchers from NIH and elsewhere.

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.
CURRICULUM VITAE

Name: Brian M. Zeglis

Recommendation for: Reappointment with early tenure

Title: Assistant Professor

Effective Date: 8/27/2019

Date of last promotion:

Higher Education

A. Degrees

<table>
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<tbody>
<tr>
<td>Yale University</td>
<td>09/00 - 06/04</td>
<td>B.S.; Chemistry</td>
<td>06/04</td>
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<td>California Institute of Technology</td>
<td>09/04 - 06/09</td>
<td>Ph.D.; Chemistry</td>
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Experience (most recent first)

A. Teaching in Other Institutions

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<td>Memorial Sloan Kettering Cancer Center</td>
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<td>Postdoctoral Fellow</td>
<td>Radiology</td>
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B. Other (non-teaching)

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Publications


*Co-corresponding authors


*Co-corresponding authors


*Co-corresponding authors


*Co-corresponding authors


*Co-corresponding authors


Daumar, P., Zeglis, B. M., Ramos, N., Divilov, V., Sevak, K. K., Pillarsetty, N., Lewis, J. S. “Synthesis and


Zeglis, B. M., Holland, J. P., Lebedev, A. Y., Cantorias, M. V., and Lewis, J. S. "Radiopharmaceuticals for Imaging in Oncology with Special Emphasis on Positron-Emitting Agents" in *Nuclear Oncology:...*


Chianese, A. R., Zeglis, B. M., and Crabtree, R. H. “Unexpected Oxidative C-C-C Cleavage in the Template 02/04/2010


Professional Activities:
Associate Editor (2016-), Journal of Nuclear Medicine
Associate Editor (2016-), American Journal of Nuclear Medicine and Molecular Imaging
Editorial Board (2016-), Tomography
Founding Member (2016-) and Chair (2017-2019), Early Stage Investigators in Molecular Imaging Sciences (ESPMIS) Interest Group, World Molecular Imaging Society
Member, National Institutes of Health, Center for Molecular Imaging Probe Development Study Section (2017-)
Reviewer for several journals, including Cancer Research, Proceedings of the National Academy of Sciences, Chemical Communications, JACS, Journal of Nuclear Medicine, European Journal of Nuclear Medicine

Funding Support:
National Science Foundation GRFP Pre-Doctoral Fellowship California Institute of Technology Sept. 2004 – Sept. 2007
Ralph M. Parsons Graduate Fellowship California Institute of Technology Sept. 2007 – June 2009
NIH F32 Postdoctoral National Research Service Award “PET Imaging of Topoisomerase Expression in Breast Cancer” (PI) Memorial Sloan Kettering Cancer Center Sept. 2009 – Sept. 2012
Department of Defense PCRP Hypothesis Development Award “Imaging of Oxidative Stress in Prostate Cancer” (Pl) Memorial Sloan Kettering Cancer Center Sept. 2012 – Sept. 2013
MSKCC Imaging and Radiation Sciences Research Award “PET Imaging of Highly Reactive Oxygen Species” (PI) Memorial Sloan Kettering Cancer Center Sept. 2012 – Sept. 2014
Clinical and Translational Science Center Novel Research and Methodology Seed Funding Grant “Assessing the Pharmacology and Toxicity of the Molecular Components of a Pretargeted Methodology for the PET Imaging of Colorectal Cancer” (Co-PI) Memorial Sloan Kettering Cancer Center March 2014 – May 2014
Translational and Integrative Medicine Research Fund Grant “The First-in-Human Clinical Trial of a Pretargeted Methodology for the PET Imaging of Colorectal Cancer” (Co-PI) Memorial Sloan Kettering Cancer Center May 2014 – May 2015
National Institutes of Health K99/R00 Career Transition Award
"Pretargeted Radioimmunotherapy Based on Bioorthogonal Click Chemistry" (PI)
Memorial Sloan Kettering Cancer Center/Hunter College

June 2014 – June 2018

Hunter College Center for Translational and Biological Research Pilot Project Award
"Pretargeted PET Imaging of Pancreatic Cancer" (PI)
Hunter College/CUNY


TeamConnor Childhood Cancer Foundation Research Project Award
"Pretargeted Radioimmunotherapy of Pediatric Neuroblastoma" (PI)
Hunter College/CUNY


Cookies for Kids Cancer Research Project Award
"The Development of Preclinical Validation of Site-Specifically Radiolabeled hu3F8 for the PET Imaging and Radioimmunotherapy of Neuroblastoma" (Co-PI)
Memorial Sloan Kettering Cancer Center


National Institutes of Health R01 Award
"The Clinical PET Imaging of Metastatic Breast Cancer with Site-Specifically Labeled $^{89}$Zr-Trastuzumab" (Co-PI)
Memorial Sloan Kettering Cancer Center/Hunter College/CUNY

April 2016 – April 2021

Memorial Sloan Kettering Cancer Center Department of Surgery Award
"Intraoperative Imaging of High Grade Serous Ovarian Cancer During Cytoreductive Surgery" (PI)
Memorial Sloan Kettering Cancer Center/Hunter College/CUNY

Sept. 2018 – Sept. 2020

National Institutes of Health U01 Award
"Pretargeted Clinical Imaging of CA 19.9 in Pancreatic Cancer" (Co-PI)
Memorial Sloan Kettering Cancer Center/Hunter College/CUNY

December 2018 – April 2023

Outside Recognition: N/A

Academic and Professional Honors:

Phi Beta Kappa, early induction, Yale University
Yale Society of Science and Engineering High Scholarship Award
Saybrook College Marshall, Yale University
Arthur Fleischer Award for Excellence in Chemistry, Yale University
Society of Radiopharmaceutical Sciences Travel Award
World Molecular Imaging Society Travel Award
Finalist, World Molecular Imaging Society Young Investigator Award
Berson-Yalow Award, Society of Nuclear Medicine
Editor’s Choice Award, Society of Nuclear Medicine
Alavi Mandell Award, Society of Nuclear Medicine
CMIIT Young Investigator Award, Society of Nuclear Medicine
Chief Radiology Laboratory Research Fellow, MSKCC
William Stewart Travel Award, City University of New York
Junior Faculty Research Award, City University of New York

May 2002
May 2003
May 2004
May 2004
August 2011
Sept. 2012
Sept. 2012
June 2013
June 2014
June 2014
October 2015
January 2016

Template 02/04/2010
Feliks Gross Award, City University of New York
PSC-CUNY Research Award, City University of New York
William Stewart Travel Award, City University of New York
Alavi Mandell Award, Society of Nuclear Medicine
Alavi Mandell Award, Society of Nuclear Medicine

Membership in Professional Societies:
American Chemical Society, 2006 – present
Society of Nuclear Medicine, 2009 – present
International Society of Radiopharmaceutical Sciences, 2011 – present
World Molecular Imaging Society, 2011 – present

Administrative and Other Service on Behalf of the College:
Committee Member, Search Committee for Radiochemistry Research Associate (Dr. Ali Younes)
Committee Member, Search Committee for Radiochemistry Faculty Member (Prof. Jennifer Shusterman)
Co-Chair, 2017 Hunter College Symposium on Radiometals

Service to Larger Community: N/A
Chair’s Report: N/A
Observation Reports: N/A

Student Evaluation Summary: N/A
Record at Hunter College
Dates 1/28/15 - Rank Assistant Professor Salary Rate

Personal Data
Address:

Telephone Number: Military Status:

Date of Birth:

References:
Jason S. Lewis, Elizabeth Tow Jackson Chair in Oncology, Memorial Sloan Kettering Cancer Center
Steven M. Larson, Donna and Benjamin M. Rosen Chair of Radiology, Memorial Sloan Kettering Cancer Center
Jacqueline K. Barton, Hanisch Memorial Professor of Chemistry, California Institute of Technology
LEHMAN COLLEGE
EARLY TENURE FOR DR. BRADLEY SCHOENFELD

WHEREAS, Dr. Bradley Schoenfeld is an internationally recognized and prolific scholar in the area of exercise-related muscle strength, having written two books, four book chapters and authored or co-authored 112 refereed journal articles; and

WHEREAS, Dr. Shoenfeld's textbook, Science and Development of Muscle Hypertrophy, is used by universities worldwide and is considered to be the authoritative text on exercise-related muscle growth; and

WHEREAS, the London Times and The New York Times, among other high-profile outlets, found his recent study on the benefits of brief resistance training for building muscle strength, which was published in Medicine and Science in Sports and Exercise, “inspiring”; and

WHEREAS, Dr. Schoenfeld was named co-winner of the 2018 National Strength and Conditioning Association Young Investigator of the Year award; and

WHEREAS, Dr. Schoenfeld is an exemplary instructor, teaching a variety of academically rigorous courses in the Exercise Science program; and

WHEREAS, Dr. Schoenfeld has served in a variety of leadership positions at Lehman College and many professional organizations such as the National Strength and Conditioning Association; and

WHEREAS, Dr. Schoenfeld helped develop Project Senior Muscle, an initiative program to enhance fitness efforts in Bronx nursing homes; and

WHEREAS, Dr. Schoenfeld was awarded the Dwight D. Eisenhower Fitness Award by the United States Sports Academy for contributions to the growth and development of sport fitness through outstanding leadership activity; and

WHEREAS, this request for early tenure for Dr. Schoenfeld comes with the strongest recommendation from the faculty and academic administration; now therefore be it

RESOLVED, that Dr. Bradley Schoenfeld of the Department of Health Sciences at Lehman College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dr. Schoenfeld is an internationally recognized scholar and authority on exercise-related muscle growth who exceeds the standard for early tenure. He is an outstanding teacher and mentor to our students. Dr. Schoenfeld developed and will administer a new master’s degree program in Human Performance and Fitness. One external reviewer wrote, “The extent of Dr. Schoenfeld’s research and scholarship is far reaching indeed. His publications have been cited worldwide demonstrating widespread acclaim for the nature of his work as it is simultaneously both theoretical and practical.” His service to Lehman, New York City and his profession is at a level reached by few. Retaining Dr. Schoenfeld will be a major coup for the College and for CUNY.
Request for Faculty Personnel Action with a Bylaw Waiver

Date: January 28, 2019

College or Unit: Lehman College

Name of Candidate: Dr. Bradley Schoenfeld

Department: Health Sciences

Appointment Title: Assistant Professor

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

Visiting________ Substitute _______ Adjunct________

Date of Initial Appointment August 27, 2014

Summary of Action: Early Tenure Recommendation

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

Waiver requested for (please check one):

Appointment__________ Promotion__________ Re-appointment with Tenure _______ X _______

Date of Departmental P&B: August 29, 2018

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

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

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

(President’s/Provost’s signature)

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

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

Name: Dr. Bradley Schoenfeld  Unit/College: Lehman College
Department: Health Sciences

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.

Please see attached Waiver Justification letter and supporting documents.

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.Norz@mail.cuny.edu.
January 25, 2019

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

RE: Early Tenure Recommendation
Dr. Bradley Schoenfeld, Assistant Professor
Department of Health Sciences

Dear Dr. Rabinowitz:

Prof. Bradley Schoenfeld has been a stellar faculty member since he joined the Department of Health Sciences as an Assistant Professor in 2014, following two years of full-time service at Lehman College as a Substitute Lecturer and Instructor. Based on his remarkable record of accomplishments, I recommended his promotion to Associate Professor this past December, in whole-hearted agreement with the recommendation of the College's Faculty Personnel and Budget Committee and his department. I also enthusiastically support his application for early tenure. He is an outstanding scholar of human performance and exercise science as well as being an exceptional teacher and a top contributor to his department, college and profession. Very few full professors equal his contributions in all of these areas, and he certainly exceeds all expectations we would have for an untenured professor. A departmentally-selected external reviewer strongly reinforced this conclusion, stating that his, “scholarly record is exceptional, putting Dr. Schoenfeld into the top echelon of researchers in the exercise science profession.”

Exercise science, the study of physiological and functional adaptations to movement, is a highly integrative area that encompasses a number of disciplines including exercise physiology, sports nutrition, sport psychology, and biomechanics. Research in these disciplines underpins the academic preparation of human performance professionals working in universities, health care, corporations, and community health settings, and it is the basis for clinical practice in those areas. There has been an extensive and growing body of scholarly work in exercise science over the last several decades, and Prof. Schoenfeld is at the forefront of that rise through his prolific and groundbreaking research. As this field of study has developed, he has earned an international reputation as one of its leading scholars. One of the reviewers selected by his department stated that his international reputation has afforded him, “opportunities [to] shape the exercise science profession, and has truly made him a leader within his chosen profession.”

Prof. Schoenfeld’s scholarship, teaching, and service at Lehman College, CUNY, and beyond the university, are summarized in this letter, which draws upon the unequivocal affirmation he has received from outside experts in the field, and from his colleagues and students. The picture that together they create is, in my estimation, one of someone who has convincingly exceeded the threshold for early tenure.

Scholarship

Since becoming Assistant Professor in fall 2014, Prof. Schoenfeld has published 112 peer-reviewed articles, and was first author on thirty-one of them. Many of those articles were published in the highest impact factor journals in the field. An additional five peer-reviewed articles have been accepted for publication, 36 new works have been submitted,
and 29 works are in progress. Professor Schoenfeld has also written four book chapters and two books. His textbook, *Science and Development of Muscle Hypertrophy* (2016), is utilized by universities worldwide and is considered to be the authoritative text on exercise-related muscle growth. Prof. Schoenfeld has presented his scholarly work at 37 conferences, symposia, and lectures, many in other countries including Slovenia, England, Spain, Brazil, Austria, Croatia, Cyprus, Germany, Canada, and Japan. Prof. Schoenfeld’s extraordinary productivity is the result of his combination of intellect, drive and ability to work collaboratively with a large number of leading scholars in his field who regularly seek his expertise. Not surprisingly, his work has contributed substantially in elevating the national and international profile of exercise science. Lehman College and CUNY are sharing the credit for his impactful scholarly contributions.

Professor Schoenfeld’s research program is primarily on strength with a focus on hypertrophy (muscle growth), performance in resistance training, and body composition. His published, scholarly work consists of mostly original research in sports science with populations including resistance-trained men, children, and the elderly (81 peer-reviewed papers). One of his recent studies on muscle strength that was published in the top-tier journal, *Medicine and Science in Sports and Exercise*, was covered by several news outlets including the *London Times* and *The New York Times*, which termed his findings “inspiring.” The study revealed that muscle strength can be achieved through resistance training consisting of a brief, single set of common exercises carried out to fatigue. These significant findings are of import, not only for their challenge to the accepted notion that more resistance training equals greater strength, but also for their practicality and fostering health benefits for those who would otherwise refrain from training because there is “not enough time.” As Prof. Schoenfeld notes, resistance training of this nature can lead to significant improvements in strength at just 13 minutes a session -- less than one fourth of someone’s lunch hour.

Findings such as these are immensely useful to researchers and the public alike. Reviewer 1 from a well-regarded university writes, “the extent of Dr. Schoenfeld’s research and scholarship is far reaching indeed. His publications have been cited worldwide demonstrating widespread acclaim for the nature of his work as it is simultaneously both theoretical and practical.” Indeed, Prof. Schoenfeld’s rigorous findings not only move the needle in his field, but also reach exercise science professionals and the public through various media channels, allowing practitioners and laypeople to learn about and benefit from his work in strength and exercise - areas rife with scientifically unsound misinformation. That his work is closely followed by his fellow scholars, professionals, students, and laypeople alike is a range of impact that is important, but rarely attained. Reviewer 1 notes that Prof. Schoenfeld’s work has “changed the way both athletes and recreational exercisers train around the world” and that his “later articles are required reading for all my students, undergraduate and graduate alike.”

In November, Prof. Schoenfeld was named co-winner of the 2018 National Strength and Conditioning Association (NSCA) Young Investigator of the Year award. NSCA is considered the worldwide authority in the field of strength and conditioning professionals with over 45,000 members. This highly selective annual award, given for the last 20 years to early career researchers, honors Prof. Schoenfeld’s exceptional and noteworthy contributions to the fields of applied exercise and sport science. Reviewer 1 writes that “Dr. Schoenfeld not only compares favorably with others in our field but outdistances nearly all I am acquainted with. His record of research and scholarly activity is clearly far above the university mean nationwide and would rank in the top 5% of all researchers currently working in this field of study.”

Further illustrating this point, Prof. Schoenfeld’s h-Index, one of the most widely used metrics for measuring a researcher’s productivity and citation impact, is 30, which is greater than that expected of Associate to Full Professors at Columbia’s Mailman School of Public Health (h-Index of 25).

Letters from his external reviewers selected by his department as well as by him were overwhelmingly positive. They universally praised Prof. Schoenfeld’s scholarly work, calling it “truly remarkable” and noting that his work is at the forefront of his field. Reviewer 2 notes, “His reviews, meta-analyses and original investigations have provided new insights, challenged existing dogma and inspired an entire generation of young researchers. It is not an exaggeration to now call Dr. Schoenfeld one of the world’s leading experts in the science of muscle hypertrophy and body composition.” Reviewer 1 expresses a similar view, noting that he is at “ground zero of two of the most important topics currently affecting our professional field” and that “It is fair to say that he has garnered the respect of many exercise scientists through his high quality scholarly endeavors.” The reviewers also found that his impressive scholarship combined with his contributions in teaching and service to be superior. Says Reviewer 3, “Dr. Schoenfeld’s work as a scholar, teacher and professional is exemplary,” and his “level of production and his ability to excel in each of these areas is truly astounding.”
Prof. Schoenfeld has received sixteen grants since 2014, totaling almost $258,000. This is an unusually high rate of success in his field. His internal and external funding includes substantial Tech Fee grants and a Graduate Research Technology Initiative grant to support students’ research and classroom learning. Reviewer 1 observes that these grant activities in support of his students and research are “quite extraordinary feats these days given the host of conflicting pressures presently being borne by university professors.” While governmental granting agencies are not as likely to fund studies solely on human performance, Prof. Schoenfeld has partnered with Albert Einstein College of Medicine to resubmit an NIH R01 grant proposal ($3.6 million) on the effects of kidney disease on susceptibility to contraction-induced injury. Reviewer 3 notes that Prof. Schoenfeld “has the potential to be awarded substantial research funding in the future which will increase his own research profile, as well as the profile of the College.”

Prof. Schoenfeld works diligently to establish collaborative efforts with other laboratories, both nationally and internationally (including over two dozen across the world). His work with the University of Londrina, Brazil, has produced over a dozen studies demonstrating compelling evidence that older individuals who engage in resistance training show enhanced markers of health and wellness. Prof. Schoenfeld also regularly involves his students in his research where over 100 have served as participants or research assistants in his studies that often take place in the on-campus Human Performance Lab he established. He considers his students “some of the best young exercise science students in the country.”

Teaching

Professor Schoenfeld is an exemplary instructor, teaching a variety of academically rigorous courses in the Exercise Science program within the Department of Health Sciences. Since fall 2014, he has taught a total of 23 sections across six separate courses. The mean of means for his Student Evaluation of Teaching and Learning (SETL) scores on the question “What is your overall rating of this instructor’s teaching?”, a reliable indicator of quality, is an outstanding 1.25 on the scale of 1 being the top and 5 the lowest rating. Students’ feedback across courses include:

“This is the essence of moving forward in the clinical and commercial field of exercise science. Understanding the concepts that professionals in the field manipulate to better their clients and patients was the best part.” (Theory and Methods in Strength and Conditioning)

“Brad is one of the genuine, hardworking and passionate professors I have encountered here and it is a pleasure and privilege to have him as a professor. He is my motivation.” (Exercise Physiology)

“He related the topics well to our future careers and described how to effectively use strength and conditioning variables and components. He motivated and encouraged that to be the best in the field, education comes first.” (Theory and Methods in Strength and Conditioning)

Peer observations of his teaching were strongly favorable with such comments as, “Prof. Schoenfeld is a skilled instructor who is very engaged with the students and committed to their learning ability” and “This was a well-organized class, taught by a seasoned educator with a wealth of practical experience that is disseminated to students in an engaging manner and high caliber.”

His student-centered teaching philosophy promotes theory leading to practice — and practice leading to theory. He notes that his strong practical and professional background in the fitness field helps him relay to students the “relevance of what they are studying” and the “bridge” between theory and application. He also emphasizes that his teaching is “designed to convey a deeper purpose to the material being taught” and believes that cultivating respect in the classroom, understanding students’ learning styles, and listening to student feedback about his teaching all help him to achieve this goal. Reviewer 2 aptly comments on Prof. Schoenfeld’s pedagogical style: “I have attended many of his lectures on a variety of topics [...] Through these, I have also been witness to the traits of a great teacher. He has a unique ability to extract from incredibly complex data, the salient points of interest for a practitioner and to deliver them in highly comprehensible and charismatic fashion. Though I have not witnessed him in his current university environment, I have every confidence in the transferability of this skill set.”
Service

Dr. Schoenfeld has demonstrated extensive and exemplary service to the Department, College, University, greater community, and his profession. In only four years he has held a number of leadership roles in the Department, thrice serving as a Department Search Committee Chair (and a member of four others), Department Curriculum Committee Chair and Assessment Coordinator. He also spearheaded and expedited the development of the recently approved Graduate Program in Human Performance and Fitness for the Exercise Science Program.

Service to the School, College, and University has included being a member of the Search Committee for the position of Associate Dean for the School of Health Sciences, Human Services and Nursing (HS2N), serving as Chair of the Lehman Athletics Compliance Committee and the NCAA Faculty Athletic Representative for the College which involves ensuring all Lehman athletic programs are in compliance with NCAA rules. Dr. Schoenfeld also serves on CUNY’s Institute for Health Equity’s Research Subcommittee and has been featured in Lehman Today multiple times. This level of departmental and college-wide engagement is well beyond what would be expected of untenured faculty members, and indeed would be rare for senior members of the faculty. That it has occurred simultaneously with his remarkable output as a scholar is unparalleled in my thirty years of experience as a faculty member and an administrator at CUNY.

For his professional commitment, Prof. Schoenfeld serves in a number of influential capacities. He is currently the Sports Nutrition Consultant for the New Jersey Devils Hockey Association. He also serves on several scientific, editorial and advisory boards. He has been Associate Editor-in-Chief of Strength and Conditioning Journal since 2013, Senior Associate Editor of Journal of Strength and Conditioning Research since 2017 and Associate/Column Editor of other reputable journals in his field. He has also served as Chair of several committees for the National Strength and Conditioning Association and has been on the Board of Directors of this worldwide authority on strength since 2012. Reviewer 1 notes, “In addition to the above mentioned service elements, Dr. Schoenfeld’s commitment to the National Strength and Conditioning Association (I have been a member for 20 years) has been exemplary, having served on several committees as well as the Advisory Board and Board of Directors. This service stands out for its length as well as depth. Few members of this organization have served longer and in more numerous roles. This spirit of unselfish service and collaboration will no doubt be an asset at the university level as well.”

His service to the community has also proved plentiful in the last four years. Locally, he served as a Community Advisory Board Member of North Central Bronx/Jacobi Hospital (2015 - 2017) and helped develop Project Senior Muscle, HS2N’s initiative to enhance fitness efforts in Bronx nursing homes. His expert opinion has been sought by newspapers including the Washington Post and The New York Times. He has provided expert feedback for one hundred Internet articles and popular magazines, to date, including Men’s Health, U.S. News and World Reports, NBC.com, BusinessInsider.com, Huffington Post, Time Magazine, and Global News. It is important to highlight that Dr. Schoenfeld ably disseminates his research to the public through channels that allow readers of lay literature to learn and benefit from his science-based findings and knowledge in fitness and nutrition - areas that are rife with misinformation.

In 2016, Prof. Schoenfeld’s leadership efforts in his field were recognized by the United States Sports Academy which awarded him the Dwight D. Eisenhower Fitness Award for outstanding achievement in fitness and contributions to the growth and development of sport fitness through outstanding leadership activity.

Impact on the Institution and the Community

The Bronx consistently ranks as the least healthy county in New York State. Across New York City, diabetes, obesity, and physical inactivity are highest in the Bronx, all having a notably negative impact on the health of its residents. The Bronx is in great need of qualified, trained professionals in exercise science to help address the pressing needs of its unique population. Improving the health and well-being of the Bronx community is also the cornerstone of Lehman’s School of Health Sciences, Human Services, and Nursing. Dr. Schoenfeld, as teacher, scholar, and colleague, will devote a substantial amount of time in the next few years leading Lehman’s flagship Human Performance and Fitness Master’s Program — an endeavor that aligns significantly with this mission. In the coming years, Dr. Schoenfeld will also be spending more time on these start-up administrative duties including curriculum development, continued grant-
seeking to support his Human Performance lab, and developing a long-term vision for the program. Prof. Schoenfeld will also be able to leverage his international reputation as a leading expert to attract and recruit prospective students and faculty to Lehman College and CUNY. The potential for this program’s success is great under Dr. Schoenfeld’s leadership.

Recommendation

Prof. Schoenfeld’s prolific scholarship, international prominence, and significant contributions to his students, the College, CUNY, and profession are truly exceptional. As two of the reviewers aptly state, Prof. Schoenfeld is “shaping” and “helping set the vision and direction” of the exercise science profession. Reviewer 3 concludes that “Dr. Schoenfeld’s reputation is internationally known and his works are read and utilized by many professionals. This reputation has […] truly made him a leader within his chosen profession.” These are descriptions of someone who has exceeded the threshold for early tenure.

Adding to the breadth and depth of his scholarly contributions, he excels as a teacher and mentor to students, more of whom are now coming to Lehman College to study with Prof. Schoenfeld. He has also demonstrated his adeptness in contributing to campus life and goes further by seeking leadership roles including serving as the Program Director for the Human Performance and Fitness M.S. Program. In the words of one departmentally-selected reviewer, “Dr. Schoenfeld’s work as a scholar, teacher and professional is exemplary, and frankly overwhelming.”

The Lehman College community has great confidence in Prof. Schoenfeld, something that is apparent in the overwhelming support he received in the voting at both the departmental and college-wide levels at the conclusion of reviews of his record. It is important to note that the two dissenting votes at the college-wide level came from faculty members who openly state that, as a matter of their personal policy, they never vote for early tenure. Professor Schoenfeld has the unqualified support of the President for early tenure. Professor Schoenfeld has demonstrated outstanding performance in all three areas upon which we base our evaluation, performance that is well beyond that expected of untenured faculty members, and I fully and enthusiastically support granting him early tenure.

Respectfully submitted,

Dr. Daniel E. Lemons
Interim Dean of Academic Affairs

cc: Dr. José Luis Cruz, President
    Dr. Peter O. Nwosu, Interim Provost and Senior Vice President for Academic Affairs and Student Success
    Dr. Elin Waring, Interim Dean, School of Health Sciences, Human Services and Nursing
    Dr. Danna Ethan, Chair, Department of Health Sciences
    Mr. Esdras Tulier, Esq., Interim Executive Counsel and Labor Designee
    Mr. Eric Washington, Director, Human Resources
RECOMMENDATION FOR

APPOINTMENT:

PROMOTION:

REAPPOINTMENT:

REAPPOINTMENT WITH TENURE:

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

TITLE:

DEPARTMENT:

EFFECTIVE DATE:

SALARY RATE:

HIGHER EDUCATION:

A. DEGREES

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<td>University of Texas Permian Basin</td>
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<td>M.S. in Exercise Science</td>
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<td>Pace University</td>
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B. Additional higher education in progress

EXPERIENCE

A. TEACHING

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EXPERIENCE

A. OTHER

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<td>New Jersey Devils Hockey Organization</td>
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<td>Sports Nutrition Consultant</td>
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<td>Personal Training Center for Women</td>
<td>1994-2011</td>
<td>Owner/Director</td>
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ACADEMIC AND PROFESSIONAL HONORS

- 2016 United States Sports Academy: Dwight D. Eisenhower Fitness Award for outstanding achievement in fitness and contributions to the growth and development of sport fitness through outstanding leadership activity
- 2011 Personal Trainer of the Year (National Strength and Conditioning Association)
- 2001 IDEA Master Trainer
- New York State Merit of Scholastic Achievement
- Alpha Chi Honor Society

PUBLICATIONS (last 5 years only)


• Fink, J., Schoenfeld, B.J., Nakazato, K. (2018). The role of hormones in muscle hypertrophy. The Physician and Sportsmedicine. 46(1), 129-134


• Schoenfeld, B.J. (2013). What is the minimum intensity threshold for resistance training-induced hypertrophic adaptations? *Sports Medicine, 43*(12), 1279-1288


• Schoenfeld, B. (2013). Post-exercise hypertrophic adaptations: A re-examination of the hormone hypothesis and its applicability to resistance training program design. *Journal of Strength and Conditioning Research, 27*(6), 1720-1730


**BOOKS**


**BOOK CHAPTERS**


CONFERENCE PRESENTATIONS

- Schoenfeld, B. (2018). *Seminario de Hipertrofia.* University of Santiago. Santiago, Chile
- Schoenfeld, B. (2017). *Combining knowledge from physiology and training studies to maximizing muscle hypertrophy in gym.* University of Jyväskylä 18th International Symposium on Strength and Conditioning. Jyväskylä, Finland
• Schoenfeld, B. (2017). Combining Exercises for Maximal Growth. 5th Annual NSCA International Conference. Chiba, Japan
• Schoenfeld, B. (2016). Manipulating Resistance Training Variables for Maximal Muscle Growth. 9th International Symposium on Strength Training. Madrid, Spain
• Schoenfeld, B. (2016). Evidence-Based Hypertrophy Training. 1st International Sport Nutrition Conference. Bologna, Italy
• Schoenfeld, B. (2016). Strategies to Maximize Muscle Growth. Fitness Institute Congress Annual Conference. Copenhagen, Denmark

**PhD THESIS TITLE:** Effects of different volume-equated resistance training loading strategies on muscular adaptations in well-trained men

**PUBLICATIONS (prior to last 5 years)**


UNPUBLISHED WORK (supported by evidence)

a. Works accepted for publication


b. Works submitted for publication


- Nunes, J., Nakamura, M., Schoenfeld, B.J., Cyrino, E. (In Review). The data does not seem to support the effect of stretch training on increasing muscle thickness. *Scandinavian Journal of Science and Medicine in Sports*

**c. Works in progress**

- Balsalobre, C., Santos-Concejero, J., Baz, E., Schoenfeld, B.J. (In Progress). The effects of a resistance training program with daily random exercises and intensity on body composition, maximal strength and motivation.
- Sumrall, S., Schoenfeld, B.J., Berger, C. (In Progress). Resistance training rest between sets: influence on respiratory exchange ratio
- Schoenfeld, B.J., Arciero, P. (In Progress). Strength and body composition changes in a structured resistance training program consuming protein either pre- or post-workout.
- Feriche, B., Schoenfeld, B.J. (In Progress). Muscle power trainability in conditions of hypoxia.
- Johnson, K., Schoenfeld, B.J. (In Progress). Inclusion of no-load isometric contractions following performance of traditional resistance training
- Schoenfeld, B.J., Contreras, B. (In Progress). Inclusion of interset no-load isometric contractions to traditional resistance training
- Schoenfeld, B.J., Miller, M.G. (In Progress). Comparison of post-exercise energy expenditure in a combined bout of resistance training and aerobic interval training versus each bout alone.
• Souza Junior, T.P., Schoenfeld, B.J. (In Progress). Cognitive performance changes after 12 weeks of a strength training program in overweight elderly women
• Uchida, M., Schoenfeld, B.J. (In Progress). Cell swelling in different acute loading zones.
• Feriche, B., Schoenfeld, B.J. (In Progress). Effect of altitude on muscular metabolic stress and hypertrophy-induced mechanisms after a resistance training session.
• Haun, C.T., Vann, C.G., Roberts, B.M., Vigotsky, A.D., Schoenfeld, B.J., Bamman, M., Roberts, M.D. (In Progress). What is muscle hypertrophy?

GRANTS RECEIVED

a. Multiple

b. Individual
• Schoenfeld, B. (2018). PSC-CUNY Round 49. Inclusion of no-load isometric contractions to traditional resistance training. $6,000. Status: In Review
• Schoenfeld, B. (2018). Dymatize Sport Nutrition Excellence in Scholarship Grant. Inclusion of no-load isometric contractions to traditional resistance training, $10,000. Status: Funded
• Schoenfeld, B. (2017). Efficacy of a virtual reality training system on muscular adaptations and cardiorespiratory fitness. $36,815.10. Status: Funded
• Schoenfeld, B. (2016). Dymatize Sport Nutrition Excellence in Scholarship Grant. Effects of attentional focus during resistance training on longitudinal muscular adaptations. $6,000. Status: Funded


c. Works in progress


d. Not Funded


• Schoenfeld, B. (2013). National Strength and Conditioning Association Doctoral Grant. Does hypertrophy-type resistance training promote greater muscle growth than strength-type training? $10,000. Status: Not funded

• Schoenfeld, B. (2012). National Strength and Conditioning Association Doctoral Grant. Does hypertrophy-type resistance training promote greater muscle growth than strength-type training? $10,000. Status: Not funded

SERVICE TO THE DEPARTMENT

• Search Committee member for REC Assistant/Associate Professor Position, Lehman College (2018)

• Search Committee chair for Exercise Science Assistant Professor/Associate Professor/Lecturer Position, Lehman College (2016-2017)

• Search Committee chair for HSA Assistant/Associate Professor Position, Lehman College (2016)

• Search Committee member for REC Assistant/Associate Professor Position, Lehman College (2016)

• Department Representative for Accepted Student Reception (2016)

• Search Committee chair for HSA Assistant/Associate Professor Position, Lehman College (2015-2016)

• Search Committee member for DFN Assistant/Associate Professor Position, Lehman College (2015)

• Curriculum Committee chair, Lehman College (2017)

• Curriculum Committee member, Lehman College (2014 – 2016)

• Search Committee member for DFN Internship Coordinator Position, Lehman College (2014)

• Ad Hoc Committee member for Establishing a Physical Education Program, Lehman College (2014)
Assessment Coordinator, Lehman College (2013 - Present)

SERVICE TO THE SCHOOL

- Search Committee member for Associate Dean Position, Lehman College (2015)

SERVICE TO THE COLLEGE

- Developed the Graduate Program in Human Performance and Fitness for the Exercise Science Program (2017)
- Invited presentation/discussion at the Leonard Lief Library (December, 2017)
- Chair for Lehman Athletics Compliance Committee, Lehman College (2016-present)
- Project Senior Muscle: An Initiative by the Lehman College School of Health Sciences, Human Services, and Nursing for Health Promotion and Wellness in the Bronx, NY (2016)
- NCAA Faculty Athletic Representative (2016-present)
  - Responsible for ensuring that all Lehman athletic programs are in compliance with NCAA rules
  - Act as a liaison between student athletes and faculty to resolve any issues related to academic aspects of athletic participation
- Featured in ‘Lehman Today’
  - “Herald Tribune: Post-Workout Eating Myths” [link]
  - “US News & World Reports: Six Workout Trends—And What They Mean to Your Wallet” [link]
  - “The Benefits of Strength Training While You’re Pregnant” [link]
  - “Huffington Post: Professor Brad Schoenfeld on the Three Building Blocks of Fitness” [link]

SERVICE TO THE UNIVERSITY

- Faculty Member, Institute for Health Equity, City University of New York (2017-present)
  - Serve on Research subcommittee to determine how to best integrate research into the mission of the Institute
  - Help to set policies and procedures for the Institute

COMMUNITY SERVICE

a. Professional Service

- National Strength and Conditioning Association: Member and Fellow (2000 - Present)
  - Grant Review (2018)
  - Ad Hoc Committee for NSCA Expansion into Brazil: Chair (2016)
  - Finance Committee: Chair (2013-2014)
  - Blue Ribbon Panel to Examine Offering Specialty Credentialing: Chair (2014)
  - Committee to review the Policies and Procedures Manual: Member (2014)
  - Secretary/Treasurer (2013 - 2014)
  - Board of Directors: Member (2012 - Present)
  - Conference Committee: Liaison (2012 - Present)
  - Special Populations Exam Development Committee: Member (2010 - 2014)
  - Ad Hoc Committee for Feasibility of a Personal Training Journal: Chair (2012)
o Blue Ribbon Panel to Examine Advancement of Personal Training Certification: Co-Chair (2012)
o Personal Trainer Special Interest Group: Member (2011 - 2012)
o Ad Hoc Committee for Feasibility of a Special Populations Journal: Member (2011 - 2012)
o Conference Committee: Member (2008 - 2012)

- Frontiers in Physiology: Review Editor (2017 - Present)
- Journal of Strength and Conditioning Research: Senior Associate Editor (2017 - Present)
- Strength and Conditioning Journal: Evidence-Based Training Column Editor (2015 - Present)
- Strength and Conditioning Journal: Associate Editor-in-Chief (2013 - Present)

b. Board Service

- Editorial Advisory Board Member: Frontiers in Physiology (2017 - Present)
- Scientific Advisory Board Member: Dymatize Europe (2016 - Present)
- Advisory Board Member/National Strength and Conditioning Association – Spain Affiliate (2015 - Present)
- Community Advisory Board Member, North Central Bronx/Jacobi Hospital (2015-2017)
- Editorial Advisory Board Member: Journal of Strength and Conditioning Research (2014 - Present)
- Scientific Advisory Board Member: Dymatize Nutrition Corporation (2013 - Present)
- Editorial Advisory Board Member: Journal of the International Society of Sports Nutrition (2013 - Present)
- Board of Directors Member/National Strength and Conditioning Association (2012 - 2018)
- Board of Directors Member/American Academy of Personal Training (2009 - 2010)

MEDIA

a. Internet

- Tonic.com (September 2018). “I Spent a Day Trying to Eat Like a Vegetarian Version of The Rock.”
- TheHealthSite.com (September 2018). “Don’t slog for hours! Your workout should last for just 13 minutes!”
  https://www.thehealthsite.com/fitness/dont-slog-for-hours-your-workout-should-last-for-just-13-minutes-sj0918
  https://thewirecutter.com/blog/how-much-weight-should-i-lift/
- Bodybuilding.com (July 2018). “Ask the Muscle Doc: What’s The Best Range Of Motion For Maximizing Muscle?”
  https://www.bodybuilding.com/content/ask-the-muscle-doc-whats-the-best-range-of-motion-for-maximizing-muscle.html
- WBUR.com (July 2018). “More Gyms Are Junking Weight Machines. But Should They?”
- Joe.com (July 2018). “Ditch the Dad Bod: How your diet can burn stubborn belly fat.”
- OutsideOnline.com (July 2018). “Here’s When You Should Eat Your Protein.”
  https://www.outsideonline.com/2304936/time-your-protein-perfectly
- Joe.com (June 2018). “The 5 Proven Tips to Getting Shredded.”
  https://www.joe.co.uk/fitness-health/5-essential-steps-to-getting-shredded-179038
- Joe.com (May 2018). “Mirror flexing boosts bicep growth by 12.4%, study shows.”
  https://www.joe.co.uk/fitness-health/mirror-flexing-boosts-bicep-growth-by-12-4-study-shows-175824
  https://www.bodybuilding.com/content/ask-the-muscle-doc-is-training-to-failure-necessary.html
- Joe.com (May 2018). “How many meals should you eat each day? Leading exercise scientist shares his view.”
  https://www.joe.co.uk/fitness-health/how-many-meals-should-you-eat-each-day-leading-exercise-scientist-177335
  https://www.bodybuilding.com/content/ask-the-muscle-doc-how-does-creatine-help-muscle-gains.html
• Barbell.com (March 2018). “6 Adaptogens that May Help Strength Athletes.” [Visit](https://barbell.com/adaptogens-strength-athletes/)
• Tonic.com (January 2018). “Weight Machines Still Deserve a Place in Your Workout.” [Visit](https://tonic.vice.com/en_us/article/zmqdne/are-weight-machines-better-than-free-weights)
• Self.com (December 2017). “Following a Specific Fitness Program Is the Key to Hitting Your Goals.” [Visit](https://www.self.com/story/following-a-specific-fitness-program-is-key-to-losing-weight)
• Bodybuilding.com (December 2017). “7 Ways to Make Your Workouts More Hardcore.” [Visit](https://www.bodybuilding.com/content/7-ways-to-make-your-workouts-more-hardcore.html)
• VitaminShoppe.com (December 2017). “Are You Neglecting These Two Glute Muscles?” [Visit](https://whatsgood.vitaminshoppe.com/2017/12/06/overlooked-glute-muscles/)
• The Conversation.com (September 2017). “BCAA Supplements are Just Hype – Here’s a Better Way to Build Muscles.” [Visit](https://theconversation.com/bcaa-supplements-are-just-hype-heres-a-better-way-to-build-muscles-84411)
• Huffington Post (July 2017). “Pre And Post Workout Nutrition: What Is It And Do You Need?” [Visit](http://www.huffingtonpost.co.uk/entry/pre-and-post-workout-nutrition-what-is-it-and-do-you-need_uk_5a155cb9e4b0815d3ce65b66)
• Vitamin Shoppe. (March 2017). Let’s Set The Record Straight About Fasted Cardio [Visit](https://whatsgood.vitaminshoppe.com/2017/03/15/fasted-cardio/)
• T-Nation. (March 2017). Tip: Rest This Long Between Sets [Visit](https://www.t-nation.com/training/tip-rest-this-long-between-sets)
• MyFitnessPal.com Is HIIT the Only Workout You Need? [Visit](http://blog.myfitnesspal.com/hiit-workout-need/)
• Huffington Post. (March 2016). [Visit](http://www.huffingtonpost.com/melissa-edmonds/is-it-important-to-consume-protein-right-after-working-out_b_9418912.html)
b. Magazine


• Beaver County Times (September 2018). “Lifting weights offers a variety of results.” http://www.timesonline.com/entertainmentlife/20180924/shape-up-with-joline-lifting-weights-offers-variety-of-results
• London Times (September 2018). “If You’re Smart Then Use Dumbbells” https://www.thetimes.co.uk/article/if-youre-smart-then-use-dumbbells-xn752nwt
• The Independent (October 2017). “BCAA supplements are just hype.” http://www.independent.co.uk/lifestyle/health-and-families/bcaas-supplements-are-just-hype-heres-a-better-way-to-build-muscles-a7969961.html
• Washington Post. (May 9, 2014): “How to Refuel After a Workout” https://www.washingtonpost.com/national/health-science/how-to-refuel-after-a-workout-without-undermining-your-hard-work/2014/05/19/7e1c8871a-da0f-11e3-b745-87d39690c5e_story.html

d. Television
  • WSMV - Channel 4, Nashville, TN. (January 2017). “Workout Tips for the New Year”
    http://www.wsmv.com/clip/13011599/nsca-workout-tips-1617

MEMBERSHIP IN PROFESSIONAL SOCIETIES (last 5 years only)
  • National Strength and Conditioning Association
  • United Kingdom Strength and Conditioning Association

REFERENCES
  • Gul Sonmez, Ph.D., Health Science Department, Lehman College, Bronx, NY
  • Mark Peterson, PhD, Associate Professor, University of Michigan, Ann Arbor, MI
  • Brent Alvar, PhD, Professor, Point Loma University, San Diego, CA

CHAIRMANS REPORT (for reappointment, promotion, or continued reappointment with tenure)

STUDENT EVALUATION (for reappointment, promotion, or continued reappointment with tenure)
January 25, 2019

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

RE: Early Tenure Recommendation
Dr. Bradley Schoenfeld, Assistant Professor
Department of Health Sciences

Dear Dr. Rabinowitz:

Prof. Bradley Schoenfeld has been a stellar faculty member since he joined the Department of Health Sciences as an Assistant Professor in 2014, following two years of full-time service at Lehman College as a Substitute Lecturer and Instructor. Based on his remarkable record of accomplishments, I recommended his promotion to Associate Professor this past December, in whole-hearted agreement with the recommendation of the College's Faculty Personnel and Budget Committee and his department. I also enthusiastically support his application for early tenure. He is an outstanding scholar of human performance and exercise science as well as being an exceptional teacher and a top contributor to his department, college and profession. Very few full professors equal his contributions in all of these areas, and he certainly exceeds all expectations we would have for an untenured professor. A departmentally-selected external reviewer strongly reinforced this conclusion, stating that his, “scholarly record is exceptional, putting Dr. Schoenfeld into the top echelon of researchers in the exercise science profession.”

Exercise science, the study of physiological and functional adaptations to movement, is a highly integrative area that encompasses a number of disciplines including exercise physiology, sports nutrition, sport psychology, and biomechanics. Research in these disciplines underpins the academic preparation of human performance professionals working in universities, health care, corporations, and community health settings, and it is the basis for clinical practice in those areas. There has been an extensive and growing body of scholarly work in exercise science over the last several decades, and Prof. Schoenfeld is at the forefront of that rise through his prolific and groundbreaking research. As this field of study has developed, he has earned an international reputation as one of its leading scholars. One of the reviewers selected by his department stated that his international reputation has afforded him, “opportunities [to] shape the exercise science profession, and has truly made him a leader within his chosen profession.”

Prof. Schoenfeld’s scholarship, teaching, and service at Lehman College, CUNY, and beyond the university, are summarized in this letter, which draws upon the unequivocal affirmation he has received from outside experts in the field, and from his colleagues and students. The picture that together they create is, in my estimation, one of someone who has convincingly exceeded the threshold for early tenure.

Scholarship

Since becoming Assistant Professor in fall 2014, Prof. Schoenfeld has published 112 peer-reviewed articles, and was first author on thirty-one of them. Many of those articles were published in the highest impact factor journals in the field. An additional five peer-reviewed articles have been accepted for publication, 36 new works have been submitted,
Professor Schoenfeld’s research program is primarily on strength with a focus on hypertrophy (muscle growth), performance in resistance training, and body composition. His published, scholarly work consists of mostly original research in sports science with populations including resistance-trained men, children, and the elderly (81 peer-reviewed papers). One of his recent studies on muscle strength that was published in the top-tier journal, *Medicine and Science in Sports and Exercise*, was covered by several news outlets including the *London Times* and *The New York Times*, which termed his findings “inspiring.” The study revealed that muscle strength can be achieved through resistance training consisting of a brief, single set of common exercises carried out to fatigue. These significant findings are of import, not only for their challenge to the accepted notion that more resistance training equals greater strength, but also for their practicality and fostering health benefits for those who would otherwise refrain from training because there is “not enough time.” As Prof. Schoenfeld notes, resistance training of this nature can lead to significant improvements in strength at just 13 minutes a session – less than one fourth of someone’s lunch hour.

Findings such as these are immensely useful to researchers and the public alike. Reviewer 1 from a well-regarded university writes, “the extent of Dr. Schoenfeld’s research and scholarship is far reaching indeed. His publications have been cited worldwide demonstrating widespread acclaim for the nature of his work as it is simultaneously both theoretical and practical.” Indeed, Prof. Schoenfeld’s rigorous findings not only move the needle in his field, but also reach exercise science professionals and the public through various media channels, allowing practitioners and laypeople to learn about and benefit from his work in strength and exercise - areas rife with scientifically unsound misinformation. That his work is closely followed by his fellow scholars, professionals, students, and laypeople alike is a range of impact that is important, but rarely attained. Reviewer 1 notes that Prof. Schoenfeld’s work has “changed the way both athletes and recreational exercisers train around the world” and that his “later articles are required reading for all my students, undergraduate and graduate alike.”

In November, Prof. Schoenfeld was named co-winner of the 2018 National Strength and Conditioning Association (NSCA) Young Investigator of the Year award. NSCA is considered the worldwide authority in the field of strength and conditioning professionals with over 45,000 members. This highly selective annual award, given for the last 20 years to early career researchers, honors Prof. Schoenfeld’s exceptional and noteworthy contributions to the fields of applied exercise and sport science. Reviewer 1 writes that “Dr. Schoenfeld not only compares favorably with others in our field but outdistances nearly all I am acquainted with. His record of research and scholarly activity is clearly far above the university mean nationwide and would rank in the top 5% of all researchers currently working in this field of study.” Further illustrating this point, Prof. Schoenfeld’s h-Index, one of the most widely used metrics for measuring a researcher’s productivity and citation impact, is 30, which is greater than that expected of Associate to Full Professors at Columbia’s Mailman School of Public Health (h-Index of 25).

Letters from his external reviewers selected by his department as well as by him were overwhelmingly positive. They universally praised Prof. Schoenfeld’s scholarly work, calling it “truly remarkable” and noting that his work is at the forefront of his field. Reviewer 2 notes, “His reviews, meta-analyses and original investigations have provided new insights, challenged existing dogma and inspired an entire generation of young researchers. It is not an exaggeration to now call Dr. Schoenfeld one of the world’s leading experts in the science of muscle hypertrophy and body composition.” Reviewer 1 expresses a similar view, noting that he is at “ground zero of two of the most important topics currently affecting our professional field” and that “It is fair to say that he has garnered the respect of many exercise scientists through his high quality scholarly endeavors.” The reviewers also found that his impressive scholarship combined with his contributions in teaching and service to be superior. Says Reviewer 3, “Dr. Schoenfeld’s work as a scholar, teacher and professional is exemplary,” and his “level of production and his ability to excel in each of these areas is truly astounding.”
Prof. Schoenfeld has received sixteen grants since 2014, totaling almost $258,000. This is an unusually high rate of success in his field. His internal and external funding includes substantial Tech Fee grants and a Graduate Research Technology Initiative grant to support students’ research and classroom learning. Reviewer 1 observes that these grant activities in support of his students and research are “quite extraordinary feats these days given the host of conflicting pressures presently being borne by university professors.” While governmental granting agencies are not as likely to fund studies solely on human performance, Prof. Schoenfeld has partnered with Albert Einstein College of Medicine to resubmit an NIH R01 grant proposal ($3.6 million) on the effects of kidney disease on susceptibility to contraction-induced injury. Reviewer 3 notes that Prof. Schoenfeld “has the potential to be awarded substantial research funding in the future which will increase his own research profile, as well as the profile of the College.”

Prof. Schoenfeld works diligently to establish collaborative efforts with other laboratories, both nationally and internationally (including over two dozen across the world). His work with the University of Londrina, Brazil, has produced over a dozen studies demonstrating compelling evidence that older individuals who engage in resistance training show enhanced markers of health and wellness. Prof. Schoenfeld also regularly involves his students in his research where over 100 have served as participants or research assistants in his studies that often take place in the on-campus Human Performance Lab he established. He considers his students “some of the best young exercise science students in the country.”

Teaching

Professor Schoenfeld is an exemplary instructor, teaching a variety of academically rigorous courses in the Exercise Science program within the Department of Health Sciences. Since fall 2014, he has taught a total of 23 sections across six separate courses. The mean of means for his Student Evaluation of Teaching and Learning (SETL) scores on the question “What is your overall rating of this instructor’s teaching?”, a reliable indicator of quality, is an outstanding 1.25 on the scale of 1 being the top and 5 the lowest rating. Students’ feedback across courses include:

“This is the essence of moving forward in the clinical and commercial field of exercise science. Understanding the concepts that professionals in the field manipulate to better their clients and patients was the best part.” (Theory and Methods in Strength and Conditioning)

“Brad is one of the genuine, hardworking and passionate professors I have encountered here and it is a pleasure and privilege to have him as a professor. He is my motivation.” (Exercise Physiology)

“He related the topics well to our future careers and described how to effectively use strength and conditioning variables and components. He motivated and encouraged that to be the best in the field, education comes first.” (Theory and Methods in Strength and Conditioning)

Peer observations of his teaching were strongly favorable with such comments as, “Prof. Schoenfeld is a skilled instructor who is very engaged with the students and committed to their learning ability” and “This was a well-organized class, taught by a seasoned educator with a wealth of practical experience that is disseminated to students in an engaging manner and high caliber.”

His student-centered teaching philosophy promotes theory leading to practice — and practice leading to theory. He notes that his strong practical and professional background in the fitness field helps him relay to students the “relevance of what they are studying” and the “bridge” between theory and application. He also emphasizes that his teaching is “designed to convey a deeper purpose to the material being taught” and believes that cultivating respect in the classroom, understanding students’ learning styles, and listening to student feedback about his teaching all help him to achieve this goal. Reviewer 2 aptly comments on Prof. Schoenfeld’s pedagogical style: “I have attended many of his lectures on a variety of topics [...] Through these, I have also been witness to the traits of a great teacher. He has a unique ability to extract from incredibly complex data, the salient points of interest for a practitioner and to deliver them in highly comprehensible and charismatic fashion. Though I have not witnessed him in his current university environment, I have every confidence in the transferability of this skill set.”
Service

Dr. Schoenfeld has demonstrated extensive and exemplary service to the Department, College, University, greater community, and his profession. In only four years he has held a number of leadership roles in the Department, thrice serving as a Department Search Committee Chair (and a member of four others), Department Curriculum Committee Chair and Assessment Coordinator. He also spearheaded and expedited the development of the recently approved Graduate Program in Human Performance and Fitness for the Exercise Science Program.

Service to the School, College, and University has included being a member of the Search Committee for the position of Associate Dean for the School of Health Sciences, Human Services and Nursing (HS2N), serving as Chair of the Lehman Athletics Compliance Committee and the NCAA Faculty Athletic Representative for the College which involves ensuring all Lehman athletic programs are in compliance with NCAA rules. Dr. Schoenfeld also serves on CUNY’s Institute for Health Equity’s Research Subcommittee and has been featured in Lehman Today multiple times. This level of departmental and college-wide engagement is well beyond what would be expected of untenured faculty members, and indeed would be rare for senior members of the faculty. That it has occurred simultaneously with his remarkable output as a scholar is unparalleled in my thirty years of experience as a faculty member and an administrator at CUNY.

For his professional commitment, Prof. Schoenfeld serves in a number of influential capacities. He is currently the Sports Nutrition Consultant for the New Jersey Devils Hockey Association. He also serves on several scientific, editorial and advisory boards. He has been Associate Editor-in-Chief of Strength and Conditioning Journal since 2013, Senior Associate Editor of Journal of Strength and Conditioning Research since 2017 and Associate/Column Editor of other reputable journals in his field. He has also served as Chair of several committees for the National Strength and Conditioning Association and has been on the Board of Directors of this worldwide authority on strength since 2012. Reviewer 1 notes, “In addition to the above mentioned service elements, Dr. Schoenfeld’s commitment to the National Strength and Conditioning Association (I have been a member for 20 years) has been exemplary, having served on several committees as well as the Advisory Board and Board of Directors. This service stands out for its length as well as depth. Few members of this organization have served longer and in more numerous roles. This spirit of unselfish service and collaboration will no doubt be an asset at the university level as well.”

His service to the community has also proved plentiful in the last four years. Locally, he served as a Community Advisory Board Member of North Central Bronx/Jacobi Hospital (2015 - 2017) and helped develop Project Senior Muscle, HS2N’s initiative to enhance fitness efforts in Bronx nursing homes. His expert opinion has been sought by newspapers including the Washington Post and The New York Times. He has provided expert feedback for one hundred Internet articles and popular magazines, to date, including Men’s Health, U.S. News and World Reports, NBC.com, BusinessInsider.com, Huffington Post, Time Magazine, and Global News. It is important to highlight that Dr. Schoenfeld ably disseminates his research to the public through channels that allow readers of lay literature to learn and benefit from his science-based findings and knowledge in fitness and nutrition - areas that are rife with misinformation.

In 2016, Prof. Schoenfeld’s leadership efforts in his field were recognized by the United States Sports Academy which awarded him the Dwight D. Eisenhower Fitness Award for outstanding achievement in fitness and contributions to the growth and development of sport fitness through outstanding leadership activity.

Impact on the Institution and the Community

The Bronx consistently ranks as the least healthy county in New York State. Across New York City, diabetes, obesity, and physical inactivity are highest in the Bronx, all having a notably negative impact on the health of its residents. The Bronx is in great need of qualified, trained professionals in exercise science to help address the pressing needs of its unique population. Improving the health and well-being of the Bronx community is also the cornerstone of Lehman’s School of Health Sciences, Human Services, and Nursing. Dr. Schoenfeld, as teacher, scholar, and colleague, will devote a substantial amount of time in the next few years leading Lehman’s flagship Human Performance and Fitness Master’s Program — an endeavor that aligns significantly with this mission. In the coming years, Dr. Schoenfeld will also be spending more time on these start-up administrative duties including curriculum development, continued grant-
seeking to support his Human Performance lab, and developing a long-term vision for the program. Prof. Schoenfeld will also be able to leverage his international reputation as a leading expert to attract and recruit prospective students and faculty to Lehman College and CUNY. The potential for this program’s success is great under Dr. Schoenfeld’s leadership.

Recommendation

Prof. Schoenfeld’s prolific scholarship, international prominence, and significant contributions to his students, the College, CUNY, and profession are truly exceptional. As two of the reviewers aptly state, Prof. Schoenfeld is “shaping” and “helping set the vision and direction” of the exercise science profession. Reviewer 3 concludes that “Dr. Schoenfeld’s reputation is internationally known and his works are read and utilized by many professionals. This reputation has […] truly made him a leader within his chosen profession.” These are descriptions of someone who has exceeded the threshold for early tenure.

Adding to the breadth and depth of his scholarly contributions, he excels as a teacher and mentor to students, more of whom are now coming to Lehman College to study with Prof. Schoenfeld. He has also demonstrated his adeptness in contributing to campus life and goes further by seeking leadership roles including serving as the Program Director for the Human Performance and Fitness M.S. Program. In the words of one departmentally-selected reviewer, “Dr. Schoenfeld’s work as a scholar, teacher and professional is exemplary, and frankly overwhelming.”

The Lehman College community has great confidence in Prof. Schoenfeld, something that is apparent in the overwhelming support he received in the voting at both the departmental and college-wide levels at the conclusion of reviews of his record. It is important to note that the two dissenting votes at the college-wide level came from faculty members who openly state that, as a matter of their personal policy, they never vote for early tenure. Professor Schoenfeld has the unqualified support of the President for early tenure. Professor Schoenfeld has demonstrated outstanding performance in all three areas upon which we base our evaluation, performance that is well beyond that expected of untenured faculty members, and I fully and enthusiastically support granting him early tenure.

Respectfully submitted,

Dr. Daniel E. Lemons
Interim Dean of Academic Affairs

cc: Dr. José Luis Cruz, President
Dr. Peter O. Nwosu, Interim Provost and Senior Vice President for Academic Affairs and Student Success
Dr. Elin Waring, Interim Dean, School of Health Sciences, Human Services and Nursing
Dr. Danna Ethan, Chair, Department of Health Sciences
Mr. Esdras Tulier, Esq., Interim Executive Counsel and Labor Designee
Mr. Eric Washington, Director, Human Resources
QUEENS COLLEGE
EARLY TENURE FOR DR. JEFFREY BEELER

WHEREAS, Dr. Jeffrey Beeler is characterized by leaders in his field of neuro-biology as an outstanding theoretician, empiricist, and translational researcher in the effects of dopamine on the brain; and

WHEREAS, Dr. Beeler has published eleven scholarly articles in top-tiered refereed journals since his appointment to Queens College in 2013; and

WHEREAS, Dr. Beeler is highly sought after, both domestically and internationally, to speak at other institutions and at conferences and to serve on grant review panels and editorial boards; and

WHEREAS, Dr. Beeler has an excellent track-record of obtaining external funding for his research, having been awarded over one million dollars combined from the National Institutes of Health and the Whitehall Foundation; and

WHEREAS, some of Dr. Beeler’s NIH funding was awarded for research in which he successfully engages his undergraduate students; and

WHEREAS, Dr. Beeler is not only exceptionally innovative in his research but he is also creative in his undergraduate and graduate classrooms as well, earning strong praise for his teaching from both colleagues and students; and

WHEREAS, Dr. Beeler has provided significant service to Queens College and CUNY by actively contributing to a variety of curricular committees, supervising an extensive renovation of departmental laboratory space and co-establishing an Oversight Committee for Animal Services to improve the animal facilities; and

WHEREAS, this recommendation for early tenure comes with the highest endorsement from both the faculty and academic administration of the College; now therefore be it

RESOLVED, that Dr. Jeffrey Beeler of the Department of Psychology at Queens College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dr. Beeler is well-deserving of early tenure. His publication record, teaching evaluations and service to the College and the profession are all well above the standard for tenure. One external reviewer from an Ivy League institution wrote “I will admit that I am personally very jealous of your department for having such an outstanding colleague”; “…he is a colleague I would love to have here… I can state unhesitatingly, and with great enthusiasm, that if given an opportunity I would hire Dr. Beeler in our department.” The awarding of early tenure to Jeff Beeler is in the best interest of Queens College and its students.
January 15, 2019

Jane Bowers  
Interim Executive Vice Chancellor and University Provost  
The City University of New York  
205 East 42 Street  
New York, NY 10017

Dear Provost Bowers:

I write this letter to affirm my strong support for Professor Jeff Beeler’s application for early tenure at Queens College.

Introduction

Professor Beeler joined the Psychology Department faculty at Queens College in August 2013 as an Associate Professor following his position as a Research Associate Professor of Neurobiology at the University of Chicago where he had published 27 papers and completed a $1.2 million grant from the National Institutes of Health (R01) as the principal investigator. Since his arrival on our campus, his exceptional scholarship, including consistent and high-quality publications, externally-funded grants and his reputation in the field have continued to expand unabated. This high level of recognition is clearly reflected in Professor Beeler’s numerous invitations to speak at other institutions, serve on grant review panels and editorial boards, and in the outstanding supporting letters from highly regarded scholars. Not only does Dr. Beeler think extensively and creatively in his research, he also extends his natural propensity for thoughtful engagement and problem solving to teaching, as well as to service for the Department and College. He consistently provides insightful feedback in student research and advisory committees, and contributes extensively on numerous Department, Division, College- and University-wide committees.

Scholarship

Professor Beeler’s research focuses on understanding the role of dopamine in the brain. This somewhat broad area of interest and expertise has led to distinguished contributions to the field in three main areas: theoretical work, empirical research, and clinical applications in Parkinson’s disease, obesity, anorexia, and addiction. Relatively rare among scientists, Professor Beeler is known for both his deep and creative theoretical thinking as well as his successfully accomplishing cutting edge experimental techniques—representing a broad extent of expertise and productivity throughout the range of the theoretical-empirical spectrum. It is striking that all of his external reviewers comment on the significant contributions his theoretical work has made
to their own research and the field more broadly, each citing “deep thinking,”
“unusual/unique/rare thoughtfulness,” “originality,” “innovation,” and “creativity” in numerous contexts throughout their remarks. He is characterized by leaders in his field as a true intellectual and scholar, and is in demand for his ideas as a thinker as well as an experimentalist, “I will admit that I am personally very jealous of your department for having such an outstanding colleague”; “…he is a colleague I would love to have here at [my Ivy League institution]”; “I can state unhesitatingly, and with great enthusiasm, that if given an opportunity I would hire Dr. Beeler in our department.”

Notably, the words “innovative” or “innovation” appear a dozen times throughout the eight evaluations, in addition to countless synonyms. “Jeff is innovative, creative, smart and is one of very few behavioral neuroscience researchers who is well informed by, and combines, multiple levels of analysis; as a result, his work has deep implications…Jeff is passionate about research and thinks clearly and profoundly about competing theories…Jeff’s studies are thus transformational…” “Dr. Beeler is one of the very few people who is thinking in a sophisticated way about dopamine….Because of his thoughtfulness and creativity, I believe Dr. Beeler’s work will have considerably more lasting impact than the great majority of investigators in this field.” “Dr. Beeler takes an unusually thoughtful and original approach…”; and “…he has developed a great reputation for his innovative and insightful research…he is in the upper echelon of systems neuroscientists of his generation.” Continuing in this vein, “Jeff is a creative, innovative, and thoughtful scientist who has made critical contributions…He thinks deeply about neuroscience and takes the time to consider any interesting theoretical points…,” and “I have been impressed by his academic knowledge.” “…A characteristic of his work is not to be swayed by prevailing opinion, but to argue carefully from the known facts and then to design clever experiments… I have the highest regard for the type of approach that he uses, which is to read deeply and carefully, think hard, and design experiments to test hypotheses.” “Most and foremost, I would like to emphasize his ability to think conceptually and that he is a very knowledgeable about his field of study, both of which are qualities that in my opinion are an essential driving force behind truly impactful innovation and are critical for genuine, long-term contributions to science (and unfortunately, these qualities are rare in current-day academia). Jeff sees the bigger picture of scientific results and is able to integrate his work into a greater framework of knowledge…” It is these attributes that not only result in his advancing our understanding of this critical neurotransmitter, but that will, as evaluators predict, garner staying power in his contributions to neuroscience.

As further testament to Professor Beeler’s standing in the field, likewise noted by external evaluators, he has been invited to speak at an impressive number of venues (18 between 2013-2018), two of which were international, and many of which provided funding and an honorarium.

Turning to his record of publication, Professor Beeler’s scholarship is evident in a consistent and high rate of publications in competitive peer-reviewed journals, an edited volume, book chapter, and numerous published conference abstracts. Prior to his appointment at Queens College, Professor Beeler published 27 peer-reviewed papers in total, including 22 during 10 years in his
post-graduate appointments as a postdoctoral fellow (2004-07), research assistant professor (2007-12) and research associate professor (2012-13) at the University of Chicago. Since his appointment at Queens College in 2013, Professor Beeler has published 11 peer-reviewed papers (with an additional publication in press), an average of more than 2 per year in consistently top-tier journals. As noted by external evaluators, “Dr. Beeler has published a substantial body of high-quality empirical research…” “…Dr. Beeler regularly publishes in strong journals…his work already has been cited a total of over 740 times on [Information Sciences Institute] Web of Science, where he has an h-index of 15, and where in recent years he has gained regularly over 100-130 new citations per year. On Google scholar, he has nearly 1800 total citations, and an h-index of 22, and now earns nearly 250 new citations per year. Inspection of his recent citation trajectories on both websites suggests that his annual citation rate has grown dramatically in the past 5 years, and so annual citations may well be expected to grow considerably further in the future.”

Likewise, with his record of grant funding, since being hired at Queens College, Professor Beeler has had consistent funding from federal, private, and CUNY resources. He has had funding from NIH in the form of an R21 grant, (which he applied for prior to his appointment; $275,000; 2013-2015) a second R21 ($275,000; 2014-2016), and an R15 ($300,000; 2018-2021). The R21 grant is an “Exploratory/Developmental Research Award” designated for innovative and ground-breaking research that may be high-risk but is also potentially transformative. The R15 “Academic Research Enhancement Award” is designed to support research in primarily undergraduate institutions and is granted to investigators who have demonstrated success in engaging undergraduates in research and also in more broadly enhancing the research environment at the institution. In addition, Professor Beeler was awarded a highly prestigious Whitehall Foundation research grant ($225,000; 2017-2020), for which the primary criteria are creativity and quality in the research questions and design. These award types are particularly characteristic of Professor Beeler’s approach in working toward meaningful, big-picture discoveries, as well maintaining a clear focus on implementing lasting improvements to the facilities and research infrastructure, while engaging undergraduates in research. This pronounced success in funding is rare, as remarked upon by several of the evaluators. “…Dr. Beeler clearly has been successful in obtaining external research funding in a difficult era.” “One strong sign of Jeff’s productivity and impact on the field, and the likelihood of future strong productivity, is the fact that he has secured a steady stream of funding from NIH throughout what by all accounts has been the most difficult funding climate in history.” (This last reviewer is an internal NIH investigator).

Teaching

Professor Beeler regularly teaches both undergraduate and graduate courses with solid student evaluations (“of the instructor”, 3.4-4.2, increasing each year) and consistently strong, positive faculty evaluations. There seems to be in increasing level of comfort and out-of-the-box thinking in his approaches to teaching. In particular, these comments exemplify a sample of recent faculty evaluations: “…the creativity in asking students to take charge of the part of the lecture they had prepared was effective. He raised awareness and encouraged students to think and engage in the
class.” “This was one of the best classes I’ve seen for such a format. He nicely balanced coverage of material with asking stimulating questions…He struck an excellent balance between providing the information and getting the students to think for themselves. He asked questions along the way getting students to answer and think and then elaborating on their answers. He constantly reminded the students to make connections with earlier parts of the course making it a truly cumulative experience. This was a true master class and the students and department are very fortunate to have Dr. Beeler for this course.”

Service

Professor Beeler has quickly risen to the level of a leader in the Department, College, and University, and is an active and engaged member of over 11 regularly-meeting committees. He has been elected to the P&B committee as an interim replacement for 2018. He is currently chair of the Psychology Department MA program committee and director of both the Behavioral Neuroscience MA program and the General Psychology MA program. He developed, and serves as advisor to, a student advisory committee for departmental MA students. At the College level, he was nominated by the Dean of the Division of Mathematics and Natural Sciences to serve on the Queens College Graduate Council. He was asked to serve as a committee member to develop an interdisciplinary program in data science (developing a minor and certificate program). He is supervising an extensive renovation of departmental laboratory space on the second floor of Razran Hall. In conjunction with the Dean of the Division of Mathematics and Natural Sciences, Professor Beeler also established an Oversight Committee for Animal Services to improve the animal facilities. He is uniquely positioned for this senior leadership role as he serves on both the College IACUC and was nominated by the Provost’s Office to serve on the CUNY Central Animal Use Advisory Committee. Professor Beeler also organized a CUNY wide neuroscience directors meeting to coordinate programs, maximize resources and allow for parity in transfer of credits from MA programs into the CUNY Neuroscience Ph.D. program. His contributions in these areas go far beyond merely being present at meetings, and maintaining the status quo, and instead have resulted in many substantive transformations in programs and procedures. He brings to these areas of administration the same enthusiasm and creative problem-solving that drives his research and teaching, and he seeks to genuinely make a difference in program quality by bringing about new and exciting initiatives.

Similarly, Professor Beeler is sought after for professional service more broadly and has been a Section Editor for *NeuroReport*, Academic Editor for *PLOS One* (“Public Library of Science”), and served on the Editorial Board for *Frontiers in Decision Neuroscience*. He has served as a panel reviewer at the NIH and at the French National Research Agency. Moreover, he has been selected to review 22 manuscripts (since his appointment at QC) in addition to those he has overseen in his capacity as an editor. The list of journals who have solicited his expertise is also extensive.

Summary

As described above, Professor Jeff Beeler joined the Psychology Department faculty at Queens College as an Associate Professor following his position as a Research Associate Professor of
Neurobiology at the University of Chicago (2012-2013) and Research Assistant Professor at the University of Chicago (2007-2012); a five year stint subsequent to a 3 year postdoctoral fellowship (2004-2007) at the same institution. Given this position in his career, during his job interview and at the stage of the job offer Dr. Beeler asked whether he would be permitted to be considered for tenure prior to the 7-year clock and was assured this would be possible. Thus there was a mutual understanding at the time of his accepting the position, and as part of his consideration, that this would be his intended course of action. This verbal commitment to considering early tenure and promotion to Professor on the part of the Department was based on the substantial body of scholarship already created by Professor Beeler in his positions as Research Assistant Professor and Associate Professor at the University of Chicago, where he had published 27 papers and completed a $1.2 million grant from the National Institutes of Health (R01) as the principal investigator, evidence of a significant trajectory in terms of publications and grants.

At Queens College, Professor Beeler has more than met our expectation. He has established a highly productive research laboratory, which is internationally recognized as noted in supporting letters from external evaluators and evidenced by a very high number of invitations to speak at various institutions and invited conferences. Moreover, Professor Beeler is characteristically among those who would naturally be invited to take on more senior leadership positions and high-profile engagements in his field; however, he would require the title of Professor to pursue such opportunities. For instance, full professor standing is in practice an unwritten requirement to provide key note addresses in many venues (including at our own CUNY Neuropsychology Research Day). Likewise, higher order service to the neuroscience community, for instance, as a senior journal Editor, positions on the Executive Committee of the Society for Neuroscience and other professional organizations, roles in policy making, advocacy positions, and boards of directors, to name a few, generally select from those who have achieved a full professorship. Given Professor Beeler’s current standing, promise, and ambition to move forward in his field, he is likely as a full professor to attain invitations to serve in increasingly high-profile positions, and in doing so, will clearly be promoting the influence, recognition, and reputation of Queens College.

The recognition of substantial research accomplishments that underscores the granting of a Professor title serves as an institutional endorsement in the competition for getting grants and achieving research collaborations, as well as in recruiting high caliber students and post-doctoral trainees – synergistically advancing his research program, scholarly productivity and the quality of his research achievements. We very strongly feel that the College would be well served in retaining and promoting such a promising leader in his field of Neuroscience. I therefore support his application for early tenure without reservation.

Yours sincerely,

Provost and Vice President for Academic Affairs
CURRICULUM VITAE
Jeff Beeler, Ph.D.

WORK ADDRESS
Dept. of Psychology
Science Building, E318
65-30 Kissena Blvd.
Queens College, CUNY
Queens, NY 11367

CONTACT INFORMATION

EDUCATION
2003 Ph.D., Neurobiology, University of Chicago
1992 M.S.W., Mental Health Concentration, University of Illinois at Chicago
1987 B.A. cum laude, Secondary Education, Arizona State University

ACADEMIC APPOINTMENTS
2015-present Associate Professor (secondary appointment)
Department of Biology (Neuroscience)
The Graduate Center, City University of New York

2013-present Associate Professor (primary appointment, untenured)
Department of Psychology – Queens College
Behavioral & Cognitive Neuroscience – The Graduate Center
City University of New York, New York, NY

2012-2013 Associate Professor - Research Associate
Department of Neurobiology
University of Chicago, Chicago, Ill

2007-2012 Assistant Professor - Research Associate
Department of Neurobiology
University of Chicago, Chicago, Ill

2004-2007 Postdoctoral Fellow
Department of Neurobiology
University of Chicago, Chicago, Ill

1998-2007 Lecturer
School of Social Service Administration
University of Chicago, Chicago, Ill.

RESEARCH INTERESTS
Information processing and plasticity in basal ganglia circuitry and its contribution to motivational plasticity, behavioral flexibility and neuropsychiatric disorders (PD, obesity, addiction, depression).
ACTIVE GRANTS
"Dissecting contributions of different D2R populations to activity and appetite"
Principal Investigator: Jeff Beeler
Agency: NIH/NINDS
Type: R15
Direct Costs: $300,000
Period: 3/1/2018 to 2/28/2021

"Regulation of new corticostriatal learning via silent synapses"
Principal Investigator: Jeff Beeler
Agency: Whitehall Foundation
Costs: $225,000
Period: 5/1/2017 to 4/30/2020

"Optogenetic dissection of insula-based cognitive control in a mouse model"
Principal Investigators: Jeff Beeler and Jin Fan (co-PIs)
Agency: Queens College, CUNY
Type: Research Enhancement
Costs: $16,000
Period: 1/1/2018 to 8/31/2018

COMPLETED GRANTS
External
"Assessing aberrant motor learning in Parkinson’s patients"
Principal Investigator: Jeff Beeler
Agency: NIH/NINDS
Type: R21
Direct Costs: $275,000
Period: 4/1/2014 to 3/31/2016 (no-cost extension to 4/30/2017)

“Nicotine mitigates dopamine blockade-induced aberrant plasticity and learning”
Co-Investigator: Jeff Beeler (PI: Xiaoxi Zhuang)
Agency: NIH/NINDS 1R21NS083383-01
Type: R21
Direct Costs: $275,000
Period: 4/01/2013 to 3/31/2015

"Pharmacological targets facilitating non-drug reward and extinction of drug-seeking"
Principal Investigator: Jeff Beeler
Agency: NIH/NIDA 1RO1DA02587-01
Type: R01
Direct Costs: $250,000/year
Period: 9/19/2008 to 5/31/2013

"Genetic manipulation of phasic dopamine activity"
Principal Investigator: Jeff Beeler
Agency: NIDA
Type: F32
Direct Cost: $50,000/year
**Internal:**
"Bridge Funds"
Principal Investigator: Jeff Beeler
Agency: Queens College, CUNY
Type: Research Enhancement
Direct Costs: $5000
Period: 1/1/2017 – 8/31/2017

Summer Advanced Grant Writing Award (SAGA)
Principal Investigator: Jeff Beeler
Agency: CUNY Office of Research
Type: travel award
Direct Costs: $1,000
Period: 2/01/2017 – 8/31/2017

"An optogenetic technique for measuring synaptic strength"
Principal Investigator: Jeff Beeler
Agency: PSC-CUNY
Type: Traditional B
Direct Costs: $6,000
Period: July 2016 - June 2017

"Developing a genetic toolbox for research into corticostriatal plasticity"
Principal Investigator: Jeff Beeler
Agency: PSC-CUNY
Type: Traditional B
Direct Costs: $6,000
Period: July 2015 - June 2016

"Development of a mouse virtual reality homecage system"
Principal Investigator: Jeff Beeler
Agency: PSC-CUNY
Direct Costs: $6,000
Period: 7/1/2014 to 6/30/2015

"Mouse Touchscreen System"
Principal Investigator: Jeff Beeler
Agency: Queens College, CUNY
Type: Research Enhancement
Direct Costs: $4950
Period: 12/9/2014 – 6/30/2015

"Optogenetic equipment"
Principal Investigator: Jeff Beeler
Agency: CUNY
Type: COPS
Direct Costs: $31,986
Period: 2013
TRAINING AND MENTORING

Pending
- Pim Heckman (visa in progress), recently graduated PhD hired as postdoctoral fellow in my lab. Target start date was 8/1/2018 but is being held up by J-1 visa processing.

Current
- Devry Mourra (2014-), initially in my lab as post-baccalaureate and now as a doctoral student. Conducting cyclic voltammetry experiments measuring dopamine release in vivo in anesthetized mice.
- Allison Meyers (2015-), PhD student in Neuroscience focusing on patch-clamp electrophysiology in striatum.
- Federico Gnazzo (2017-), undergraduate student working on optogenetics (optical ICSS) and confocal microscopy (dendrite quantification).
- Jessica Lungu (2017-), undergraduate in my lab
- Bekime Bekteshi (2018-), masters student who started in my lab summer of 2018
- Aaron Goldberg (2018-), computer science undergraduate in my lab
- Jonathan Arenson (2018-), computer science undergraduate in my lab
- En Lin (2018-), computer science undergraduate in my lab
- Emily Maldanado (2018-), undergraduate student started in my lab summer 2018
- Steve Cobos (2018-), Baruch undergraduate student started in my lab summer 2018
- Rebecca Russo (2018-), undergraduate student started in my lab summer 2018
- Maryia Kazlouskaya (2018-), undergraduate student started in my lab summer 2018
- Larry Chan (2018-), undergraduate student started in my lab summer 2018
- Aska Gurung (2018-), undergraduate previously in my lab who has returned to further research

Completed
- Jason Macania (2018), undergraduate worked in lab.
- Josie Cooke (2016-2018), undergraduate in lab. Josie was awarded a Marshall Award and will study neuroscience at Imperial College, London.
- Joseph Khafi (2016-2018), undergraduate in lab, accepted into dental school.
- Perry Raskin (2018), undergraduate computer science student. Hired in tech sector.
- Chris Dessources (2016), Queensboro undergraduate worked in lab via bridge grant.
- Gabriel Vidas (2016), Queensboro undergraduate worked in lab via bridge grant.
- Jacob Taber (2015-2017), undergraduate accepted into medical school.
- Philip Clark (2015-2017), Master's student in neuroscience focusing dopamine regulation of appetitive behavior using fast-scan cyclic voltammetry (chronic recording) in awake, behaving animals. Accepted into Drexel PhD program in neuroscience.
- Chris Guevara (2015-2017), Master's student (Columbia) using optogenetics to probe dopamine's role in energizing behavior and reinforcement learning. Accepted into Mt. Sinai PhD program in neuroscience.
- Steven Gluf (2015-16), Master's student in neuroscience focusing on adaptations induced by pharmacological down-regulation of dopamine. Currently a technician in Anne Churchland's lab prior to applying to doctoral programs.
- Alex White (2014-16), computer science student who has been working with me building a touchscreen based mouse homecage operant system. Currently working in industry as a software engineer.

- Danielle Alocius (2014-15), computer science student who worked extensively on a project building a touchscreen mouse homecage operant system. Danielle is currently employed at IBM as an engineer on their operating system team.

- Jianxun Xia (2014-16), postdoctoral fellow focusing on corticostriatal plasticity. Completing second postdoctoral studies at City College, CUNY with Jack Martin. Took job with Harvard Bioscience and returned to China.

- Rawan Shafi (2014-15), undergraduate in lab.

- Monika Shpokayte (2013-15), undergraduate who has effectively set up pharmacogenetics (DREADDs) in my lab, including setting up microinjection surgeries for virally mediate genetic expression. Worked at a biotech startup, then as tech in lab at MIT. Plans to apply to neuroscience PhD programs.

- Aron Weinberg (2013-15), undergraduate who used quantitative PCR to examine changes in dopamine related gene expression under chronic nicotine, related to understanding nicotine's protective effect in Parkinson's disease. Aron is applying to graduate school to be a Physician's Assistant.

- Jessica Koranda, graduate student in Neurobiology, served as co-advisor and thesis committee member. Jessica nicotinic regulation of dopamine and protective effects against aberrant learning.

- Mari Murakami, supervised her senior honors thesis project “The role of taste, metabolic value and dopamine in feeding behavior.” Mari graduated and is pursuing medical school.

- Zhen Fang Huang Cao, supervised her senior honors thesis project “The nigrostriatal pathway as an effector for locomotor psychostimulation and sensitization to cocaine.” Zhen completed her PhD and is currently a postdoc at Rockefeller University.

**SERVICE (Professional)**

2014-present Section Editor, NeuroReport

2011-present Editor, PLoS One

2012-present Review Editorial Board, Frontiers in Decision Neuroscience

Ad hoc member, NIH Study Section, Biobehavioral Regulation, Learning and Ethology (BRLE), (6/2013, 10/2014, 2/2015, 10/2015, 2/2016); S10 mechanism study section (10/2016)

Grant Reviewer (outside expert), French National Research Agency, March 2013

**SERVICE (Institutional)**

2018-present Member, Committee developing data science program

2018-present Queens College Graduate Advisory Council, member

2018-present Member, Animal Services Oversight Committee (QC)

2018-present CUNY Central Animal Use Advisory Committee

2017-2018 co-chair, MCD/CNC scientific retreat

2016-present co-Director, Psychology Dept. Teaching Apprentice Program

2016-present Director, Behavioral Neuroscience MA

2016-present Director, General Psychology MA

2016-present Chair, Psychology Dept MA program committee

2016-present Advisor to Psychology Dept MA Student Advisory committee

2016-present Executive Committee, Behavioral-Cognitive Neuroscience doctoral program

2015-16 co-director CUNY Neuroscience Collaborative Colloquia/Seminar Series

2015-16 co-chair, Admissions Committee, CUNY Neuroscience Collaborative,

2015-2016 Advisor/Organizer, Queens College Neuroscience Social Seminar Series,
2015- present IACUC member, Queens College
2015 Middle States Self-Study, Psychology Dept, conducted alumni survey
2014-15 Admissions Committee (2014-15), CUNY Neuroscience Collaborative
2011-2013 University of Chicago, Institutional Animal Care and Use Committee

PAST HONORS AND AWARDS
2012 NIDA/NIAAA/APA (Divisions 28 & 50) Early Career Investigators Travel Award
2012 Travel Fellow, Winter Conference on Brain Research
2005-2007 Individual Postdoctoral Training Grant (NRSA), F32 DA020427-01
   “Genetic manipulation of phasic dopamine activity” (NIDA)
1996-1998 Phoenix Fellowship, University of Chicago

TEACHING EXPERIENCE
2017-present Instructor. Neuroscience II: Behavioral Neuroscience (PhD), Graduate Center, CUNY
2016 Graduate Seminar, Theoretical Neuroscience (PhD), Graduate Center, CUNY
2017-present Instructor, Clinical Psychopharmacology (PhD/MA), Queens College, CUNY
2016-present Instructor, Molecular Neuroscience (MA), Queens College, CUNY
2013-present Master Instructor, Psychopharmacology (undergrad), Queens College, CUNY
2013-present Master Instructor, Human Motivation (undergrad), Queens College, CUN
2013-2015 Instructor, Psychopharmacology (PhD/MA), Queens College, CUNY
2013-2014 Instructor, Human Motivation (undergrad), Queens College, CUNY
2004-2007 Sole lecturer/developed course, Biomedical Perspectives in Social Work (20 lectures)
   School of Social Service Administration, University of Chicago.
2001 Teaching Assistant. Cellular Neurobiology, University of Chicago.
1998-2003 Sole lecturer/developed course, Sexuality and Social Work Practice (20 lectures)
   School of Social Service Administration, University of Chicago.
1998 Co-instructor with Dr. Bert Cohler, Psychiatric Illness and the Life Course,
   Undergraduate course, University of Chicago.

CLINICAL EXPERIENCE
2006-2010 Clinical Consultant (Independent)
1995-1999 Somerset House, Chicago IL. Clinical Services Trainer, Social Services Dept.
1992-1994 MacNeal Hospital, Berwyn, IL. Emergency Room Social Worker, Emergency Dept.
1992-1993 Hartgrove Hospital, Chicago, IL. Resource Social Worker, Psychiatry Dept.

PEER REVIEW ACTIVITIES --- JOURNALS
PROFESSIONAL AFFILIATIONS
Society for Neuroscience

PEER REVIEWED PUBLICATIONS

In press:

Under review:


In preparation:

Published:


**MEETING ABSTRACTS/POSTERS/PRESENTATIONS**


INVITED TALKS


Beeler, J.A. (2017). Dopamine and activity regulation: role in obesity and anorexia nervosa. Invited speaker. CUNY Neuroscience Collaborative seminar series, NYC.


Beeler, J.A. (2012). Invited speaker, Aberrant Learning and Parkinson’s Disease. Barrow Neurological Institute, Phoenix, AZ.


Beeler, J.A. (2012). Dopamine and energy economics: Putting desire on a budget. Loyola University. Chicago, IL.


NAME: Jeff A Beeler

COLLEGE: Queens

HIGHER EDUCATION
A. Degrees (most recent first):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree/Major</th>
<th>Dates Conferred</th>
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<tbody>
<tr>
<td>University of Chicago</td>
<td>Ph.D. in Neurobiology</td>
<td>Dec 2003</td>
<td></td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>M.S.W., Mental Health Concentration</td>
<td>May 1992</td>
<td></td>
</tr>
<tr>
<td>Arizona State University</td>
<td>B.A. <em>cum laude</em>, Secondary Education</td>
<td>Dec 1987</td>
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</table>

B. Additional Higher Education and/or Education in Progress:

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<tr>
<td>None.</td>
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EXPERIENCE (most recent first)
A. Teaching (include part- and full-time experience at Queens College)

<table>
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<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Graduate Center, CUNY</td>
<td>2016- present</td>
<td>Assoc Prof</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Queens College CUNY</td>
<td>8/2013- present</td>
<td>Assoc Prof</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2004-2007</td>
<td>Lecturer</td>
<td>Social Work</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1998-2003</td>
<td>Lecturer</td>
<td>Social Work</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2003-2004</td>
<td>TA</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2001</td>
<td>TA</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1998</td>
<td>co-instructor</td>
<td>Human Dev</td>
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B. Research (include experience at Queens College)

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<tr>
<td>Queens College CUNY</td>
<td>2013-</td>
<td>Assoc Prof</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2012-2013</td>
<td>Research Assoc Prof</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2007-2012</td>
<td>Research Asst Prof</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2004-2007</td>
<td>Postdoctoral Fellow</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1998-2003</td>
<td>Doctoral Student</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1995-1998</td>
<td>Doctoral Student</td>
<td>Human Dev</td>
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C. Clinical (include experience at Queens College)

<table>
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<th>Institution</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Clinical Consultant (Independent)</td>
<td>2006-2010</td>
<td>Clinical Social Worker</td>
</tr>
<tr>
<td>Somerset House, Chicago IL.</td>
<td>1995-1999</td>
<td>Clinical Services Trainer</td>
</tr>
<tr>
<td>Somerset House, Chicago, IL.</td>
<td>1993-1995</td>
<td>Specialized Services Coordinator</td>
</tr>
<tr>
<td>MacNeal Hospital, Berwyn, IL.</td>
<td>1992-1994</td>
<td>Emergency Room Social Worker</td>
</tr>
<tr>
<td>Hartgrove Hospital, Chicago, IL.</td>
<td>1992-1993</td>
<td>Resource Social Worker</td>
</tr>
<tr>
<td>Lutheran General Hospital,</td>
<td>1991-1992</td>
<td>Social Work Internship, Psychiatry</td>
</tr>
</tbody>
</table>

RECORD OF APPOINTMENT IN EACH TITLE AT QUEENS COLLEGE
(in chronological order; most recent first; include date of tenure, if awarded)

<table>
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<th>Dates</th>
<th>Rank</th>
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<tr>
<td>10/2015</td>
<td>Appointment, GC Biology Dept, Neuroscience</td>
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<tr>
<td>10/2013</td>
<td>Appointment, GC Psychology, Behavioral Cognitive Neuroscience</td>
</tr>
<tr>
<td>8/2013 (primary)</td>
<td><strong>Associate Professor (untenured), Queens College, Psychology Dept.</strong></td>
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</table>

ACADEMIC AND PROFESSIONAL HONORS

2012    NIH/APA Early Career Investigators Travel Award
2012    Travel Fellow, Winter Conference on Brain Research
2005-2007 Individual Postdoctoral Training Grant (NRSA), F32 DA020427-01
        “Genetic manipulation of phasic dopamine activity” (NIH)
1996-1998 Phoenix Fellowship, University of Chicago

MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)

2005- present Society for Neuroscience
2012- 2014 American Psychological Association (withdrew)
TEACHING EFFECTIVENESS
STUDENT EVALUATION

- Insert the candidates’ scores on the Queens College student evaluation forms for the last four semesters in the table below. **Note:** Data can be found at [http://ctl.qc.cuny.edu/evaluations/data/](http://ctl.qc.cuny.edu/evaluations/data/). (For several of the questions in sections A and B: 1=Strongly disagree, 2= Disagree, 3= Somewhat disagree, 4= Agree and 5=Strongly agree.)

<table>
<thead>
<tr>
<th>Question</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. General Questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td>3.7</td>
<td>4.0</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td>3.4</td>
<td>4.0</td>
<td>4.7</td>
<td>3.8</td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td>3.5</td>
<td>4.2</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.2</td>
<td>4.7</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
<td>3.6</td>
<td>3.7</td>
<td>4.4</td>
<td>4.0</td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.3</td>
<td>3.9</td>
<td>3.9</td>
<td>5.0</td>
</tr>
<tr>
<td>8. How difficult is the course? (1= Not at all difficult, 5= Extremely difficult)</td>
<td>3.9</td>
<td>4.1</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5=Excellent)</td>
<td>3.4</td>
<td>3.6</td>
<td>3.9</td>
<td>4.2</td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor? (1=Poor, 5=Excellent)</td>
<td>2.9</td>
<td>3.9</td>
<td>3.4</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>B. Writing Intensive Related Questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The instructor provided opportunity for the revision of writing assignments. (1=Strongly disagree, 5=Strongly agree)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Class time is devoted to teaching elements of writing (argument, evidence, analysis, narrative, description, etc.) and the writing process (brainstorming, drafting, revising, etc.) (1=Strongly disagree, 5= Strongly agree)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>13. The instructor assigned approximately how many pages of formal writing (essays, lab reports, narratives, etc.)? (1= 0-9 pages, 5= 26 or more pages)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>14. Compared to the amount of formal writing you did in this course, how much informal writing (journals, blogs, freewriting etc.) did you do? (1=None, 5= Much more)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
FACULTY TEACHING EVALUATIONS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Evaluator</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPR2018</td>
<td>708.3 Psychopharmacology</td>
<td>Joel Sneed</td>
<td>Positive</td>
</tr>
<tr>
<td>SPR2017</td>
<td>708.3 Psychopharmacology</td>
<td>Yoko Nomura</td>
<td>Positive</td>
</tr>
<tr>
<td>SPR2016</td>
<td>708.3 Psychopharmacology</td>
<td>Carolyn Pytte</td>
<td>Positive</td>
</tr>
<tr>
<td>SPR 2015</td>
<td>708.3 Psychopharmacology</td>
<td>Ray Johnson</td>
<td>Positive</td>
</tr>
<tr>
<td>FALL 2014</td>
<td>231 Human Motivation</td>
<td>Bruce Brown</td>
<td>Positive</td>
</tr>
<tr>
<td>SPR 2014</td>
<td>708.3 Psychopharmacology</td>
<td>Jin Fan</td>
<td>Positive</td>
</tr>
<tr>
<td>FALL 2013</td>
<td>231 Human Motivation</td>
<td>Robert Ranaldi</td>
<td>Positive</td>
</tr>
</tbody>
</table>

WORKLOAD DATA

List all course assignments at Queens College and the Graduate Center for the last four semesters. Indicate all reassigned time and its source (contractual, grants, dissertation supervision, etc.). In addition, provide information on multiple positions, if any, held by the candidate.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Hrs./Cr.</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>3/3</td>
<td>PSYCH 708.3</td>
<td>Psychopharmacology (Molecular Neurosci)</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>4/1</td>
<td>PSYCH 70811</td>
<td>GC: NS II (Behav Neurosci segment)</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>3/.3</td>
<td>PSYCH 391.3</td>
<td>Research Mentoring</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3/.3</td>
<td>PSYCH 391.3</td>
<td>Research Mentoring</td>
</tr>
<tr>
<td>Release:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Scholarship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Master Instructor (2 courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Director, General Psychology and Behavioral Neuro MA programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Contractual Release</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.4</td>
<td>owed from previous year</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>TOT: 21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Spring 2017   | 3/3      | PSYCH 708.3 | Psychopharmacology (Clin Psychopharm)           |
| Spring 2017   | 3/1      | PSYCH 70811 | GC: NS II (Behav Neurosci segment)              |
| Spring 2017   | 3/1.2    | PSYCH 391.3 | Research Mentoring                              |
| Spring 2017   | 3/.6     | PSYCH 791.3 | Research Mentoring                              |
| Fall 2016     | 3/.6     | PSYCH 391.3 | Research Mentoring                              |
| Fall 2016     | 3/.6     | PSYCH 791.3 | Research Mentoring                              |
| Release:      |          |           |                                                 |
|               | 3        | Scholarship |
|               | 2        | Master Instructor (2 courses)                   |
|               | 6        | Director, General Psychology and Behavioral Neuro MA programs |
|               | 6        | Contractual Release                             |
| 2016-17       | TOT: 24  |           |                                                 |
SCHOLARSHIP AND CREATIVE WORK

List completed work using the following guidelines:

(1) Works that are edited, co-authored, translated, compiled, etc. should be clearly indicated as such. In the case of co-authored works or projects, information should be provided as to the specific contributions of the candidate.

(2) Categories should be further subdivided as necessary to present different types of publications and creative works clearly.

(3) A reprinting or translation of a work should immediately follow that work's primary entry, and should be clearly indicated as such.

(4) Works that are “in press” or “accepted for publication” should be included in Sections A-C as appropriate, but must be clearly indicated and verifications must be supplied.

(5) Single-space entries; double-space between all entries.

(6) Include complete (beginning and ending) page numbers for all publications.

(7) Within each section, list latest works first.

(8) Do not delete empty sections.

(A) BOOKS and other MONOGRAPHS

1. Published since most recent of: initial appointment or last promotion.

‡= international reach/reputation, indicated for work with demonstrable international readership, collaboration or invitation


Significance and contribution: I conceived and initiated this ebook and defined the question to be addressed. I selected co-editors and coordinated their efforts and together we selected and managed contributing authors. I began this in 2013 at the University of Chicago and completed it at QC in 2014. I wrote the introductory article that outlined the question addressed and highlighted the contribution of each paper to addressing the topic. The ebook has been successful, with over 96,927 views and 15,739 downloads. The attention to this ebook has been international, being viewed and downloaded from countries across the world. After the US, China has the second highest downloads, followed by the UK, France and Germany. It has also been downloaded in the Middle East, Africa, other Asian countries and South America. The ebook received an Altmetric score of 42, placing it in the top 5% of scientific products they scored for social attention. The social attention was international as well.

2. Published prior to most recent of: initial appointment or last promotion.
None.

(B) JOURNAL ARTICLES Indicate refereed journals with *.

U=Undergraduate student, M=Masters student, D=Doctoral student, P=Postdoctoral Research Assistant, QC=Collaborator, Queens College faculty, C=Collaborator, other institution, T=technician

‡=indicative of international reach/reputation
SCHOLARLY IMPACT:

(i) Google Scholar Citations:
- Citations: 1834, (1191 since 2013 appointment at QC)
- h-index: 23
- i10-index: 34

(ii) Mendeley (subset of publications):
- Citations: 885
- Downloads: 25,327 (from ScienceDirect)

(iii) Frontiers
- Citations: 1,109 (Scopus)
- Total views: 48,774
- Profile views: 1,760
- Publication views: 40,513 (including 6,853 via PubMedCentral)
- Downloads: 7,382 (including 1964 via PubMedCentral)

* at 90th percentile on Frontiers-Loop for # of publications
as noted with specific papers below, this activity is highly international

1. Since most recent of: initial appointment or last promotion.
* on all papers in this section, QC is listed as my institutional affiliation.

https://doi.org/10.3389/fnint.2018.00006

Journal Impact Factor: 3.56

Significance: This paper arose from an invitation to contribute to the journal's 10th anniversary special topic ebook "10 Years of Impactful Science." The invitation was extended to provide an update on a hypothesis paper I published in 2012 in which I introduced the idea that the primary function of dopamine is to regulate behavioral energy expenditure. That 2012 paper became one of the journal's highest downloaded/viewed papers (see below) and the honor of an invitation was extended on this basis. In this follow-up, I further elaborate the original hypothesis introducing several new, fundamental ideas. The paper has received a lot of attention. In the first months since it was published, it rose to a percentile rank of 82, meaning it has been viewed (4,570 views since Feb 2018), more times than 82% of all their published papers. The paper has had an international reach, with Bulgaria, Canada, the UK and Germany being the top viewing countries to date, following the US. I anticipate over time this will exceed the original hypothesis paper in citations, views and downloads.

Contribution: The paper was 100% written at QC with a doctoral student in my lab as co-author. The doctoral student worked with me on expanding one aspect of the hypothesis by looking specifically at interactions between dopamine and the circulating energy signals, leptin and insulin, which is the topic of this student's dissertation work.

Significance: It is known that obesity can induce impaired dopamine function, though whether this arises as a consequence of altered dietary composition (increased fat intake), adiposity or insulin resistance is unknown. In this paper, we administered high fructose corn syrup (HFCS) that induced insulin resistance in mice without increasing body weight or changing fat composition. Using fast-scan cyclic voltammetry (FSCV), we then demonstrate impaired dopamine signaling, providing evidence that insulin resistance can impair dopamine independent of weight gain or increased fat consumption. These data are important in understanding the link between obesity and dopamine and, more broadly, in understanding the potential deleterious effects of increased sugar consumption in Western culture. The paper has been viewed 2997 times, with a 25% download rate (793 downloads as of 8/22/18, 8 months since publication).

Contribution: This study was conducted 100% at QC. At the time the work was completed, Allison Meyers was an MA student and this was the publication of her MA thesis work (she has since matriculated into the doctoral program and remained in my lab). Devry Mourra set up FSCV in my lab as a technician and this data was his first project. Devry also subsequently was accepted into the doctoral program and remained in my lab to do his dissertation work.


Significance: Cocaine and opiates can induce 'silent synapses,' connections between neurons that represent a 'reserve pool' not currently active but able to become activated and facilitate structural remodeling. In this paper, we demonstrate for the first time that chronic nicotine can also induce silent synapses. Though hypothesized these contribute to addiction, in what way is not understood. Aside from further supporting the importance of silent synapses in addiction by linking them to another highly addictive drug, these findings have significant clinical implications in terms of polysubstance use. Many drug users also smoke. Upon attempting to quit, it is standard for users to continue to smoke, even advised so by professionals. These data suggest that some of the neuroadaptations associated with drug use may be maintained if an abstinent cocaine or opiate user continues to smoke, potentially contributing to the compulsion to use following drug discontinuation.

Contribution: This study was conducted 100% at QC. The first author, Jianxun Xia, was a postdoc in my lab who set up patch-clamp electrophysiology and completed these studies. During the end of his time in lab, he trained Allison Meyers to do electrophysiology (which is now her primary method for her dissertation work) and she completed experiments requested by
reviewers after initial peer review and thus end up contributing to the paper and becoming an author.


Journal Impact Factor: 6.3

Significance: Though the mechanism remains poorly understood, smoking reduces risk for Parkinson's disease (PD). I have developed a hypothesis that the loss of dopamine that occurs in PD induces abnormal corticostriatal plasticity that gives rise to aberrant learning (see #1 below, #17, 20, 26 in prior work). In this paper, we demonstrate that chronic nicotine (cNIC) can reduce this aberrant motor learning. These data are important because they provide one possible explanation for the protective effect of cNIC in PD and suggest possible avenues for developing novel neuroprotective therapies.

Contribution: This study is the work of Jessica Koranda, a doctoral student I co-mentored at the University of Chicago. She completed her PhD after my move to QC. I contributed substantially to writing, revising and editing the manuscript while at QC. I am listed as corresponding author, together with Dr. Koranda. Notably, Jessica came to NYC my first year to assist in setting up FSCV.


Journal Impact Factor: 1.16

Significance: My work on aberrant learning in Parkinson's disease has led to an enduring collaboration with a group at the University of Southern California that focus on the role of exercise in clinical practice with PD patients. A central question in this work is whether the beneficial effects of exercise arise from exercise per se, such as increased aerobic metabolism, changes in immune function and so on or whether exercise needs to engage cognitive circuits in the brain to be beneficial.

Contribution: I am a partial contributor to this review, my expertise and contribution centering on neurophysiological details of corticostriatal plasticity. No QC students were involved in this paper. While at QC, I was involved in drafting and revising the manuscript.

Significance: In recent years it has become clear that alterations in the dopamine system may contribute to the pathogenesis or perpetuation of obesity. A prominent theory has suggested we can view obesity as an addiction to food, with altered dopamine fueling compulsive consumption analogous to compulsive drug use. A central piece of evidence for this is the observation that the dopamine D2 receptor may be reduced in dopamine, causing a 'deficit' in dopamine signaling that people try to overcome by stimulating the system with food intake. However, this hypothesis is poorly supported. The finding of reduced D2 in obesity has not been consistently replicated and the studies examining D2 and obesity never take into account changes in activity and energy expenditure, even though D2 has been known for decades to contribute to activity regulation. Moreover, there has been no direct, causal linkage of reduced D2 to obesity. In this study, we are the first to report that reducing D2 genetically in mice (knockdown mice) does not lead to increased consumption nor increased body weight; however, it leads to a substantial reduction in voluntary activity. As a consequence, when normal mice on high fat diet are provided wheels, their voluntary running protects against weight gain and insulin resistance, while the mice with reduced D2 do not run and are not protected. Our paper was shortly followed by another high profile paper from a group at NIDDK/NIH confirming our findings but using a selective knockout targeting specific cells believed to be important in regulating both consumption and activity.

Contribution: The work reported in this paper was designed by me and conducted by undergraduate and graduate students I worked with in Chicago, along with a technician who worked for me under my grant. A small portion of the work was completed in Chicago, under my supervision and management, after I moved to QC. I wrote the manuscript and published it while at QC.


Significance: This review follows up our Lancet paper (#27, prior work) and focuses specifically on mechanisms of neuroplasticity induced by exercise.

Contribution: This paper was a group effort with my contribution focusing on dopamine mediated control of corticostriatal plasticity. My contribution occurred entirely while at QC.

Journal Impact Factor: 6.3

Significance: The regulation of synaptic learning is highly complex and remains poorly understood. This paper made a significant contribution by demonstrating that low frequency stimulation could induce potentiation at corticostriatal synapses, something not demonstrated before and unexpected. We further demonstrated that activity alone did not determine the direction of synaptic plasticity, but that levels of cyclic AMP (regulated by dopamine) work in concert with presynaptic activity level to control whether a synapse was strengthened or weakened.

Contribution: This paper represents the doctoral work of Shana Augustin, who I worked with closely in Chicago (Shana is now a postdoc at NIH). It was my work and contribution to Shana's project that ultimately led me to set up electrophysiology in my own lab here at QC. My contribution was to help Shana link her experimental data with ideas on how her physiological observations of synaptic plasticity may explain behavioral regulation.

https://doi.org/10.1152/jn.00269.2013

Journal Impact Factor: 2.89

Significance: Prior studies have demonstrated that nicotine can modulate dopamine release; however, there were two methodological limitations in this work. One, this was typically acute nicotine effects while it is the effects of chronic nicotine, as occurs in smoking and which induces neuroadaptations, that is relevant. Two, prior work always studied nicotinic control of dopamine release in brain slices rather than in an intact animal. Here we tested chronic nicotine in the brains of anesthetized whole animals and found, contrary to other studies, that cNIC reduced dopamine release, suggesting that cNIC reduces the range in which dopamine signals can rise and fall and, potentially, functionally constrict dopamine signaling.

Contribution: As with Koranda et al 2016 above, this paper reports work arising from Jessica Koranda's doctoral dissertation work, on which I was a co-mentor. As above, her dissertation arose within the larger umbrella of my research. In recognition of this, I am co-senior author. I continued to work with Jessica in completing her dissertation and manuscript preparations following my move to QC.


Journal Impact Factor: 3.56

Significance: This is the editorial introduction to the ebook I initiated, designed and led (see Books, above). This ebook received a great deal of attention because it suggested
something fairly radical. In disorders involving dopamine, dopamine is thought to drive rigid, compulsive behavior (addiction, obesity), viewing this pathology as an exaggeration of dopamine's normal function, to motivate behavior toward reward (a so-called 'gain of function'). In this ebook, we suggest precisely the opposite, that dopamine's role in compulsive disorders arises from a loss of function, positing that the fundamental role of dopamine is not to drive appetitive behavior, but rather to mediate behavioral flexibility in goal pursuit. We argue that if dopamine's fundamental function is to mediate flexible behavior (rather than drive behavior), this requires re-examination of many tenets and prior observations on the role of dopamine in compulsive pathologies. This paper has a percentile rank for views of 95, indicating more views/downloads than 95% of papers published through Frontiers (which is the most cited journal in neuroscience). The paper has received 10,752 views and 1,181 downloads (percentile rank for downloads, 83). Like the ebook, this paper has international reach. Following the US, the countries with the most downloads are the UK, China, Russia and Germany. The paper obtained an Altmetric score of 39 for social attention, in the top 5% of scientific articles scored.

Contribution: I drafted the editorial introduction, with subsequent feedback, suggestions and revisions from my co-editors working on the ebook. The final revisions and submission of this manuscript were completed at QC.


Journal Impact Factor: 3.55

Significance: I was contacted by a scientist in India who was heading up a Frontiers ebook on the role of the primary motor cortex in Parkinson's disease. He asked if I would contribute a theory piece on the role of aberrant learning (#s 17, 20, 26 below) in cortical deficits and compensatory mechanisms in PD. I extended this invitation to my collaborators at USC and we jointly authored this paper. While we know that reduced dopamine that occurs in PD can alter striatal plasticity, prior to this paper I had not considered how this might impact other areas of the brain in a larger circuit. In this paper, we propose that aberrant learning in the striatum propagates and impairs learning in the cortex as well. We argued that the increase in cortical activity sometimes observed in Parkinson's disease is not compensatory in the traditional sense, but rather arises because the cortex is made less efficient by striatal impairment arising from aberrant learning.

Contribution: This paper reflects the marriage of my work and ideas on striatal aberrant learning with the work and ideas of Michael Jakowec and Giselle Petzinger on altered circuit function in Parkinson's disease. I wrote the primary draft. We then met for a weekend to discuss and revise.

2. Prior to most recent of: initial appointment or last promotion.


*Journal Impact Factor:* 27.18  
*268 citations:*  
https://scholar.google.com/scholar?oi=bibs&hl=en&cites=2503820204853584747

*Significance:* This major review in the premier international medical journal Lancet was the confluence of several threads. Dr. Petzinger is a prominent researcher and clinician advocating for the benefits of exercise in treating PD. In this paper, we brought together all the accumulating evidence in a critical framework to evaluate the premise that exercise has therapeutic efficacy in the treatment of PD. I was brought in specifically to contribute my expertise and theoretical conceptualization with regard to the role of synaptic plasticity as both a site of pathology in PD and a possible target of remediation through exercise-related neurophysiological mechanisms. This paper has had a significant impact and has been cited 310 times (Google Scholar, 8/22/18). A list of citations can be found here:  
https://scholar.google.com/scholar?start=0&hl=en&as_sdt=5,33&cites=2503820204853584747&scipsc=

*Contribution:* This paper was written in person as all the authors converged in Los Angeles for a conference and spent a couple of days writing a revised draft based on initial contributions by each of us to sections, coordinated by Dr Petzinger.


*Journal Impact Factor:* 8.28

*Significance:* In a prior publication (Beeler et al 2010, below), we demonstrated a role for aberrant learning in a mutant mouse line that is a model of Parkinson's disease. Here, we extended that work more broadly using wild-type mice and pharmacological manipulations. Importantly, we demonstrated that blocking A2A receptors (e.g., an effect of caffeine), already in clinical trials as a potential adjunct treatment in PD, could mitigate this aberrant learning. We followed up this neuroprotective effect of A2A antagonism with a study reporting cNIC neuroprotective effects (above, Koranda et al 2016), thereby demonstrating that both substances known to reduce risk of PD—chronic nicotine and caffeine—both mitigate aberrant learning. We complemented the empirical data with a computational model, in collaboration with Michael Frank at Brown University.

*Contribution:* The work in this paper was completed at University of Chicago. I designed the reported studies, analyzed the data and wrote the manuscript. The experiments were conducted by technicians working under my supervision and funding. The electrophysiology was done in collaboration with Daniel McGehee and his postdoc, John McDaid. The modeling was done in collaboration with Michael Frank.

Journal Impact Factor: 3.56

This was an invited review to comment on Beeler et al., 2010 (#18 below) and expand on theoretical implications of the empirical paper. Our paper was selected for this commentary due to high volume of views/downloads. To date, this focused review/commentary has received > 8000 views and 1497 downloads and ranks at the 89th percentile, with more downloads than 89% of the papers published by Frontiers in Neuroscience. The downloads come from across the world, indicating an international reach.


Journal Impact Factor: 3.56

Significance: In a series of papers (Beeler, 2012, 2012, 2010), we provided data that did not fit well with any of the dominant theories of dopamine, leading us to develop an alternative theory of dopamine function that integrated its role in reward with its role in regulating activity, centering on a neuroeconomic perspective that dopamine regulates how thrifty an animal is in its energy expenditure. In this substantial theory paper we review dominant theories in the context of our data and then elaborate our thrift hypothesis. In the second half of the paper, we use this perspective to analyze the controversial role of dopamine in obesity, offering a novel perspective that dopamine's role in obesity is in downregulating activity, not increasing reward paper, an idea I continued to develop in subsequent publications (e.g., Beeler 2016 Biol Psych). To date, this paper has received 8897 views and 1794 downloads, placing it at the 92nd percentile with more downloads than 92% of all papers published by this journal. The paper has been downloaded widely by an international audience, with top country downloads following the US being China, the UK, Russia and Germany. The success and reach of this paper is what prompted the invitation to write a follow-up paper for the 10th Anniversary '10 years of impactful science' special edition (above, Beeler and Mourra, 2018).

Contribution: I was primarily responsible for developing the theory and writing the manuscript. Cristi Frazier was a doctoral student who I worked with (she studied leptin) who participated in writing the manuscript. Xiaoxi Zhuang (my postdoctoral mentor) and I worked on repeated revisions.

Significance: It is widely believed that taste alone, e.g., sweet taste, can be reinforcing independent of caloric value. This is a deeply held view that underlies many of the theories linking obesity to addiction-like compulsive behavior, so-called 'hedonic hunger.' In this exhaustive study using mice in which the receptor for sweet taste is genetically engineered to be absent, as well as mutant mice that are hyperdopaminergic, we demonstrate using multiple behavioral paradigms that sweet taste alone, absent caloric value, is not reinforcing (or only slightly). We then demonstrate using electrochemistry and measuring dopamine that over repeated trials, sweet taste without caloric value retains very little ability to evoke dopamine release. These data strongly suggested that sweet taste is a cue that only mediates motivated behavior when it is reinforced with caloric value. Prior studies looking at whether animals will work for sweet taste alone typically only did this for one session, not allowing the animals the opportunity to learn that there is no caloric value associated with sweet taste. This paper has received an Altmetric score of 21, placing it in the top 5% of scientific papers scored. It has been tweeted internationally, including Japan, the UK, the Netherlands and Australia.

Contribution: I conceived and designed the experiments, which were conducted over a period of years by two undergraduates who continued on as technicians under my supervision and funding after graduating (Cao completed her PhD, a postdoc at Rockefeller and has since moved to industry; Murakami was accepted into medical school). The voltammetry was conducted in the lab of Mitch Roitman by his postdoc James McCutcheon. This same work led to a companion paper (below, McCutcheon et al 2012).


Significance: Dopamine is believed to facilitate effort toward reward. In this paper, we tested this effect in homecage foraging environments in which the mice can self-regulate their strategy for pursuing food. We tested genetic mice with increased dopamine and found that these hyperdopaminergic mice worked harder, as might be predicted; however, they did not consume more food. They were merely less thrifty in their foraging strategies. This represented a significant finding for multiple theories of dopamine and obesity that suggest that increased dopamine leads to compulsive over-consumption. Our data suggest this is not true, but that increased dopamine does lead to increased, less 'careful' energy expenditure. In this paper, we introduced a new behavioral paradigm, the homecage progressive ratio. In addition, we fit the data to an exponential model of economic demand.

Contribution: I conceived and designed the experiments, which were conducted by Cristi Frazier, a doctoral student who worked with me in Chicago. Cristi and I both analyzed the data. I made the figures and wrote the initial draft, which Cristi and Xiaoxi subsequently participated in revising.
*co-first author https://doi.org/10.1002/syn.21519  
Journal Impact Factor: 2.95

Significance: This is a follow-up, companion paper to Beeler et al 2012 (#23 above). It demonstrated the idea that nutritive sweeteners with caloric value were more reinforcing than non-nutritive, calorie-free sweeteners except here we measured the magnitude of dopamine release in response to a cue predicting either sugar or an artificial sweetener.

Contribution: Though I initiated the original project, Dr. McCutcheon designed and carried out this follow-up experiment as an extension of the original study.

Journal Impact Factor: 2.7

Significance: This review paper was the first full articulation of the aberrant learning hypothesis that I developed following the work in #17 below. Though it had been known for many years that loss of dopamine in Parkinson's disease altered synaptic plasticity, there was no clear theory on what role this might play in Parkinson's. The aberrant learning hypothesis provided this theory.

Contribution: I wrote the manuscript independently to reflect my emerging view abnormal synaptic plasticity in Parkinson's disease.

Journal Impact Factor: 3.97

Significance: This paper evaluated the hypothesis that marijuana acts as a gateway drug by increasing responsiveness to other drugs. The data did not support the gateway hypothesis for marijuana as prior exposure to THC (psychoactive ingredient in marijuana) did not increase self-administration of amphetamine (tested in rats).

Contribution: My contribution was limited to conducting biochemical assays comparing how prior THC exposure affected cyclic AMP activity.

In this paper we used a homecage foraging choice paradigm designed to assess the ability of mice to adapt to frequently changing contingencies. We tested wild-type and mice with genetically elevated dopamine. We fit the data to a temporal difference learning model and found that increased dopamine did not affect the rate of learning in response to changes in contingencies, but did alter the degree to which recent reward history influenced choice of which lever to press. This was the first paper to demonstrate that dopamine could modulate the so-called explore-exploit balance, a still controversial idea. The paper has received 9,714 views and 1753 downloads placing it at the 92nd percentile with more downloads than 92% of all papers published by this journal, leading to the invitation to write a 'focused review', a theory/hypothesis commentary on this study and data (above, Beeler, 2012, Thorndike 2.0. . . ). The paper has been downloaded internationally, with Canada, China, the UK and France as top downloading countries following the US.

Contribution: I conceived and designed the study and it was carried out jointly by Cristi Frazier, a doctoral student I worked with, and myself. The modeling was done in collaboration with Nathaniel Daw. I visited Nathaniel in NYC for a week while we worked intensively on the model at his lab at NYU. I wrote the manuscript, with feedback and revisions from Frazier, Daw and Zhuang.


In this paper, our data suggest this mysterious but important effect that occurs over time may arise from the correction of abnormal synaptic plasticity that accompanies loss of dopamine. This idea remains controversial, though it is gaining ground. It has been cited 61 times. The range of papers citing this work conveys the way in which our paper is rippling through the field (can be viewed here: [https://scholar.google.com/scholar?oi=bibs&hl=en&cites=13823799003546748370](https://scholar.google.com/scholar?oi=bibs&hl=en&cites=13823799003546748370))

Contribution: I conceived and designed the study and it was carried out primarily by Zhen Cao, an undergraduate who did her honors thesis under my supervision, and Jessica Koranda, a doctoral student, with assistance from Mazen Khierbek, also a doctoral student at the time (now
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Assistant Professor at UCSF). Un Kang, a clinician-researcher and chief of the movement disorders center at University of Chicago (now Chief, Movement Disorders at Columbia), was instrumental in helping us realize the clinical implications of our work in terms of L-DOPA treatment.


*Journal Impact Factor: 2.9*

https://doi.org/10.1523/JNEUROSCI.3343-09.2009

*Journal Impact Factor: 5.9*


*Journal Impact Factor: 6.4*


*Journal Impact Factor: 5.9*

https://doi.org/10.1371/journal.pone.0003221

*Journal Impact Factor: 2.9*

https://doi.org/10.1152/jn.01318.2006

*Journal Impact Factor: 2.89*

https://doi.org/10.1016/j.neuron.2006.07.026

*Journal Impact Factor: 13.97
100 citations:
https://scholar.google.com/scholar?oi=bibs&hl=en&cites=13838124821459767732

https://doi.org/10.1016/j.physbeh.2006.01.037
Journal Impact Factor: 3.03

from graduate work, not annotated


(C) CHAPTERS IN BOOKS/ANTHOLOGIES

1. Since most recent of: initial appointment or last promotion.


Significance: I was invited by Victor Preedy of Kings College London (volume editor, https://kclpure.kcl.ac.uk/portal/victor.preedy.html) to contribute to this comprehensive, international volume on nicotine edited. I was asked to contribute a chapter about the role of chronic nicotine in modulating corticostriatal plasticity and learning. This provided an opportunity to combine my work on aberrant learning with newer work in lab about chronic nicotine and silent synapses. The book is in press with publication in late 2018 or early 2019. The chapter has been accepted.
Contribution: I invited Dr. Koranda to co-author this chapter with me as her doctoral work when I served as co-mentor to her in Chicago was an integral part of the material covered. She fully wrote one half (covering her work) and I wrote the other half, covering the newer work in my lab with silent synapses. I took final responsibility for integrating and editing the entire chapter. 50% of the work discussed in this invited chapter was conducted at QC (see Xia et al 2017 above). 100% of the chapter was written while at QC.

2. Prior to most recent of: initial appointment or last promotion.
   None.

(D) ARTICLES IN CONFERENCE PROCEEDINGS (Full articles only) Indicate refereed proceedings with *.
   In case of joint authorship, indicate the presenting author by # sign.
   1. Since most recent of: initial appointment or last promotion.
      My field does not generally do this. Our conference proceedings are typically posters, talks or panels. Talks in section H 'Oral presentations,' posters/abstracts in section J, 'Other.'

2. Prior to most recent of: initial appointment or last promotion.
   see above

(E) EXHIBITIONS, PERFORMANCES
   1. Since most recent of: initial appointment or last promotion.
      Not Applicable

2. Prior to most recent of: initial appointment or last promotion.
   Not Applicable.

(F) REVIEWS (by the candidate, of others' performances or scholarly works)
   1. Since most recent of: initial appointment or last promotion.
      See Professional Service for manuscripts reviewed as reviewer or editor.

2. Prior to most recent of: initial appointment or last promotion.
   See Professional Service for manuscripts reviewed as reviewer or editor.

(G) REVIEWS (by others, of the candidate's performances or scholarly works)
   1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(H) ORAL PRESENTATIONS, ADDRESSES, AND MASTER CLASSES Indicate whether these were refereed (*), or invited (**). In case of joint presentations, indicate presenting author by # sign. Do not list presentations included in (D). In case of joint presentations, indicate presenting author by # sign.

1. Since most recent of: initial appointment or last promotion.

‡=international


3 **Beeler, J.A.** (2014) Invited speaker. Aberrant corticostriatal plasticity and neuroprotection in PD. Lovinger Lab, NIAAAA, Bethesda, MD.


1 **Beeler, J.A.** (2013) Invited speaker. The evolution of organismal budgeting: dopamine, economic thrift and energy management. Albert Einstein College of Medicine, NYC.

2. Prior to most recent of: initial appointment or last promotion.


China.


9 **Beeler, J.A.** (2012). Invited speaker. Aberrant Learning and Parkinson’s Disease. Barrow Neurological Institute, Phoenix, AZ.


7 **Beeler, J.A.** (2012). Invited speaker. Dopamine and energy economics: Putting desire on a budget. Loyola University. Chicago, IL.


(I) REPORTS

1. Since most recent of: initial appointment or last promotion.
   Not Applicable

2. Prior to most recent of: initial appointment or last promotion.
   Not Applicable

(J) OTHER WORKS (Abstracts, Editorials, Extended Abstracts, Encyclopedia Entries, Posters, Etc.)

U=Undergraduate student, M=Masters student, D=Doctoral student, P=Postdoctoral Research Assistant, QC=Collaborator, Queens College faculty, C=Collaborator, other institution,
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\(T=\text{technician}
\)

\(Pb=\text{data subsequently published as a peer-reviewed paper in a journal}
\)

1. Since most recent of: initial appointment or last promotion.


contributes to poster editing/revisions while at QC).


4 U #Schwerd, I. and Beeler, J.A. (2014). Dopamine's role in non-effort based decision-making. Poster presented at Queens College Undergraduate Research Day (data collected at QC).

3 Pb #Beeler, J.A., U Turkson, S. and C Zhuang, X. (2013). Reduced dopamine D2 receptor activity promotes obesity through energetic thrift not increased consumption. Abstract/poster, Society for Neuroscience Annual Meeting, San Diego, CA. (data collected 100% at University of Chicago by Susie Turkson; poster authored and present by me while at QC).


2. Prior to most recent of: initial appointment or last promotion.


Beeler, Jeff

Annual Meeting, Washington, D.C.


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\( (K) \) SUBMITTED WORKS AND WORKS IN PROGRESS. Specify stage of progress and magnitude of work. Include number of manuscript pages for each submitted work.

U = Undergraduate student, M = Masters student, D = Doctoral student, P = Postdoctoral Research Assistant, QC = Collaborator, Queens College faculty, C = Collaborator, other institution, ‡ international

\textit{In Submission/review:}

\[ D \text{Mourra, D., UGnazzo, F., Beeler, J.A. (in submission). Striatal dopamine D2 receptors regulate cost sensitivity and behavioral thrift. Under review, Psychopharmacology. (35 pages)} \]

\textit{Journal Impact Factor:} 4.2

\textit{Significance:} In this paper, we selectively delete the dopamine D2 receptor from striatal medium-spiny neurons and use a homecage foraging paradigm to demonstrate that this population of D2 receptors specifically regulates energetic thrift.

\textit{Contribution:} 80\% of the work was conducted at QC with data for 3 of 10 figures previously collected at the University of Chicago. 100\% of manuscript was written at QC.

\[ ‡C \text{Beeler, J.A. and Dreyer, J.K. (in review). Synchronicity: the role of midbrain dopamine in generating whole brain coherence, a hypothesis.} \]

\textit{Target journal, eNeuro: impact factor not determined yet; high quality neuroscience journal recently established by the Society for Neuroscience}

\textit{Significance:} Dopamine is believed to signal reward and provide a teaching signal, though how midbrain dopamine knows what is and is not reward is not really known. It is implicitly thought that the inputs to dopamine from other brain regions tell the dopamine cells what is/is not reward, but this creates circular logic: if dopamine is providing a teaching signal, how can those other regions of the brain that inform dopamine what constitutes reward learn this. It's a chicken-egg problem. I am developing a novel solution to this suggesting that dopamine is a circuit integrator and signals consensus rather than reward. I am collaborating with Jakob Dreyer in Copenhagen, Denmark.

\textit{Manuscripts in Progress:}

Beeler, J.A. and \[ ^{LU} \text{Burghardt, N. (in preparation). A two-stage model of anorexia nervosa progression mediated by dopamine system adaptations.} \]

\textit{Target journal:} Biological Psychiatry, impact factor 11.4
Significance: Dopamine has been proposed to play a central role in anorexia nervosa for greater than 40 years. Yet, the role dopamine plays is still not understood. In a collaboration combining my expertise with dopamine and its role regulating activity and energy expenditure, with Dr. Burghardt's expertise in anorexia mouse models, we are proposing a two-stage model for the development of anorexia, with an abrupt change in dopamine function from hyper- to hypo- function underlying the transition from a prodromal stage to full-blown anorexia. This is not only a novel hypothesis about the role of dopamine in anorexia nervosa, but the proposal for a two-stage model in the disease progression has not been proposed and will be clinical significant.

Contribution: This is a 50/50 collaboration between Dr. Burghardt and myself. We have jointly developed the theory based on our respective prior experimental work. In this initial paper, we do a rigorous, in-depth analysis of previously acquired mouse data (Burghardt) to (a) advance analytic methods typically applied to data from this behavioral model and (b) as a strategy for introducing our novel hypothesis. We have recently brought Dr. Susanna Mingote, newly hired at the ASRC into our collaboration. For this manuscript, she contributed a figure and physiological data previously collected related to one mouse line we test in the paper.

**On-going studies, projects and data collection:**

- **D** = doctoral student(s), **M** = masters student(s), **U** = undergraduate(s), **P** = postdoc, **CU** = CUNY collaborator, **OC** = outside collaborator

(1) **D** Allison Meyers, **U** Federico Gnazzo, **OC** Saleem Nicola, **P** TBD. Silent synapses in striatal projection neurons (**funded, Whitehall, 3 years**).

Silent synapses express NMDA but not AMPA receptors and as a result are not responsive to glutamate release at resting membrane potentials, ie., 'silent.' Silent synapses are expressed ubiquitously during early development and provide a substrate for experience-dependent modeling of circuits and neuronal connectivity. However, like hippocampal neurogenesis, some regions of the brain, including the striatum, exhibit residual, low levels of silent synapses in adulthood, though the function of these residual silent synapses remains completely unknown. Recent evidence suggest that the prevalence of silent synapses in the striatum is upregulated following repeated administration of cocaine or opioids. In a paper from my lab (#9 above, 2017), we demonstrated that chronic nicotine also increases silent synapses, but demonstrating a different pattern than cocaine and opioids. My lab is developing this silent synapse investigation in three ways

- **D, U, OC** (a) Many drug users smoke and continue smoking when they attempt to quit cocaine or opioids. The fact that chronic nicotine induces neuroadaptations similar to these other drugs poses an important clinical question: does continuing to smoke maintain neuroadaptations that make it more difficult to remain abstinent? We are currently investigating the effect of dual nicotine/cocaine vs. either drug alone on silent synapses. This project targets a major understudied area prioritized by NIDA, neurological adaptations arising from polysubstance use. I am collaborating with Saleem Nicola at Einstein. We are doing the electrophysiology and mouse genetics (Allison Meyers, Federico Gnazzo) and he is doing self-administration behavior in rats.

- **D, U** (b) My current Whitehall grant is focused on assessing how different environmental conditions may regulate silent synapses. We have found that both food restriction and caloric
excess induces increased silent synapses (Allison Meyers, Federico Gnazzo), a positive finding that will serve as a cornerstone for a paper on the environmental regulation of silent synapses.

D.P. (c) I hypothesize that dopamine plays a central role in regulating silent synapses. Connecting this with my aberrant learning hypothesis in Parkinson's disease, the lab is looking at whether dopamine denervation alters the expression and regulation of silent synapses. Initial exploration is being done by Allison Meyers with the expectation the Parkinson's aspect of this work will be taken over by a postdoc (hiring in progress).

(2) D.M.U. Dissecting the role of different dopamine D2 receptor populations to regulation of appetitive motivation and energy expenditure (funded, R15, 3 years).

A major challenge examining the role of D2R in motivated behavior is its ubiquitous expression across many neural substrates and cell populations. In this project, we are using mouse genetic tools to selectively delete D2R from specific populations of cells to assess the differential contribution of D2R on different cell types and neural substrates. Much of this work has and will be conducted by undergraduates with Devry Mourra, a doctoral student in my lab, providing oversight and training as this work relates intimately to his own.

(3) D.M. Characterizing insulin-dopamine interactions in regulating energy expenditure

Dopamine is believed to play a role in obesity. While the dominant paradigm is to view dopamine as mediating compulsive eating, my work argues against this and suggests instead that impaired dopamine in obesity contributes by diminishing willingness to expend energy. Central to my hypothesis is an integral regulatory relationship between circulating energy signals and dopamine function. To investigate this, we are targeting insulin and using genetically modified mice where we can selectively delete the insulin receptor in specific populations of cells (dopamine cells, cholinergic interneurons, cortical pyramidal cells) and determine how this alters dopamine function and, in turn, modifies adaptive behavior. To do this, we are using fast-scan cyclic voltammetry to directly measure dopamine in mouse brains, currently while anesthetized but we are working on being able to do this while they are awake and behaving. (I expect to get funding). This work is being conducted by Devry Mourra, a talented 2nd year doctoral student in my lab.

(4) D.M.U. studies of obesity interventions

The vast majority of obesity studies in rodents focuses on the development of obesity. In recent studies, we are turning to the question of intervention instead: starting with fat mice, as it were. Obesity is associated with reduced activity (interestingly, even when people lose weight activity tends to continue to be reduced compared to never-obese controls). Regular exercise and higher activity levels, however, are associated with increased rates of success in maintaining diets and keeping weight off. Recent studies in lab is zeroing in on what regulates willingness to engage in voluntary physical activity in obese mice. We are focusing this work on the relationship between insulin sensitivity/resistance and dopamine-mediated promotion of activity. (Moderate funding potential, depending upon our findings)

(5) M.U.CU. Collaboration with Nesha Burghardt at Hunter on anorexia nervosa.

I am collaborating with Nesha Burghardt to study anorexia nervosa in a mouse model. We are developing a novel two-stage model of the contribution of altered dopamine in anorexia, where increased dopamine is associated with a prodromal stage that induces neural adaptations
that lead to the second stage, full onset of anorexia, where dopamine switches and becomes greatly impaired, inducing rigid, compulsive behavior and a loss of behavioral flexibility. The center of this is the observation that excessive activity, though not recognized as a core symptom of anorexia, is present in > 80% of cases and almost always precedes onset of the disorder. We posit that this excessive exercise sets in motion a feedforward cycle of positive energy expenditure that escapes normal regulation due to a combination of enhanced insulin sensitivity and increased glucocorticoid signaling, both facilitated by excessive exercise and caloric restriction in combination. The contribution of my lab will be to measure dopamine release directly in mice in the model as well as to use mouse genetics to test the contribution of different neural substrates to the two stages we propose. (I expect to obtain funding). I am enlisting an interested undergraduate to focus on this in my lab.

(6) **D,M,U,OC** Differential contribution of D1R and D2R to decision-making

I have proposed a neuroeconomic model of striatal function that posits that the D1R expressing direct pathway encodes 'benefit' and mediates incentive responding while the D2R expressing indirect pathway encodes 'costs' inducing a counter-weight to facilitation by the direct pathway. The idea that these two pathways function as a GO and NOGO pathway is well established. My goal is to place this notion in a neuroeconomic decision-making context and test how manipulations of these two pathways differentially modulate adaptive behavior in semi-naturalistic foraging paradigms. This work will provide the basis for continued collaboration with a long-time colleague and collaborator, Nathaniel Daw, where we fit the data to computational models to test theoretical hypothesis on the algorithms and mechanisms by which the brain implements decision-making processes. This work has and will continue to be done by undergraduates with assistance and oversight from Devry Mourra, a doctoral student in my lab.

(7) **M,U** optical intracranial self-stimulation: modulators of dopamine reinforcement

We have set up optogenetics and are using this in an optical self-stimulation paradigm where the mice press a lever to turn on the laser light and release dopamine. We have validated the optical activation of dopamine using fast-scan cyclic voltammetry and a previous Master's student (Chris Guevara) did an preliminary study and found that the optical stimulation was more effective at reinforcing the lever pressing behavior in hungry compared to non-hungry mice (they do not get any food from pressing the lever). A talented undergraduate, Federico Gnazzo, is following up on this study, repeating it with a larger N and extending the work by identifying what about being hungry is modulating the dopamine system (we hypothesize insulin signaling).

(8) **D,CU** optogenetic examination of insula based cognitive control using a mouse model (funded, research enhancement: used to setup > 1 testing chamber).

In this collaboration with Jin Fan, a student in his lab, Yu Chen, has been working in my lab and learning to do optogenetics in order to test the contribution of the insula to cognitive control. The idea is to match these mouse studies with human studies but in the mouse studies we can directly manipulate the brain with optogenetics, for example turning on/off particular populations of cells or inputs to our outputs from the insula.

(9) **D,U** characterize differential functional connectivity changes between direct and indirect pathways and other brain regions across learning.

In understanding the contribution of the direct and indirect pathways to decision-making,
we set out to look at how the connectivity between these two pathways and other brain regions differentially changes across learning. Initially we pursued this by serial sectioning and confocal microscopy. In the last year, we have been working on pursuing the same question using whole-brain clearing and light sheet microscopy (see below, methods). The whole-brain clearing has been spearheaded by a talented undergraduate, Josie Cooke.

(10) **D.M.U.CU role of sonic-hedgehog release from dopamine cells in addiction processes**

Andreas Kottmann and I have been working on developing a collaboration for quite some time combining his work with the neuromorphogen sonic hedgehog and my work in dopamine and addiction. We initiated a collaboration to look at how the known protective effects of chronic nicotine against Parkinson's disease might be mediated through nicotine induced alterations in sonic hedgehog. Unfortunately, we could not convince a study section to fund the project. We have recently switched to an alternative focus, evaluating the contribution of dopamine cell released sonic hedgehog to addiction. We intend to continue to develop this collaboration and eventually obtain NIH funding.

**On-going method and laboratory development:**

(1) **awake-behaving cyclic voltammetry**

Cyclic voltammetry is a method to directly measure dopamine release in the brain. We have this method working for anesthetized mice but have been working for over a year to get in up and running in awake-behaving mice. This would allow us to record, repeatedly, dopamine release in the brain of a mouse while it is engaging in behavior, whether wheel running (for the anorexia studies) or lever pressing (for decision-making studies). This is extremely difficult and only less than half a dozen labs in the entire world do this. For my lab, it would be a game-changer. We are getting close and hope to have it functioning by summer.

(2) **fiber photometry**

This is essentially the opposite of optogenetics. Instead of using fiber optics implanted in the brain to deliver light this method uses implanted fiber optics to collect light. The light is emitting from a calcium sensitive fluorophore, which provides a signal indicating fluctuations in calcium, a proxy for neural terminal activity and transmitter release. This would be a powerful tool enabling use to measure brain activity directly in awake-behaving animals.

(3) **light sheet microscopy**

Microscopy typically images only a thin slice of brain at a time. Light sheet microscopy, together with whole brain clearing, allows you to image an entire brain as multiple consecutive planes, which are put together into a 3d image of the entire brain, similar to human imaging. The primary obstacle to implementing this is to get the whole brain clearing to work together with the immunohistochemistry specific for the targets one wants to visualize. We have been working on this for the last year, trying out several methods of whole brain clearing. In our last iteration, the method was successful and we are currently testing IHC protocols in combination with the clearing. This method would provide a powerful tool for the lab to map functional circuits in the brain associated with specific behaviors and/or neural modifications (e.g., insulin resistance).

(4) **mouse homecage operant systems with touchscreens**

I have been working for the last 2-3 years on making a homecage operant system that incorporates touchscreen systems so that (a) we can provide much more varied stimuli (rather than just a single cue light or tone) and (b) provide more complex interactions for the mice. After a long development process, technology outpaced us and I realized there was a much simpler,
more robust strategy (not previously available) for building this system. Thus, we switched strategies and started over. We are now nearly finished. This is exciting as it will allow us to expand our range of behavioral tests with mice and introduce more sophisticated paradigms. In addition, these chambers are an order of magnitude less expensive than commercially available systems, laying the groundwork to allow me to expand my studies within a reasonable budget.

**GRANTS**

For each grant, include: title, author(s), granting agency, originating institution (the one submitting the proposal); grant period (start and end year and month); role of candidate in the grant (sole Principle Investigator; co-PI; sub-contractor, consultant, etc); total funding over the grant period and amount provided to candidate (which will differ if there are multiple PI’s, subcontracts, etc).

List separately research grants, in support of the candidate’s scholarly research, and institutional grants, in support of the college’s infrastructure, shared-use equipment, instruction, student stipends and scholarships, and similar programs.

(1) Grants Pending

**Research/External**

None

**Institutional/Internal**

None

(2) Grants in Progress

**Research/External**

2 Authors: **Beeler, J.A.**
Role: Principal Investigator
Title: Dissecting contributions of different D2R populations to activity and appetite
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: R15 DA046058
Direct Costs: $300,000
Budget Period: 3/1/2018 – 2/28/2021
Priority Score: 10

1 Authors: **Beeler, J.A.**
Role: Principal Investigator
Title: Regulation of new corticostriatal learning via silent synapses
Funding Agency: Whitehall Foundation
Grant Type: Private Foundation
Direct Costs: $225,000
Budget Period: 5/1/2017 – 4/30/2020

**Institutional/Internal**

1 Authors: **Beeler, J.A.** and Jin Fan
Role: co-PI
Title: Optogenetic dissection of cognitive control in a mouse model
Funding Agency: Queens College
Grant Type: Research Enhancement
Direct Costs: $16,000
Budget Period: 1/01/2018 – 8/31/2018

(3) Grants Completed

Research/External
4 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Assessing aberrant motor learning in Parkinson’s patients
Funding Agency: NIH/National Institute for Neurological Disorders and Stroke
Grant Type: R21 NS083578
Direct Costs: $275,000
Budget Period: 5/15/2014 – 3/31/2017 (1 year no cost extension)

3 Authors: Zhuang, X
Role: Beeler, J.A. (co-investigator)
Title: Nicotine mitigates dopamine blockade-induced aberrant plasticity and learning
Funding Agency: NIH/National Institute for Neurological Disorders and Stroke
Grant Type: R21 NS083383
Direct Costs: $275,000 ($8,000 subcontract to QC)

prior to position at Queens College:
2 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Pharmacological targets facilitating non-drug reward and extinction
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: R01 DA02587
Direct Costs: $1,250,000.00
Budget Period: 9/19/2008 – 5/31/2013

1 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Genetic Manipulation of Phasic Dopaminergic Activity
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: F32 DA020427 (NRSA, National Research Service Award)
Direct Costs: $87,952

Institutional/Internal

8 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Bridge funds
Funding Agency: Queens College
Grant Type: Research Enhancement
Direct Costs: $5,000
Budget Period: 2/01/2017 – 8/31/2017

7 Authors: **Beeler, J.A.**
Role: Principal Investigator
Title: An optogenetic technique for measuring synaptic strength
Funding Agency: CUNY Office of Research
Grant Type: Traditional B
Direct Costs: $6,000
Budget Period: 7/01/2016 – 6/30/2017

5 Authors: **Beeler, J.A.**
Role: Principal Investigator
Title: Developing a genetic toolbox for research into corticostriatal plasticity
Funding Agency: PSC-CUNY
Grant Type: Traditional B
Direct Costs: $6,000
Budget Period: 7/01/2015 – 6/30/2016

4 Authors: **Beeler, J.A.**
Role: Principal Investigator
Title: Development of mouse virtual reality homecage system
Funding Agency: PSC-CUNY
Grant Type: Traditional B
Direct Costs: $6,000
Budget Period: 7/01/2014 – 6/30/2015

3 Authors: **Beeler, J.A.**
Role: Principal Investigator
Title: Mouse touchscreen operant boxes
Funding Agency: Queens College
Grant Type: Research Enhancement
Direct Costs: $4,950
Budget Period: 12/9/2014 – 6/30/2015
2 Authors: **Beeler, J.A.**

**Role:** Principal Investigator  
**Title:** Mechanisms regulating metaplasticity in corticostriatal circuits  
**Funding Agency:** Queens College  
**Grant Type:** GRTI  
**Direct Costs:** $7,078 (funded amount)  
**Budget Period:** 2014/15 (equipment grant)

1 Authors: **Beeler, J.A.**

**Role:** Principal Investigator  
**Title:** Optogenetic equipment  
**Funding Agency:** CUNY  
**Grant Type:** COPS (a CUNY Central research infrastructure grant)  
**Direct Costs:** $31,986  
**Budget Period:** 2013

(4) **Grants Submitted, but not Funded**

**Research/External**

15 Authors: **Beeler, J.A.** and Nesha Burghardt (Hunter)

**Role:** co-PI (multi-PI grant)  
**Title:** A two-stage model of dopamine dysfunction in anorexia nervosa  
**Funding Agency:** NIH/National Institute of Mental Health  
**Grant Type:** R21 MH117478A  
**Direct Costs:** $275,000  
**Budget Period:** 10/16/17  
**Impact Score:** Not Discussed

14 Authors: **Beeler, J.A.** and Nesha Burghardt (Hunter)

**Role:** co-PI (multi-PI grant)  
**Title:** The role of exercise induced dopamine in triggering anorexia nervosa onset  
**Funding Agency:** Klarman Foundation  
**Grant Type:** Private Foundation  
**Direct Costs:** $715,746 (3 years)  
**Submitted:** 3/31/2017

13 Authors: **Beeler, J.A.**

**Role:** Principal Investigator  
**Title:** Chronic nicotine induced silent synapses and altered corticostriatal plasticity  
**Funding Agency:** NIH/National Institute of Drug Abuse  
**Grant Type:** R01 (submitted as new)  
**Direct Costs:** $1,250,000  
**Submitted:** 6/5/2017  
**Impact Score:** Not Discussed
12 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Dissecting contributions of different D2R populations to activity and appetite
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: R15 (A1)
Direct Costs: $300,000
Impact Score: 45

11 Authors: Beeler, J.A. and Andreas Kottmann (City College)
Role: co-PI (multi-PI grant)
Title: Trophic factor mediation of chronic nicotine neuroprotection
Funding Agency: NIH/National Institute of Neurological Disorders and Stroke
Grant Type: R21 (A1)
Direct Costs: $275,000
Submitted: 11/11/2016
Impact Score: Not Discussed

10 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Chronic nicotine induced aberrant corticostriatal plasticity and altered reward learning
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: R01 A1
Direct Costs: $1,250,000
Submitted: 7/5/2016
Impact Score: Not Discussed

9 Authors: Beeler, J.A.
Role: Principal Investigator
Title: RUI: Dopamine regulation of environmentally induced silent synapses
Funding Agency: NSF/Integrative Organismal Systems (modulation program)
Grant Type: Preproposal
Direct Costs: TBD
Submitted: 1/15/2016
Outcome: Not invited to submit full application

8 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Dissecting contributions of different D2R populations to activity and appetite
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: R15
Direct Costs: $300,000
Beeler, Jeff

Submitted: 10/23/2015
Impact Score: Not Discussed

This was resubmitted twice and funded (above R15 DA046058 in current grants in progress).

7 Authors: Beeler, J.A. and Andreas Kottmann (City College)
Role: co-PI (multi-PI grant)
Title: Trophic factor mediation of chronic nicotine neuroprotection
Funding Agency: NIH/National Institute of Neurological Disorders and Stroke
Grant Type: R21
Direct Costs: $275,000
Submitted: 10/15/2015
Impact Score: Not Discussed

6 Authors: Beeler, J.A. (Letter of Intent)
Role: Principal Investigator
Title: Environmentally induced adaptation in the dopamine system
Funding Agency: Whitehall Foundation
Grant Type: Private Foundation
Direct Costs: $225,000
Submitted: 9/20/2015
Outcome: Not invited to submit full application

5 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Assessing chronic nicotine induced reduction of behavioral flexibility in current and abstinent smokers
Funding Agency: NIH/National Institute for Drug Addiction
Grant Type: R21
Direct Costs: $275,000
Submitted: 2/5/2015
Outcome: Not discussed

4 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Aberrant neuroplasticity as therapeutic target in nicotine addiction
Funding Agency: McKnight Foundation, Memory and Cognitive Disorder Award
Grant Type: Letter of Intent
Direct Costs: TBD
Submitted: 3/5/2015
Outcome: Not invited to submit full application

3 Authors: Beeler, J.A.
Role: Principal Investigator
Title: RUI: Dopamine plasticity in response to environmental conditions
Funding Agency: Integrative Organismal Systems (modulation program)
Grant Type: Preproposal
Direct Costs: TBD
Submitted: 1/15/2015
Outcome: Not invited to submit full application

2 Authors: Beeler, J.A.
Role: Principal Investigator
Title: No Title
Funding Agency: Sloan Foundation
Grant Type: Sloan Fellowship
Direct Costs: $150,000 (3 years)
Submitted: 2015
Outcome: Not awarded

1 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Chronic nicotine induced aberrant corticostriatal plasticity reward learning
Funding Agency: NIH/National Institute of Drug Abuse
Grant Type: R01
Direct Costs: $1,250,000
Submitted: 9/30/2014
Impact Score: Not Discussed

Immediately preceding position at Queens
R01DA036304 Jeff Beeler (PI) 7/1/2013 – 6/30/2015
NIH/NIDA $250,000/yr
“Prevention and reversal of aberrant plasticity as neuroprotection”
Role: PI
This was resubmitted as an R21 and awarded with Queens College as primary institution
(R21 NS083578 above in completed grants)

R21DA036304 Jeff Beeler (PI) 7/1/2013 – 6/30/2015
NIH/NIDA $125,000/yr
“Dopamine, behavioral thrift and addiction: developing a homecage self-admin paradigm”
Role: PI

R01DK100598 Jeff Beeler (PI) 12/1/2013 – 11/30/2018
NIH/NIDDK $250,000/yr
“Dopamine, energetic thrift and obesity”
Role: PI

R03NS000000 Jeff Beeler (PI) 9/1/2013 – 10/31/2015
NIH/NINDS $50,000/yr
“Genetically engineered mouse model of staged dopamine denervation”
Role: PI
Beeler, Jeff

Institutional/Internal

5 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Photometry to assess dopamine modulation of corticostriatal afferents
Funding Agency: PSC-CUNY
Grant Type: Enhanced
Direct Costs: $12,000
Budget Period: 7/1/2018 – 6/30/2019

4 Authors: Beeler, J.A.
Role: Principal Investigator
Title: Developing mouse cognitive tests on touchscreen operant systems
Funding Agency: PSC-CUNY
Grant Type: Traditional B
Direct Costs: $6,000
Budget Period: 7/01/2017 – 6/30/2018

3 Authors: Beeler, J.A.
Role: Principal Investigator
Title: No Title
Funding Agency: CUNY
Grant Type: Junior Faculty Award in Science and Technology
Direct Costs: $50,000
Submitted: 2016
Outcome: Not awarded

2 Authors: Beeler, J.A.
Role: Principal Investigator
Title: No Title
Funding Agency: CUNY
Grant Type: Junior Faculty Award in Science and Technology
Direct Costs: $50,000
Submitted: 2015
Outcome: Not awarded

1 Author: Beeler, J.A.
Role: Principal Investigator
Title: No Title
Funding Agency: CUNY
Grant Type: Junior Faculty Award in Science and Technology
Direct Costs: $50,000
Submitted: 2014
Outcome: Not awarded
SERVICE

(A) COLLEGE/UNIVERSITY. Include dates of each service activity.

- U = University service, C = College service, D = departmental service, GC = Graduate Center (doctoral)
- * = receive workload service hours

2018- present  C Member, committee developing data science program
The college is developing an interdisciplinary program in data science, starting with developing a minor to grow into a certificate program with the possibility of eventually creating a school for data science, led by William McClure.

2018- present  C Queens College Graduate Council (1 of 2 divisional representatives)
The college is currently launching an initiative to improve and expand our graduate education programs. I was nominated by Dean Rotenberg to serve as one of two representatives on this Council to represent our division.

2018- present  C Animal Services Oversight Committee
I worked with the Dean to establish a committee to provide oversight for our animal services and facilities. The goal of the committee is to review, improve and monitor operations of our animal facilities and to provide ongoing oversight.

2018- present  U Organizer, CUNY wide neuroscience directors meeting.
At the suggestion of the Dean of Science at the GC and the EO of GC Psychology Dept, I organized a meeting of directors of graduate neuroscience programs across CUNY to coordinate our various programs, maximize resources and ensure parity/fairness in policies (e.g., transfer of credits from MA/MS to PhD program for students that matriculate into our CUNY Neuroscience PhD program). We expect to continue to meet regularly as such cross program communication is needed.

2018- present  U CUNY Central Animal Use Advisory Committee
Under the direction of CUNY Central Associate Provost Office for Compliance, an advisory committee has been formed to evaluate animal services across CUNY campuses to make recommendations and form policy to ensure consistent compliance and adequate animal services support across CUNY. I was nominated by the Provost's Office to represent Queens College on this advisory board.

2017- 2018  GC, U co-Chair, MCD/CNC Retreat (at Poconos Environmental Education Center, PA)
This is a fledgling effort to institute an annual joint retreat for faculty and students of the Molecular, Cellular and Developmental Biology program with the CUNY Neuroscience Collaborative program. As co-chair, my goal is to institute 'traditions' and put the retreat on a sound financial footing moving forward.

2016-present  D Advisor to Psychology Dept MA programs Student Advisory Committee
To help better meet the needs of our masters students, I developed a student advisory committee. This committee has completed surveys of
students needs, has organized career development events, maintains a Facebook page and has helped facilitate communication between faculty running the programs and students. One student from this committee from each program (General Psychology, Behavioral Neuroscience, and Applied Behavioral Analysis) sits on the MA program committee as a student representative.

2016- present  
*D Chair, Psychology Dept MA program committee.

2016- present  
*D Director, Behavioral Neuroscience MA program  
In my role as director, I have re-composed our MA program committee to facilitate active program development. In the 2017-18 academic year, our committee has revised the neuroscience MA curriculum to make our program more competitive and to facilitate more flexible neuroscience related career pursuits. I am working with Mt. Sinai to facilitate a collaboration between our institutions where our MA students can do their research thesis with Mt. Sinai faculty and Sinai postdocs can receive training in teaching and adjunct teaching opportunities. Sinai currently has an active and successful collaboration with CCNY (biomedical engineering), a model we hope to replicate in our collaboration with Sinai.

2016- present  
*D Director, General Psychology MA program  
We are in the process of evaluating and revising our General Psychology MA program (GMA). One option we are considering is developing a post-baccalaureate program to assist students without the necessary background prepare to pursue a career in the mental health professions.

2016- present  
*GC, C Executive Committee, CUNY Neuroscience Collaborative (CNC) doctoral program  
The CNC is a merger of the Psychology and Biology department neuroscience programs into a single, CUNY-wide neuroscience doctoral program. I am an active member of the executive committee that is developing and growing this doctoral program.

2016- present  
*D co-Director, Teaching Apprentice Program  
C Liaison, Razran Building renovations/infrastructure (coordinate with DASNY and QC Campus Planning, Design and Construction office)

2015- present  
*C Queens College Institutional Animal Care and Use Committee (IACUC)

2015-16  
*GC co-chair, Admissions Committee for CNC doctoral program

2015-16  
*GC GC Neuroscience Collaborative Seminar Series co-organizer

2015-16  
*CQC Neuroscience Social Seminar series

2014-15  
*GC Member, Admissions Committee for CNC Neuroscience doctoral program

2015  
*D Middle States Accreditation: co-conducted alumni survey for Psychology Department self-study

2014- present  
*C Examiner, QC Clinical Psychology PhD qualifying exams

2014- present  
*G Reviewer, CUNY Doctoral Student Research Grant Program

2006- present  
*D Graduate Student and Adjunct Teaching Evaluations

2013- present  
*D Master Instructor, Psychopharmacology (PSYCH 352)

2013- present  
*D Master Instructor, Human Motivation (PSYCH 231)
(a) Doctoral Exams and thesis committees

**Dissertation committees**

2017- Charles Crouse (Albert Einstein College of Medicine), advisor Saleem Nicola
2017- Allison Meyers (Queens, CNC doctoral), advisor Jeff Beeler
2017- Devry Mourra (Queens, CNC doctoral), advisor Jeff Beeler
2015- Mercedes Vigar Villa, (CCNY, CNC doctoral program), advisor, Jon Horvitz

**Dissertation committee, reader**

2015 Phillip Chu, (CNC doctoral), advisor Joshua Brumberg
2015 Sara Nicole Resch, (CNC doctoral), advisor Susan Croll
2014 Dela Cruz, (CNC doctoral), advisor Rich Bodnar
2014 Joshua Peck, (CNC doctoral), advisor Robert Ranaldi

**2nd doctoral examinations**

2017 Jake Jordan, Queens (CNC doctoral program), advisor, Carolyn Pytte
2017 Yu Chen, Queens (CNC doctoral program), advisor, Jin Fan
2017 Sam Cain, Queens (CNC doctoral program), advisor, Jeff Beeler
2015 Mercedes Vigar Villa, City (CNC doctoral program), advisor, Jon Horvitz

**1st doctoral examinations**

2018 Allison Meyers Queens (CNC doctoral program), advisor Jeff Beeler
2018 Devry Mourra Queens (CNC doctoral program), advisor Jeff Beeler
2015 Sam Cain, City (CNC doctoral program), advisor Ratna Sircar

(b) Masters Thesis Defense Committees

2017 Jake Aronowitz (QC, MABN), advisor, Carolyn Pytte
2017 Christopher Guevara (Columbia, MSNeuro), advisor, Jeff Beeler
2017 Phil Clark (QC, MABN), advisor, Jeff Beeler
2017 Faye Bourie (QC, MABN), advisor, Rich Bodnar
2016 Ala Jaarah (QC, MABN), advisor, Jeff Beeler
2016 Allison Meyers (QC, MABN), advisor, Jeff Beeler
2016 Steven Gluf (QC, MABN), advisor, Jeff Beeler
2015 Jonathan Horowitz (QC, MABN), advisor, Carolyn Pytte
2014 Kobi Wasner (QC, MABN), advisor, Carolyn Pytte

(c) Undergraduate senior/honors theses

2018 Josie Cooke
2018 Joseph Khafi
2015 Aron Weinberg
2015 Yisroel Grabie
2015 Rawan Shafi

(d) Research Mentoring

**Postdoctoral**

pending Pim Heckman; role, PI/advisor

Pim is a recent PhD graduate in the Netherlands who has been hired
as a postdoc in my lab. We are currently awaiting approval for his J-1 visa

2014 – 2016 Jianxun Xia, Queens; role, PI/advisor
continued postdoctoral training with Jack Martin at CCNY
Took job with Harvard Biosciences in China to return with family

Doctoral mentoring
2016 – present Yu Chen (CNC); role, co-mentor (advisor, Jin Fan)
2016 – present Allison Meyers (CNC); role, PI/advisor
has successfully completed 1st examination; to date has 2 published papers from work in my lab, including one co- first author
2016- present Devry Mourra(CNC); role, PI/advisor
has successfully completed 1st examination; to date has 2 published papers from work in my lab and one in review
2015 - 2017 Sam Cain(CNC); role, PI/advisor
decided to leave science
2015 - 2016 Philip D'Agostino (CNC); role, PI/advisor
left program for personal reasons

Masters mentoring
2018 – present Bekime Bektishi (Queens, MABN); role, PI/advisor
2016 – 2017 Chris Guevara (Columbia MS Neuroscience); role, PI/advisor
accepted into Icahn/Mt. Sinai doctoral neuroscience program
2015 – 2017 Philip Clark (Queens, MABN); role, PI/advisor
accepted into Drexel doctoral neuroscience program
2015 – 2016 Steven Gluf (Queens, MABN); role, PI/advisor
working as research technician in Churchland lab, Stony Brook
preparing applications for clinical psychology PhD program
2015 – 2016 Allison Meyers (Queens, MABN); role, PI/advisor
accepted into CUNY Neuroscience Collaborative doctoral program,
continuing her doctoral work in my lab
2014 – 2016 Alex White (Queens, Computer Science MA); role, project advisor
obtained software engineering position in private banking industry
2014 – 2015 Phillip D'Agostino (Queens, MABN); role, PI/advisor
2014 – 2015 Ala Jaarah (Queens, MABN); role, PI/advisor

Undergraduate mentoring
2018 – present Aaron Goldberg (computer science)
2018 – present Jonathan Arenson (computer science)
2018 – present En Lin (computer science)
2018 – present Emily Maldanado
2018 – present Steve Cobos (Baruch)
2018 – present Rebecca Russo
2018 – present Maryia Kazlouskaya
2018 – present Larry Chan
2017 – present  Jessica Lungu
2017 – present  Federico Gnazzo
2018 – 2018  Perry Raskin (computer science)
2018 – 2018  Jason Macanian
2016 – 2018  Joseph Khafi *(accepted into dental school)*
2016 – 2018  Josie Cooke *(awarded a Marshall Scholarship, Lakowitz award)*
2015 - 2017  Jacob Taber *(accepted into medical school)*
2016 - 2017  Aska Gurung
2014 - 2015  Danielle Aloicius *(engineer on operating systems team at IBM)*
2014 - 2016  Aron Weinberg *(physician's assistant school)*
2014 - 2016  Yisroel Grabie *(started business delivering medical services to seniors, applying for medical school)*
2016  Chris Dessources *(Queensborough Bridge program)*
2016  Gabriela Vidas *(Queensborough Bridge program)*
2015  Litto Thomas
2014 - 2015  Rawan Shafi
2014 – 2016  Monika Shpokayte *(working as research technician, preparing to apply for doctoral neuroscience programs; Lakowitz award)*

(B) PROFESSION. Include dates of each service activity.

1. Since most recent of: initial appointment or last promotion.

2013- present  Section Editor, *NeuroReport* (see below)
2012- present  Review Editorial Board, *Frontiers in Decision Neuroscience*
2011- present  Academic Editor, *PLoS One* (see below)

2016 (Oct)  Ad hoc reviewer, NIH special panel (S10 equip grants), phone conference
2016 (Feb)  Ad hoc member, NIH study section Biobehavioral Regulation, Learning and Ethology (BRLE), Baltimore
2015 (Oct)  Ad hoc member, NIH study section (BRLE), Washington D.C.
2015 (Feb)  Ad hoc member, NIH study section (BRLE), New Orleans
2014 (Oct)  Ad hoc member, NIH study section (BRLE), Chicago
2013 (Jun)  Ad hoc member, NIH study section (BRLE), Seattle
‡2013 (Mar)  Grant reviewer (outside expert), French National Research Agency

(i) Review/evaluation as editor: 47 manuscripts
   Section Editor, *NeuroReport* (I review/solicit reviews, evaluate and accept/reject)
   15 accepted
   24 rejected

   Academic Editor, *PLoS One* (I review/solicit reviews, evaluate and accept/reject)
   5 accepted
   3 rejected

(ii) As reviewer, reviewed 22 manuscripts (various journals, listed in Professional Service)

TOTAL MANUSCRIPTS EVALUATED: 69
2. Prior to most recent of: initial appointment or last promotion.

(i) Academic Editor, PLoS One (I solicit reviews, evaluate and recommend accept/reject)
   14 accepted
   6 rejected

(ii) As reviewer, reviewed 25 manuscripts (various journals, listed in Professional Service)

TOTAL MANUSCRIPTS EVALUATED: 45

Reviewer (journals, cumulative):
Basal Ganglia, Behavioral Neuroscience
eLife
Frontiers in Decision Neuroscience
Current Biology
Neuropsychopharmacology
Brain Research
Hormones and Behavior
Scientific Reports
Addiction Biology
Molecular Neurobiology
New York Academy of Science
Obesity
PLoS One
Progress in Neurobiology
Biology of Sport
European Journal of Neuroscience
Behavioral Brain Research
Journal of Neurophysiology
Human Mutation
International Journal of Developmental Neuroscience
Journal of Neurochemistry
Physiology and Behavior
Life Science
Neuroscience Letters
International Journal of Neuropsychopharmacology
Affective and Behavioral Neuroscience
NeuroReport

(C) COMMUNITY. Last five years only. Include dates for each service activity. Examples: unpaid member of board of trustees for school or library; activities in non-college or university settings; unpaid consultantships.

2017 Interviewed by Deborah Basckin, producer from NBC Universal for episode in new online documentary series. Interview focused on the question of mechanisms of addiction and can there be such a thing as smart-phone
addiction.

2017  Judge, Research Association Invitational Science Fair (high school students)
      William A. Shine Great Neck South High School, Great Neck, NY
2015  Judge, Research Association Invitational Science Fair (high school students)
      Schreiber High School, Port Washington, NY
2014  Judge, Research Association Invitational Science Fair (high school students)
      Herricks High School, New Hyde Park, NY
QUEENS COLLEGE
EARLY TENURE FOR PROFESSOR DENNIS MACKREL

WHEREAS, Professor Dennis Mackrel was sought out by the Jazz Department because he is a renowned jazz drummer who regularly performs with top jazz musicians around the world; and

WHEREAS, he is also a well-respected arranger, composer and conductor/bandleader who directs ensembles in the United States and abroad, with an extensive and growing catalog of published music to his credit; and

WHEREAS, Professor Mackrel is a four-time Grammy-Award-Winning Recording Participant; and

WHEREAS, Mr. Mackrel is an outstanding teacher and mentor to the graduate students of the Aaron Copland School of Music; and

WHEREAS, Mr. Mackrel's exemplary service in applying his technical expertise to scheduling as well as improving equipment has been well received by the Copland School; and

WHEREAS, this recommendation for early tenure for Professor Mackrel comes after an extraordinary thirty-five year career in which he performed regularly with the most respected jazz orchestras in the world, and comes with the strongest endorsement from both the faculty and academic administration of the College; now therefore be it

RESOLVED, that Dennis Mackrel of the Department of Jazz in the Aaron Copland School of Music at Queens College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dennis Mackrel is deserving of early tenure based upon his outstanding professional achievements and international reputation alone, yet he is also a gifted teacher and model citizen. An external reviewer at a prestigious US conservatory noted, “It was also very clear during his clinics and master classes here at [my conservatory] that he is also a gifted teacher.” He is an indispensable member of the Copland School and his early tenure is supported with great enthusiasm by the faculty in Copland as well as the Queens College administration.
January 15, 2019

Jane Bowers
Interim Executive Vice Chancellor and University Provost
The City University of New York
205 East 42 Street
New York, NY 10017

Dear Provost Bowers:

I write this letter to affirm my strong support for Professor Dennis Mackrel’s application for early tenure at Queens College.

Introduction

Dennis Mackrel was sought out by the jazz department and appointed to his current position in September 2016 at the rank of Professor because of his extensive qualifications for this position. He is a renowned jazz drummer and a multiple Grammy Award-winner who regularly performs with top jazz musicians around the world. He is also a well-respected arranger, composer and conductor/bandleader who directs ensembles in the United States and abroad, with an extensive and growing catalog of published music to his credit. As our history with Professor Mackrel is long and extensive, he is also a well-known member of our community. The Aaron Copland School of Music hired Professor Mackrel first as an adjunct lecturer in 2014, then as a full-time Visiting Professor (2015), and finally, through the Target of Opportunity diversity hiring program (more recently renamed the Presidential Hiring Initiative), as a tenure-track Professor in 2016. In recognition of Professor Mackrel’s remarkable career of more than 35 years prior to coming to Queens College, the terms of his hire included the possibility for early tenure consideration.

Record of performance

Since his appointment, Professor Mackrel has continued to perform with elite jazz musicians including Ron Carter, the Village Vanguard Orchestra, Bobby Shew and Scott Robinson. He is, to put it simply, one of the best and most in-demand big band drummers in the world, having performed with Thad Jones, the Count Basie Orchestra, Carla Bley, the Dizzy Gillespie Big Band, the McCoy Tyner Big Band, Slide Hampton, Joe Williams, Maria Schneider and many other well-known jazz orchestras. In addition, he has done significant work with some of the top small groups in jazz, including George Shearing, Tony Bennett, Monty Alexander, and, perhaps most importantly, his 14-year association as a member of the Hank Jones trio.
One reviewer who directs the Jazz Program at a top music school in the northeast describes Mr. Mackrel as “one of only a handful of modern drummers whose work is so consistently outstanding.” Later in his letter this reviewer adds, “Mr. Mackrel has developed a highly original and identifiable voice as a drummer. He has mastered a wide variety of mediums from small group to jazz band and large orchestral ensemble. It is a rare talent for someone to be equally comfortable in so many genres.”

While Professor Mackrel’s work as a jazz drummer is substantial, he also maintains what is possibly an even more rigorous schedule as a conductor and arranger for big bands. Recent performances, since his appointment to the College, include his ongoing position as the main conductor and arranger for the Jazz Orchestra of the Concertgebouw in the Netherlands, as well as performances with the Rufus Reid Big Band (an affiliation which produced a 2015 Grammy-nominated recording), the Metropole Orkest, the Danish Radio Big Band, and appearances with Dee Dee Bridgewater, Roy Hargrove, Roberta Gambarini, Dr. Lonnie Smith and Patti Austin. His work as a conductor and arranger prior to his Queens College appointment is substantial and includes a stint as the chief arranger and conductor of the Count Basie Orchestra (2010-13) and guest conducting and arranging work with the Dizzy Gillespie All-Star Big Band, the WDR (Westdeutscher Rundfunk, Kain) Big Band, the McCoy Tyner Big Band (for which he received a Grammy), the Vanguard Jazz Orchestra and the Woody Herman Thundering Herd.

A second reviewer from a prominent mid-western Jazz Program wrote this about Dennis Mackrel’s arranging and composing skills: “He is a master craftsman when writing for the big band instrumentation. Equal in quality with his drum set performances, Mackrel’s compositions and arrangements have been performed and recorded by the likes of The Count Basie Orchestra (three albums), Frank Wess, Joe Williams, McCoy Tyner Big Band, Kluver’s Big Band, Dizzy Gillespie Alumni All-Star Big Band, the WDR Big Band and more. In recent years, he is being sought out increasingly as a band leader and conductor. Most of us in our careers could only hope to achieve a small portion of what Dennis Mackrel has.”

A third reviewer from a prominent southern Jazz Program emphasized Dennis Mackrel’s conducting and ensemble leadership: “One unfortunate reality of the recent trend in the music world is the demise of the jazz big band. This genre has especially suffered (ironically) in the United States. Therefore, with the shrinking numbers of these ensembles, comes great scrutiny when entrusting their guidance to someone. Successful leadership in these ensembles requires a high level of musicianship, a great depth of knowledge of the music's past and current influences, phenomenal “ears,” and a reputation that earns the respect of the fellow musicians. Dennis Mackrel possesses all of those qualities.”

A fourth reviewer from one of the best Jazz Programs in New York State continues, “Professor Mackrel conducts himself with humble, personal integrity and he demands excellence from himself and those with whom he associates. And he does this with a quiet, non-assuming demeanor that is kind and nurturing. I have had the opportunity to travel with him on a number of occasions where we have given workshops and master classes to a wide variety of students with varying skill levels, and every time, Professor Mackrel is highly effective as a teacher and
pedagogue. He is both articulate and soulful and can relate to any musician, regardless of their experience level or background….As a musician/drummer he is a sensitive accompanist who truly understands how to help others perform at their best. He is unselfish and works for the greater good of the ensemble, regardless of its size. He demonstrates a deep understanding of the history and tradition of the music while at the same time, is very aware and informed by new trends and practices. As a composer and arranger, he possesses great musical depth and his musical works are greatly admired by all who play them.”

Dennis Mackrel’s brilliant 40+ year career in music is what prompted the Aaron Copland School of Music to hire him as a full professor in 2016. His professional work has continued unabated and continues to be recognized by peers, students, other performers, and his audience since his appointment.

Teaching

Turning to teaching, Dennis Mackrel’s responsibilities at the Aaron Copland School of Music include teaching Jazz Rhythm Section Workshop, Jazz Ensemble, Jazz Arranging & Composition, and Individual Instruction in Jazz Performance. The Aaron Copland School of Music Jazz Program is for graduate study only, so all of his students are at the Master’s level. Professor Mackrel receives high evaluations from his students. His scores from Fall 2016 and Spring 2017 were in the 3.7-5.0 range with strongly positive responses from the students. In an observation report, one senior colleague wrote: “I must point out that Professor Mackrel’s detailed comments on each instrumentalist’s performance was made possible because of his proficiency as a jazz drummer, a jazz bassist, a jazz pianist and as an arranger. The rare combination of these abilities in one person made this class not only excellent for the students but also instructive for me as well.”

A second senior colleague observed Professor Mackrel in Jazz Ensemble and had this to say: “I was extremely impressed with Mr. Mackrel’s handling of the class. It's clear that he commands the respect of the students. He is a masterful player, but even more important is that he is extremely adept at this kind of teaching. He is very encouraging while still being able to challenge the students. He is also so comfortable with and knowledgeable about the material that he is analyzing that he can encourage student discussion, supplying clear, relevant music examples for all of his points. An excellent class.”

Musicians are often called upon to work with the performing ensembles of other directors in educational settings as a clinicians and as adjudicators. The referee from a second mid-western Jazz Program wrote the following about Dennis Mackrel’s work in this area: “As Director of [a prestigious jazz festival], I have been able to observe Dennis’s work as performer, clinician and adjudicator. The professionals that are selected for these duties are carefully chosen. They are hired based upon their stature and the jazz community and for their ability to pass their artistic skills on to the next generation of musicians. Dennis excels at both. His comments are timely and always spot on. At the same time, they are delivered in the spirit of encouragement, a talent that is all too seldom seen in music education. Since 2013, Dennis has appeared at [my festival] on [a
number of occasions. He is quite simply one of the best in the business.”

A six reviewer from a European music conservatory added, “I can describe his teaching as punctual and emphatic, supportive and honest and we were impressed by his ability to adapt, connect and tune in with different types of students and musical personalities. Another peculiarity of his teaching was the capacity to zoom in on specific technical matters, both regarding the drums or arranging, without losing the musical perspective of the student. His encouragement, guidance and assessments were never dogmatic or fell into repetition or anecdotes, on the contrary, his teaching was aiming to increase skills, awareness and the feeling for musicality. His attitude during teaching was very pleasant, being relaxed but not too loose and always leaving room to students for bringing unexpected topics during the lessons.”

Finally, a seventh reviewer from one of the most prestigious conservatories in the United States added, “It was also very clear during his clinics and master classes here at [my conservatory] that he is also a gifted teacher.”

Service

In only three years since his appointment as a full-time faculty member, Prof. Mackrel has shown himself to be a competent administrator. Prior to his appointment at Queens College, Professor Mackrel served as chief conductor and arranger to many national and international jazz orchestras, positions where he was responsible for a significant amount of administrative work. This experience allowed him to smoothly take on some of the administrative tasks at the Aaron Copland School of Music very effectively.

Professor Mackrel has used his technology skills to help organize the sign-up and scheduling of drum practice rooms and student access to reserving drum sets. He has also undertaken the reorganization of the jazz department’s calendars and class schedule, and he has begun taking on a larger role maintaining, organizing and updating data and calendars for the class schedule of the School of Music as a whole. This is a large job, and while he has not completed the transition to overseeing all School of Music schedules, he has already provided valuable organizational and technological competence in this area. His willingness to take on this challenging and complex task is a good example of his positive attitude toward administrative work in general; as he completes this transition, he will be providing substantial administrative aid to the School of Music.

In addition to technology-based work, Professor Mackrel has served on the Graduate Program Review Committee and participated in faculty concerts, including the Queens College 80th Anniversary Celebration in Fall 2017. He has worked to help improve the quality of drum sets at Queens College, ordering new ones and maintaining the older sets at the school. He has been a team player, demonstrating a capacity for working across departments by doing unpaid master classes for classical percussionists and by co-coordinating drum set and percussion equipment issues with colleagues in the classical percussion department. Indeed, according to those colleagues, the classical and jazz percussionists enjoy a closer than usual relationship, compared
to other instrumentalists at the school, and both professors look forward to collaborating on projects in the future.

Despite being an experienced teacher prior to coming to Queens College, Professor Mackrel had never previously held a tenure-track position, a fact he acknowledges with disarming modesty. However, he is a master teacher and generous mentor. He writes beautifully and displays administrative acumen. He treats everyone kindly and professionally, regardless of their skill level, rank or position. At the same time, he insists on musical, pedagogical and professional excellence and is very capable of articulating solutions to improve or solve a given problem or situation.

In short, Dennis Mackrel has become a cherished and indispensable colleague in the Aaron Copland School of Music. I support his application for early tenure without reservation.

Yours sincerely,

Provost and Vice President for Academic Affairs
Queens College Tenure, Promotion Process
Professorial Titles
Candidate’s Curriculum Vitae and Personal Statement
Revised 9/5/2014

NAME: Dennis Mackrel  COLLEGE: Queens
(Throughout this document, headings are in Bold. Enter information in normal font.)

HIGHER EDUCATION
A. Degrees (most recent first)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree/Major</th>
<th>Dates Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nevada</td>
<td>1979 - 1981</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Las Vegas</td>
<td></td>
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</table>

B. Additional Higher Education and/or Education in Progress:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Courses, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

EXPERIENCE (most recent first)
A. Teaching (include part- and full-time experience at Queens College)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>York University</td>
<td>January 2017</td>
<td>Artist in Residence</td>
<td>Music</td>
</tr>
<tr>
<td>Queens College Flushing</td>
<td>September 2016</td>
<td>Professor</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>2016 to Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queens College Flushing, NY</td>
<td>January 2015</td>
<td>Visiting Professor</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>2015 to 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queens College Flushing, NY</td>
<td>September 2014</td>
<td>Adjunct Professor</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>2014 to 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Paterson Univ. Paterson, NJ</td>
<td>September 2014 to 2015</td>
<td>Adjunct Professor</td>
<td>Music</td>
</tr>
<tr>
<td>Eastman School of Music Rochester, NY</td>
<td>February 2012 to April 2013</td>
<td>Artist in Residence</td>
<td>Music</td>
</tr>
<tr>
<td>Birch Creek Music</td>
<td>August 2009</td>
<td>Percussion Instructor</td>
<td>Music</td>
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</table>
Performance Center
(Summer Camp) to present

Skidmore College July 2008 Percussion Instructor Music
Jazz Institute to present

Cuyahoga Community April 2003 Artist in Residence Music
College – Tri_C Jazz Festival Cleveland, OH

Det Jyske December 2002 to 2003 Guest Professor Music
Musikkonservatorium Aarhus, Denmark

William Paterson Univ. July 1995 Percussion Instructor Music
Paterson, NJ

B. Other Than Teaching (include experience at Queens College)

RECORD OF APPOINTMENT IN EACH TITLE AT QUEENS COLLEGE
(in chronological order; most recent first; include date of tenure, if awarded)

Dates Rank
September 2016 Professor of Music
September 2015 Visiting Professor
January 2015 Visiting Professor
September 2014 Adjunct Professor

ACADEMIC AND PROFESSIONAL HONORS
2015 Grammy Award Nominated Recording Participant
("Quiet Pride" – Rufus Reid – Conductor)

1994 Grammy Award Nominated Recording Participant
("Evanesence" – Maria Schneider Jazz Orchestra – Drummer)

1992 Grammy Award Winning Recording Participant
("Journey" – McCoy Tyner Big Band – Arranger)

1992 Grammy Award Winning Recording Participant  
("The Turning Point" – McCoy Tyner Big Band – Arranger)

1987 Grammy Award Winning Recording Participant  
("Diane Schuur and the Count Basie Orchestra" – Drummer)

1984 Grammy Award Winning Recording Participant  
("88 Basie St" – Count Basie and his Orchestra – Drummer)

1983 Outstanding Alumni Award - University of Nevada, Las Vegas

1983 National Endowment for The Arts Grant for Composition

1979 Who's Who in Music

**MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)**

1985 – Present  Harry Fox Agency – Publisher

1985 – Present  ASCAP - Writer & Publisher

2004 – Present  Local 1000 – American Federation of Musicians, New York NY

1983 – 2004  Local 802 – American Federation of Musicians, New York NY

1979 – 2003  Local 369 – American Federation of Musicians, Las Vegas, NV
TEACHING EFFECTIVENESS
STUDENT EVALUATION

- Insert the candidates' scores on the Queens College student evaluation forms for the last four semesters in the table below. **Note:** Data can be found at [http://ctl.qc.cuny.edu/teach/evaluations/data/](http://ctl.qc.cuny.edu/teach/evaluations/data/). (For several of the questions in sections A and B: 1=Strongly disagree, 2= Disagree, 3= Somewhat disagree, 4= Agree and 5=Strongly agree)

<table>
<thead>
<tr>
<th>Question</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>add columns as necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. General Questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class?</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
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<tr>
<td>(Yes/No)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and</td>
<td>4.0</td>
<td>4.67</td>
<td>4.67</td>
<td></td>
</tr>
<tr>
<td>lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
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<td></td>
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</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree,</td>
<td>4.0</td>
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<td>4.67</td>
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<tr>
<td>5=Strongly agree)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written</td>
<td>3.7</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
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<tr>
<td>work and exams, informal feedback inside/outside class), (1=Strongly</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>disagree; 5=Strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=</td>
<td>3.7</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree;</td>
<td>3.7</td>
<td>4.33</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>5=Strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=</td>
<td>3.5</td>
<td>4.33</td>
<td>4.33</td>
<td></td>
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<tr>
<td>Strongly agree)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. How difficult is the course? (1= Not at all difficult, 5= Extremely</td>
<td>2.7</td>
<td>1.67</td>
<td>1.67</td>
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<tr>
<td>difficult)</td>
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<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from</td>
<td>3.0</td>
<td>4.3</td>
<td>4.3</td>
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<tr>
<td>the course? (1=Poor, 5= Excellent)</td>
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<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the</td>
<td>3.3</td>
<td>4.33</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>Instructor? (1=Poor, 5= Excellent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Writing Intensive Related Questions</strong></td>
<td></td>
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<tr>
<td>11. The instructor provided opportunity for the revision of</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>writing assignments. (1=Strongly disagree, 5= Strongly agree)</td>
<td>0.0</td>
<td>2.33</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>12. Class time is devoted to teaching elements of writing (argument,</td>
<td>2.0</td>
<td>2.67</td>
<td>2.67</td>
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</tr>
<tr>
<td>evidence, analysis, narrative, description, etc.) and the writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>process (brainstorming, drafting, revising, etc.) (1=Strongly disagree,</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5= Strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The instructor assigned approximately how many pages of formal</td>
<td>1.67</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>writing (essays, lab reports, narratives, etc)? (1= 0-9 pages, 5= 26 or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more pages)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Compared to the amount of formal writing you did in this course,</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>how much informal writing (journals, blogs, freewriting etc.) did you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do? (1= None, 5= Much more)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Semester</th>
<th># Students Registered</th>
<th># Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Jazz 711</td>
<td>Fall 2016</td>
<td>13</td>
</tr>
<tr>
<td>Course 2</td>
<td>Jazz 711</td>
<td>Spring 2017</td>
<td>11</td>
</tr>
<tr>
<td>Course 3</td>
<td>Jazz 711</td>
<td>Fall 2017</td>
<td>11</td>
</tr>
</tbody>
</table>
# TEACHING EFFECTIVENESS STUDENT EVALUATION

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<table>
<thead>
<tr>
<th>Question</th>
<th>A. General Questions</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td></td>
<td>Course 1</td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
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</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
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<td>4.0</td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
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<td>0</td>
</tr>
<tr>
<td>8. How difficult is the course? (1= Not at all difficult, 5= Extremely difficult)</td>
<td></td>
<td>2.5</td>
</tr>
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<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5= Excellent)</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor?(1=Poor, 5= Excellent))</td>
<td></td>
<td>4.5</td>
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<table>
<thead>
<tr>
<th>D. Writing Intensive Related Questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The instructor provided opportunity for the revision of writing assignments. (1=Strongly disagree, 5= Strongly agree)</td>
<td>0</td>
</tr>
<tr>
<td>12. Class time is devoted to teaching elements of writing (argument, evidence, analysis, narrative, description, etc.) and the writing process (brainstorming, drafting, revising, etc.) (1=Strongly disagree, 5= Strongly agree)</td>
<td>3.5</td>
</tr>
<tr>
<td>13. The instructor assigned approximately how many pages of formal writing (essays, lab reports, narratives, etc.)? (1= 0-9 pages, 5= 26 or more pages)</td>
<td>1.0</td>
</tr>
<tr>
<td>14. Compared to the amount of formal writing you did in this course, how much informal writing (journals, blogs, freewriting etc.) did you do? (1=None, 5= Much more)</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Semester</th>
<th># Students Registered</th>
<th># Respondents</th>
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<tbody>
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<td>Fall 2016</td>
<td>4</td>
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<tr>
<td>Course 2</td>
<td>Jazz 724</td>
<td>Spring 2017</td>
<td>1</td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHING EFFECTIVENESS
STUDENT EVALUATION

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<th>Course 2</th>
<th>Course 3</th>
<th>add columns as necessary</th>
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</thead>
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<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How difficult is the course? (1= Not at all difficult, 5= Extremely difficult)</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5= Excellent)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Compared to the amount of formal writing you did in this course, how much informal writing (journals, blogs, freewriting etc.) did you do? (1=None, 5= Much more)</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
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</tr>
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<th># Respondents</th>
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<table>
<thead>
<tr>
<th>Course 3</th>
<th>Year/Semester</th>
<th># Students Registered</th>
<th># Respondents</th>
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<tbody>
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<th>add columns as necessary</th>
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<tbody>
<tr>
<td><strong>A. General Questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td>5.5</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td>5.5</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td>0.0</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td>0.0</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.7</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How difficult is the course? (1= Not at all difficult, 5= Extremely difficult)</td>
<td>2.8</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5= Excellent)</td>
<td>5.0</td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor?(1=Poor, 5= Excellent))</td>
<td>4.8</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H. Writing Intensive Related Questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The instructor provided opportunity for the revision of writing assignments. (1=Strongly disagree, 5= Strongly agree)</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Class time is devoted to teaching elements of writing (argument, evidence, analysis, narrative, description, etc.) and the writing process (brainstorming, drafting, revising, etc.) (1=Strongly disagree, 5= Strongly agree)</td>
<td>3.17</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The instructor assigned approximately how many pages of formal writing (essays, lab reports, narratives, etc.)? (1= 0-9 pages, 5= 26 or more pages)</td>
<td>1.83</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Compared to the amount of formal writing you did in this course, how much informal writing (journals, blogs, freewriting etc.) did you do? (1=None, 5= Much more)</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Semester</th>
<th># Students Registered</th>
<th># Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Jazz 794</td>
<td>Fall 2016</td>
<td>45</td>
</tr>
<tr>
<td>Course 2</td>
<td>Jazz 794</td>
<td>Spring 2017</td>
<td>47</td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHING EFFECTIVENESS
STUDENT EVALUATION

- Insert the candidates' scores on the Queens College student evaluation forms for the last four semesters in the table below. **Note:** Data can be found at [http://ctl.qc.cuny.edu/teach/evaluations/data/](http://ctl.qc.cuny.edu/teach/evaluations/data/). (For several of the questions in sections A and B: 1=Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4=Agree and 5=Strongly agree)

<table>
<thead>
<tr>
<th>A. General Questions</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Course 1</td>
</tr>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td>1.0</td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td>3.9</td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td>4.3</td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td>3.4</td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td>3.7</td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.4</td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.2</td>
</tr>
<tr>
<td>8. How difficult is the course? ( 1= Not at all difficult, 5= Extremely difficult)</td>
<td>3.0</td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5=Excellent)</td>
<td>3.1</td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor? (1=Poor, 5=Excellent)</td>
<td>3.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. Writing Intensive Related Questions</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Course 1</td>
</tr>
<tr>
<td>11. The instructor provided opportunity for the revision of writing assignments. (1=Strongly disagree, 5=Strongly agree)</td>
<td>0.0</td>
</tr>
<tr>
<td>12. Class time is devoted to teaching elements of writing (argument, evidence, analysis, narrative, description, etc.) and the writing process (brainstorming, drafting, revising, etc.) (1=Strongly disagree; 5=Strongly agree)</td>
<td>2.86</td>
</tr>
<tr>
<td>13. The instructor assigned approximately how many pages of formal writing (essays, lab reports, narratives, etc.)? (1=0-9 pages, 5=26 or more pages)</td>
<td>1.86</td>
</tr>
<tr>
<td>14. Compared to the amount of formal writing you did in this course, how much informal writing (journals, blogs, freewriting etc.) did you do? (1=None, 5=Much more)</td>
<td>0.0</td>
</tr>
</tbody>
</table>
## WORKLOAD DATA

List all course assignments at Queens College and the Graduate Center for the last four semesters. Indicate all reassigned time and its source (contractual, grants, dissertation supervision, etc.). In addition, provide information on multiple positions, if any, held by the candidate.

### Courses Taught in 2017-18 Academic Year:

**Spring 2018:** (course number, title and number of workload hours)

- **Jazz 724** - 1 hour, 4 credits - sec 20 - code 44513  Individual Lessons (x 3 students;)
- **Jazz 725** - 1 hour, 4 credits - sec 10 - code 44544  Individual Lessons (x 1 student = 2.4)
- **Jazz 705** - 3 hours, 3 credits - sec 02 - code 1868  Jazz Arranging/Composition I ( = 3)
- **Music 7903** - 3 hours, 3 credits - sec 24, code 1784  Improvisation for Drummers ( = 3)

**Fall 2017:** (course number, title and number of workload hours)

- **Jazz 724** - 1 hour, 4 credits - sec 20 - code 54600  Individual Lessons (x 1 student;)
- **Jazz 726** - 1 hour, 4 credits - sec 13 - code 54660  Individual Lessons (x 5 students = 3.6)
- **Jazz 711** - 2 hours, 2 credit - sec 01 - code 83524  Rhythm Section Workshop ( = 2)

New Faculty Release = 6 hours  
Unsponsored Research = 3 hours  
Total : 23.0 hours.

### Courses Taught in 2016-17 Academic Year:

**Spring 2017:** (course number, title and number of workload hours)

- **Jazz 794** - 3 hours, 1 credit - sec 1 - code 6469  Jazz Ensemble (= 3)
- **Jazz 705** - 3 hours, 3 credit - sec 02 - code 6497  Jazz Arranging/Composition I (= 3)
- **Jazz 724** - 1 hour, 4 credits - sec 20 - code 6434  Individual Lessons (x 1 student;)
- **Jazz 725** - 1 hour, 4 credits - sec 10 - code 6460  Individual Lessons (x 4 students;)
- **Jazz 726** - 1 hour, 4 credits - sec 13 - code 6483  Individual Lessons (x 2 students = 4.2)
- **Music 452** - 1 hour, 3 credits - sec 37 - code 59636  Individual Lessons (x 1 student = 0.5)
- **Music 7903** - 3 hour, 3 credits - sec 24 - code 60509  Improvisation for Drummers ( = 0.6)

**Fall 2016:** (course number, title and number of workload hours)

- **Jazz 794** - 3 hours, 1 credit - sec 1 - code 40314  Jazz Ensemble ( = 3)
- **Jazz 711** - 2 hours, 2 credit - sec 01 - code 47072  Rhythm Section Workshop ( = 2)
- **Jazz 724** - 1 hour, 4 credits - sec 20 - code 40279  Individual Lessons (x 4 students;)
- **Jazz 725** - 1 hour, 4 credits - sec 10 - code 40305  Individual Lessons (x 2 students;)
- **Jazz 726** - 1 hour, 4 credits - sec 13 - code 40328  Individual Lessons (x 1 student = 4.2)

Unsponsored Research = 3 hours  
No new faculty release taken.  
Total : 23.5 hours.
SCHOLARSHIP AND CREATIVE WORK

List completed work using the following guidelines:

(1) Works that are edited, co-authored, translated, compiled, etc. should be clearly indicated as such. In the case of co-authored works or projects, information should be provided as to the specific contributions of the candidate.

(2) Categories should be further subdivided as necessary to present different types of publications and creative works clearly.

(3) A reprinting or translation of a work should immediately follow that work’s primary entry, and should be clearly indicated as such.

(4) Works that are “in press” or “accepted for publication” should be included in Sections A-C as appropriate, but must be clearly indicated and verifications must be supplied.

(5) Single-space entries; double-space between all entries.

(6) Include complete (beginning and ending) page numbers for all publications.

(7) Within each section, list latest works first.

(8) Do not delete empty sections.

(A) BOOKS and other MONOGRAPHS

1. Published since most recent of: initial appointment or last promotion.

       N/A

2. Published prior to most recent of: initial appointment or last promotion.

   Published Arrangements from Dennis Mackrel Music, Inc
   (all arrangements available at www.dennismackrelmusic.com)

   The Signature Series

   The Perfect Gift - SS-3050          (2018)
   Suite for A New World - Part 2 - SS-3010 (2002)
   Suite for A New World - Part 3 - SS-3020 (2002)

   Arrangements for Small Group

   With All My Love - SG-4000           (2000)

   The Blues Series

   No Frills - BS-2000                   (1994)
   Blues for The Chief - BS-2010         (1994)
   4:15 - BS-2020                        (1994)
   It’s Easier Said Than Done - BS-2030  (1994)
   Just Your Average Blues in G - BS-2040 (1994)

The Masters Series

Blues in The Two Percent – MS-1000 (1990)
Bus Dust – MS-1010 (1990)
And That’s That – MS-1020 (1990)
Passion Dance – MS-1030 (1990)
Update – MS-1040 (1990)
Choices – MS-1050 (1990)
Blues on The Corner – MS-1060 (1990)

(B) JOURNAL ARTICLES Indicate refereed journals with *.  
1. Since most recent of: initial appointment or last promotion.

N/A

2. Prior to most recent of: initial appointment or last promotion.

N/A

(C) CHAPTERS IN BOOKS/ANTHOLOGIES Indicate refereed chapters with *
1. Since most recent of: initial appointment or last promotion.

N/A

2. Prior to most recent of: initial appointment or last promotion.

N/A

(D) ARTICLES IN CONFERENCE PROCEEDINGS (Full articles only) Indicate refereed proceedings with *. In case of joint authorship, indicate the presenting author by # sign.

1. Since most recent of: initial appointment or last promotion.

N/A

2. Prior to most recent of: initial appointment or last promotion.

N/A

(E) EXHIBITIONS, PERFORMANCES
1. Since most recent of: initial appointment or last promotion.

(Performances Since Being Appointed to Professor – September 2016)

**2018**

August 30th - 2018
The Concertgebouw with the Jazz Orchestra of the Concertgebouw and special guest Yuri Honing, Teus Nobel and Bo Floor – “A Tribute to Miles Davis” – (as Conductor)
Amsterdam, Holland

July 30th – August 12th - 2018
Birch Creek Music Performance Center – 2018 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 22nd - 2018
The Concertgebouw with the Jazz Orchestra of the Concertgebouw and special guest Curtis Stigers – “A Tribute To Frank Sinatra” - (as Conductor)
Amsterdam, Holland

July 17th- 2018
The 92nd St Y featuring Bill Charlap, Ted Rosenthal, James Chirillo, Todd Coolman, Warren Vache and Jon Gordon - (as Drummer)
New York, NY

July 16th- 2018
The Village Vanguard with the Vanguard Jazz Orchestra – (as Drummer)
New York, NY

July 2nd - 5th - 2018 (**)
Youth Jazz – Canada – 2018 Summer Jazz Workshop – (as Instructor)
Toronto, Canada

June 25th - 29th - 2018
Skidmore Jazz Institute – 2018 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

June 13th - 21st - 2018
The Jazz Orchestra of the Concertgebouw and special guest Sabrina Starke
“A Tribute to Nina Simone - Tour” - (as Conductor)
Victorie - Alkmaar, Holland
Tivoli Vredenburg - Utrecht, Holland
Luxor Live – Arnhem, Holland
Paard van Troje - Den Haag, Holland
Kunstlinie - Almere, Holland

April 29th - 2018
Maureens Jazz Room with Russ Kassoff, Annette Sanders, Jerry Bruno and Don
Shelden – (as Drummer)  
New York, NY

April 29th - 2018  
Mezzrow Jazz Club with Todd Coolman, Paul Myers and Donald Vega – (as Drummer)  
New York, NY

April 13th – 14th – 2018 (**)
Illinois State University Jazz Festival – (as Guest Artist and Clinician)  
Normal, IL

April 8th - 2018  
The Apollo Theatre with the John Fedchock New York Big Band – (as Drummer)  
New York, NY

March 30th - 2018  
Essentially Ellington Regional Jazz Festival – (as Guest Artist and Clinician)  
Edwardsville, IL

March 2nd, 3rd and 4th - 2018  
The Phoenix Symphony – “West Side Story” – (as Guest Drummer)  
Phoenix, AZ

February 8th – 17th - 2018  
The Danish Radio Big Band – “Gold From The Archive - Tour” – (as Guest Conductor)  
Stars - Vordingborg, Denmark  
Holbaek Jazz Club - Holbaek, Denmark  
Teater og Musikhus - Hoje Taastrup, Denmark  
Studio 2 - Copenhagen, Denmark  
Jive Jazz Club - Vejle, Denmark  
Tobaksgaarden - Assens, Denmark  
Gladsaxe Jazz Club - Gladsaxe, Denmark

February 3rd - 2018  
The 35th Annual Frank Mantooth Jazz Festival – (as Guest Artist and Clinician)  
Winnetka, IL

February 1st – 2018 (**)
Northern Illinois University “Jazz Day” – (as Guest Artist and Clinician)  
DeKalb, IL

January 26th – 2018  
“Avond van de JazzMuziek” with the Metropole Orkest – Live Concert and Television Broadcast – (as Guest Conductor)  
Amsterdam, Holland

January 4th – 13th - 2018  
The Danish Radio Big Band – “Sinatra at the Sands with Curtis Stigers - Tour”
(as Guest Conductor)
Aarhus Musikhus - Aarhus, Denmark
Musikkens Hus - Ålborg, Denmark
DR Koncerthuset - Copenhagen, Denmark
Vejle Musikeater - Vejle, Denmark
Holstebro Music Theatre - Holstebro, Denmark
Alsion Sonderburg - Sonderburg, Denmark

January 1st – 2018
Birdland Jazz Club with the “Swinging Wonderland Jazz Orchestra from Takamatsu,
Japan – (as Guest Drummer)
New York, NY

2017

December 13th – 2017
Muziekgebouw with the Jazz Orchestra of the Concertgebouw and special guest
Madeleine Peyroux - (as Conductor)
Eindhoven, Holland

December 12th – 2017
De Doelen with the Jazz Orchestra of the Concertgebouw and special guest
Madeleine Peyroux - (as Conductor)
Rotterdam, Holland

December 11th – 2017
The Concertgebouw with the Jazz Orchestra of the Concertgebouw and special guest
Madeleine Peyroux - (as Conductor)
Amsterdam, Holland

December 1st and 2nd – 2017
Kitano with the Scott Robinson Quartet featuring Helen Sung and Martin Wind
(as Drummer)
New York, NY

November 20th – 2017
Bunker Studios with the Dave Panichi Jazz Orchestra – (as Drummer)
Williamsburg, NY

November 8th – 2017
Queens College - Faculty Jazz Concert featuring Michael Phillip Mossman, Antonio
Hart, David Berkman – (as Drummer)
Flushing, NY

October 23rd - 28th – 2017
Arranger's Project with the Jazz Orchestra of the Concertgebouw - (as Conductor)
Maastricht, Holland

October 27th – 2017
Deventer Stadsschouwburg with the Jazz Orchestra of the Concertgebouw featuring Berget Lewis - (as Conductor)
Deventer, Holland

October 21st – 2017
P60 with The Jazz Orchestra of the Concertgebouw featuring Berget Lewis (as Conductor)
Amstelveen, Holland

October 19th – 2017
Theatre De Vest with The Jazz Orchestra of the Concertgebouw featuring Berget Lewis - (as Conductor)
Alkmaar, Holland

October 6th, 7th and 8th – 2017
Dizzy’s Coca Cola with The Rufus Reid Big Band - (as Conductor)
New York, NY

September 22nd & 23rd – 2017
Mezzrow with the Rossano Sportiello Trio – (as Drummer)
New York, NY

September 15th – 2017
Maureen’s Jazz Cellar with Mike Holober/Marvin Stamm Quartet - (as Drummer)
Nyack, NY

August 26th – 2017 (**)
Landesmusikgymnasiums Rheinland-Pfalz – (as Clinician)
Montabaur, Germany

August 27th – 2017
"Mackrel Standard Time" - The Rhine Phillis Orchestra – (as Conductor/Arranger)
Koblenz, Germany

August 14th – 2017
Village Vanguard with the Vanguard Jazz Orchestra – (as Drummer)
New York, NY

August 18th & 19th – 2017
Jazz Forum Club with the Marvin Stamm Quartet – (as Drummer)
Tarrytown, NY

July 30th – 2017
The Concertgebouw with the Jazz Orchestra of the Concertgebouw
20 Year Anniversary with special guests Simin Tander, Madeline Bell, Ronald Snijers, Ben Van Gelder, Tineke Postma and Reinier Baas – (as Conductor)
Amsterdam, Holland

July 29th – 2017
The Concertgebouw with the Jazz Orchestra of the Concertgebouw and special guest
Patti Austin – (as Conductor)
Amsterdam, Holland

July 18th – 2017
92nd St. Y – “Dick Hyman Forever” featuring Bill Charlap, Ted Rosenthal, Ken
Peplowski, Sandy Stewart and Jay Leonhart – (as Drummer)
New York, NY

July 16th – 2017
The Loop Jazz Club with the Bobby Shew Quintet – (as Drummer)
Prague, Czech Republic

July 15th – 2017
Smetana Hall In Municipal House with Denise Donatelli and the Czech National
Symphony Orchestra – (as Drummer)
Prague, Czech Republic

July 11th – 2017
DR Koncerthuset - "We Love You Madly Ella" - Tribute to Ella Fitzgerald w/ The
Danish Radio Big Band featuring Nnenna Freelon and Sinne Eeg – (as Guest
Conductor)
Copenhagen, Denmark

June 26th - 30th - 2017
Skidmore Jazz Institute – 2017 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

April 29th - 2017
St. Peter’s Church with Nikki Parrott, Rebecca Kilgore, John DiMartino and Adrian
Cunningham – (as Drummer)
New York, NY

April 23rd- 2017 (**)
Cornell University Jazz Ensemble – (as Guest Artist and Clinician)
Ithaca, NY

April 8th- 2017 (**)
Southern Utah University with Reggie Thomas and Jeff Campbell
(as Drummer & Clinician)
Cedar City, UT
March 30th- 2017(**)
Western University with Reggie Thomas and Jeff Campbell
(as Drummer & Clinician)
London, Ontario

March 24th - 2017
Essentially Ellington Regional Jazz Festival – (as Guest Artist and Clinician)
Edwardsville, IL

March 19th- 2017
Maureens's Jazz Cellar with Russ Kassoff and Jay Anderson – (as Drummer)
Nyack, NY

March 9th- 2017
Queens College - Faculty Jazz Concert featuring Michael Phillip Mossman, Antonio
Hart, David Berkman, Yoshio Aomori, Charenée Wade, Paul Bollenback and Aubrey
Johnson – (as Drummer)
Flushing, NY

March 3rd & 4th- 2017
Java Jazz Festival with the Jazz Orchestra of the Concertgebouw and special guests
Dira Sugandi and Dee Dee Bridgewater – (as Conductor)
Jakarta, Indonesia

February 22nd - 26th- 2017 (**)
The 50th Annual Elmhurst College Jazz Festival – (as Guest Artist and Clinician)
Elmhurst, IL

February 9th thru 17th - 2017
"Gold from the Archives" with the Danish Radio Big Band – (as Guest Conductor)
Troldesalen - Vejen, Denmark
Flensborghus - Flensborg, Germany
Seminariethuset - Ribe, Denmark
Magion - Grindstead, Denmark
Studio 2 - Copenhagen, Denmark
Victoria Theatre - Sorø, Denmark
KU:BE - Frederiksberg, Denmark

January 28th thru February 4th - 2017
The Jazz Cruise – (as Drummer)
Ft. Lauderdale, Costa Maya, Belize, Cozumel & Key West

January 23rd thru 26th - 2017 (**)
York University – (as Guest Artist in Residence and Clinician)
Toronto, Canada

January 15th - 2017
WBGO's Jazz On The Mountain at the Mohonk Mountain Lodge with Scott Robinson
and the Doctette – (as Drummer)
New Paltz, NY

January 13th and 14th - 2017
Mezzrow Jazz Club with Todd Coolman and Bill Cunliffe – (as Drummer)
New York, NY

January 4th – 8th - 2017
The Danish Radio Big Band – “Sinatra at the Sands with Curtis Stigers - Tour”
(as Guest Conductor)
Aarhus Musikhus - Aarhus, Denmark
Musikkens Hus - Alborg, Denmark
DR Koncerthuset - Copenhagen, Denmark
Vejle Musikteater - Vejle, Denmark

2016

December 23rd - 2016
Tivoli Vredenburg with the Jazz Orchestra of the Concertgebouw and special guest,
Georgie Fame – (as Conductor)
Utrech, Holland

December 22nd - 2016
Cinemec with the Jazz Orchestra of the Concertgebouw and special guest
Georgie Fame – (as Conductor)
Nijmegen, Holland

December 15th - 2016
Muziekgebouw with the Jazz Orchestra of the Concertgebouw and special guest,
Georgie Fame – (as Conductor)
Eindhoven, Holland

December 14th - 2016
De Doelen with the Jazz Orchestra of the Concertgebouw and special guest,
Georgie Fame – (as Conductor)
Rotterdam, Holland

December 12th - 2016
The Concertgebouw with The Jazz Orchestra of the Concertgebouw and special guest
Roy Hargrove and Roberta Gambarini
“Christmas Concert” - (as Conductor)
Amsterdam, Holland

December 2nd and 3rd - 2016
Mezzrow Jazz Club with Rossano Sportiello and Frank Tate – (as Drummer)
New York, NY

November 18th – 2016 (**)

**
12th Annual New Jersey State Jazz Educator's Conference  
(as Keynote Speaker and Clinician)  
Newark, New Jersey  

November 10th - 2016  
Parks Limburg Theaters with the the Jazz Orchestra of the Concertgebouw and special guests Dr. Lonnie Smith and Pink Occulus - (as Conductor)  
Heerlen, Holland  

November 9th - 2016  
Poppodium 013 with the Jazz Orchestra of the Concertgebouw and special guests Dr. Lonnie Smith and Pink Occulus – (as Conductor)  
Tilburg, Holland  

November 8th - 2016  
De Oosterpoort with the Jazz Orchestra of the Concertgebouw and special guests Dr. Lonnie Smith and Pink Occulus – (as Conductor)  
Groningen, Holland  

October 31st - November 5th - 2016  
Rotterdam Conservatory - Arranger's Project with the Jazz Orchestra of the Concertgebouw – (as Conductor and Educator)  
Rotterdam, Holland  

October 26th - 2016  
Lunch Concert at the Concertgebouw with The Jazz Orchestra of the Concertgebouw (as Conductor)  
Amsterdam, Holland  

October 24th - 30th - 2016  
Amsterdam Conservatory - Arranger’s Project with the Jazz Orchestra of the Concertgebouw – (as Conductor and Educator)  
Amsterdam, Holland  

October 14th - 2016  
Pittsfield Jazz Festival with the Scott Robinson Quartet featuring Steve Ash and Martin Wind – (as Drummer)  
Pittsfield, MA  

October 10th and 11th - 2016  
Bally's Casino with Brett Eldredge "Glow" Christmas Television Special
(as Drummer)
Las Vegas, NV

October 7th - 2016
Kitano with the Scott Robinson Quartet featuring Helen Sung and Martin Wind
(as Drummer)
New York, NY

October 5th - 2016
LeFrak Music Hall for the Jimmy Heath 90th Birthday Celebration at Queens College
(as Drummer)
Flushing, NY

September 27th - October 1st - 2016
Birdland Jazz Club with Ron Carter and his Great Big Band – (as Drummer)
New York, NY

September 5th – 2016
Detroit Jazz Festival with Ron Carter and his Great Big Band – (as Drummer)
Detroit, MI

2. Prior to most recent of: initial appointment or last promotion.

July 31st - August 14th - 2016
Birch Creek Music Performance Center – 2016 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 19th - 2016
The 92nd St. Y - "Summertime Swing Party" with Bill Charlap, Gary Smulyan, Harry
Allen, Todd Coolman, Joe Cohn, Chuck Wilson, and Jon Erik Kelso – (as Drummer)
New York, NY

July 9th - 2016
The North Sea Jazz Festival with the Jazz Orchestra of the Concertgebouw and special
guest Dr. Lonnie Smith – (as Conductor)
Rotterdam, Holland

July 4th - 2016
The Concertgebouw with the Jazz Orchestra of the Concertgebouw and special guest
Stefano Bollani – (as Conductor)
Amsterdam, Holland

June 27th - 2016
Village Vanguard with the Vanguard Jazz Orchestra – (as Drummer)
New York, NY

June 25th - 2016
"Conversations in Music" with Scott Robinson and Dennis Mackrel - (as Drummer)
at the Saugerties Performing Arts Factory
Saugerties, NY

May 29th – 2016 (**)
Hamburg School of Music - (as Clinician)
Hamburg, Germany

May 23rd - June 2nd - 2016
Carla Bley and the NDR Big Band - "La Lecon Francaise" – (as Drummer)
Hamburg, Germany

May 8th – 2016 (**)
CUNY Jazz Festival with Marvin Stamm Quartet featuring Bill Mays and Rufus Reid
(as Drummer/Clinician)
New York, NY

April 17th - 2016
Patronaat with the Jazz Orchestra of the Concertgebouw and special guest
Dr. Lonnie Smith and Sarah-Jane Musiq – (as Conductor)
Haarlem, Holland

April 16th - 2016
Paard van Troje with the Jazz Orchestra of the Concertgebouw and special guest
Dr. Lonnie Smith and Sarah-Jane Musiq – (as Conductor)
Den Haag, Holland

April 15th - 2016
Luxor Live with the Jazz Orchestra of the Concertgebouw and special guest
Dr. Lonnie Smith and Sarah-Jane Musiq – (as Conductor)
Arnhem, Holland

April 14th - 2016
Tivoli Vredenburg with the Jazz Orchestra of the Concertgebouw and special guest
Dr. Lonnie Smith and Sarah-Jane Musiq – (as Conductor)
Utrecht, Holland

April 9th – 2016 (**)
New York City Day of Percussion at Queens College – (as Clinician)
Flushing, NY
April 8th - 2016
Shanghai Jazz with Russ Kassoff and David Finck – (as Drummer)
Madison, NJ

April 1st - 2016
Essentially Ellington Regional Festival – (as Drummer/Clinician)
Southern Illinois University, Edwardsville
Edwardsville, Illinois

March 4th – 6th 2016
Java Jazz Festival with the Jazz Orchestra of the Concertgebouw and special guest
Patti Austin – (as Conductor)
Jakarta, Indonesia

February 26th - 2016
Elmhurst College Jazz Festival 2016 with Ryan Truesdell and the Gil Evans Project
(as Drummer)
Elmhurst, IL

February 20th – 2016 (**)
Sun Prairie Jazz Festival – (as Drummer/Clinician)
Sun Prairie, WI

February 12th - 13th - 2016
Jazz at Lincoln Center - Rose Theatre - Sinatra at 100 with Monty Alexander, Kurt
Elling, Caterina Zapponi and Hassan Shakur - (as Drummer)
New York, NY

February 6th - 2016
Riverdale YM-YWHA - The King and I ...Swings! with Ted Rosenthal, Jay Leonhart
and Karrin Allyson – (as Drummer)
Riverdale, NY

January 17th - 24th - 2016
The Jazz Cruise – (as Drummer)
Ft. Lauderdale, Puerta Plata,
St. Thomas, St. Croix, Freeport

January 9th and 10th - 2016
DR Koncerthuset - Sinatra at the Sands w/ Curtis Stigers
and The Danish Radio Big Band – (as Conductor)
Copenhagen, Denmark
January 8th - 2016
Musikkens Hus - Sinatra at the Sands w/ Curtis Stigers
and The Danish Radio Big Band – (as Conductor)
Alborg, Denmark

January 7th - 2016
Musikhuset - Sinatra at the Sands w/ Curtis Stigers
and The Danish Radio Big Band
Aarhus, Denmark

January 6th - 2016
Gjethuset - Sinatra at the Sands w/ Curtis Stigers
and The Danish Radio Big Band – (as Conductor)
Federiksværk, Denmark

2015

December 11th - 2015
Frits Philips Theatre with The Jazz Orchestra of the Concertgebouw and special guest
Jose James – (as Conductor)
Eindhoven, Holland

December 10th - 2015
Zuiderstrandtheater with The Jazz Orchestra of the Concertgebouw and special guest
Jose James – (as Conductor)
Den Haag, Holland

December 9th - 2015
CineMec Nijmegen with The Jazz Orchestra of the Concertgebouw and special guest
Jose James – (as Conductor)
Ede, Holland

December 8th - 2015
De Doelen with The Jazz Orchestra of the Concertgebouw and special guest Jose James
(as Conductor)
Rotterdam, Holland

December 7th - 2015
The Concertgebouw with The Jazz Orchestra of the Concertgebouw and special guest
Jose James – (as Conductor)
Amsterdam, Holland
November 24th - 2015
The Winspear Performance Hall with The University of North Texas One O’Clock Lab Band – (as Guest Artist)
Denton, Texas

November 14th - 2015
Shenzhen Concert Hall with The Jazz Orchestra of the Concertgebouw and special guest Ruben Hein – (as Conductor)
Shenzhen, China

November 13th - 2015
Shanghai Concert Hall with The Jazz Orchestra of the Concertgebouw and special guest Ruben Hein – (as Conductor)
Shanghai, China

November 7th - 2015
The Concertgebouw with The Jazz Orchestra of the Concertgebouw and special guest Christian Scott – (as Conductor)
Amsterdam, Holland

October 29th - 2015
Jazz Club Farout with the Monty Alexander Trio featuring Caterina Zapponi – (as Drummer)
Yokohama, Japan

October 28th - 2015
Kofu Cotton Club with the Monty Alexander Trio featuring Caterina Zapponi – (as Drummer)
Kofu, Japan

October 27th - 2015
Maebashi Terrsa Hall with the Monty Alexander Trio featuring Caterina Zapponi – (as Drummer)
Maebashi, Japan

October 25th - 2015
Akiba Tokyo TUC with the Monty Alexander Trio featuring Caterina Zapponi – (as Drummer)
Tokyo, Japan

October 24th - 2015
Musashino Swing Hall with the Monty Alexander Trio featuring Caterina Zapponi – (as Drummer)
Tokyo, Japan

October 23rd - 2015
Garden Cafe Life Time with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Shizuoka, Japan

October 22nd - 2015
Belle Foret Tsuyama Hall with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Okayama, Japan

October 20th - 2015
The Royal Horse with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Osaka, Japan

October 19th - 2015
Sunport Hall with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Takamatsu, Japan

October 18th - 2015
Grand Palace Ballroom with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Yonago, Japan

October 17th - 2015
Hagi, Japan with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Hagi, Japan

October 16th - 2015
Live House Nagoya - "The Wiz" with the Monty Alexander Trio
featuring Caterina Zapponi – (as Drummer)
Nagoya, Japan

October 5th - 10th - 2015
The Signature Jazz Cruise with the Monty Alexander Trio – (as Drummer)
Various ports of call including
Italy, Monaco, France and Spain

October 3rd and 4th - 2015
Jazz Club Thawil with the Monty Alexander Trio – (as Drummer)
Thawil, Switzerland

October 1st and 2nd - 2015
Jazz Club "Jazz Inn" with the Monty Alexander Trio – (as Drummer)
Bülach, Switzerland

September 12th - 2015
ABC Benefit Concert with the Marvin Stamm Quartet featuring
Bill Mays and Rufus Reid – (as Drummer)
Ridgefield, CT

August 23rd - 2015
Birdland Jazz Club with the Scott Robinson Doctette – (as Drummer)
New York, NY

August 10th - 2015
Blue Note Jazz Club with John Fedchock's New York Big Band – (as Drummer)
New York, NY

August 3rd – 8th - 2015
Birch Creek Music Performance Center – 2015 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

August 2nd - 2015
Newport Jazz Festival with the Scott Robinson Doctette – (as Drummer)
Newport, RI

July 30th - 2015
92Y Uptown - "Benny, Basie and Bucky" with Bill Charlap, Sandy Stewart, Ken
Peplowski, Randy Sandke, Joe Locke, Bucky Pizzarelli and Jay Leonhart – (as Drummer)
New York, NY

July 25th - 2015
Jazz PA - Bellefonte Jazz Festival with Russ Kassoff, Jay Anderson, Catherine DuPuis and
Gene Bertoncini – (as Drummer)
Bellefonte, PA

July 22nd - 2015
St. Peter's Church with Russ Kassoff and Jay Anderson – (as Drummer)
New York, NY

June 29th - July 10th - 2015
Skidmore Jazz Institute – 2015 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY
June 26th - 2015
The Xerox Rochester International Jazz Festival with Kirk MacDonald, Neil Swainson and Brian Dickinson – (as Drummer)
Rochester, NY

June 24th - 2015
The Rex with Kirk MacDonald, Neil Swainson and Brian Dickinson – (as Drummer)
Toronto, ON

June 20th - 2015
The Jazz Room Kirk MacDonald, Neil Swainson and Brian Dickinson – (as Drummer)
Waterloo, ON

June 16th - 2015
The Pittsburgh Jazz Celebration w/Ramsey Lewis, Kurt Elling, Sean Jones and the Pittsburgh Symphony Orchestra – (as Drummer)
Pittsburgh, PA

May 30th - 2015
The Kitano Hotel with Scott Robinson, Jim Ridl and Martin Wind - (as Drummer)
New York, NY

May 14th - 2015 (**)
Shanghai Conservatory with the Jazz Orchestra of The Concertgebouw
- (as Clinician)
Shanghai, China

May 11th - 14th - 2015
The JZ Club with the Jazz Orchestra of The Concertgebouw – (as Conductor)
Shanghai, China

May 10th - 2015
The Guangzhou Opera House w/Jazz Orchestra of The Concertgebouw featuring Madeline Bell – (as Conductor)
Guangzhou, China

April 25th - 2015
The Royal Conservatory of Music with Monty Alexander and the Harlem-Kingston Express – (as Drummer)
Toronto, Canada

April 18th - 2015
The Fox Theater presents "Ladies Sing the Blues" Catherine Russell, Brianna Thomas and Charenee Wade – (as Drummer)
Tucson, Arizona
April 17th - 2015
The Musical Instrument Museum presents "Ladies Sing the Blues"  Catherine Russell, Brianna Thomas and Charenee Wade – (as Drummer)
Phoenix, Arizona

March 29th - 2015
Drake University with Ryan Truesdell and the Gil Evans Project – (as Drummer)
Des Moines, IA

March 28th - 2015
The Royal Conservatory of Music with Ryan Truesdell and the Gil Evans Project – (as Drummer)
Toronto, Ontario

March 27th - 2015
Essentially Ellington Regional Jazz Festival – (as Guest Artist and Clinician)
Edwardsville, IL

March 20th - 2015
Burghausen Jazz Festival with Monty Alexander and the Harlem-Kingston Express – (as Drummer)
Burghausen, Germany

March 1st - 2015
Skidmore Jazz Institute Faculty Residency – (as Educator)
Saratoga Springs, NY

February 28th - 2015
Skidmore Jazz Institute Faculty Residency – (as Educator)
Saratoga Springs, NY

February 26th & 27th - 2015
The Jazz Standard with Rufus Reid’s Quiet Pride Project – (as Conductor)
New York, NY

February 23rd - 24th – 2015 (**)
Bradley University Jazz Festival – (as Guest Artist and Clinician)
Peoria, IL

February 18th - 22nd - 2015
The 48th Annual Elmhurst College Jazz Festival – (as Guest Artist and Clinician)
Elmhurst, IL

February 5th & 6th – 2015 (**)
Utah Music Educators Association Jazz All State – (as Guest Artist and Clinician)
St. George, Utah
January 25th - February 1st - 2015  
The Jazz Cruise – (as Drummer)  
Ft. Lauderdale, Jamaica, Grand Cayman, Cozumel & Key West

January 17th - 19th - 2015  
WBGO’s Jazz On The Mountain – (as Drummer)  
New Paltz, NY

January 10th - 2015  
Miami Beach Jazz Festival with Monty Alexander and the  
Harlem-Kingston Express – (as Drummer)  
Miami, FL

2014

December 26th - 31st - 2014  
Blues Alley with the Monty Alexander Trio – (as Drummer)  
Washington, DC

December 13th - 2014  
De Doelen with Kurt Elling and The Jazz Orchestra of the Concertgebouw  
(as Conductor)  
Rotterdam, Holland

December 12th - 2014  
Frits Philips Theatre with Kurt Elling and  
The Jazz Orchestra of the Concertgebouw – (as Conductor)  
Eindhoven, Holland

December 10th - 2014  
The Concertgebouw with Kurt Elling and  
The Jazz Orchestra of the Concertgebouw – (as Conductor)  
Amsterdam, Holland

November 30th - 2014  
Moods of Pan Festival with the Monty Alexander Trio – (as Drummer)  
St. Johns, Antiqua

November 14th - 2014  
Smalls Jazz Club with The Jason Jackson Ensemble – (as Drummer)  
New York, NY
November 6th - 2014
David Rubenstein Atrium at Lincoln Center with Rufus Reid’s "Quiet Pride - The
Elizabeth Catlett Project" - (as Drummer)
New York, NY

October 31st - 2014
Dizzy’s Club Coca Cola with The Helen Sung Trio celebrating "65 Years of Prestige Records“ - (as Drummer)
New York, NY

October 10th & 11th - 2014
Roswell Jazz Festival – (as Guest Artist)
Roswell, NM

September 26th - 2014
Jazz Legends Live with Terell Stafford, Wyckiff Gordon, Ken Peplowski, Benny Green
and Todd Coolman – (as Drummer/Leader)
Tucson, AZ

September 20th - 2014
Dizzy’s Club Coca Cola with the Monty Alexander Trio – (as Drummer)
New York, NY

August 31st - 2014
The Jazz Standard with the Ron Carter Big Band – (as Drummer)
New York, NY

August 30th - 2014
Chesapeake Chamber Music with the Monty Alexander Trio – (as Drummer)
Easton, MD
August 26th - 29th - 2014
The Jazz Standard with the Ron Carter Big Band – (as Drummer)
New York, NY

August 23rd - 2014
Capbreton Jazz Festival with the Monty Alexander Trio – (as Drummer)
Capbreton, France

August 22nd - 2014
Chateau Ainay-Le-Viello with the Monty Alexander Trio – (as Drummer)
Rue de Drevant, France

August 15th - 2014
Scott Robinson Quartet with Helen Sung and Martin Wind – (as Drummer)
New York, NY

July 28th – August 9th - 2014
Birch Creek Music Performance Center – 2014 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 24th - 27th - 2014
Jazz Alley with the Monty Alexander's Harlem-Kingston Express – (as Drummer)
Seattle, WA

July 23rd - 2014
Jimmy Mak's with the Monty Alexander Trio – (as Drummer)
Portland, OR

July 22nd - 2014
92 | Y - Uptown - The Music of Hoagy Carmichael with Bill Charlap (as Drummer)
New York, NY

June 30th – July 11th - 2014
Skidmore Jazz Institute – 2014 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

June 26th - 2014
The Rex with Kirk MacDonald, Neil Swainson & Brian Dickinson – (as Drummer)
Toronto, Ontario

June 25th - 2014
Ottawa Jazz Festival with Kirk MacDonald, Neil Swainson
and Brian Dickenson – (as Drummer)
Ottawa, Canada

June 18th - 2014
"Jazz Goes To Hollywood" with The Rhine Phillis Orchestra
(as Conductor/Arranger)
Koblenz, Germany

June 17th - 2014
"Jazz Goes to Hollywood" with The Rhine Phillis Orchestra
(as Conductor/Arranger)
Mayen, Germany

June 5th - 2014
"75th Anniversary of Blue Note Records"
featuring The Jazz Orchestra of the Concertgebouw with special guests
Benny Golson and Jose James – (as Conductor)
Amsterdam, Holland

May 30th - 2014
Jazz en Comminges with the Monty Alexander Trio – (as Drummer)
Saint Gaudens, France

May 29th - 2014
Salle des Fetes with the Monty Alexander Trio – (as Drummer)
Les Thou, France

May 28th - 2014
Jazz Sous Les Pommiers with the Monty Alexander Trio – (as Drummer)
Coutances, France

May 15th & 16th - 2014
The West Texas Jazz Party – (as Guest Artist)
Midland, TX

April 27th - 29th – 2014 (**)
Virginia Tech School of the Performing Arts – (as Guest Artist and Clinician)
Blacksburg, VA

April 11th & 12th - 2014
The Jazz Corner w/Rossano Sportiello and Frank Tate – (as Drummer)
Hiltonhead, SC

April 3rd, 4th & 5th
The Jazz Bistro w/Kirk MacDonald, Neil Swainson and
Brian Dickenson – (as Drummer)
Toronto, Canada

March 29th - 2014
Brooklyn Center for the Performing Arts with Monty Alexander and the
Harlem/ Kingston Express – (as Drummer)
Brooklyn, NY

March 24th - 2014
The College of St. Rose – (as Guest Artist)
Albany, NY

March 15th - 2014
"Essentially Ellington" Band Festival with the Cleveland State University
Jazz Heritage Orchestra – (as Drummer)
Cleveland, OH

March 14th – 2014 (**)
Oberlin Conservatory of Music – (as Guest Artist)
Oberlin, OH

March 12th - 2014
The Jazz Standard with Rufus Reid’s "Quiet Pride" – (as Conductor)
New York, NY

February 24th - 27th - 2014(**)
The Royal Academy of Music – (as Guest Artist)
Aarhus, Denmark

February 23rd - 2014
Stor Big Band Dag at the Musikhuset w/ Jesper Thilo and The Aarhus Jazz Orchestra
(as Guest Artist)
Aarhus, Denmark

February 22nd - 2014
Atlas Concert Hall w/ Jesper Thilo and The Aarhus Jazz Orchestra – (as Guest Artist)
Aarhus, Denmark

February 20th – 2014  (two separate concerts in one day – both as Guest Artist)
Tørring Gymnasium w/ Jesper Thilo and the Aarhus Jazz Orchestra
Tørring, Denmark
and
Bygningen w/ Jesper Thilo and The Aarhus Jazz Orchestra
Vejle, Denmark

February 19th - 2014
Ry Høskole w/ Jesper Thilo and The Aarhus Jazz Orchestra – (as Guest Artist)
Ry, Denmark

February 10th - 2014
Bowling Green State University - Bryan Recital Hall
featuring Reggie Thomas & Jeff Campbell – (as Drummer/Leader)
Bowling Green, Ohio

February 7th & 8th – 2014 (**)
Doudna Fine Arts Center with the Eastern Illinois University Jazz Ensemble
featuring Reggie Thomas & Jeff Campbell - (as Drummer/Leader)
Charleston, IL

January 26th - February 2nd - 2014
The Jazz Cruise – (as Drummer)
Ft. Lauderdale, Turks & Caicos, San Juan, St. Maarten, Half Moon Cay

January 4th - 2014
Frank Wess "Celebration of Life" Memorial – (as Officiant/Drummer)
St. Peter’s Church
New York, NY

2013

December 12th – 2013 (***)
Conservatorium van Amsterdam – (as Guest Artist/Clinician)
Amsterdam, Holland

November 21st (***)
Valdosta State University – (as Guest Artist/Clinician)
Valdosta, GA

November 16th - 2013
Jazz On The Chesapeake w/ Chuck Redd, Rossano Sportiello, Harry Allen and Frank Tate – (as Drummer)
Easton, MD

October 24th - 2013
StadCasino Basel w/ Monty Alexander and Hassan Shaku – (as Drummer)
Basel, Switzerland

October 15th - 2013
Blue Note Milano w/ Monty Alexander and Hassan Shaku – (as Drummer)
Milan, Italy

October 10th & 11th - 2013
Jazzclub Buelach w/ Monty Alexander and Hassan Shaku – (as Drummer)
Buelach, Switzerland

October 8th - 2013
Event Center SpartaWelt w/ Monty Alexander and Hassan Shaku – (as Drummer)
Stuttgart, Germany

October 5th - 2013
New Caanan Country Club w/Rosanno Sportiello and Frank Tate - (as Drummer)
New Caanan, CT

September 17th - 2013 (**)
University of Nevada, Las Vegas – (as Guest Artist)
Las Vegas, NV

August 25th - 2013
Tanglewood - Ozawa Hall w/The Monty Alexander Trio – (as Drummer)
Lenox, MA

August 12th - August 17th - 2013
Birch Creek Music Performance Center – 2013 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 26th - July 27th - 2013
Jazz PA – with Russ Kassoff and Jay Anderson – (as Drummer)
Bellfonte, PA

July 25th - 2013
92 Y - Uptown with Bill Charlap, Joe Locke, Bucky Pizzarelli, Warren Vache, Ken Peplowski and Peter Washington – (as Drummer)
New York, NY

July 22nd - 2013
The Summer Jazz Room Series at William Patterson University with Tim Newman, Dave Demsey, Jim McNeely and Marcus McLaurence – (as Drummer/Leader)
Wayne, NJ

July 14th - 2013
North Sea Jazz Festival with Ron Carter and the WDR Big Band – (as Guest Conductor)
Rotterdam, Netherlands

June 24th – July 6th - 2013
Skidmore Jazz Institute – 2013 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

June 11th - 22nd - 2013
The Carlyle Hotel with Rossano Sportiello "A Tribute to George Shearing" (as Drummer)
New York, NY

June 7th - 2013
The Jazz Room with Kirk MacDonald, Neil Swainson & Brian Dickinson (as Drummer)
Waterloo, Ontario

June 4th - 6th - 2013
The Rex with Kirk MacDonald, Neil Swainson & Brian Dickinson – (as Drummer)
Toronto, Ontario

May 24th - 2013
St Petersburg State Philharmonia (Big Hall) with the Count Basie Orchestra
(as Conductor)
St Petersburg, Russia

May 23rd - 2013
Moscow International House of Music with the Count Basie Orchestra
(as Conductor)
Moscow, Russia

May 22nd - 2013
Festival NY (Open Air Concert) with the Count Basie Orchestra – (as Conductor)
Sochi, Russia

May 18th - 2013
Palazzo Dei Congressi with the Count Basie Orchestra – (as Conductor)
Lugano, Switzerland

May 20th - 2013
Music Theatre with the Count Basie Orchestra – (as Conductor)
Krasnodar, Russia

May 18th - 2013
Palazzo Dei Congressi with the Count Basie Orchestra – (as Conductor)
Lugano, Switzerland

May 17th - 2013
KKL Luzern with the Count Basie Orchestra – (as Conductor)
Luzern, Switzerland

May 15th & 16th - 2013
Blue Note Jazz Club with the Count Basie Orchestra – (as Conductor)
Milan, Italy

May 14th - 2013
Sala Palatului with the Count Basie Orchestra – (as Conductor)
Bucharest, Romania

May 12th - 2013
Ronny Scott’s Jazz Club with the Count Basie Orchestra – (as Conductor)
London, England
May 10th - 2013
Salle des Fêtes with the Count Basie Orchestra – (as Conductor)
Munster, France

May 9th - 2013
Center for The Arts with the Count Basie Orchestra – (as Conductor)
Grass Valley, CA

May 7th - 2013
19 Broadway with the Count Basie Orchestra – (as Conductor)
Ventura, CA

May 5th - 2013
The Majestic Ventura Theatre with the Count Basie Orchestra – (as Conductor)
Ventura, CA

May 1st & 2nd – 2013 (**)
University of Wisconsin at Oshkosh – (as Guest Artist/Clinician)
Oshkosh, WI

April 29th - 2013
Carnegie Hall - Zankel Hall w/Rossano Sportiello – (as Drummer)
New York, NY

April 26th and 27th - 2013
The Eric Harvie Theatre with the Count Basie Orchestra – (as Conductor)
Banff, Alberta

April 23rd - 2013
Southern Utah University with Reggie Thomas and Rodney Whitaker – (as Drummer)
Cedar City, Utah

April 20th – 2013 (**)
Hudson Valley Jazz Invitational - (as Guest Artist/Clinician)
Kingston, NY

April 15th thru 18th – 2013 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

April 13th – 2013 (**)
Slippery Rock University Jazz Festival – (as Guest Artist)
Slippery Rock, PA

April 7th - 2013
The Suffolk Theatre with the Count Basie Orchestra – (as Conductor)
Riverhead, NY
April 6\textsuperscript{th} - 2013
Shea Center Auditorium with the Count Basie Orchestra – (as Conductor)
Wayne, NJ

March 26\textsuperscript{th} - 2013
Carnegie Hall - Weill Recital Hall with Martin Erickson, Marvin Stamm,
Rufus Reid and Mike Holober – (as Drummer)
New York, NY

March 25\textsuperscript{th} - 2013
The College of St. Rose – (as Guest Artist)
Albany, NY

March 19th thru 22nd - 2013 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

March 12 - 15\textsuperscript{th} - 2013 (**)
2013 Jazz Masters Workshop with Claus Reichstaller, David Baker, Benny Golson,
Nathan Davis, Jon Faddis, George Cables and Abraham Laboriel
(as Drummer/Clinician)
Burghausen, Germany

March 4th - 7th - 2013 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

February 21st - 24th - 2013
The 46th Annual Elmhurst College Jazz Festival – (as Guest Artist and Clinician)
Elmhurst, IL

February 16\textsuperscript{th} - 2013
The Orpheum w/ The New York Voices and
the Count Basie Orchestra – (as Conductor)
Wichita, KS

February 3\textsuperscript{rd} - 2013
"A Tribute To Ella, Joe and Basie"
with Janis Siegel, Kevin Mahogany, Nicki Yanofsky, Nicole Henry and
the Count Basie Orchestra - (as Conductor)
Las Vegas, NV

February 2\textsuperscript{nd} - 2013
30th Annual Frank Mantooth Jazz Festival with the
Count Basie Orchestra – (as Conductor)
Winnetka, IL
February 1st - 2013
Solon High School with The Count Basie Orchestra – (as Conductor)
Solon, OH

January 25th - 2013
Kölner Philharmonie with Ron Carter and the WDR Big Band – (as Guest Conductor)
Cologne, Germany

January 23rd, 2013
Zeche Zollverein, Halle XII with Ron Carter and the WDR Big Band
(as Guest Conductor)
Essen, Germany

January 22nd - 2013
Tonhalle with Ron Carter and the WDR Big Band – (as Guest Conductor)
Zürich, Switzerland

January 21st - 2013
Victoria Hall with Ron Carter and the WDR Big Band (as Guest Conductor)
Geneva, Switzerland

January 7th - 2013
"La Vie en Rouge" Featuring Louise Pitre
with Russ Kassoff and John Arbo – (as Drummer)
New York, NY

2012

December 16th - 2012
Louise M. Davies Symphony Hall with the Count Basie Orchestra – (as Conductor)
San Francisco, CA

December 10th - 13th - 2012 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

November 26th - 29th - 2012 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

November 18th - 2012 (**)
Sun Prairie H.S. with the Northern Illinois University Jazz Ensemble – (as Guest Artist)
Sun Prairie, WI
November 17th – 2012 (**)  
Badger H.S. with the Northern Illinois University Jazz Ensemble – (as Guest Artist)  
Lake Geneva, WI

November 16th – 2012 (**)  
Niles H.S. with the Northern Illinois University Jazz Ensemble – (as Guest Artist)  
DeKalb, IL

November 15th – 2012 (**)  
Duke Ellington Ballroom Concert, Holmes Student Center with the Northern Illinois University Jazz Ensemble – (as Guest Artist)  
DeKalb, IL

November 14th – 2012 (**)  
Oswego H.S. with the Northern Illinois University Jazz Ensemble – (as Guest Artist)  
Oswego, IL

November 9th - 2012  
"A Tribute To The Jazz Masters" with the Rhine Phillis Orchestra  
(as Conductor/Arranger)  
Koblenz, Germany

November 4th - 2012  
William Patterson University with the Count Basie Orchestra – (as Conductor)  
Wayne, NJ

November 3rd - 2012  
Brockville Arts Centre with the Count Basie Orchestra – (as Conductor)  
Brockville, Ontario

October 24th - 2012  
The Jazz Standard with the Scott Robinson "Doctette" (as Drummer)  
New York, NY

October 17th - 2012  
26th Annual Macao International Music Festival  
Macao Cultural Centre Auditorium with the Count Basie Orchestra – (as Conductor)  
Macao, China

October 14th - 2012  
Perth Concert Hall with the Count Basie Orchestra – (as Conductor)  
Perth, Australia
October 13\textsuperscript{th} - 2012
Sydney Opera House with the Count Basie Orchestra – (as Conductor)
Sydney, Australia

October 11\textsuperscript{th} - 2012
Queensland Performing Arts Centre with the Count Basie Orchestra – (as Conductor)
Brisbane, Australia

October 10\textsuperscript{th} - 2012
Arts Centre with the Count Basie Orchestra – (as Conductor)
Melbourne, Australia

October 6\textsuperscript{th} - 2012
Outdoor Venue with the Count Basie Orchestra – (as Conductor)
Hualien, Taiwan

October 5\textsuperscript{th} - 2012
ATT Showbox with the Count Basie Orchestra – (as Conductor)
Taipei, Taiwan

October 1\textsuperscript{st} - 2012
Jazz Alley with the Count Basie Orchestra – (as Conductor)
Seattle, WA

September 30\textsuperscript{th} - 2012
Jazz Alley with the Count Basie Orchestra – (as Conductor)
Seattle, WA

September 29\textsuperscript{th} - 2012
West High Auditorium with the Count Basie Orchestra – (as Conductor)
Anchorage, AK

September 28\textsuperscript{th} – 2012 (**)
University of Alaska with the Count Basie Orchestra – (as Conductor/Clinician)
Anchorage, AK

September 27\textsuperscript{th} – 2012 (**)
Bartlett High Auditorium with the Count Basie Orchestra – (as Conductor/Clinician)
Anchorage, AK

September 25\textsuperscript{th} – 2012 (**)
Romig High Auditorium with the Count Basie Orchestra – (as Conductor/Clinician)
Anchorage, AK

September 24th - 2012 (**)
Clark High Auditorium with the Count Basie Orchestra – (as Conductor/Clinician)
Anchorage, AK

September 21st & 22nd - 2012
Anthology with the Count Basie Orchestra – (as Conductor)
San Diego, CA

September 17th - 20th - 2012 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

August 23rd - 2012
August Nights at Harkness with the Count Basie Orchestra – (as Conductor)
Waterford, CT

August 8th - 18th - 2018
Birch Creek Music Performance Center – 2018 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 28th - 2012
Jazz PA with Houston Person, Russ Kassa, Jay Anderson & Catherine Dupuis
(as Drummer)
Bellefonte, PA

July 26th - 2012
92 Y - Uptown with Bill Charlap, Frank Wess, Bucky Pizzarelli
and the Count Basie Orchestra – (as Conductor)
New York, NY

July 25th - 2012
Jazz in July with the Count Basie Orchestra – (as Conductor)
Budd Lake, NJ

July 21st - 2012
Aarhus Jazz Festival w/ Jens Jefsen’s New Group – (as Drummer)
Aarhus, Denmark

July 20th - 2012
Aarhus Jazz Festival w/ Jens Klüver’s Big Band Classic – (as Drummer)
Aarhus, Denmark
July 19th - 2012
Aarhus Jazz Festival w/ The Lars Møller Quartet
& w/ Jens Klüver's Big Band Classic - (as Drummer)
Aarhus, Denmark

July 17th and 18th - 2012
Aarhus Jazz Festival w/ Jens Klüver's Big Band Classic - (as Drummer)
Aarhus, Denmark

July 11th - 2012
Hollywood Bowl w/ The Count Basie Orchestra - (as Drummer)
Los Angeles, CA

July 8th - 2012
Festival International du Jazz de Montreal
w/ The Count Basie Orchestra – (as Conductor)
Montreal, Canada

June 24th – July 7th - 2012
Skidmore Jazz Institute – 2012 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

May 18th - 20th - 2012
West Texas Jazz Party – (as Guest Artist)
Odessa, TX

May 7th - 2012
Feinsteps with Joe Temperly, Eric Reed, Peter Washington, Grant Stewart and
Joel Forbes – (as Drummer)
New York, NY

April 27th - 2012
New York Historical Society
w/ The Leonhart Family, Harry Allen and Tomoko Ohno – (as Drummer)
New York, NY

April 23rd - 2012
The Mstislav Rostropovich International Music Festival
Tchaikovsky Hall with The Dizzy Gillespie All Star Big Band – (as Conductor)
Moscow, Russia

April 21st - 2012
32nd Annual Jazz Spectacular – 2012 (**)
Michigan State University – (as Guest Artist)
Lansing, MI

April 18th - 19th - 2012
Strathcona -Tweedsmuir School (as Guest Artist/Educator)
Calgary, AB

April 12th - 14th - 2012 (**)
University of Minnesota, Morris Jazz Festival - (as Guest Artist/Educator)
Morris, MN

March 29th - April 1st - 2012
Benaroya Hall with the Count Basie Orchestra - (as Conductor)
Seattle, WA

March 28th - 2012
Kennewick High School with the Count Basie Orchestra - (as Conductor)
Kennewick, WA

March 27th - 2012
Union High School with the Count Basie Orchestra - (as Conductor)
Camus, WA

March 23 - 24rd - 2012
Baroque and Blue with the WDR Big Band – (as Guest Conductor)
Cologne, Germany

March 18th - 2012
Saugerties Pro Musica (as Drummer/Leader)
Saugerties, NY

March 4th - 2012
Shanghai Jazz w/ Jay Leonhart and Bill Mays – (as Drummer)
Madison, NJ

February 26th - 2012
The Berrie Center for Performing and Visual Arts
with the Count Basie Orchestra - (as Conductor)
Ramapo, NJ

February 25th - 2012
Mary D’Angelo Performing Arts Theatre with the Count Basie Orchestra
and special guests The New York Voices – (as Conductor)
Erie, PA

February 24th - 2012
The Manchester Craftmen’s Guild with the Count Basie Orchestra
and special guests The New York Voices – (as Conductor)
Pittsburgh, PA
February 16th - 18th - 2012 (**)
Western Illinois University – (as Guest Artist/Clinician)
Macomb, IL

February 13th - 15th - 2012 (**)
Eastman School of Music – (as Artist in Residence)
Rochester, NY

January 28th - 2012
Sitnik Theater of the Lackland Center All Star Jazz Jam – (as Drummer)
Hackettstown, NJ

January 20th - 2012
Kulturhaus with the WDR Big Band – (as Guest Conductor)
Lüdenscheid, Germany

January 19th - 2012
Bayer Erholungshaus with the WDR Big Band – (as Guest Conductor)
Leverkusen, Germany

January 14th - 2012
The Palladium with the Count Basie Orchestra and special guest Patti Austin
(as Conductor)
Carmel, IN

2011

December 9th and 10th - 2011
The Allen Room in Jazz at Lincoln Center
with The Monty Alexander Quartet – (as Drummer)
New York, NY

November 19th - 2011
Special Performance with the Swinging Wonderland Jazz Orchestra – (as Guest Artist)
Takamatsu, Japan

November 13th - 2011 (**)
Patricia Corbett Theatre with the Cincinnati College - Conservatory of Music Jazz
Ensemble - (as Guest Artist)
Cincinnati, OH

November 12th - 2011
The Blue Wisp Jazz Club - (as Guest Artist)
Cincinnati, OH
November 10th - 2011 (in the evening)  
The Kitano Hotel with Martin Wind, Bill Cunliffe and Scott Robinson - (as Drummer)  
New York, NY

November 10th - 2011 (in the afternoon)  
Bardavon Theatre with The Tony Corbiscello Big Band - (as Drummer)  
Poughkeepsie, NY

October 20th - 2011  
Stadtgarten with the WDR Big Band - (as Guest Conductor)  
Cologne, Germany

October 19th - 2011  
Jazz Schmeide with the WDR Big Band - (as Guest Conductor)  
Dusseldorf, Germany

October 15th - 2011  
Victoria Theatre - Frank Foster Scholarship Fundraiser  
with the Count Basie Orchestra – (as Conductor)  
Dayton, OH

October 8th - 2011  
Marquis Giuseppe Roi - Tribute Concert  
with The Count Basie Orchestra – (as Conductor)  
Vicenza, Italy

October 1st - 2011  
Fox Theatre with The Jazz Legends in Concert – (as Conductor)  
Tucson, AZ

September 30th - 2011  
Hilton El Conquistador with The Jazz Legends in Concert – (as Drummer/Leader)  
Tucson, AZ

September 24th  
Corning Civic Music with The Count Basie Orchestra – (as Conductor)  
Corning, NY

September 11th - 2011  
Motsuji Temple - Benefit Concert - Jazz for Japan in Iwate  
with The Count Basie Orchestra – (as Conductor)  
Ichinoseki City, Japan
September 6th - 9th - 2011
Blue Note Jazz Club – Tokyo with The Count Basie Orchestra – (as Conductor)
Tokyo, Japan

September 5th - 2011
Blue Note Jazz Club – Nagoya with The Count Basie Orchestra – (as Conductor)
Nagoya, Japan

September 3rd - 2011
Tokyo Jazz Festival with The Count Basie Orchestra – (as Conductor)
Tokyo, Japan

August 1st – August 13th - 2011
Birch Creek Music Performance Center – 2011 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 23rd -2011
Jazz PA Festival with Russ Kassoff, Catherine DuPuis, Jay Anderson and Warren Vache – (as Drummer)
Bellefonte, PA

July 19th - 2011
Jazz at the 92nd St. Y with Marilyn Maye, Bucky Pizzarelli, Houston Person, Ken Peplowski, Aaron Weinstein, Jay Leonhart and Bill Charlap – (as Drummer)
New York, NY

June 4th - 9th - 2011
Skidmore Jazz Institute – 2011 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

June 29th - 2011
Toronto Jazz Festival with the Count Basie Orchestra – (as Conductor)
Toronto, Canada

June 18th - 2011
Elmhurst College with Byron Stripling, Bobby Floyd and the Elmhurst College Jazz Ensemble – (as Guest Artist)
Elmhurst, IL

June 16th - 2011
Rochester Jazz Festival with the Katie Ernst Trio – (as Drummer)
Rochester, NY
June 9th - 2011
Coral Gables Congregational Church with the Count Basie Orchestra – (as Conductor)
Coral Gables, FL

June 8th - 2011
Bentley Village with the Count Basie Orchestra – (as Conductor)
Naples, FL

June 4th - 2011
Sava Center with Stepko Gut, Pat O’Leary Renato Chicco and the
RTS Symphony Orchestra and Academic Choir ‘OBILIC’ – (as Drummer)
Belgrade, Serbia

May 21st - 2011
New Caanan Country Club
with Rossano Sportiello and Frank Tate – (as Drummer)
New Caanan, CT

April 22nd - 2011
Chicago Symphony Center with the Count Basie Orchestra – (as Conductor)
Chicago, IL

March 24th - 2011
Hosmer Hall at SUNY Potsdam with Bucky Pizzarelli, Russ Kassoff, Ken Peplowski and
Jay Leonhart – (as Drummer/Clinician)
Potsdam, NY

March 18th - 2011
Leid Center for the Performing Arts with the Count Basie Orchestra – (as Conductor)
Lincoln, NB

March 16th - 2011
Feinsteins at Loews Regency with Russ Kassoff and Jay Anderson – (as Drummer)
New York, NY

March 12th - 2011
Diese Onze with Kirk MacDonald and Neil Swainson – (as Drummer)
Montreal, Quebec

March 11th - 2011
McGill University with Kirk MacDonald and Neil Swainson – (as Drummer)
Montreal, Quebec
March 9th - 10th - 2011
Cafe Paradiso with Kirk MacDonald and Neil Swainson – (as Drummer)
Ottawa, Canada

March 9th - 2011
Lisgar Collegiate Institute with Kirk MacDonald and Neil Swainson – (as Drummer/Clinician)
Ottawa, Canada

March 8th - 2011
Mohawk College with Kirk MacDonald and Neil Swainson – (as Drummer)
Hamilton, Ontario

March 6th - 2011
McDonald Stewart Art Centre with Kirk MacDonald & Neil Swainson – (as Drummer)
Guelph, Ontario

March 5th - 6th - 2011
Humber Community Music School with Kirk MacDonald and Neil Swainson – (as Drummer)
Toronto, Ontario

March 3rd - 4th - 2011
Chalkers Pub with Kirk MacDonald and Neil Swainson – (as Drummer)
North York, Ontario

March 2nd - 2011
Humber College with Kirk MacDonald and Neil Swainson – (as Drummer)
Toronto, Ontario

February 25, 26th & 27th - 2015
The 44th Annual Elmhurst College Jazz Festival – (as Guest Artist and Clinician)
Elmhurst, IL.

January 30th – 2011
Dale E. Webb Center for the Performing Arts with the
Count Basie Orchestra – (as Conductor)
Wickensburg, AZ

January 29th - 2011
Scottsdale Center for the Performing Arts
with the Count Basie Orchestra – (as Conductor)
Scottsdale, AZ
January 28th - 2011
Fox Theatre with the Count Basie Orchestra – (as Conductor)
Tucson, AZ

January 27th - 2011
University of Nevada, Las Vegas with the Count Basie Orchestra – (as Conductor)
Las Vegas, Nevada

January 1st & 2nd – 2011
Blue Note Jazz Club with Ledisi
and the Count Basie Orchestra – (as Conductor)
Tokyo, Japan

2010

December 26th – 31st – 2010
Blue Note Jazz Club with Ledisi
and the Count Basie Orchestra – (as Conductor)
Tokyo, Japan

December 25th -2010
Motion Blue with the Count Basie Orchestra – (as Conductor)
Yokohama, Japan

December 24th – 2010
Hotel Okura with the Count Basie Orchestra (as Conductor)
Tokyo, Japan

November 13th – 2010
Bologna Jazz Festival with the Count Basie Orchestra – (as Conductor)
Modena, Italy

November 12th - 2010
Blue Note Jazz Club with the Count Basie Orchestra – (as Conductor)
Milan, Italy

November 11th - 2010
Jazz Im Audi Forum with the Count Basie Orchestra – (as Conductor)
Ingolstadt, Germany

November 10th - 2010
Pavilhao Atlantico with Carlo do Carmo and the Count Basie Orchestra
(as Conductor)
Lisbon, Portugal

November 8th - 2010
Finlandia Talo Huset Hall with the Count Basie Orchestra – (as Conductor)
Helsinki, Finland

November 6th - 2010
Hürther Jazznacht with the Count Basie Orchestra – (as Conductor)
Hürth, Germany

November 2nd - 2010
Athens Music Hall with the Count Basie Orchestra – (as Conductor)
Athens, Greece

October 31st - 2010
Thessaloniki Music Hall with the Count Basie Orchestra – (as Conductor)
Thessaloniki, Greece

October 30th - 2010
Mecc Jazz Maastricht with the Count Basie Orchestra – (as Conductor)
Maastricht, Holland

October 25th - 2010
Moriah Central School w/ The Count Basie Orchestra – (as Conductor)
Port Henry, NY

October 24th - 2010
The State Theatre of Ithaca with the Count Basie Orchestra – (as Conductor)
Ithaca, NY

October 23rd - 2010
The Community Theatre with the Count Basie Orchestra – (as Conductor)
Morristown, NJ

October 19th - 2010
Teatro Bradesco with the Jazz Orchestra of the Concertgebouw – (as Drummer)
Sao Paulo, Brazil

October 18th - 2010
Teatro Municipal with the Jazz Orchestra of the Concertgebouw – (as Drummer)
Rio De Janerio, Brazil
October 14th - 2010
Teatro del Libertador with the Jazz Orchestra of the Concertgebouw – (as Drummer)
Buenos Aires, Argentina

October 13th - 2010
Teatro Coliseo with the Jazz Orchestra of the Concertgebouw – (as Drummer)
Buenos Aires, Argentina

October 11th - 2010
Teatro Municipal with the Jazz Orchestra of the Concertgebouw – (as Drummer)
Santiago, Chile

October 6th - 2010
The Kitano Hotel with Catherine DuPuis – (as Drummer)
New York, NY

October 1st and 2nd - 2010
The Kitano Hotel with Michael Weiss and George Mraz – (as Drummer)
New York, NY

September 20th - 24th - 2010
Lufti Kirdar Congress Center with the Count Basie Orchestra – (as Drummer)
Istanbul, Turkey

September 7th - 12th - 2010
The Blue Note Jazz Club with the Count Basie Orchestra – (as Conductor)
New York, NY

August 23rd - 2010
Village Vanguard with the Vanguard Jazz Orchestra – (as Drummer)
New York, NY

August 2nd – 15th - 2010
Birch Creek Music Performance Center – 2010 Summer Jazz Workshop – (as Instructor)
Egg Harbor, WI

July 25th - 2010
Jazz PA Festival with Russ Kassoff, Jay Leonhart and Wycliffe Gordon – (as Drummer)
Bellefonte, PA

June 22nd – 2010
Jazz at the 92nd St. Y with Mary Stallings, Bucky Pizzarelli, Harry Allen, Bill Charlap and Frank Wess – (as Drummer)
New York, NY
June 19th - 2010
Jazz at Wall Space with Steve Wilson, Jay Anderson and Vic Juris – (as Drummer)
Kingston, NY

June 17th - 2010
The Concertgebouw with The Jazz Orchestra of the Concertgebouw – (as Drummer)
Amsterdam, Holland

June 16th - 2010
Cabrio Performance Venue with The Jazz Orchestra of the Concertgebouw
(as Drummer)
Soest, Holland

June 26th – July 10th - 2010
Skidmore Jazz Institute – 2010 Summer Jazz Workshop – (as Instructor)
Saratoga Springs, NY

June 17th – 20th - 2010
Iridium Jazz Club w/ The Charles Tolliver Big Band – (as Drummer)
New York, NY

May 1st - 2010
Kleinert/James Art Gallery with Betty McDonald, Mike Manieri, Ira Coleman
and Pete Levin – (as Drummer)
Woodstock, NY

April 24th and 25th - 2010
Blues Alley with the Count Basie Orchestra – (as Drummer)
Washington, DC

April 22nd - 2010
Puppet’s Jazz Bar with The Inner Circle – (as Drummer/Leader)
Brooklyn, NY

April 10th and 11th - 2010
Pensacola Jazz Festival – (as Guest Artist)
Pensacola, Fl.

March 5th - February 22nd - 2010
Köln, Germany with The WDR Big Band – (as Guest Conductor)
Köln, Germany

January 30th - 2010
Centenary College with the Jay Leonhart All-Star Sextet – (as Drummer)
Hackettstown, NJ

January 17th - 2010
Mohonk Mountain Lodge with the Scott Robinson Quartet – (as Drummer)
New Paltz, NY

January 16th - 2010
Centenary College with The Manhattan Symphony Jazz Orchestra
(as Leader/Drummer)
Hackettstown, NJ

2009

December 17th - 2009
Smalls Jazz Club with The David Glasser Group – (as Drummer)
New York, NY

November 19th - 2009
Bardavon Theatre with The Tony Corbiscello Big Band – (as Drummer)
Poughkeepsie, NY

November 5th - 2009
Altes Pfandhaus with Martin Sasse and Henning Gailing – (as Drummer)
Cologne, Germany

November 4th - 2009
Kinodrom with Martin Sasse and Henning Gailing – (as Drummer)
Bocholt, Germany

November 3rd - 2009
Storkshof with Martin Sasse and Henning Gailing – (as Drummer)
Dortmund, Germany

October 24th - 2009 (Evening)
Jazz Legends in Concert with Byron Stripling, Bobby Floyd, Jay Leonhart, John
Fedchock and Houston Person – (as Drummer)
Tucson, AZ

October 24th - 2009 (Afternoon) (**)
University of Arizona, Tucson Jazz Masterclass – (as Clinician/Educator)
Tucson, AZ

September 15th thru October 11th - 2009
The Alliance Theater in Twyla Tharp's
"Come Fly With Me" – (as Drummer/Conductor)
Atlanta, GA

August 29th - 2009
Marcus Garvey Park with The Frank Wess Quartet - (as Drummer)
New York, NY
August 26th - 2009
Grant's Tomb with The Frank Wess Quartet - (as Drummer)
New York, NY

August 23rd - 2009
Riverbank State Park with The Frank Wess Quartet
New York, NY

August 20th - 2009
Kitano Jazz Club with The Scott Robinson Quartet - (as Drummer)
New York, NY

August 2nd – 15th - 2009
Birch Creek Jazz Workshop - (as Drummer/Educator)
Egg Harbor, WI

August 1st - 2009
Heritage Jazz Fest Music Weekend with The James Moody Quartet - (as Drummer)
Chicago, IL

July 25th - 2009
Jazz PA Festival with The Russ Kassoff Trio - (as Drummer)
Bellefonte, PA

July 11th - 17th - 2009
Aarhus Jazz Festival with Dave Samuels, Veronica Mortensen and Klüver's Big Band -
(as Drummer)
Aarhus, Denmark

July 10th - 2009
Frue Plads with Dave Samuels, Veronica Mortensen and Klüver's Big Band -
(as Drummer)
Copenhagen, Denmark

June 28th – July 5th - 2009
Skidmore College Jazz Workshop - (as Drummer/Educator)
Saratoga Springs, NY

May 31st - 2009
Times Square with The Jazz Orchestra of the Concertgebouw - (as Drummer)
Shanghai, China

May 30th - 2009
JZ Jazz Club with The Jazz Orchestra of the Concertgebouw - (as Drummer)
Shanghai, China

May 26th - May 29th - 2009
National Center for the Performing Arts
with The Jazz Orchestra of the Concertgebouw - (as Drummer)
Beijing, China

May 23rd - 2009
Frankie Manning's Birthday Festival with The George Gee Big Band
New York, NY - (as Drummer)

May 17th - 2009
The Museum of Black World War 2 History with The Bob Kindred Quintet
Bennington, VT - (as Drummer)

May 16th - 2009
The Artist Collective with Monty Alexander's Jazz and Roots - (as Drummer)
Hartford, CT

May 12th - 2009 (***)
North Scott High School with The North Scott High School Jazz Ensemble
Eldridge, IA - (as Guest Artist)

April 30th - 2009
Bargemusic Floating Concert Hall with Russ Kassoff and Jay Anderson
Brooklyn, NY - (as Drummer)

March 27th - 2009
Ithaca College with The Vanguard Jazz Orchestra - (as Drummer)
Ithaca, NY

March 13th and 14th - 2009
Smalls Jazz Club with The David Glasser Group - (as Drummer)
New York, NY

February 20th and 21st - 2009
The Bermuda Arts Festival with The James Moody Group - (as Drummer)
Hamilton, Bermuda

February 15th - 2009
The Saugerties Pro Musica with Jay Anderson and Frank Kimbrough - (as Drummer)
Saugerties, NY

February 1st - 2009
The Bimhuis Jazz Club with The Jazz Orchestra of The Concertgebouw - (as Drummer)
Amsterdam, Holland

January 31st - 2009
CineMec Ede with The Jazz Orchestra of The Concertgebouw - (as Drummer)
Amsterdam, Holland
January 19th - 2009
Riverspace Performance Center
Martin Luther King Celebration with the Monty Alexander Trio - (as Drummer)
Nyack, NY

January 13th - 2009
The NYC Bahai Center Jazz Tuesday Series
with The Russ Kassoff Big Band - (as Drummer)
New York, NY

January 7th - 2009
St. Peters Church with The Russ Kassoff Big Band - (as Drummer)
New York, NY

January 3rd - 2009
Bethany Baptist Church Jazz Vespers Series with the Monty Alexander Trio
Newark, NJ - (as Drummer)

2008

December 20th thru January 3rd - 2008
The Edison Ballroom with "Sleigh Bells Swing" - (as Drummer)
New York, NY

December 10th - 2008
Private Engagement with The David Glasser Quartet - (as Drummer)
New York, NY

December 9th - 2008
Swing 46 with The George Gee Orchestra - (as Drummer)
New York, NY

December 8th - 17th - 2008
Twyla Tharp's "Sinatra Project" (Closed Sessions) - (as Drummer/Contractor)
New York, NY

December 7th - 2008
The Ridgefield Playhouse with Debbie Gravite and the Russ Kassoff Trio
Ridgefield, CT - (as Drummer)

December 3rd - 2008
Private Engagement with The David Glasser Quartet - (as Drummer)
New York, NY

November 13th - 2008
Bardavon Theatre with The Tony Corbiscello Big Band - (as Drummer)
Poughkeepsie, NY
November 10th - 2008
The Apollo Theatre for the 2008 Mayor's Award for Arts & Culture
with The Queens Jazz Orchestra - (as Drummer)
New York, NY

November 3rd - 2008
Buena Vista University with The Vanguard Jazz Orchestra - (as Drummer)
Storm Lake, IA

November 2nd - 2008
Iowa State University with The Vanguard Jazz Orchestra - (as Drummer)
Ames, IA

November 1st - 2008
Luther College with The Vanguard Jazz Orchestra - (as Drummer)
Decorah, IA

October 30th - 2008
Shanghai Jazz with Jay Leonhart and Ted Rosenthal - (as Drummer)
Madison, NJ

October 27th - 2008
The Village Vanguard with The Vanguard Jazz Orchestra - (as Drummer)
New York, NY

October 25th - 2008
Carrier Theatre with The CNY Jazz Orchestra - (as Drummer)
Syracuse, NY

October 14th and 15th - 2008 (**)
Oberlin Conservatory of Music - (as Guest Artist)
Oberlin, OH

October 11th - 2008
Smalls Jazz Club with The David Glasser Group - (as Drummer)
New York, NY

October 7th - 2008
Smalls Jazz Club with John Bunch and Jay Leonhart - (as Drummer)
New York, NY

September 19th - 2008
University of North Carolina, Chapel Hill with The Vanguard Jazz Orchestra
Chapel Hill, NC - (as Drummer)

September 17th - 2008
Shanghai Jazz with Jay Leonhart, Russ Kassoff and Memo Acevedo
Madison, NJ - (as Drummer)

September 15th - 2008
The Village Vanguard with The Vanguard Jazz Orchestra - (as Drummer)
New York, NY

September 14th - 2008
Jazz at The Whaler's Church with Hal McKusick, Jay Anderson and Don Friedman
Sag Harbor, NY - (as Drummer)

September 7th - 10th - 2008
Musikakademie Rheinsberg with The BuJazzo Jazz Workshop - (as Educator)
Rheinsberg, Germany

September 5th - 2008
Cadogan Hall with The BBC Big Band - (as Drummer)
London, England

August 28th-30th - 2008
The Kitano Hotel
with The Ralph Lalama Quintet - (as Drummer)
New York, NY

August 21th - 2008
The Harvard Club with Catherine Dupuis and The Russ Kassoff Trio
New York, NY - (as Drummer)

July 26th - 2008
Summer Jazz Celebration with Byron Stripling, Tom Malone, Catherine DuPuis and The Russ Kassoff Trio - (as Drummer)
Bellefonte, PA

July 25th - 2008
The 3rd Annual Lincoln Park Festival with James Moody - (as Drummer)
Newark, NJ

July 7th - 11th - 2008
Skidmore College Jazz Workshop - (as Drummer)
Saratoga Springs, NY

June 24th - 29th - 2008
The Blue Note Jazz Club with The Dizzy Gillespie All Star Big Band
New York, NY - (as Drummer)

June 21st - 22nd - 2008
Boston Symphony Hall with The Dizzy Gillespie All Stars - (as Drummer)
and the Boston Pops Orchestra
Boston, MA
June 8th - 2008
Jazz at Christ Church with Hal McKusick, Jay Anderson and Don Friedman
Sag Harbor, NY - (as Drummer)

June 7th - 2008
Unison Arts & Learning Center with Betty MacDonald, Mike Mainieri and
Jay Anderson - (as Drummer)
New Paltz, NY

June 3rd - 2008
The NYC Bahai Center Jazz Tuesday Series with The Russ Kassoff Big Band
New York, NY - (as Drummer)

May 28th - 2008
Shanghai Jazz with Jay Leonhart and Ted Rosenthal - (as Drummer)
Madison, NJ

May 16th - 2008
Flushing Town Hall with Jimmy Heath and The Queens Jazz Orchestra
Queens, New York - (as Drummer)

April 7th - 19th - 2008
Köl n, Germany with The WDR Big Band and McCoy Tyner
Köln, Germany - (as Drummer)

March 10th - 2008
University of New Hampshire with Scott Robinson and the Doc Savage Project
Durham, NH - (as Drummer)

February 22nd - 24th - 2008
The 41st Annual Elmhurst College Jazz Festival - (as Clinician/Adjudicator)
Elmhurst, IL

February 14th - 16th - 2008
Albuquerque Jazz Festival with the Albuquerque Jazz Orchestra - (as Drummer)
Albuquerque, NM

January 31st - February 2nd - 2008
2008 Sitka Jazz Festival with The Tamir Hendelman Trio - (as Drummer)
Sitka, AK

2007

December 1st - 2007
Venu Resto-Lounge and Nightclub with The Tamir Hendelman Trio - (as Drummer)
Rochester, NY
November 24th & 25th - 2007 (**)
Humber College Music Workshop - (as Guest Artist)
Toronto, Ontario

November 22nd and 23rd - 2007
The Rex Hotel
Evening Performance with The Kirk MacDonald Trio - (as Drummer)
Toronto, Ontario

November 9th - 2007
The Village Vanguard with The Michael Weiss Trio - (as Drummer)
New York, NY

October 2nd - 2007
The 169 Bar with The Jason Jackson Group - (as Drummer)
New York, NY

September 27th - 30th - 2007
The Manchester Craftsman Guild with The James Moody Quartet - (as Drummer)
Pittsburgh, PA

September 15th & 16th - 2007
The Duke Ellington Jazz Festival with The Dizzy Gillespie All Star Big Band
Washington, DC - (as Drummer)

September 14th - 2007
The American Jazz Museum with The Dizzy Gillespie All Star Big Band
Kansas City, MO - (as Drummer)

August 12th - 2007
The Newport Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Newport, RI

August 11th - 2007
The Sacketts Harbor Jazz Festival with Russ Kassoff, Catherine DuPuis and Mark Murphy - (as Drummer)
Sacketts Harbor, NY

August 7th - 2007 (**)
Summer Jazz Workshop - Nassau BOCES Cultural Arts Center - (as Clinician)
Syosset, NY

July 19th - 21st - 2007
The State College Jazz Festival with Russ Kassoff, Catherine DuPuis and Bill Mays
State College, PA - (as Drummer)

July 14th - 2007
The Centenary College Piano Extravaganza with Russ Kassoff, Junior Mance
and Bill Mays - (as Drummer)
Hackettstown, NJ

July 1st - 2007
The Kingston Jazz Festival with The Dizzy Gillespie All Star Small Group and
The Jimmy Heath Big Band - (as Drummer)
Kingston, NY

June 28th - 2007
The Norwood Village Green Concert Series with The Wally Siebel All Star Big Band
Potsdam, NY - (as Drummer)

June 25th - 2007
The Ottawa Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Ottawa, Canada

June 24th - 2007
The Freihofer Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Saratoga, NY

June 23rd - 2008
The Hampton Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Hampton, VA

June 2nd – 2007
The Heineken Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
San Juan, Puerto Rico

May 22 - 27th - 2007
The Blue Note Jazz Club with The Dizzy Gillespie All Star Big Band - (as Drummer)
New York, NY

May 18th - 2007
Chez Ella with The Slide Hampton Quintet "Slide Plays Jobim" - (as Drummer)
The Hague, Netherlands

May 17th - 2007
Le Club with The Dizzy Gillespie All Star Big Band - (as Drummer)
Moscow, Russia

May 16th - 2007
Tchaikovsky Hall with The Dizzy Gillespie All Star Big Band - (as Drummer)
Moscow, Russia

May 15th - 2007
Stockholm, Sweden with The Dizzy Gillespie All Star Big Band - (as Drummer)
Stockholm, Sweden
May 14th - 2007
Philharmonie Luxembourg with The Dizzy Gillespie All Star Big Band - (as Drummer)
Luxembourg City, Luxembourg

May 13th - 2007
Flaegy Hall with The Dizzy Gillespie All Star Big Band - (as Drummer)
Brussels, Belgium

May 12th - 2007
JazzFest Rottweil with The Dizzy Gillespie All Star Big Band - (as Drummer)
Rottweil, Germany

May 11th - 2007
Cadogan Hall with The Dizzy Gillespie All Star Big Band - (as Drummer)
London, England

May 10th - 2007
Brighton Dome with The Dizzy Gillespie All Star Big Band - (as Drummer)
Moods Art Center

May 9th - 2007
Moods Art Center with The Dizzy Gillespie All Star Big Band - (as Drummer)
Zurich, Switzerland

May 8th - 2008
The Concertgebouw with The Dizzy Gillespie All Star Big Band - (as Drummer)
Amsterdam, Holland

May 7th - 2007
Victoria Hall with The Dizzy Gillespie All Star Big Band - (as Drummer)
Geneva, Switzerland

May 6th - 2007
Zurich, Switzerland with The Dizzy Gillespie All Star Big Band - (as Drummer)
Zurich, Switzerland

May 5th - 2007
Cantanzaro, Italy with The Dizzy Gillespie All Star Big Band - (as Drummer)
Cantanzaro, Italy

April 22nd - 2007
Arken, Denmark with Jesper Thilo and Klüvers Big Band - (as Drummer)
Arken, Denmark

April 19th - 2007
Aabenraa, Denmark with Jesper Thilo and Klüvers Big Band- (as Drummer)
Aabenraa, Denmark
April 18th - 2007
Kulturcenter Skjern with Jesper Thilo and Klüvers Big Band - (as Drummer)
Skjern, Denmark

April 17th - 2007
Kulturhuset Pavillion with Jesper Thilo and Klüvers Big Band - (as Drummer)
Grenaa, Denmark

April 10th thru 14th - 2007 (**)
The Royal Conservatory of Music Jazz Orchestra – (as Guest Artist)
Århus, Denmark

March 15th - 2007
Burghausen Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Burghausen, Germany

March 9th thru 11th - 2007 (**)
University of New Hampshire Spring Jazz Workshop – (as Guest Artist)
Durham, NH

March 1st - 2007
The Rex Hotel Evening Performance with The Kirk MacDonald Trio - (as Drummer)
Hamilton, Ontario

March 1st - 2008
Mohawk College Afternoon Workshop with The Kirk MacDonald Trio - (as Drummer)
Hamilton, Ontario

February 28th - 2007
The Rex Hotel Evening Performance with The Kirk MacDonald Trio - (as Drummer)
Toronto, Ontario

February 28th - 2007
York University Afternoon Workshop with The Kirk MacDonald Trio - (as Drummer)
Toronto, Ontario

February 28th - 2007
Humber College Morning Workshop with The Kirk MacDonald Trio - (as Drummer)
Toronto, Ontario

February 23rd and 24th - 2007
Yardbird Suite with The Kirk MacDonald Trio - (as Drummer)
Edmonton, Alberta

February 22nd - 2007
University of Regina with The Kirk MacDonald Trio - (as Drummer)
Regina, Saskatchewan
February 11th - 2007
Eisenhower Hall with The Jazz Knights Big Band (as Guest Artist)
West Point Military Academy
Highland Falls, NY

February 9th - 2007
Sahuarita USD Auditorium (**) 
Sahuarita Jazz Festival - (as Guest Artist)
Tucson, AZ

January 12th - 2007
International Association of Jazz Educators Annual Convention - 2007
with The Dizzy Gillespie All Star Big Band - (as Drummer)
New York, NY

January 11th - 2007
International Association of Jazz Educators Annual Convention - 2007
with Jerry Dodgion and The Joy of Sax - (as Drummer)
New York, NY

2006

December 31st - 2006
The Kennedy Center for the Performing Arts with
The Dizzy Gillespie Alumni Big Band - (as Drummer)
Washington, DC.

December 17th - 2006
The Jazz Royale Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Phuket, Thailand

December 14th - 2006
The Jazz Royale Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Chiangmai, Thailand

December 11th - 2006
The Jazz Royale Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Pattaya, Thailand

December 9th - 2006
The Jazz Royale Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)
Bangkok, Thailand

December 2nd - 2006
Salle Pleyel with The Dizzy Gillespie All Star Big Band - (as Drummer)
Paris, France

December 1st - 2006
Caen, France with The Dizzy Gillespie All Star Big Band - (as Drummer)
Caen, France

November 25th - 2006
New Jersey Performing Arts Center with
The Dizzy Gillespie All Star Big Band - (as Drummer)
Newark, NJ

November 17th - 2006
New Orleans, LA with The Dizzy Gillespie All Star Big Band - (as Drummer)
New Orleans, LA

November 15th - 2006
The McCarter Theatre Center with The Dizzy Gillespie All Star Big Band
Princeton, NJ - (as Drummer)

November 10th - 2006
Lighthouse for the Blind with The Marvin Stamm Quartet - (as Drummer)
New York, NY

November 8th - 2006
Catalina's Jazz Club with Ted Nash & Still Evolved - (as Drummer)
Hollywood, CA

November 7th - 2006
Agoura High School with Ted Nash & Still Evolved - (as Drummer)
Agoura, CA

November 6th - 2006
Calabassas High School with Ted Nash & Still Evolved - (as Drummer)
Calabassas, CA

November 5th - 2006
The Hamlet with Ted Nash & Still Evolved - (as Drummer)
Cambria, CA

November 3rd - 2006
Rio Americano High School with Ted Nash & Still Evolved - (as Drummer)
Sacramento, CA

November 2nd - 2006
Garfield High School with Ted Nash & Still Evolved - (as Drummer)
Seattle, WA

November 1st - 2006
The Earshot Jazz Festival with Ted Nash & Still Evolved - (as Drummer)
Seattle, WA

October 17th thru October 22nd - 2006
The Blue Note with The Dizzy Gillespie All Stars - (as Drummer)
New York, NY

October 14th - 2006
Giants of Jazz VIII - (as Drummer)
S. Orange, NJ

October 1st thru October 7th
Ljubljana, Slovenia with The RTV Slovenija Big Band conducted by Michael Abene
Ljubljana, Slovenia - (as Drummer)

September 29th - 2006
Denver, Colorado with The Dizzy Gillespie All Star Big Band - (as Drummer)
Denver, CO

September 26th - 2006
The Metropolitan Room with Catherine Dupuis - (as Drummer)
New York, NY

September 16th - 2006
Sheridan, Wyoming with The Dizzy Gillespie All Stars - (as Drummer)
Sheridan, WY

September 4th - 2006
The 17th Annual African Festival of the Arts with
The Dizzy Gillespie All Star Big Band - (as Drummer)
Chicago, IL

September 3rd - 2006
The Tanglewood Jazz Festival with The Dizzy Gillespie All Star Big Band
Lenox, MA - (as Drummer)

September 2nd - 2006
Martha's Vineyard with The John Lee Group - (as Drummer)
Martha's Vineyard, MA

August 23rd - 2006
The Hollywood Bowl with The Dizzy Gillespie All Star Big Band - (as Drummer)
Los Angeles, CA

August 12th - 2006
The Sackets Harbor Jazz Festival - (as Drummer)
Sackets Harbor, New York
July 22nd - 2006  
The Pori Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Pori, Finland

July 19th - 2006  
The Wigan Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Wigan, England

July 17th - 2006  
Munich, Germany with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Munich, Germany

July 16th - 2006  
The North Sea Jazz Festival with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Den Haag, Netherlands

July 14th - 2006  
Pescara, Italy with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Pescara, Italy

July 13th - 2006  
Antibes, France with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Antibes, France

July 12th - 2006  
Lubljana, Slovenia with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Lubljana, Slovenia

June 20th thru June 25th - 2006  
The Blue Note with The Dizzy Gillespie All Star Big Band - (as Drummer)  
New York, NY

May 26th - 2006  
Jazzfestival Bern with The Dizzy Gillespie All Star Big Band - (as Drummer)  
Bern, Switzerland

May 25th - 2006  
Munster, France with The Dizzy Gillespie All Stars - (as Drummer)  
Munster, France

May 24th - 2006  
Lucerne, Switzerland with The Dizzy Gillespie All Stars - (as Drummer)  
Lucerne, Switzerland

May 16th thru May 20th - 2006  
Marian’s Jazzroom with James Moody and Friends - (as Drummer)
Bern, Switzerland

April 21st - 2006
The Kimmel Center for The Performing Arts with The Dizzy Gillespie All Star Big Band
Philadelphia, PA - (as Drummer)

March 14th & 15th - 2006
Mitsuaki Kishi Recording Sessions - (as Drummer)
New York, NY

March 10th - 2006
Troy Savings Bank Music Hall with The Dizzy Gillespie All Stars - (as Drummer)
Troy, NY

March 8th & 9th – 2006 (**)
University of Miami School of Music with The University of Miami Concert Jazz Ensemble – (as Guest Artist)
Miami, FL

February 9th & 10th - 2006
Southwestern Oklahoma State University Jazz Festival – (as Guest Artist)
Weatherford, OK.

January 28th - 2006
Marshall University Jazz Festival with The Dizzy Gillespie All Star Big Band
Huntington, WV - (as Drummer)

January 26th - 2006
The Kitano Hotel with The Will Boulware Trio - (as Drummer)
New York, NY

January 14th - 2006
International Association of Jazz Educators Annual Convention
New York, NY

January 2nd - 2006
Jazz at Lincoln Center’s Allen Room with The Swinging Wonderland Jazz Orchestra
New York, NY

2005

October 18th thru October 23rd - 2005
The Blue Note with The Dizzy Gillespie Alumni All Stars
New York, NY

September 29th thru October 2nd - 2005
The Manchester Craftsman Guild with The Dizzy Gillespie Alumni All Star Big Band
Pittsburgh, PA
August 27th - 2005
Great Waters Music Festival with The Dizzy Gillespie Alumni All Stars
Wolfsboro, NH

August 15th - 2005
Middleheim Jazz Festival with The Dizzy Gillespie Alumni All Star Big Band
Middleheim, Belgium

August 12th - 2005
Brecon Jazz 2005 with The Dizzy Gillespie Alumni All Star Big Band
Brecon, Wales

August 9th - 2005
Gothenburg, Sweden with The Dizzy Gillespie Alumni All Star Big Band
Gothenburg, Sweden

August 7th - 2005
Wolfsburg, Germany with The Dizzy Gillespie Alumni All Star Big Band
Wolfsburg, Germany

August 3rd thru August 6th - 2005
The Baalbeck International Festival with The Dizzy Gillespie Alumni All Star Big Band
Baalback, Lebanon

July 30th - 2005
The Grand Victoria Casino with The Dizzy Gillespie Alumni All Stars
Rising Sun, Indiana

July 28 - 2005
The 92nd St. Y "Unforgettable" A Tribute to Nat King Cole"
with The Manhattan Symphony Jazz Orchestra (as Drummer/Bandleader)
New York, NY

July 14 - 2005
12th International Istanbul Jazz Festival
with The Dizzy Gillespie Alumni All Star Big Band
Istanbul, Turkey

July 12 - 2005
Rome, Italy with The Dizzy Gillespie Alumni
All Star Big Band
Rome, Italy

July 11 - 2005
Torino, Italy with The Dizzy Gillespie Alumni All Star Big Band
Torino, Italy
July 10th - 2005
The North Sea Jazz Festival with The Dizzy Gillespie Alumni All Star Big Band
Den Haag, Netherlands

July 9 - 2005
Albinea Jazz Festival with The Dizzy Gillespie Alumni All Star Big Band
Albinea, Italy

June 28th thru July 3rd - 2005
The Blue Note with The Dizzy Gillespie Alumni Big Band
New York, NY

June 26th - 2005
Toronto Downtown Jazz Festival
with The Dizzy Gillespie Alumni All Star Big Band
Toronto, Canada

June 16th - 2005
Jazz at Ravinia with The Dizzy Gillespie Alumni All Star Big Band
Chicago, IL

June 11th - 2005
Bergen County Performing Arts Center with
The Dizzy Gillespie Alumni All Star Big Band
Englewood, NJ

June 8th - 2005
The Kitano Hotel with Will Boulware and Lonnie Plaxico
New York, NY

May 28th - 2005
Jazzfest 2005 with the Vanguard Jazz Orchestra
Narrowsburg, NY

April 30th - 2005
James Moody 80th Birthday Celebration with
The Dizzy Gillespie Alumni Big Band
Los Angeles, CA

April 18th thru April 29th - 2005
Köln, Germany with The WDR Big Band and McCoy Tyner
Köln, Germany

April 15th - 2005
E.J. Allen Big Band Rehearsal Workshop at Local 802 - AF of M
New York, NY
April 1st and 2nd - 2005
Mitsuaki Kishi Recording Sessions
New York, NY

March 25th - 2005
The Kitano Hotel with Will Boulware and Lonnie Plaxico
New York, NY

March 11th and 12th - 2005 (**)
The 36th Annual Loyola University Jazz Ensemble Festival
New Orleans, LA

February 11th - 2005
The Kennedy Center for the Performing Arts
with The Dizzy Gillespie Alumni Big Band
Washington, DC.

January 18th and 26th - 2005
Randy Sandke and the Inside Out Jazz Collective Recording Sessions
New York, NY

2004

November 29th thru December 12th - 2004
Köln, Germany with The WDR Big Band and Take 6
Köln, Germany

November 18th - 2004
Teatro Cervantes with The Dizzy Gillespie Alumni All Star Big Band
Malaga, Spain

November 17th - 2004
Teatro Circo with The Dizzy Gillespie Alumni All Star Big Band
Cartagena, Spain

November 16th - 2004
Sala Multiusos Auditorio
with The Dizzy Gillespie Alumni All Star Big Band
Zaragosa, Spain

November 15th - 2004
Tonhalle with The Dizzy Gillespie Alumni All Star Big Band
Zurich, Switzerland

November 13th - 2004
Aalen Jazz Festival with The Dizzy Gillespie Alumni All Star Big Band
Aalen, Germany
November 12th - 2004
Barbican Centre with The Dizzy Gillespie Alumni All Star Big Band
London, England

November 10th - 2004
Place du Casino with The Dizzy Gillespie Alumni All Star Big Band
Monte Carlo, Monaco

November 9th - 2004
Konzerthaus with The Dizzy Gillespie Alumni All Star Big Band
Vienna, Austria

November 7th - 2004
Conde Duque with The Dizzy Gillespie Alumni All Star Big Band
Madrid, Spain

November 6th - 2004
Palaua de la Musica with The Dizzy Gillespie Alumni All Star Big Band
Barcelona, Spain

November 5th - 2004
Salzburg Jazz Festival with The Dizzy Gillespie Alumni All Star Big Band
Salzburg, Austria

October 27th thru October 30th
The Regatta Bar with The Dizzy Gillespie Alumni All Stars
Cambridge, MA

October 19th thru October 21st
The Blue Note with The Dizzy Gillespie Alumni All Stars
New York, NY

October 16th - 2004
South Orange High School with The Giants of Jazz "Honoring Benny Powell"
South Orange, NJ

October 3rd - 2004
Guest Artist with The Jazz Orchestra of the Concertgebouw
Amsterdam, Holland

September 17th & 18th - 2004
Cecil's Jazz Club with The Andres Boiarsky/ Tomoko Ohno Quartet
South Orange, NJ

September 3rd & 4th - 2004
The Labor Day Jazz Festival with The Count Basie Orchestra
Mackinac Island, MI
July 31st - 2004
Caramoor Music Festival with The Joe Lovano Quartet featuring Hank Jones
Katonah, NY

July 28th - 2004
South Orange Summer Jazz Series
with The Manhattan Symphony Jazz Orchestra (as Drummer/Bandleader)
South Orange, NJ

July 23rd - 25th - 2004
Taipei Waterfront Festival
Taipei, Taiwan

July 19th - 2004
Arena Sul Mare with The Joe Lovano Quartet featuring Hank Jones
Minori, Italy

July 17th - 2004
Teatro D’Annunzio with The Joe Lovano Quartet featuring Hank Jones
Pescara, Italy

July 16th - 2004
Umbria Jazz Festival with The Joe Lovano Quartet featuring Hank Jones
Perugia, Italy

July 15th - 2004
Blue Note Jazz Festival with The Joe Lovano Quartet featuring Hank Jones
Ghent, Belgium

July 13th - 2004
Palau de la Musica de Valencia with The Joe Lovano Quartet featuring Hank Jones
Valencia, Spain

July 10th - 2004
Andorra Jazz Festival with The Joe Lovano Quartet featuring Hank Jones
Andorra

July 9th - 2004
North Sea Jazz Festival with The Joe Lovano Quartet featuring Hank Jones
Den Haag, Netherlands

July 5th - 2004
Vienne Jazz Festival with The Joe Lovano Quartet featuring Hank Jones
Vienne, France

July 3rd - 2004
Barbican Centre with The Joe Lovano Quartet featuring Hank Jones
London, England

July 2nd - 2004
Theatre du Chatelet with The Joe Lovano Quartet featuring Hank Jones
Paris, France

June 18th and 19th - 2004
Sweet Rhythm with Randy Sandke and The Inside Out Jazz Collective
New York, NY

June 1st thru June 6th - 2004
The Blue Note with The Dizzy Gillespie Alumni All Star Big Band
New York, NY

May 29th - 2004
San Francisco Jazz Festival with Hank Jones, George Mraz and Clark Terry
San Francisco, CA

May 28th - 2004
Jazz at the Chicago Symphony Center with Hank Jones, George Mraz, Joe Lovano,
Ernestine Anderson and Clark Terry
Chicago, IL

May 6th, 14th and 21st - 2004
Danny's Skylight Room with Sally Stark performing
"A Tribute to Maxine Sullivan"
New York, NY

April 21st - 2004
Carnegie Hall Benefit for The Amazon Rainforest
with Sting, Elton John, Bette Midler, Billy Joel and Antonio Banderas

April 17th - 2004
The New York Brass Conference at Purchase College with
The Rob McConnell Tentet
Rye, NY

March 30th thru April 4th - 2004
The Village Vanguard with Jerry Dodgion and the Joy of Sax
New York, NY

March 15th thru March 27th - 2004
Köln, Germany with The WDR Big Band
Köln, Germany

March 2nd thru March 6th - 2004
The Blue Note with The Hank Jones Trio
Milan, Italy
February 6th & 7th 2004
The Blue Note with The Hank Jones Trio
Nagoya, Japan

February 4th & 5th - 2004
The Blue Note with The Hank Jones Trio
Tokyo, Japan

January 27th thru February 1st - 2004
The Blue Note with The Hank Jones Trio
New York, NY

ADDITIONAL PERFORMANCES AND/OR RECORDINGS WITH THESE MUSICIANS (1972 to the Present)

(F) REVIEWS (by the candidate, of others’ performances or scholarly works)

1. Since most recent of: initial appointment or last promotion.

I have not been asked to review anyone else’s performance although I have written many letters of recommendation on behalf of other professors and colleagues regarding promotion and tenure.

2. Prior to most recent of: initial appointment or last promotion.

N/A

(G) REVIEWS (by others, of the candidate’s performances or scholarly works)

The following reviews are available upon request as PDF files and are an example of many of the on-line reviews that are available on my web site’s special Queens College discography page. http://www.dennismackrelmusic.com/qc/

To access this page, you will need use this user name and password. (case-sensitive)

USERNAME: Queens
PASSWORD: College2018!

Once there, locate and click on this link and in most cases you will be taken to external web sites such as “All About Jazz” or “All Music Guide” where you can read additional reviews, personnel lists and more information about each recording.

1. Since most recent of: initial appointment or last promotion.

SELECTED REVIEWS OF RECORDINGS

“DVD Review: Dave Panichi/Paradigm” By John Hardaker – August 18, 2018

“Danish Radio Big Band: Jazzin’ Around Christmas” - By Chris Mosey - December 8, 2016

“Todd Coolman & Trifecta: Collectables” - By Dan Bilawsky - August 2, 2016

“Brett Eldredge - Glow” by Bev Miskus · Nashville 360 - November 6, 2016

2. Prior to most recent of: initial appointment or last promotion.

“Kirk MacDonald - Symmetry” - By Jack Bowers - January 12, 2014

“Jason Jackson - Inspiration” (multiple reviews) - 2014

“Russ Kassoff: Bird Fly By” - By Jack Bowers - October 30, 2010
“Kluvers Big Band: Hot House” - By Jack Bowers - January 7, 2009

“Grady Tate - From the Heart” - By Christopher Loudon – Jazz Times – May 2007

“Dizzy Gillespie All-Star Big Band: Dizzy’s Business” - By Jack Bowers - November 26, 2006

“Hank Jones: For My Father” - By John Kelman – All About Jazz - Published: June 9, 2005

“Hank Jones For My Father” - By Owen Cordle – October 2005

“Hank Jones: For My Father” - By Chad Kushins – All About Jazz - June 30, 2005

“Randy Sandke: Outside In / The Mystic Trumpeter / Trumpet After Dark”
By Andrew Velez - October 11, 2005

“Randy Sandke and the Inside Out Band: Outside In”
“Randy Sandke and the Metatonical Band: The Mystic Trumpeter”
By Owen Cordle – October 2005

“Dizzy Gillespie All-Star Big Band: Things To Come” By Jack Bowers - August 2, 2002

“George Shearing Quintet - Back to Birdland” By Harvey Siders – November 2001

“George Shearing Quintet - Back to Birdland” By John Crossett – September 2001

“Kluvers Big Band: Better Believe It” By Jack Bowers - November 1, 2001

“Kenny Hing: The Little King Quixotic” By Harvey Siders – May 2001


“Kevin Mahogany: Pussy Cat Dues” By Glenn Astarita - August 1, 2000

“Keter Betts: Bass Buddies and Blues” By Jack Sohmer – March 2000

“Byron Stripling: Stripling Now!” By Michael Bailey - December 1, 1999

“Mark Elf -New York Cats” By C. Michael Bailey - April 1, 1999

“Carol Sloane & Clark Terry: Songs Ella And Louis Sang” By Robert Spencer - Dec 1, 1997
SELECTED REVIEWS OF PERFORMANCES

1. Since most recent of: initial appointment or last promotion.

"Basie Drummer Visits ISU In New Role: Elder Statesman" By Jon Norton – April 13, 2018

2. Prior to most recent of: initial appointment or last promotion.

"For The Last Time" By Jerron Herman – Theatre is Easy – May 30th, 2015

"Jazzfest Review: Kirk MacDonald Quartet" By Peter Hum – Ottawa Citizen – June 25th, 2014

"Jazz in July - Hoagy Carmichael: Stardust" By Peter Haas - Cabaret Scenes - July 22, 2014

Rossano Sportiello Trio at the Café Carlyle" By William Wolf – June 12th, 2013

Rossano Sportiello/Café Carlyle – By Elizabeth Ahlfors – NY Theatre Wire - June 11, 2013

"Jazz Roots’ a rewarding performance" - By Nathan Tannenbaum - February 6, 2013

"Count Basie Orchestra" By Ron Banks – The West Australian – October 16th, 2012

"The Count Basie Orchestra" By Michael Dwyer – October 12th, 2012

"The Count Basie Orchestra - Still Swinging with Style" By Jake Dennis – October 4th, 2012

"Big-Band Love Affair" By Beth Wood - San Diego Union Tribune – September 15th, 2012

"TD Toronto Jazz Festival, Days 4-10" By Alain Londes - July 9, 2011

"Roberts meets Basie" By Howard Reich – Chicago Tribune - April 24, 2011

"CNY Jazz Orchestra Series Opens with Dennis Mackrel" - All About Jazz – October 15, 2010

Twyla Tharp's "Come Fly with Me," By Cynthia Bond Perry – September 27th, 2009

"Come Fly With Me" By Sarah Kaufman - Washington Post - October 4, 2009

"CNY Music Scene: Mackrel Flawless at Concert" By Tiffany Bentley – October 26, 2008

"James Moody Quartet” – Nate Guidry – Pittsburg Post-Gazette – September 27, 2007

"The Dizzy Gillespie All-Star Big Band in Concert": By Victor Schermer - April 28, 2006
“Dizzy Gillespie Big Band” By John Henry - Audiophile Audition - August 29, 2006
“Kevin Mahogany - Pussy Cat Dues” By Carlo Wolff – Cleveland Scene – August 3rd, 2002
“Hank Jones Plays the Pabst Theatre”: By Bryan Zoran – April 13, 2002
“George Shearing - Back to Birdland” By Dan McIntosh – October 6, 2001
“Milt Hinton’s 90th” By Lara Pellegrinelli – MTV News – June 16th, 2000
“Big-Band Classics with Stars As Soloists” By JON PARELES – NY Times – October 24, 1992
“A Woody Herman Evening to Remember” By Leonard Feather – August 14, 1990
“Dennis Mackrel to Fill Mel Lewis’ Chair” By Zan Stewart – LA Times – February 14, 1990

(H) ORAL PRESENTATIONS, ADDRESSES, AND MASTER CLASSES indicate whether these were refereed (*), or invited (**). In case of joint presentations, indicate presenting author by # sign. Do not list presentations included in (D).

1. Since most recent of: initial appointment or last promotion.

ALL MASTER CLASSES LISTED IN (D) WERE AS AN INVITED GUEST.
BELOW ARE RECORDED ORAL PRESENTATIONS/VIDEO INTERVIEWS

Bone To Pick – Dennis Mackrel Interview with Michael Davis - 2017
https://www.youtube.com/watch?v=Qxvzha4zYY8

Drummer Nation Show #32 “Rhythm Section Specialist” Dennis Mackrel - 2017
https://drummernation.podbean.com/category/dennis-mackrel/

2. Prior to most recent of: initial appointment or last promotion.

Backstage at the Doudna – Dennis Mackrel Interview - 2014
https://www.youtube.com/watch?v=NkMPIB_joZQ

The Count Basie Orchestra – Live in Australia - Dennis Mackrel Interview - 2012
https://www.youtube.com/watch?v=xvDsoT5Uoe0
ALL ADDITIONAL CLINICS, RESIDENCIES AND MASTER CLASSES BELOW TOOK PLACE BETWEEN 1981 AND 2004 AS AN INVITED GUEST.

- University of North Florida - Jacksonville, Florida (2002)
- Purchase College - Rye, New York (2000)
- Sibelius Academy - Helsinki, Finland (1999)
- University of Nevada, Reno - Reno, Nevada (1998, 1999)
- Northeastern State University - Tahlequah, Oklahoma (1998)
- West Point Military Academy - West Point, New York (1998)
- Royersford High School Jazz Festival - Royersford, Pennsylvania (1997)
- Stony Brook College - Stony Brook, New York (1997)
- Fergus Falls Community College - Fergus Falls, Minnesota (1995)
- Fargo North High School - Fargo, North Dakota (1995)
- University of Massachusetts, Dartmouth - Dartmouth, Massachusetts (1995)

(I) REPORTS

1. Since most recent of: initial appointment or last promotion.

N/A

2. Prior to most recent of: initial appointment or last promotion.
N/A

(J) OTHER WORKS (Abstracts, Editorials, Extended Abstracts, Encyclopedia Entries, Posters, Etc.)

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

The following web link will take you to my project archive where you will find sound clips and PDF examples of my work as an arranger/composer/producer.

http://www.dennismackrelmusic.com/production/archive/project-mainpage.html

USERNAME: Queens
PASSWORD: College2018

(K) SUBMITTED WORKS AND WORKS IN PROGRESS. Specify stage of progress and magnitude of work. Include number of manuscript pages for each submitted work.

GRANTS

For each grant, include: title, author(s), granting agency, originating institution (the one submitting the proposal); grant period (start and end year and month); role of candidate in the grant (sole Principle Investigator; co-PI; sub-contractor, consultant, etc); total funding over the grant period and amount provided to candidate (which will differ if there are multiple PI's, subcontracts, etc).

List separately research grants, in support of the candidate's scholarly research, and institutional grants, in support of the college's infrastructure, shared-use equipment, instruction, student stipends and scholarships, and similar programs.

(1) Grants Pending

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(2) Grants in Progress

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(3) Grants Completed

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<tbody>
<tr>
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(4) Grants Submitted, but not Funded

<table>
<thead>
<tr>
<th>Research</th>
<th>Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
SERVICE

(A) COLLEGE/UNIVERSITY. Include dates of each service activity.

1) QC Music Department Scheduling (Spring Semester 2018 to Present)

2) QC Graduate Program Review Committee (Spring Semester 2017)

3) QC 80th Anniversary Celebration - Drummer (October 11, 2017)

4) Development and Implementation of QC Jazz Dept On-Line Calendar (Fall 2017 to Present)

5) Development and Implementation of QC Drum/Percussion Dept On-Line Calendar & Practice Room reservation system (Fall 2015 to Present)

6) Repair and Upgrade of drum sets and equipment (Fall 2015 to Present)

(B) PROFESSION. Include dates of each service activity.

(C) COMMUNITY. Last five years only. Include dates for each service activity. Examples: unpaid member of board of trustees for school or library; activities in non-college or university settings; unpaid consultanstships.

January 4th, 2014
Frank Wess "Celebration of Life" Memorial - (Officiant/Drummer)
St. Peter's Church
New York, NY

STATEMENT OF CANDIDATE

Use this space to put your scholarship/creative activities into proper context and expand on your teaching. Describe the evolution of your scholarship, referring to specific items in the "Scholarship and S" section. Discuss any curriculum development that you have participated in, as well as your teaching activities (techniques, course materials, area of expertise, etc.). Where appropriate, please describe curricular innovations for which you have been responsible. It would also be helpful to know how you view the relationship between teaching and scholarship. If service plays an important role in your case, you may use this space to augment the "Service" section.
QUEENS COLLEGE
EARLY TENURE FOR DR. BEATRIZ PEÑA

WHEREAS, Dr. Beatriz Peña is an unusually prolific and internationally recognized scholar in the area of colonial Latin American literature, having already written five books with well-regarded presses, two book chapters and five scholarly articles; and

WHEREAS, she has received funding for her research from both The Reed and Mellon Foundations in addition to internal sources to conduct her research; and

WHEREAS, her third book Fonolitos. Las piedras campanas de Eten is the winner of the 4th Edition of the Juan Antonio Cebrián Prize; and

WHEREAS, her latest book, Los incas alzados de Vilcabamba en la primera Historia (1590) de Martín de Murúa received a mention as the runner-up to the 59th Edition of the Casa de las Américas Literary Prize 2018; and

WHEREAS, Dr. Peña is an excellent teacher with above average evaluations from both peers and students, having taught undergraduate courses both traditional and travel enhanced as well as master’s level courses; and

WHEREAS, she provides commendable faculty service to the Queens College community, serving as the graduate student advisor, consulting on the development of vital study abroad programs, and representing her department on the Queens College Senate; and

WHEREAS, she provides extraordinary service to her profession, both through traditional academic venues as well through the international diplomatic community; and

WHEREAS, this recommendation for early tenure comes with the highest endorsement from both the faculty and academic administration of the College; now therefore be it

RESOLVED, that Beatriz Peña of the Department of Hispanic Languages and Literatures at Queens College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Dr. Peña exceeds the requirements for tenure in her research, teaching and scholarship. One external reviewer noted, “Dr. Peña’s extraordinary publishing output and the national and international recognitions that some of her books have received speak loudly of her merits as an outstanding scholar.” Another, a named professor at an Ivy League university said, “Professor Beatriz Peña has an excellent reputation in the field in terms of being a critical and insightful voice. Her published books and articles as well as her forthcoming manuscripts demonstrate the work of a mature scholar who is imaginative as well as thorough in her research…” The awarding of early tenure to Dr. Peña is clearly in the best interest of Queens College and its students as well as CUNY in general.
January 15, 2019

Jane Bowers
Interim Executive Vice Chancellor and University Provost
The City University of New York
205 East 42 Street
New York, NY 10017

Dear Provost Bowers:

I write this letter to affirm my strong support for Professor Beatriz Peña’s application for early tenure at Queens College.

Scholarship

Dr. Beatriz Peña is a highly productive scholar. To date, she has five (5) published books, four (4) of which were considered for tenure evaluation, including the one currently in press. Additionally, she is the author of five (5) articles in scholarly journals and two (2) chapters in scholarly volumes written since her last appointment. She has presented papers at numerous local, regional, national, and international conferences, which include some high-profile venues, all of which have given her work and the College valuable exposure. Testament to the value of her research is the fact that Professor Peña has received funding and support from numerous sources, including a 2014 grant from The Reed Foundation’s InterAmericas/Society of Arts and Letters of the Americas program; a 2014 Research Enhancement Grant from the Division of Arts and Humanities, Office of the Dean; a 2014 PSC- CUNY Research Award; a 2017 William Stewart Travel Award; and a 2018 Mellon Foundation Diversity Grant to defray the cost of her latest book.

It goes without saying that all of Professor Peña’s books are published in well-regarded presses (such as, the Universidad de Navarra, Universidad de Alicante and Pontificia Universidad Católica del Perú). Significantly, they have also received official recognition from a number of different sources. Her third book Fonolitos. Las piedras campanas de Eten (2014) is the winner of the 4th Edition of the Juan Antonio Cebrián Prize; her fourth book Fray Diego de Ocaña: olvido, mentira y memoria (2016) was deemed “Book of the Week” at the Instituto Cervantes’ Portal de Hispanismo in 2016; and her latest book, Los incas alzados de Vilcabamba en la primera Historia (1590) de Martín de Murúa (2018) received a mention as the runner-up to the 59th Edition of the Casa de las Américas Literary Prize 2018. This is a truly extraordinary record of recognition by her scholarly peers.

Professor Peña's 2013 edition of the Diego de Ocaña’s 16th century travel narrative is a massive
900+ pages, which includes her 123-page introduction to the text as well as thousands of explanatory notes. The book is oriented towards the academic and the general reader alike. About this work a senior colleague at an important university in South America writes: “Memoria viva de una tierra de olvido: Relación del viaje al Nuevo Mundo de 1509 a 1607 (Barcelona 2013) is a scholarly edition of Diego de Ocaña’s travel narrative. Peña delivers a faithful transcription, incorporates a very good introduction, and provides abundant notes. Among the latter, I would like to highlight the historical ones, which not only document and expand on early colonial history, but also point out historiographical inaccuracies of the author. If ignored or disregarded, these inaccuracies could mislead even the specialized reader. The relevance of Peña’s work becomes evident when we consider that Ocaña’s manuscript is one of four extant works with a compelling corpus of images inspired by the early Viceroyalty of Peru. I view the critical edition as a natural progression from Peña’s first book, Imágenes contra el olvido: el Perú colonial en las ilustraciones de fray Diego de Ocaña (Lima 2011), where she provides an outstanding first comprehensive study of the drawings of the same travel narrative.”

Moreover, Dr. Peña followed that work with a full-length monograph, Fray Diego de Ocaña (2016), this time 400+ pages in length. She has since written an introduction to, and an edition of, Ocaña's important account of his travels in the Andean region. Her latest book focuses on the themes of memory and forgetting as a way of understanding Ocaña's representations of the New World. About this work a professor working in Portuguese and Spanish at a prominent midwestern state university writes: “The forthcoming book was for me the strongest piece in the file and best reveals the breadth as well as depth of Prof. Peña’s research skills, by moving from the detailed iconographical analyses of the illustrations to the transcription, translation, and analysis of poetry in Quechua, all under the frame of a focused argument on how the Incas represented in the text go from being alzados (resistant), in Murua’s interpretation, to ensalzados (praised), through Guaman Poma’s interventions and the oral traditions that we can glimpse in the manuscript.”

A further reviewer from a university in the south concurs. He writes, “This is a well-researched book with excellent results. This book has already received praise with a “mention” or second place from the committee for the 2018 Premio Casa de las Americas in the category of historical essay, and it is being published by the University of Navarra, a peer review university press in Spain. There is no doubt this is Dr. Peña's best work, and it is an important contribution to Andean studies and colonial studies in general.”

Another notable aspect of Dr. Peña’s scholarship is its interdisciplinarity. The reviewer (quoted above) writes of her “…scholarly pursuits [that] connect different disciplines of study like history, art, literature, religion, and anthropology. This interdisciplinarity adds a higher degree of complexity and sophistication to her work. In sum, Dr. Peña’s extraordinary publishing output and the national and international recognitions that some of her books have received speak loudly of her merits as an outstanding scholar. She is genuinely and passionately dedicated to transatlantic and interdisciplinary work by establishing connections between Early Modern Spanish culture and colonial texts and artifacts produced in the Andes mainly during the early colonial times.”
The consensus among the reviewers of her scholarship is summarized in the words of a fourth
reviewer, “Dr. Peña is an unusually prolific and thorough scholar. Indeed, her work is best
categorized by the thoroughness and depth of her research.” A fifth reviewer from a prominent
New York university adds, “In all of her work, she is a very careful scholar, attentive to past
literature, so that everything that she’s written is well grounded in the relevant bibliography. For
the Fonolitos book, she did an extensive survey of colonial sources, regional archeology, and
local town government archives to document the history of these remarkable sound-producing
stones leading up to their eventual 20th century destruction. Her attention to detail makes the
edited edition of Ocaña’s work a reliable one, where she drew directly from manuscript versions
of his work. I would use it with confidence for its fidelity to the manuscript sources, and in the
solidity of its bibliographic research.”

Finally, a named professor at an Ivy League university had this to say: “Professor Beatriz Peña
Núñez has an excellent reputation in the field in terms of being a critical and insightful voice.
Her published books and articles as well as her forthcoming manuscripts demonstrate the work
of a mature scholar who is imaginative as well as thorough in her research. She writes clearly
and convincingly moving between text and images from the perspective a literary scholar.”

Later he adds, “In fact, I had to check to see if I were writing a letter for promotion to full
professor or advancement to associate professor. Her productivity and the quality of her work
certainly position her to being promoted very quickly to full professor. I therefore fully and
enthusiastically write in support to her advancement to Associate Professor with tenure. She is
clearly a leader in her field and will have a long and very productive career ahead of her and I
would think that she will bring great distinction to the Department of Hispanic Languages and
Literatures.”

Teaching

Before her two appointments at Queens College, first as full-time lecturer and presently as
assistant professor, Professor Peña acquired experience teaching language and literature both at
CUNY as well as at private colleges and universities, a spectrum that ranges from urban 2-year
and 4-year public colleges to 4-year private suburban universities, including a 4-year term at
Yale University. She is an experienced educator, who has taught in institutions with different
missions and demographics, hence her sensibility to the needs of different student populations.
Her experience at CUNY has made her particularly receptive to Queens students, who require
more support and are often less independent learners than their private university counterparts.
Before becoming the steadfast researcher that she is today, Professor Peña pursued a teaching
career graduating from the Instituto Universitario Pedagógico de Caracas, an institution whose
primary mission is teacher education and teacher training.

While principally trained as a secondary education teacher, Professor Peña has taught chiefly in
university settings, beginning with a 2-year term at the Catholic University of Santo Domingo, Dominican Republic. Since then, she has held different teaching posts in higher education. The theoretical and practical training and experience thus received has materialized in what are overwhelmingly positive faculty observation reports. The reports comment on a variety of course types and levels: language and literature courses; graduate and undergraduate courses; preliminary courses in the major/minor; and more advanced courses in the major program, such as, variable-topic capstone courses. Faculty observers describe her performance in these courses as follows: Professor Peña formulates provocative questions; she delivers her lesson with zeal; students feel free to make big interpretative leaps in her class; she employs good time management skills to ensure that learning objectives are reached; she is an accomplished teacher; the class was stimulating and highly satisfactory; there is a good balance between student and instructor contributions to class discussions.

Student feedback matches the positive feedback of faculty observation reports. Student evaluation scores on teaching effectiveness rank her at 4.0, above the College average. As part of her professorial commitments, Professor Peña has also successfully designed a culture and civilization course (Span 45) for the Winter Session 2014 that involved study abroad in Lima. A student, writing about his experience, referred to it as a “trip to marvelous Peru, a country that has captured me” and as an experience that helped to “solidify my desire to study Hispanic Literature, and to become an educator.” In this same course, Hispanic Civilization, taught on campus during the regular semester, Professor Peña invited the Raices Group, a musical ensemble who performed and lectured on Inca music. “I find this class fascinating, and look forward to each session” was the reaction of one student, who was motivated both by the musical experience and his experience in the course to write a letter of appreciation.

In sum, Dr. Peña is a valuable member of the Hispanic Languages and Literatures teaching team.

Service

Professor Peña’s service record is commendable. From the Fall 2015 to Fall 2016, she served as Co-Chair of the Curriculum Committee and Study Abroad for the Internationalization Laboratory. As a member of the Internationalization Lab, she participated in college meetings as well as in the Mid-Year Meeting at the American Council on Education, a meeting that raised pertinent questions about: how to design a curriculum to build global awareness; student and faculty engagement in international study, research, and collaboration; the creation of vital study abroad programs; preparing students for the challenges of a globalized world; and how internationalization impacts teaching and learning. The goal of the committee was to propose ways to expand the interaction of Queens College (QC) with the world at large and evaluate how these contacts could improve the cooperation between individuals and institutions, and how these goals could be reached with cost efficiency. Professor Peña has also spent four (4) years, from 2013-2017, as departmental representative on the QC Academic Senate.

Over the past two years, Professor Peña has taken on the role of graduate advisor for the
Department of Hispanic Languages and Literatures. In this role she has counseled students in the requirements, policies, and procedures surrounding graduate study at the College, and provided guidance to students enrolled both in the MA in Spanish as well as the MS in Education - Adolescent Spanish Education (7-12). While graduate advisor, she reviewed faculty proposals for new courses and designed new courses herself to invigorate graduate programs; these have been approved by CUNY and are now part of the Department’s graduate curriculum.

In January 2014, Professor Peña served on the judging committee of the literary contest “Concurso Letras de Ultramar 2013,” sponsored by the Consulate of the Dominican Republic in New York. In March 2017, she was nominated to be a member of the advisory board by the editors of *Guaraguao: Revista de Cultura Latinoamericana*, a journal published in Barcelona and founded in 1996. The journal publishes scholarly articles and book reviews in the general field of culture in Latin America. Professor Peña’s role as a member of the advisory board involves a number of significant tasks, including: counseling the editors on the direction of the journal and on opportunities for its advancement; reviewing article submissions for publication; writing book reviews and overseeing the journal’s book review section; as well as proposing topics for special issues.

**Conclusion**

Professor Beatriz Peña is an internationally recognized scholar, a devoted member of the College community, and a caring, professional, and experienced educator. By all indices, her teaching, service, and research deserving of a tenured appointment at our College and promotion to Associate Professor. Her continued commitment to research, as evinced in the volume and scope of her outstanding publication record, and her sustained presence in national and international conferences, set the stage for future advancement. Her attention to student success, whether in her day-to-day efforts to lead students to master course goals and objectives or when she commits to designing courses and full study abroad experiences for students, boasts of her passion for teaching and sharing with the next generation the value of a critical mind.

In short, Professor Peña’s body of scholarship is both prolific and widely recognized. By any standard, she is ready and capable of stepping into a role as a senior faculty member. I support her application for early tenure without reservation.

Yours sincerely,

Provost and Vice President for Academic Affairs
NAME: Beatriz Carolina Peña  COLLEGE: Queens

HIGHER EDUCATION
A. Degrees (most recent first)

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<th>Dates Attended</th>
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<td>The Graduate Center, CUNY</td>
<td>08/1998 – 05/2007</td>
<td>Ph.D. / Colonial Lat. Amer.</td>
<td>05/2007</td>
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<tr>
<td>Institute of Ibero-American Cooperation (Madrid)</td>
<td>01 to 06/1987</td>
<td>Diploma / Grad. Peninsular Language and Literature (290 Hours &amp; Thesis)</td>
<td>06/1987</td>
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<tr>
<td>Instituto Universitario Pedagógico de Caracas</td>
<td>03/1980-07/1985</td>
<td>Profesora de Literatura y Lengua Castellana (Secondary School Spanish Teacher; Ranked first)</td>
<td>12/1985</td>
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B. Additional Higher Education and/or Education in Progress:

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<th>Institution</th>
<th>Dates Attended</th>
<th>Courses, Etc.</th>
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<tr>
<td>Institute of Ibero-American Cooperation (Madrid)</td>
<td>01 to 06/1989</td>
<td>Curso de la Oficina Internacional de Información y Observación del Español (OFINES), [Graduate Intensive Program, Directed by Manuel Alvar]</td>
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<tr>
<td>Universidad de Málaga</td>
<td>07 to 08/1987</td>
<td>Curso Superior de Filología Española (Graduate Intensive Summer Program, Directed by Manuel Alvar)</td>
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EXPERIENCE (most recent first)
A. Teaching (include part- and full-time experience at Queens College)

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<td>Queens College</td>
<td>08/2013 – Present</td>
<td>Assistant Professor</td>
<td>HLL</td>
</tr>
<tr>
<td>Queens College</td>
<td>08/2010 – 07/2013</td>
<td>Lecturer, Doctoral Sched.</td>
<td>HLL</td>
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<tr>
<td>Sarah Lawrence College</td>
<td>08/2010 – 05/2011</td>
<td>Guest Faculty</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Saint Lawrence University</td>
<td>08/2009 – 05/2010</td>
<td>Visiting Assistant Prof.</td>
<td>Modern Languages</td>
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<tr>
<td>Saint Lawrence University</td>
<td>01/2009 – 05/2009</td>
<td>Adjunct Assistant Prof.</td>
<td>Modern Languages</td>
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<tr>
<td>Yale University</td>
<td>07/2006 – 07/2008</td>
<td>Senior Lector I</td>
<td>Spanish and Port.</td>
</tr>
<tr>
<td>Yale University</td>
<td>08/2004 – 05/2006</td>
<td>Lector</td>
<td>Spanish and Port.</td>
</tr>
<tr>
<td>CWE The City College of NY</td>
<td>08/1998 – 08/1999</td>
<td>Adjunct Instructor</td>
<td>Interdisciplinary Stud.</td>
</tr>
<tr>
<td>Iona College</td>
<td>08/1996 – 08/1998</td>
<td>Adjunct Instructor</td>
<td>Foreign Languages</td>
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B. Other Than Teaching (include experience at Queens College)

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<td>Queens College</td>
<td>08/2016 – Present</td>
<td>Graduate Advisor</td>
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<tr>
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<td>08/2011 – 07/2013</td>
<td>Director of the Queens Consortium on Language Other Than English (LOTE)</td>
</tr>
<tr>
<td>Queens College</td>
<td>08/2011 – 07/2013</td>
<td>Coordinator of the Basic Language Sequence</td>
</tr>
<tr>
<td>Yale University</td>
<td>07/2006 – 12/2007</td>
<td>Director of Intermediate Spanish II</td>
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<td>Yale University</td>
<td>06 to 07/2006</td>
<td>Co-Director of Summer Session in Bilbao, Spain</td>
</tr>
<tr>
<td>Yale University</td>
<td>06 to 07/2007</td>
<td>Co-Director of Summer Session in Bilbao, Spain</td>
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<tr>
<td>Yale University</td>
<td>06 to 07/2008</td>
<td>Co-Director of Summer Session in Quito, Ecuador</td>
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<tr>
<td>The Graduate Center (CUNY)</td>
<td>2001 – 2002</td>
<td>Data Entry Operator, Office of Admissions</td>
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<tr>
<td>The Graduate Center (CUNY)</td>
<td>2000 – 2001</td>
<td>Secretary for the Int. Conf. of the AIH</td>
</tr>
<tr>
<td>Univ. Cat. Santo Domingo</td>
<td>1990 – 1992</td>
<td>Director of the Morning Program</td>
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RECORD OF APPOINTMENT IN EACH TITLE AT QUEENS COLLEGE
(in chronological order; most recent first; include date of tenure, if awarded)

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<tr>
<td>08/2010 – 07/2013</td>
<td>Lecturer, Doctoral Schedule</td>
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ACADEMIC AND PROFESSIONAL HONORS

- 2017 Appointed to the Editorial Board of the journal Guaraguao. Revista de cultura latinoamericana, Barcelona, Spain.
- 2016 Libro de la semana (Book of the Week) for Fray Diego de Ocaña: olvido, mentira y memoria at Portal del Hispanismo, Instituto Cervantes, Secretaría de Estado de Cultura, Ministerio de Educación, Cultura y Deportes, Gobierno de España, Madrid, Spain.
- 2013 Winner Premio de Historia Colonial de América "Silvio Zavala" for Imágenes contra el olvido: el Perú colonial en las ilustraciones de fray Diego de Ocaña, Pan American Institute of Geography and History, Specialized Body of the Organization of American States, Mexico City, Mexico (Published Book Award).
2012 Winner Premio Alfredo Roggiano de la Crítica Literaria y Cultural Latinoamericana for Imágenes contra el olvido: el Perú colonial en las ilustraciones de fray Diego de Ocaña, Instituto Internacional de Literatura Iberoamericana, Pittsburg, USA (Published Book Award).


2008 Finalist VI Premio ALGABA de Biografía, Autobiografía, Memorias e Investigaciones Históricas for "Imágenes contra el olvido: El Perú colonial en las ilustraciones de fray Diego de Ocaña", Madrid, Spain (Unpublished Book Award).


MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)
Asociación Internacional de Hispanistas (AIH)
Asociación Internacional de Teatro Español y Novohispano de los Siglos de Oro (AITENSO)
Modern Language Association (MLA)
Northeast Modern Language Association (NeMLA)
Instituto Panamericano de Geografía e Historia (IPGH)
Instituto Internacional de Literatura Iberoamericana (IILL)
Latin American Studies Association (LASA)
Insert the candidates’ scores on the Queens College student evaluation forms for the last four semesters in the table below. Note: Data can be found at [http://ctl.qc.cuny.edu/teach/evaluations/data/](http://ctl.qc.cuny.edu/teach/evaluations/data/). (For several of the questions in sections A and B: 1=Strongly disagree, 2= Disagree, 3= Somewhat disagree, 4= Agree and 5=Strongly agree)

<table>
<thead>
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<th>Question</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
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<tbody>
<tr>
<td>A. General Questions</td>
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<td></td>
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</tr>
<tr>
<td>1. Syllabus</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>2. Clarity</td>
<td>4.7</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>3. Interaction</td>
<td>4.6</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>4. Feedback</td>
<td>4.6</td>
<td>4.7</td>
<td>4.4</td>
</tr>
<tr>
<td>5. Returns Ex.</td>
<td>4.8</td>
<td>4.3</td>
<td>4.7</td>
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<tr>
<td>6. Availability</td>
<td>4.8</td>
<td>4.8</td>
<td>4.6</td>
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<tr>
<td>7. Readings</td>
<td>4.3</td>
<td>4.3</td>
<td>4.2</td>
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<td>8. Difficulty</td>
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<td>9. Overall Instructor</td>
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<tr>
<td>10. Overall Course</td>
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<td>3.8</td>
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<tr>
<td>B. Writing Intensive</td>
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<td>11. Revision</td>
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<td>12. In-Class Writing</td>
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<td>13. Pages Assigned</td>
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<td>14. Informal Writing</td>
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<td># Responses</td>
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WORKLOAD DATA

List all course assignments at Queens College and the Graduate Center for the last four semesters. Indicate all reassigned time and its source (contractual, grants, dissertation supervision, etc.). In addition, provide information on multiple positions, if any, held by the candidate.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Hrs./Cr.</th>
<th>Discipline &amp; Course #</th>
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<tr>
<td>QC, Fall 2016</td>
<td>3/3</td>
<td>SPAN 370</td>
<td>Col. Lit. and Emerging Criollo Voices</td>
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<tr>
<td>QC, Fall 2016</td>
<td>3/3</td>
<td>SPAN 774</td>
<td>Latin American Culture and Thought</td>
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<td>QC, Spring 2017</td>
<td>3/3</td>
<td>SPAN 280</td>
<td>Survey of Spanish American Lit. I</td>
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<tr>
<td>QC, Spring 2017</td>
<td>3/3</td>
<td>SPAN 372</td>
<td>Cont. and Post-Modern Lit. in Lat. Am</td>
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<td>QC, Spring 2017</td>
<td>3/3</td>
<td>SPAN 758</td>
<td>Latin Amer. Lit. into the 21st-Century</td>
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<td>No teaching assignment (credits banked from previous semesters).</td>
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<td>Hispanic Literary Seminar</td>
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<td>QC, Spring 2018</td>
<td>3/3</td>
<td>SPAN 751</td>
<td>Vision of the Vanquished</td>
</tr>
</tbody>
</table>

SCHOLARSHIP AND CREATIVE WORK

List completed work using the following guidelines:

(1) Works that are edited, co-authored, translated, compiled, etc. should be clearly indicated as such. In the case of co-authored works or projects, information should be provided as to the specific contributions of the candidate.

(2) Categories should be further subdivided as necessary to present different types of publications and creative works clearly.

(3) A reprinting or translation of a work should immediately follow that work’s primary entry, and should be clearly indicated as such.

(4) Works that are “in press” or “accepted for publication” should be included in Sections A-C as appropriate, but must be clearly indicated and verifications must be supplied.

(5) Single-space entries; double-space between all entries.

(6) Include complete (beginning and ending) page numbers for all publications.

(7) Within each section, list latest works first.

(8) Do not delete empty sections.

(A) BOOKS and other MONOGRAPHS

1. Published since most recent of: initial appointment or last promotion.

Los incas alzados de Vilcabamba en la primera Historia (1590), de Martín de Murúa. Pamplona: EUNSA, Ediciones Universidad de Navarra, 2018, 362 pp. [In Press]


Ocaña, Diego de. ‘Memoria viva’ de una ‘tierra de olvido’: Relación del viaje al Nuevo Mundo de 1509 a 1607, de fray Diego de Ocaña. Edición, introducción y notas. Barcelona: CECAL / Paso de
2. Published prior to most recent of: initial appointment or last promotion.


(B) JOURNAL ARTICLES Indicate refereed journals with *

1. Since most recent of: initial appointment or last promotion.


2. Prior to most recent of: initial appointment or last promotion.


(C) CHAPTERS IN BOOKS/ANTHOLOGIES Indicate refereed chapters with *

1. Since most recent of: initial appointment or last promotion.


2. Prior to most recent of: initial appointment or last promotion.

(D) ARTICLES IN CONFERENCE PROCEEDINGS (Full articles only) Indicate refereed proceedings with *. In case of joint authorship, indicate the presenting author by # sign.

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.


(E) EXHIBITIONS, PERFORMANCES

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(F) REVIEWS (by the candidate, of others’ performances or scholarly works)

1. Since most recent of: initial appointment or last promotion.


2. Prior to most recent of: initial appointment or last promotion.


(G) REVIEWS (by others, of the candidate’s performances or scholarly works)

1. Since most recent of: initial appointment or last promotion.


2. Prior to most recent of: initial appointment or last promotion.

(H) ORAL PRESENTATIONS, ADDRESSES, AND MASTER CLASSES Indicate whether these were refereed (*), or invited (**). In case of joint presentations, indicate presenting author by # sign. Do not list presentations included in (D).

1. Since most recent of: initial appointment or last promotion.
INTERNATIONAL


*"Un camino diferente a Vilcabamba: La Relación (1570) de Titu Cusi Yupanqui", Latin American Studies Association (LASA), Pontificia Universidad Católica del Perú, Lima, April 20-May 1, 2017.


*"¿Invito domino?: El conflicto del mercado indígena de plata potosina en la Relación, de Luis Capoche", VII Congreso de la Asociación Internacional de Peruanistas, Université de Poitiers, Poitiers, France, October 7-9, 2015.

NATIONAL


LOCAL


*"A golpe de palabra, y a fuego de idea’: La retórica belicista en Nuestra América, de José Martí”, Transatlantic New York International Conference, Division of Interdisciplinary Studies of The City College of New York (CUNY), New York City, May 24-26, 2017.

*"¿Memoria o imaginación poética? El canto a los emperadores incas en la Historia del origen (1590), de Martín de Murúa”, The XII International Conference on Literature: Memory and Imagination of Latin America and the Caribbean through the Oral and Written Paths, Saint John’s University, Queens, New York, October 12-14, 2016.

*"La dramaturgia de la Relación de como los españoles entraron al Piru, de Titu Cusi Yupanqui (1570)”, XVII Congreso de la Asociación Internacional de Teatro Español y Novohispano de los Siglos de Oro (AITENSO), Queens College (CUNY), New York, October 20-23, 2016.

**"La mujer en los cuentos de Juan Bosch”, Lecture, Baruch College (CUNY), New York City, March 4, 2014.
2. Prior to most recent of: initial appointment or last promotion.

INTERNATIONAL
**“De un Inca prudente a Felipe II, el Prudente: el clamor de Manco Inca y el trauma cultural andino según Titu Cusi Yupanqui”, XXXIX Congreso del Instituto Internacional de Literatura Iberoamericana, Diálogos Culturales, Cadiz, Spain, July 3-6, 2012.**

**“Imágenes de la represión colonial: la iconografía de Martín García Oñez de Loyola en el virreinato del Perú”. Keynote address, 4to. Simposio Internacional de Crítica e Historia del Arte, Universidad Autónoma de Santo Domingo, Santo Domingo, República Dominicana, October 30-31, 2009.**

**“Fray Diego de Ocaña: Primer cartógrafo de las regiones centrales de Chile”. VII Congreso Internacional de Literatura Hispánica, Lock Haven University of Pennsylvania, Cusco, Perú, March 20-23, 2008.**

**“La promoción del culto y de las limosnas a la Virgen Morena: la Comedia de Nuestra Señora de Guadalupe y sus milagros (1601), de fray Diego de Ocaña”. XIII Congreso de la Asociación Internacional de Teatro Español y Novohispano de los Siglos de Oro. The Colegio de México, the Universidad Autónoma Metropolitana and the Asociación Internacional de Teatro Español y Novohispano de los Siglos de Oro (AITENSO), Mexico D.F., Mexico, October 15-18, 2007.**

**“La configuración del héroe en Amazonas en las Indias o Gonzalo Pizarro según Tirso de Molina”. II Congreso Internacional de Literatura Hispánica, Pontificia Universidad Católica del Perú, Lima, Peru, March 25-28, 2003.**

NATIONAL

**“[In]fam[i]a, nupcias y muerte: representaciones plásticas de Martín García Óñez de Loyola en el virreinato del Perú”. Symposium Image and Illusion in Early Modern Spain, Duke University, Durham, North Carolina, October 2-3, 2008.**

REGIONAL
**“El trauma de la traición: las conjuras españolas contra los incas de Vilcabamba según Titu Cusi Yupanqui”, 43rd Annual Convention of the Northeast Modern Language Association (NeMLA), Rochester, New York, March 15-18, 2012.**

LOCAL
**“Challenges and Success in the Classroom: A Conversation About Experiential Teaching Among Bilingual Faculty”, CUNY Faculty Diversity and Inclusion Conference: Building on a Strong Foundation: Opportunities and Challenges, CUNY Graduate Center, New York City, March 8, 2013.**

**“Hermanos de perdición, perdidos: los Pizarro en la memoria colectiva del Perú a inicios del XVII”,**
Lecture, CUNY Graduate Center, New York City, May 17, 2013.

**Illustrated Lecture: "Recorriendo el Perú Virreinal con fray Diego de Ocaña", Opening Celebration of the 20th Anniversary of the Journal Colonial Latin American Review (CLAR), The City College of New York (CUNY), New York, October 17, 2012.


(I) REPORTS

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(J) OTHER WORKS (Abstracts, Editorials, Extended Abstracts, Encyclopedia Entries, Posters, Etc.)

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(K) SUBMITTED WORKS AND WORKS IN PROGRESS. Specify stage of progress and magnitude of work. Include number of manuscript pages for each submitted work.


GRANTS

For each grant, include: title, author(s), granting agency, originating institution (the one submitting the proposal); grant period (start and end year and month); role of candidate in the grant (sole Principle Investigator; co-PI; sub-contractor, consultant, etc); total funding over the grant period and amount provided to candidate (which will differ if there are multiple PI's, subcontracts, etc). List separately research grants, in support of the candidate’s scholarly research, and institutional grants, in support of the college’s infrastructure, shared-use equipment, instruction, student stipends and scholarships, and similar programs.

(1) Grants Pending

Research

Mellon Foundation Diversity Grant will fund up to $1,500 in expenses related to latest book, Office of the Dean of Arts and Humanities, Queens College.
Institutional

(2) Grants in Progress

Research

Institutional

(3) Grants Completed

Research

- 2017 William Stewart Travel Award, CUNY Academy for the Humanities and Sciences. $375.
- 2014 PSC CUNY Research Award # 67256-00 45 for project Iconography of Martín García Oñez de Loyola. Sole Principal Investigator. $3,222.50.
- 2014 Research Enhancement Grant, Division of Arts and Humanities, Office of the Dean, Queens College, for project The Polemics of the Indian Silver Market in Potosi (1579-1603). Sole Principal Investigator. $2,600 (full award).
- 2014 Grant awarded by the InterAmericas®/Society of Arts and Letters of the Americas, a program of The Reed Foundation for publication of color images in my book Memoria viva de una tierra de olvido: Relación del viaje al Nuevo Mundo de 1509 a 1607, by fray Diego de Ocaña. $3,777.
- 2011 Grant sponsored by InterAmericas®/Society of Arts and Letters of the Americas for publication of color images in my book Imágenes contra el olvido: el Perú colonial en las ilustraciones de fray Diego de Ocaña. $3,100.
- 2010 Scholarly Development Award, Associate Dean for Faculty Affairs Office, Saint Lawrence University, to fund requests of high-resolution images for my book Imágenes contra el olvido: el Perú colonial en las ilustraciones de fray Diego de Ocaña. $500.
- 2003 Summer Research Travel Fellowship, Center for Latin American Caribbean, and Latino Studies, CUNY Graduate Center. Sole Principal Investigator. $1,000.

Institutional

(4) Grants Submitted, but not Funded

Research

2011 Research Fellowship at the John Carter Brown Library.

Institutional

2016 For the 2017 Generation Study Abroad Access Grant, CIEE’s Study Abroad ($20,000). Submitted in August 2016.
SERVICE

(A) COLLEGE/UNIVERSITY. Include dates of each service activity.

May 2016 to Present: Graduate Advisor, M.A. Program, Department of Hispanic Languages and Literatures.

Fall 2016 to Present: Member of Departmental Personnel and Budget Committee

Fall 2015 to Fall 2016: Co-Chair of the Curriculum Committee and Study Abroad for the Internationalization Laboratory.

Fall 2013-Fall 2017: Department Representative at the Queens College Academic Senate.

Fall 2011-2013: Department Representative at the CUNY Council on World Language Study.

Fall 2011-2012: Member of the Departmental Curricular Committee.

(B) PROFESSION. Include dates of each service activity.


(C) COMMUNITY. Last five years only. Include dates for each service activity. Examples: unpaid member of board of trustees for school or library; activities in non-college or university settings; unpaid consultantships.

WHEREAS, Dr. Noah Tsika is a prolific scholar who writes with rigor and creativity about the intersections of film, African and global media and queer cultural studies; and

WHEREAS, with a publication record that surpasses many full professors, Dr. Tsika has written three monographs, 13 book chapters in field-defining anthologies, and 8 peer-reviewed articles in top-ranked academic journals; and

WHEREAS, Dr. Tsika has received grants from the Mellon Foundation to support archival research for his latest book; and

WHEREAS, one of the most prominent scholars and critics in his field and one of his outside reviewers noted that Noah Tsika is quite simply “the most innovative scholar working in Media Studies today. His research is evidence of an omnivorous intellectuality that is all the more notable for its depth… Tsika’s scholarship is so rigorous that it can be breath-taking”; and

WHEREAS, Dr. Tsika is an excellent teacher, having received strong evaluations from his graduate students at the CUNY Graduate School and Queens College as well as his undergraduate students at Queens; and

WHEREAS, he has offered exemplary service to Queens College through his work on his department’s self-study, for example, which led to diversifying his department with new hires one of whom he is mentoring, as well with a campus LGBTQ initiative, “Coming Out at Queens,”; and

WHEREAS, he has contributed to his profession by being a manuscript reviewer for journals, including Africa Today, The Journal of Lesbian Studies, GLQ, The Journal of African Cultural Studies, and BlackCamera, and for scholarly publishers, Indiana University Press, Rutgers University Press, and Routledge Press; and

WHEREAS, this recommendation for early tenure comes with the strongest endorsement from both the faculty and academic administration of the College; now therefore be it

RESOLVED, that Dr. Noah Tsika of the Department of Media Studies at Queens College be awarded early tenure in accordance with 6.2.c.(2) effective September 1, 2019, subject to financial ability.

EXPLANATION: Noah Tsika is a formidable scholar whose body of work after only six years from receiving the doctorate is most impressive and exceeds the threshold for early tenure. His ability to write for both scholarly and lay audiences is of the highest caliber. One reviewer noted, “In each of his three primary research areas, Noah’s dedication to overturning long-held beliefs about media institutions and audiences constitutes a type of critical empowerment that reinvigorates and refreshes our understanding of the scope and contexts of these areas, and that seeks to identify vectors of inquiry where marginalized communities might speak for themselves.” This kind of dedication to, and passion for research is not common. Queens College is fortunate to have such a scholar, and awarding early tenure will assist in retaining him and is in the best interest of the institution and the students it serves.
January 15, 2019

Jane Bowers
Interim Executive Vice Chancellor and University Provost
The City University of New York
205 East 42 Street
New York, NY 10017

Dear Provost Bowers:

I write this letter to affirm my strong support for Professor Noah Tsika’s application for early tenure at Queens College.

Introduction

Professor Noah Tsika is an incredibly productive young scholar whose reputation is growing steadily with each new work. His work is not only prodigious; it is also important and compelling. It is diverse and cutting-edge in expanding areas of study. His breadth of scholarship makes him a valuable teacher as he translates cutting-edge work into classroom settings. He is an excellent writer, a productive scholar and a valued colleague. Since joining the faculty full time only five years ago, he has demonstrated a strong commitment to the CUNY ethos—represented by his service to the school and his commitment to students—and has produced what can only be called an impressive and significant body of scholarship. His productivity, service, and teaching led us to submit Dr. Tsika for early tenure per an agreement letter dated July 5, 2017, which superseded the original offer letter of March 21, 2013.

Teaching

Professor Tsika’s teaching includes graduate courses on media historiography and critical research methodologies with an emphasis on media archaeology and ethnography, and undergraduate courses on African film and media, cinema history, and digital media cultures. These courses have served the Media Studies program’s curricular links across global media, anti-colonial approaches, and media voices tuned to raced, ethnic, and gendered struggles. His peer observations are consistently outstanding, and his student evaluation scores consistently average above 4.0 (on a scale of 5). Professor Tsika has proven himself to be a stimulating and diligent teacher.

Service
Professor Tsika has served on the departmental undergraduate studies committee, represented the program on the College Senate, and contributed to departmental faculty searches. His service in each of these capacities has been exemplary. Professor Tsika’s leadership on last year’s departmental graduation ceremony offers one example of ways that he has been willing to take on an increasing role in departmental service. Certainly, his most labor-intensive service obligation thus far has been his work in coordinating the departmental self-study, which provided crucial assistance to the faculty in preparing the self-study document. It might be argued that this level of service is inappropriate for an untenured member of the faculty. For the College, Professor Tsika has served on the college-wide Steering Committee for Queer CUNY and helped to organize the commemorative “Coming Out at Queens” conference in 2017. Finally, his service to the profession has included an impressive number of journal and book manuscript reviews. In sum, Professor Tsika has developed a strong record of service to the department, the College, and the wider profession as well as showing a keen willingness to take greater responsibility for such service in the future.

Scholarship

The case for Professor Tsika’s early tenure rests, as it should, on his prodigious and important scholarship. Professor Tsika’s work combines scholarly inquiry in three related fields: documentary and nonfiction film, African and global media, and queer cultural studies. His scholarly publications thus far include three single-authored monographs, each published by reputable university presses, 13 book chapters in field-defining anthologies, and 8 peer-reviewed articles in top-ranked academic journals. This is a record that surpasses that of many at the rank of Professor. The work reflects not only an impressive pace and volume of research publication but has also yielded a dossier of research that is notable for its intellectual rigor and innovation. (Prior to appointment, he wrote God & Monsters (Arsenal Pulp Press, 2009), which was part of a series edited by notable LGBT cinema and criticism scholars, Thomas Waugh and Matthew Hays).

Professor Tsika is a scholar of African and, specifically, Nigerian film. He is also a queer cultural theorist and a critical historian of documentary film and digital media. Where such a diverse portfolio of specialties may, in other hands, make for a fragmented and unwieldy dossier, Professor Tsika’s wide-ranging scholarly objects and approaches have led him instead to sustained integrative insights at both the expository and methodological levels. At the same time, Professor Tsika consistently pushes the boundaries of academic protocols, forcing readers to recognize the often hidden repressive tendencies of those discourses. By citing Fredric Jameson, one of the most trenchant cultural critics of the last 50 years, Professor Tsika tries to put “an only too frequently ahistorical experience of the present into something like historical perspective.” As one of the most prominent scholars and critics in his field and one of Tsika’s outside reviewers notes, Noah Tsika is quite simply “the most innovative scholar working in Media Studies today. His research is evidence of an omnivorous intellectuality that is all the more notable for its depth. Tsika’s scholarship is so rigorous that can be breath-taking. He moves between scholarly traditions with ease, displaying an astonishing faculty with literature on media and sexual minorities, work on Nollywood and the globalization of African media more
generally, research on documentary and non-theatrical exhibition, as well as scholarship in the burgeoning area of critical studies of media infrastructures. I cannot think of another scholar who writes with such deep knowledge of so many subfields, never mind another scholar who locates such provocative intersections between them."

[A second reviewer from a prominent mid-western university] concurs in this assessment not only of Tsika’s range, but also of his commitment to challenging received wisdom: “In each of his three primary research areas, Noah’s dedication to overturning long-held beliefs about media institutions and audiences constitutes a type of critical empowerment that reinvigorates and refreshes our understanding of the scope and contexts of these areas, and that seeks to identify vectors of inquiry where marginalized communities might speak for themselves.”

In *Nollywood Stars: Media and Migration in West Africa and the Diaspora* (Indiana University Press, 2015), Professor Tsika offers a fresh look at Nigerian cinema, freed of the denigrating perspective imposed by most Western scholarship. Though one of the largest film producers in the world, the Nigerian film industry does not rely on the state-of-the digital-art technology now expected of this century’s film industries. Instead, filmmakers make low-budget films with “archaic” equipment (from the 1990s), which then circulate widely in homes in Nigeria and elsewhere in Africa, not in the traditional exhibition sites of film theaters. Professor Tsika unpacks the Nigerian star system using the theoretic of “transmediality” to demonstrate the urgency of research methodologies attuned to lineages, interrelations, and mutual influences linking formats, narrative strategies, avenues of distribution, and spaces of exhibition. Imaginatively charting new ground within established scholarly sub-fields of star studies, African film studies, and post-colonial media studies, Professor Tsika makes a compelling methodological case for a multi-modal and transnational approach to theorizing star systems. As he describes it, “it is possible to posit that the appearance of a star system in southern Nigeria over the past twenty years has been a uniquely transmedial phenomenon. Simply put, Nollywood’s star system emerged in an era of proliferating media platforms, meaning that the complex coexistence of various popular technologies and modes of publicity has been the chief condition of possibility for stardom in southern Nigeria, rather than, as in Hollywood, an eventual, often legally and ideologically fraught option.” Establishing the significance of his approach not just in the African context but, more generally, for understanding media markets and cultures across the globe, *Nollywood Stars* is, at its core, a methodological primer showing, by example, what contemporary media studies has to gain by committing itself to a rigorously multimedia and multi-modal approach to research and inquiry. A reviewer from a prominent media studies program in New York states that *Nollywood Stars* “Always offers a fresh approach and an original structure of references, and it rises to real sustained brilliance, as in the bravura interpretation of the Nigerian film Lady Gaga, where Western theoretical perspectives and a knowledge of local discourses are combined to produce an exemplary, nuanced explication of the film’s heteroglossic explorations of identities.”

These methodological commitments, moreover, are grounded in a hardnosed anticolonial ethic of scholarship and intellectual advocacy. Thus, Professor Tsika’s scholarly triptych variously
integrates a commitment to troubling canonical orthodoxies that have long held sub-Saharan African cinema as minor and underdeveloped, and which have tended to generalize outward to the world from the historical and cultural specificities of the global North. Challenging ready distinctions between the aesthetics of official forms and those of artisanal re-inscriptions, Tsika urges us to reconsider paratextual modes of media reception and styles of transmedia storytelling that often defy industrial design and social convention, not as cultural excess or debris relegated to the margins, but as critical theaters for intervention and re-signification. The point, here again, loops back to Professor Tsika’s commitments to understanding the profound political significance of marginalized and often despised media artifacts and ephemera that have long remained peripheral and under-explored in the film studies canon. Furthermore, Professor Tsika persuasively questions the liberatory discourse associated with the now corporate-designed-and-owned internet to show how the marketing of the “gay community” in fact “functions to uphold homonormativity, which rises algorithmically in ways that often seem poisonously bland, as in memes in which male homosexuality is reduced to sartorial expertise.

These thematic interests in interrogating categories and the formidable power of categorization emerge abidingly in Professor Tsika’s most recent book, *Traumatic Imprints: Cinema, Military Psychiatry, and the Aftermath of War* (University of California Press, 2018), which focuses on the US military’s development of “documentary therapy” in the 1940s. Professor Tsika received Mellon Foundation grants to support his archival work that culminated in this book. It examines the intersection of media, mental illness, and the military. Wartime and postwar documentary films—works relegated to the archives and long forgotten by all perhaps but the most tenacious of scholars—were created to instruct audiences about war trauma and to advocate for psychotherapy.

Post-World War II, the U.S. military was faced with unprecedented numbers of enlisted men returning with psychological distress (an “epidemic of war trauma”) and utilized documentary films to promote psychological therapy in response. These films were not limited to military viewing, however; they were widely distributed on television and other non-theatrical outlets bringing these ideas to churches, schools, factories and community centers. In this historic work, Professor Tsika uses trauma studies and documentary studies to examine the military-industrial complex and its influence in framing war trauma, invisible wounds that even the military ultimately acknowledged cannot heal. Unpacking the development of psychoanalytically inflected instructional texts as pedagogical platforms for trauma and psychotherapy as well as gendered modalities of patriotism, militarism, and rehabilitation, Professor Tsika’s project attends to the uses of documentary and realist film as vehicles for honoring, monitoring, and understanding war trauma, but also as a mode of therapeutic discipline. The project is linked to his wider dossier of works both in its centering of buried or neglected archives and ephemera as well as in its careful attention to the unruly promise of media texts and their unanticipated impacts on media cultures. A reviewer from one of the largest midwestern programs in Media Studies says, “*Traumatic Imprints* is a superb book: incisive, compelling, and highly original. Within Tsika’s research dossier, moreover, it is all the more impressive for the fact that, as a heavily archival project, it represents a methodological departure from his first two books.
Whether in his repositioning of African and, specifically, Nigerian media ecologies at the leading edge of transformations in contemporary practices of film and media production, distribution, and reception, or in his painstaking tracking of mass practices that re-signify queer media texts and reorient media cultures, or in his astute critical probing of official visual repertoires of trauma and therapy, Tsika’s projects, as the outside reviewers note repeatedly, interrogate established orthodoxies with imagination and rigor, and remain resolutely focused on charting embedded transcripts of marginalization, silence, and disempowerment precisely as a means to interrogating and denaturalizing canonical blind spots and exclusions in media studies. In addition, Tsika writes not only for prestigious academic publications, but also for a broader audience. As the reviewer concludes, “at a moment when academics are roundly criticized for removing themselves from difficult conversations about identity, desire, and power as they take place beyond the ivory tower, Tsika does the opposite. The result is writing that is addressed to a more general audience but is no less nuanced or thoughtful for that. It is important work.”

**Summary**

A further reviewer, also from one of the largest midwestern programs in Media Studies (and well-known in her own right) says of Professor Tsika, “[He] is not only fluent in a wider range of media forms and discourses than most scholars, but he is capable of understanding and explaining the ways in which media dynamics transcend geography, history, and form. He will clearly continue to produce creative, engaging, and significant scholarship in the years to come—scholarship that asks us to rethink fundamental assumptions about media and culture.”

Finally, a prominent scholar from a large state university said the following about Tsika’s research, “He is a scholar whose professional promise is by now more than fulfilled. Film criticism is his primary forte, he has published in a wide range of outlets and formats, and has written in a quite distinctive register and political awareness. His prose is engaging and consistently readable; his mode of argumentation, while obviously feisty, has all the characteristics of a style; and his work unmistakably turns cinema studies loose on global unequal exchange, one of the most pressing ethical questions of our time.”

In short, Noah Tsika’s work is on the cutting edge of global film studies. He has developed an astonishing record of scholarship that is widely recognized within his field and beyond. By any standard, he is ready and capable of stepping into a role as a senior faculty member. I support his application for early tenure without reservation.

Yours sincerely,

[Signature]

Provost and Vice President for Academic Affairs
Queens College Tenure, Promotion Process
Professorial Titles
Candidate’s Curriculum Vitae and Personal Statement
Revised 9/11/2017

NAME: Noah Tsika
COLLEGE: Queens
(Throughout this document, headings are in Bold. Enter information in normal font.)

HIGHER EDUCATION
A. Degrees (most recent first):
   Institution Dates Attended Degree/Major Dates Conferred
   Dartmouth College 2002 – 2005 B.A., Film & TV Studies June 2005

B. Additional Higher Education and/or Education in Progress:
   Institution Dates Attended Courses, Etc.
   Cornell University 2001 – 2002 Film Studies, Comparative Literature
   Brown University 2000 Media Studies, Sociology, English

EXPERIENCE (most recent first)
A. Teaching (include part- and full-time experience at Queens College)
   Institution Dates Rank Department
   Queens College Fall 2013–present Assistant Professor Media Studies
   Colgate University 2012 – 2013 Visiting Asst. Professor Film & Media Studies, Africana & Latin American Studies, LGBTQ Studies
   The John Jay College of Criminal Justice 2012 Adjunct Asst. Professor Film Studies
   Queens College 2010 – 2012 Adjunct Asst. Professor Media Studies

B. Other Than Teaching (include experience at Queens College)
   Institution Dates Title
**RECORD OF APPOINTMENT IN EACH TITLE AT QUEENS COLLEGE**
(in chronological order; most recent first; include date of tenure, if awarded)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>August, 2013</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>August, 2010</td>
<td>Adjunct Assistant Professor</td>
</tr>
</tbody>
</table>

**ACADEMIC AND PROFESSIONAL HONORS**

Maurice Rapf Award for Excellent in Film and Television Studies (Dartmouth College, 2005)

**MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)**

- Society for Cinema and Media Studies
- African Studies Association
- African Literature Association
### TEACHING EFFECTIVENESS STUDENT EVALUATION

- Insert the candidates’ scores on the Queens College student evaluation forms for the last four semesters in the table below. **Note:** Data can be found at [http://ctl.qc.cuny.edu/evaluations/data/](http://ctl.qc.cuny.edu/evaluations/data/). (For several of the questions in sections A and B: 1=Strongly disagree, 2= Disagree, 3= Somewhat disagree, 4= Agree and 5=Strongly agree.)

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring/2018</th>
<th>Media Studies 101</th>
<th>Media Studies 101</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td></td>
<td>4.39</td>
<td>4.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td></td>
<td>4.45</td>
<td>4.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>4.05</td>
<td>4.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>4.09</td>
<td>4.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>3.87</td>
<td>4.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>3.87</td>
<td>3.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How difficult is the course? ( 1= Not at all difficult, 5= Extremely difficult)</td>
<td></td>
<td>2.00</td>
<td>1.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5= Excellent)</td>
<td></td>
<td>4.22</td>
<td>4.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor? (1=Poor, 5= Excellent)</td>
<td></td>
<td>4.17</td>
<td>4.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time? (1=None; 2=1-3 hours; 3=4-6 hours; 4=7-9 hours; 5=10 hours or more)</td>
<td></td>
<td>2.25</td>
<td>2.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned in this course? (1=None; 2=1-8; 3=9-16; 4=17-24; 5=25 or more)</td>
<td></td>
<td>1.30</td>
<td>1.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of responses: 64 29  
Number of students registered: 101 41
# TEACHING EFFECTIVENESS
## STUDENT EVALUATION

- Insert the candidates’ scores on the Queens College student evaluation forms for the last four semesters in the table below. **Note:** Data can be found at [http://ctl.qc.cuny.edu/evaluations/data/](http://ctl.qc.cuny.edu/evaluations/data/). (For several of the questions in sections A and B: 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Agree, and 5 = Strongly agree.)

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Fall 2017</th>
<th>Media Studies 101</th>
<th>MEDST 344W</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1 = Strongly disagree, 5 = Strongly agree)</td>
<td>4.5</td>
<td>4.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1 = Strongly disagree, 5 = Strongly agree)</td>
<td>4.56</td>
<td>4.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1 = Strongly disagree; 5 = Strongly agree)</td>
<td>4.31</td>
<td>4.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1 = Strongly disagree; 5 = Strongly agree)</td>
<td>4.38</td>
<td>4.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1 = Strongly disagree; 5 = Strongly agree)</td>
<td>4.2</td>
<td>4.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1 = Strongly disagree; 5 = Strongly agree)</td>
<td>3.81</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How difficult is the course? (1 = Not at all difficult, 5 = Extremely difficult)</td>
<td>2.19</td>
<td>2.57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1 = Poor, 5 = Excellent)</td>
<td>4.19</td>
<td>4.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor? (1 = Poor, 5 = Excellent)</td>
<td>4.00</td>
<td>4.38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time? (1 = None; 2 = 1-3 hours; 3 = 4-6 hours; 4 = 7-9 hours; 5 = 10 hours or more)</td>
<td>2.25</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned in this course? (1 = None; 2 = 1-8; 3 = 9-16; 4 = 17-24; 5 = 25 or more)</td>
<td>1.13</td>
<td>2.88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Number of responses | 16 | 8 |
| Number of students registered | 50 | 22 |
### TEACHING EFFECTIVENESS

#### STUDENT EVALUATION

- Insert the candidates’ scores on the Queens College student evaluation forms for the last four semesters in the table below. Note: Data can be found at http://ctl.qc.cuny.edu/evaluations/data/. (For several of the questions in sections A and B: 1=Strongly disagree, 2= Disagree, 3= Somewhat disagree, 4= Agree and 5= Strongly agree.)

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring 2017</th>
<th>MEDST 144</th>
<th>MEDST 201W</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td></td>
<td>4.32</td>
<td>4.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td></td>
<td>3.89</td>
<td>4.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>3.85</td>
<td>4.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>4.43</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>4.00</td>
<td>3.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
<td></td>
<td>4.04</td>
<td>4.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How difficult is the course? (1= Not at all difficult, 5= Extremely difficult)</td>
<td></td>
<td>2.71</td>
<td>2.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course? (1=Poor, 5= Excellent)</td>
<td></td>
<td>3.43</td>
<td>4.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor? (1=Poor, 5= Excellent)</td>
<td></td>
<td>3.54</td>
<td>4.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time? (1=None; 2=1-3 hours; 3=4-6 hours; 4=7-9 hours; 5=10 hours or more)</td>
<td></td>
<td>2.40</td>
<td>2.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned in this course? (1=None; 2=1-8; 3=9-16; 4=17-24; 5=25 or more)</td>
<td></td>
<td>1.10</td>
<td>3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of responses</td>
<td></td>
<td>28</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students registered</td>
<td></td>
<td>80</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHING EFFECTIVENESS
STUDENT EVALUATION

- Insert the candidates’ scores on the Queens College student evaluation forms for the last four semesters in the table below. Note: Data can be found at http://ctl.qc.cuny.edu/evaluations/data/. (For several of the questions in sections A and B: 1=Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4=Agree and 5=Strongly agree.)

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Fall 2016</th>
<th>Medst 344W</th>
<th>MEDST 701</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you receive a detailed syllabus during the first week of class? (Yes/No)</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor presents the course material in a clear and lucid manner (1=Strongly disagree, 5=Strongly agree)</td>
<td>5.00</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor interacts well with students. (1=Strongly disagree, 5=Strongly agree)</td>
<td>5.00</td>
<td>5.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside class). (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.80</td>
<td>4.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor returns assignments/exams in a timely fashion. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.80</td>
<td>3.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor is available outside of class. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.80</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading assignments were valuable. (1=Strongly disagree; 5=Strongly agree)</td>
<td>4.80</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How difficult is the course? (1=Not at all difficult, 5=Extremely difficult)</td>
<td>2.20</td>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is your overall evaluation of the Instructor, as distinct from the course (1=Poor, 5=Excellent)</td>
<td>5.00</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is your overall evaluation of the Course, as distinct from the Instructor? (1=Poor, 5=Excellent)</td>
<td>4.80</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time? (1=None; 2=1-3 hours; 3=4-6 hours; 4=7-9 hours; 5=10 hours or more)</td>
<td>2.40</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned in this course? (1=None; 2=1-8; 3=9-16; 4=17-24; 5=25 or more)</td>
<td>3.00</td>
<td>3.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of responses</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students registered</td>
<td>22</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WORKLOAD DATA**

List all course assignments at Queens College and the Graduate Center for the last four semesters. Indicate all reassigned time and its source (contractual, grants, dissertation supervision, etc.). In addition, provide information on multiple positions, if any, held by the candidate.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Hrs./Cr.</th>
<th>Discipline &amp; Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>3/3</td>
<td>MEDST 101</td>
<td>Contemporary Media</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>3/3</td>
<td>MEDST 101</td>
<td>Contemporary Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One course release (contractual release time).</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3/3</td>
<td>MEDST 101</td>
<td>Contemporary Media</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3/4</td>
<td>MEDST 344W</td>
<td>National Cinemas (West Africa)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One course release (taught jumbo course in Spring 2017).</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>3/4</td>
<td>MEDST 144</td>
<td>History of Cinema II</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>3/3</td>
<td>MEDST 201W</td>
<td>Media Criticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One course release (contractual release time).</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3/4</td>
<td>MEDST 344W</td>
<td>National Cinemas (West Africa)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2/conf. hr</td>
<td>MEDST 701</td>
<td>Media Archaeology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One course release (taught jumbo course in Spring 2016).</td>
</tr>
</tbody>
</table>
SCHOLARSHIP AND CREATIVE WORK

List completed work using the following guidelines:

1. Works that are edited, co-authored, translated, compiled, etc. should be clearly indicated as such. In the case of co-authored works or projects, information should be provided as to the specific contributions of the candidate.

2. Categories should be further subdivided as necessary to present different types of publications and creative works clearly.

3. A reprinting or translation of a work should immediately follow that work’s primary entry, and should be clearly indicated as such.

4. Works that are “in press” or “accepted for publication” should be included in Sections A-C as appropriate, but must be clearly indicated and verifications must be supplied.

5. Single-space entries; double-space between all entries.

6. Include complete (beginning and ending) page numbers for all publications.

7. Within each section, list latest works first.

8. Do not delete empty sections.

(A) BOOKS and other MONOGRAPHS

1. Published since most recent of: initial appointment or last promotion.


   *Pink 2.0: Encoding Queer Cinema on the Internet* (Bloomington: Indiana University Press, 2016)


2. Published prior to most recent of: initial appointment or last promotion.

   *Gods and Monsters: A Queer Film Classic* (Arsenal Pulp Press, 2009)

(B) JOURNAL ARTICLES Indicate refereed journals with *.

1. Since most recent of: initial appointment or last promotion.


   *“Blue Transfusions: Internet Porn and the Pirating of Queer Cinema’s Sex Scenes.”* *Porn Studies.*


*“Projected Nigers: *Kajola* and its Contexts,”* *Paradoxa* (No. 25, Fall 2013): 89-111.

2. Prior to most recent of: initial appointment or last promotion.


“America Lost and Found: The BBS Story,” *Cineaste* (vol. XXXVI, no.3, Spring 2011)

“Film Noir and Postwar America,” *Situations: Project of the Radical Imagination* * (vol. 3, no. 2, 2010)

“The Unknown Soldier,” *Cineaste* (vol. XXXIII, no. 4, 2008)


“Johnny Staccato: ‘Swinging Long Hair,’” *Senses of Cinema* * (Fall 2005)

(C) CHAPTERS IN BOOKS/ANTHOLOGIES Indicate refereed chapters with *

1. Since most recent of: initial appointment or last promotion.


2. Prior to most recent of: initial appointment or last promotion.

“‘One Dies, the Other Doesn’t’: Brokeback and the Blogosphere.” In William R. Handley (ed.), The Brokeback Book. The University of Nebraska Press, 2011, pp. 205-228.


(D) ARTICLES IN CONFERENCE PROCEEDINGS (Full articles only) Indicate refereed proceedings with *. In case of joint authorship, indicate the presenting author by # sign.

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(E) EXHIBITIONS, PERFORMANCES
1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(F) REVIEWS (by the candidate, of others’ performances or scholarly works)
1. Since most recent of: initial appointment or last promotion.


*“The Soul of Anime: Collaborative Creativity and Japan’s Media Success Story* by Ian Condry.” *Journal of Anthropological Research* (Vol. 70, No. 1, 2014): 119-123


“Classifying *Blue is the Warmest Color,*” *The Huffington Post* (November 1, 2013): https://www.huffingtonpost.com/entry/blue-is-the-warmest-color_b_4194643.html


2. Prior to most recent of: initial appointment or last promotion.


(G) REVIEWS (by others, of the candidate’s performances or scholarly works)

1. Since most recent of: initial appointment or last promotion.


2. Prior to most recent of: initial appointment or last promotion.

Glyn Davis, “Queer Film Classics Series” (review of Noah Tsika, Gods and Monsters: A Queer Film Classic), Canadian Journal of Film Studies (Vol. 21, Issue 2, Autumn 2012)

Nik Sheehan, “In Review” (review of Noah Tsika, Gods and Monsters: A Queer Film Classic), POV (February 1, 2012)

David Greven, “Queer Film Classics” (review of Noah Tsika, Gods and Monsters: A Queer Film Classic), Cineaste (Vol. XXXVI, No. 1, 2010)

Ellen Wernecke, “Queer Film Classics” (review of Noah Tsika, Gods and Monsters: A Queer Film Classic), Edge (January 29, 2010)

“Gods and Monsters” (review of Noah Tsika, Gods and Monsters: A Queer Film Classic), Library Journal (December 2, 2009)

Kilian Melloy, “Queer Film Classics” (review of Noah Tsika, Gods and Monsters: A Queer Film Classic), Edge (November 9, 2009)

(H) ORAL PRESENTATIONS, ADDRESSES, AND MASTER CLASSES Indicate whether these were refereed (*), or invited (**). In case of joint presentations, indicate presenting author by # sign. Do not list presentations included in (D).

1. Since most recent of: initial appointment or last promotion.


**“Nollywood’s Star System: Performing Ethnicity in Nigeria.” University of Pittsburgh, Department of English. 2017.**


**“The Taxi Dance: Music and Visual Art in Contemporary South Africa.” Joint presentation with Wesley van Eeden and Jason Tougaw (Queens College, CUNY), part of the Year of South Africa, Queens College, CUNY.**

“Starring South Africa: Apartheid and Its Aftermath on the Silver Screen.” Joint presentation with Paula Massood (Brooklyn College, CUNY), part of the Year of South Africa, Queens College, CUNY.


“From Satellite to Center: Redressing the Marginalization of African Media.” Paper delivered as chair of workshop on African media, 2015 Society for Cinema and Media Studies Conference, Montreal, Quebec, Canada.


**“Starring South Africa: Apartheid and Its Aftermath on the Silver Screen.” Joint presentation with Paula Massood (Brooklyn College, CUNY), part of the Year of South Africa, Queens College, CUNY.**

**“Paralysis and Logorrhea, Observation and Reenactment: Let There Be Light and its Orphaned Opposite(s),” New York University, “In Honor of Robert Sklar: A Celebration of Moving Image Preservation” (October 19, 2013).**

2. Prior to most recent of: initial appointment or last promotion.


(I) REPORTS

1. Since most recent of: initial appointment or last promotion.

2. Prior to most recent of: initial appointment or last promotion.

(J) OTHER WORKS (Abstracts, Editorials, Extended Abstracts, Encyclopedia Entries, Posters, Etc.)

1. Since most recent of: initial appointment or last promotion.


   “This Film is About Revolution.” Africa is a Country (May 12, 2016): https://africasacountry.com/2016/05/this-film-is-about-revolution

2. Prior to most recent of: initial appointment or last promotion.

(K) SUBMITTED WORKS AND WORKS IN PROGRESS. Specify stage of progress and magnitude of work. Include number of manuscript pages for each submitted work.


GRANTS

For each grant, include: title, author(s), granting agency, originating institution (the one submitting the proposal); grant period (start and end year and month); role of candidate in the grant (sole Principle Investigator; co-PI; sub-contractor, consultant, etc); total funding over the grant period and amount provided to candidate (which will differ if there are multiple PI’s, subcontracts, etc).

List separately research grants, in support of the candidate’s scholarly research, and institutional grants, in support of the college’s infrastructure, shared-use equipment, instruction, student stipends and scholarships, and similar programs.

(1) Grants Pending

Research

Institutional

(2) Grants in Progress

Research

Institutional

(3) Grants Completed

Research

Institutional

Mellon Diversity Enhancement Research Grant

Mellon Diversity Enhancement Research Grant

PSC—CUNY Research Award

PSC—CUNY Research Award

Colgate University Faculty Development Grant

Colgate University Faculty Development Grant

Corrigan Family Fellowship

Rackham Fellowship
New York University Cinema Studies Scholarship

(4) Grants Submitted, but not Funded Research

Institutional

SERVICE

(A) COLLEGE/UNIVERSITY. Include dates of each service activity.

2018         Departmental P&B
2017-18       Oversaw Departmental Self Study
2017         Organized conference “Coming Out at Queens”
2014–2015    Search Committee for Lecturer in Film Studies
2013-present Undergraduate Curriculum Committee
2013–2015    Steering Committee for Year of South Africa
2013–2015    Steering Committee for Queer CUNY
2013–2016    Academic Senate

(B) PROFESSION. Include dates of each service activity.


(C) COMMUNITY. Last five years only. Include dates for each service activity. Examples: unpaid member of board of trustees for school or library; activities in non-college or university settings; unpaid consultantships.
SCHOOL OF LABOR AND URBAN STUDIES
Transfer Appointment of Faculty

WHEREAS, The School of Labor and Urban Studies was established as the City University of New York’s twenty-fifth College during the fall 2018 term; and

WHEREAS, Pursuant to Section 6212 of the New York State Education Law, seniority of a tenured person is governed by the date of appointment to the department. A tenured person transferred and appointed effective the same date to the School of Labor and Urban Studies shall have the same date of seniority as a result of this transfer; and

WHEREAS, Dr. Stephanie Luce, Associate Professor, is characterized by leaders in her field as a true intellectual and scholar in Labor Studies, and has published nine scholarly articles in top-tiered refereed journals since her appointment in 2010, and has co-authored two books, as well as, authored two books since her appointment, and been funded by grants and/or contracted research over eight projects; and

WHEREAS, Dr. Penny Lewis, Assistant Professor, is characterized by leaders in her field as a true intellectual and scholar in Labor Studies, and has published nine scholarly articles in top-tiered refereed journals since her appointment in 2009, and has co-authored three books since her appointment, and presented 11 juried papers at national conferences; and

WHEREAS, Dr. Kafui Abolde Attoh, Assistant Professor, is characterized by leaders in his field as a true intellectual and scholar in Urban Studies, and has published nine scholarly articles in top-tiered refereed journals since his appointment in 2013, and has authored three book chapters and one book since his appointment, and some of Dr. Attoh’s research has been funded by the Ewing Kauffman Foundation; and

WHEREAS, James G. Steele, Distinguished Lecturer, is a tireless advocate for voter equity, and directed “Countdown ’89 a non-partisan voter registration/voter mobilization project of the Community Service Society, and served as Director of Labor and Civic Participation Project at the Murphy Institute for Worker Education and Labor Studies: an initiative designed to prepare union activities to play a more active role in electoral politics, and is a recognized author and speaker about Black voter rights; now therefore be it

RESOLVED, that Dr. Stephanie Luce, Associate Professor, Dr. Penny Lewis, Assistant Professor, Dr. Kafui Abolde Attoh, Assistant Professor, and James G. Steele, Distinguished Lecturer, be transferred as faculty to the Depart of Labor Studies at the School of Labor and Urban Studies (SLU) on June 1, 2019.

EXPLANATION: The transfer of faculty appointments from the School of Profession Studies is a critical next step in the development of CUNY’s newest school, The School of Labor and Urban Studies. The President, therefore, shall break the ties in seniority between and among the tenured members by using each member’s original date of appointment to his or her full-time instructional staff title at the college. At such time as any of the untenured faculty members become tenured, his or her seniority would be governed by the date of appointment to CUNY SLU and the President will apply the same tie-breaking principle. The impacted instructional staff member has been advised of his or her seniority date in the new School.
March 27, 2019

To Whom It May Concern:

The School of Labor and Urban Studies was established as the City University of New York’s twenty-fifth College during the fall 2018 term. Approved by the Board of Trustees, the following instructional faculty: Kafui Attoh, Stephanie Luce, Penelope Lewis and James G. Steele will be transferred from CUNY School of Professional Studies to CUNY SLU.

The aforementioned faculty are exemplary scholars and practitioners in their fields of Labor and Urban Studies. Each faculty member brings tremendous pedagogical and theoretical expertise that greatly enhances the educational experience of our students. SLU is indeed fortunate to have such exceptional faculty.

Thank you for your assistance in this important transition.

Sincerely,

Gladys Palma de Schrynemakers, Ed.D.
Interim Associate Dean, Academic Affairs
Curriculum Vitae
STEPHANIE LUCE

The Murphy Institute
City University of New York
25 W. 43rd Street, 19th Floor
New York, NY 10036

EDUCATION
1999    Ph.D. Sociology, University of Wisconsin at Madison.
1991    M.S. Industrial Relations, University of Wisconsin at Madison.
1988    B.A. Economics (with High Honors), University of California at Davis.

EMPLOYMENT
2010- present  Associate Professor, The Joseph S. Murphy Center for Worker Education, School for Professional Studies. City University of New York.
2005-2010  Associate Professor, University of Massachusetts-Amherst, Labor Center.
2008      Distinguished Lecturer, The Joseph S. Murphy Center for Worker Education, City University of New York.
1999-2005  Assistant Professor, University of Massachusetts-Amherst, Labor Center.
1999-2010  Research Associate, Political Economy Research Institute, University of Massachusetts-Amherst.
1998-1999  Researcher, Political Economy Research Institute, University of Massachusetts-Amherst.
1995-1996  Lecturer, University of Wisconsin, Madison. Sociology Department.
1994      Teaching Assistant, University of Wisconsin, Madison. Sociology Department.
1990      Economist, Congressional Commission on Agricultural Workers. Washington, D.C.
1985-1988  Research Assistant, University of California at Davis. Agricultural Economics Department.
1987-1988  Teaching Assistant, University of California at Davis. Economics and Agricultural Economics Departments.

ADMINISTRATIVE EXPERIENCE
2012-2013  Acting Academic Director of Labor Studies, The Joseph S. Murphy Center for Worker Education, City University of New York.
2009      Acting Director, University of Massachusetts-Amherst, Labor Center.
2001-2007  Research Director, University of Massachusetts-Amherst, Labor Center.
2003      Graduate Program Director, University of Massachusetts-Amherst, Labor Center.
GRANTS AND CONTRACTED RESEARCH (Selected List)
2013, UNI Global Union, Survey of Affiliates.
2013, Sociological Initiatives Research Grant, survey of retail workers with the Retail Action Project.
2004, Massachusetts Nurse’s Association, Survey of Workplace Violence, with Evie Bain.

PUBLICATIONS

Books

Articles

BOOK CHAPTERS
Luce, Stephanie. 2007. "The US Living Wage Movement: Building Coalitions from the Local Level in


RESEARCH REPORTS AND WORKING PAPERS


Bronfenbrenner, Kate and Stephanie Luce. 2004. "The Changing Nature of Corporate Global


**OTHER PUBLICATIONS AND BOOK REVIEWS, SELECTED LIST**


Chakravarty, Paula and Stephanie Luce. 2007. "It's Political Not Personal." Against the Current. July/August, No. 129.
June: 23-25.

CONFERENCE PAPERS
“Capital Mobility and Job Loss in Massachusetts: A Look at Corporate Restructuring, Production


INVITED PRESENTATIONS, SELECTED LIST

Living Wages
Sonoma County Living Wage Conference, Santa Rosa CA, November 2013.
Presentation to JICHIRO public sector union, Tokyo, Japan. December 2010.
Employee Representation in the New World of Work Conference sponsored by The Inter-
University Research Centre on Globalization and Work (CRIPT) and the Canadian
Industrial Relations Association (CIRA). Quebec City, Canada. June 2010.
Duquesne University, Pittsburgh PA. November 19, 2008.
UK. October 2005.
Transatlantic Social Dialogue, hosted by IG Metall; Co-sponsored by Cornell University, the
European Trade Union Institute, the Hans-Boeckler-Stiftung and the Friedrich-Ebert-
Harvard Trade Union Program, African American Labor Leaders Summit. Cambridge, MA. March
15, 2002.
Harvard Trade Union Program, “The Informal Economy in North America,” Conference. Cambridge,
The Los Angeles University of California, Riverside, Economics Department. Riverside, CA. October
1996.

Women and Work

**Globalization and Labor**
Notre Dame University. South Bend, IN. November 19, 2010.
University of Coimbra, Portugal. April 27, 2009.
Humanizing Trade conference. Centre d'études sur l'intégration et la mondialisation, a unit of the Institut d'Études Internationales de Montréal, Montreal, Canada. April 8, 2008.

**Unions and the Labor Movement**
Adjunct Project/CUNY. New York, NY. September 12, 2013.
Teach-in, Wingate Workers campaign, University of Massachusetts-Amherst December 5, 2000.
Penny Lewis
Joseph S. Murphy Institute for Worker Education and Labor Studies

Current Employment
Assistant Professor of Labor Studies, Joseph S. Murphy Institute, School of Professional Studies, CUNY

Courses Taught: Issues in Organizing; New York City Work, Culture and Politics; Labor History; Perspectives on the Labor Movement; Capstone Seminar

Education
Graduate School and University Center, City University of New York
Ph. D., Sociology, 2009
Dissertation: “A Rich Man’s War and a Poor Man’s Fight? Historical Memory and the Class Dynamics of the Vietnam Antiwar Movement”

M. Phil, Sociology, 2003
Oral Examinations Fields: Labor Strategy and History, Social Movement Theory, Environmental Sociology

Brown University, Providence, RI
B.A., Semiotics, Honors, magna cum laude, 1993

Publications


Current Projects

*The City is the Factory*, co-edited manuscript (with Miriam Greenberg). Chapters solicited and due October 2013, preparing proposal.

“Realizing the 99%: Strategy in Occupy after Occupy,” article and hook chapter.

Papers presented (upcoming)

(“Hardhats, Hippies and Hawks,” National Conference of Labor History, Wayne State University, October 26, 2013)

“Realizing the 99%: Strategies and Class Cultures in Occupy after Occupy,” Fighting Forward 2013/Working Class Studies Association, June 14, 2013

“Internationalism in the Vietnam Antiwar Movement, Labor and Beyond” Labor and Working Class History Association conference, PACE University NY, June 7, 2013

“Class and Contemporary Social Movements in the US,” Eastern Economics Association (panel sponsored by Union for Radical Political Economics), New York, May 10, 2013


“The Constraints of Class Culture: The Early Years of the Vietnam Antiwar Movement and Implications for Movement Reach,” Politics and Protest Workshop, CUNY Graduate Center, April 2009


“Teaching Class,” Working Class Studies Conference, Youngstown, Ohio, 2005

“Collective Memory of Vietnam Antiwar Protest,” Alternative Futures and Popular Protest, Manchester Metropolitan University, 2005


“The World’s Other Superpower? Revisionist Framing of the Vietnam Antiwar Movement,” Center for Place, Culture and Politics, CUNY Graduate Center, 2004


“Labor’s Response to War,” Center for Place, Culture and Politics, CUNY Graduate Center, 2002


Invited Talks (Upcoming)
(Hardhats, Hippies and Hawks, sponsored by The Sixties, History Department, and Market Cultures Group, New School University, November 2013)


“From Hardhats v. Hippies to Occupying Wall Street: Class and Social Protest in the US,” Sociology Colloquium Series, University of California, Santa Cruz, June 2013

“Where Hast Thou Been, Occupy?” Panelist, Just Giving Conference 2013, sponsored by the Edge Funders Alliance, May 2013

“New Developments in the Labor Movement: Can the Unions Survive/Revive or is a New Strategy for the Labor Movement Necessary?” Final panel of one-day conference, “Where is the Labor Movement Now and Where is it Going?” Center for the Study of Culture, Technology and Work, CUNY Graduate Center, April 2013


“What Labor and Occupy Can Learn from Each Other,” New York Society for Ethical Culture, September, 2012


“Labor and Occupy Wall Street,” n + l Journal, New York City, November 2011


“Labor Rights and Faculty,” Professional Staff Congress Junior Faculty Orientation, New York City Technical College, April 2010


Guest Speaker for “In the Year of the Pig,” dir. Emile De Antonio, Labor Goes to the Movies, PSC, April 2008

“Bridging Working-Class and Middle-Class Activism,” Jobs With Justice National Meeting, St. Louis, October 2005

“The Politics and Strategy of Labor,” Radicalism in Labor: Radical Approaches to the Crisis in the Labor Movement Conference, CUNY Graduate Center, November 2005

Guest Speaker for “Norma Rae,” dir. Martin Ritt, Labor Goes to the Movies, PSC, November 2004

“Labor and Globalization,” Teamsters Local 237, New York City, April 2004

Panel and Conference Facilitation


“‘The New Movements: We Won’t Pay for Your Crisis-We Are Your Crisis,’” Chair and Discussant, Labor And Working Class History Association Conference, June 2013


“Piven/West Fight Back Teach In,” Speaker, Co-coordinated NYC local activists, Judson Memorial Church, April 2011


“How to Survive (and Thrive!) in Your First Five Years at CUNY,” Professional Staff Congress, Conference Organizer and Facilitator, Baruch College, 2004 and 2005

**Other recent writing**

“The Organizers,” Review essay of Jane McAlvee’s *Raising Hell and Raising Expectations* and Stewart Acuff’s *Playing Bigger Than You Are*, *New Labor Forum*, Fall 2013


“Who were the 99%” co-written with Ruth Milkman and Stephanie Luce, *Huffington Post*, February 5, 2013

“Unions Coming,” *n + 1* Gazette, October 2011

**Other Teaching and Related Positions**

Instructor, Social Science Department, Borough of Manhattan Community College, 2003-09

Courses Taught: Social Problems, Urban Sociology, Sociology of the Family, Introduction to Sociology

Coordinator, Writing Across the Curriculum program, BMCC, 2004-09

Supervised six graduate students each year; coordinated and lead faculty development; coordinated college’s Writing Intensive courses

Instructor, CUNY Graduate Center, 2006-2007

Course taught: “Teaching Strategies for Social Science Students”

Writing Fellow, BMCC, 2001-2003

Graduate Teaching Fellow, Sociology, John Jay College of Criminal Justice, 2000-2001

Courses taught: Introduction to Sociology; Sociological Theory; Women in American Society; Labor and Globalization

Teacher, Consortium for Worker Education, 2000-2001

Literacy and GED Preparation

Teacher, Social Studies, Hunter College High School, 1998-2000
Adjunct Instructor, Sociology, Barnard College, Fall 1997
  Course taught: Social Problems

Teaching Assistant (Professor Mary Ann Doane), Modern Culture and Media, Brown University, 1992 and 1993
  Course: Cinematic Coding and Narrativity [Introduction to Film Theory]

Fellowships and Grants
PSC-CUNY TRAD A Award, 2013-2014
Russell Sage Foundation, Research on Occupy Wall Street, co-Principal Investigator, 2011-2012
PSC-CUNY TRAD A Award, 2011-2012
Faculty Fellow, Center for Place, Culture and Politics, CUNY Graduate Center, 2003-2004
Writing Fellowship, CUNY Graduate Center, 2001-2003
Student Fellow, Center for Place, Culture, and Politics, 2001-2002
Graduate Teaching Fellowship, CUNY Graduate Center
Robert F. Gilleece Fellowship, CUNY Graduate Center

Research and Teaching Interests
Social Class; Social Movements; Sociological and Political Theory; Labor and Labor History; Political Sociology; Race, Class, Gender; Urban Studies; Environmental Sociology; Social problems; Historical and Qualitative Methods.

College, Professional and Community Service
JSMI: Committee on Structure, Website Committee, Curriculum Committee, Admissions Committee, Student Skills Committee, Faculty Development; representative to School of Professional Governing Council (2009-2011).

Editorial Board, New Labor Forum

CUNY-wide: Professional Staff Congress Executive Committee, University Wide Officer, 2009-present; PSC Delegate, 2004-present; Writing Across the Curriculum Coordinators (2005-2009)

Former Service at BMCC: Writing Across the Curriculum Committee; General Education Committee; Curriculum Committee, Social Science; PSC Executive Committee

Student service: Sociology Student Representative, Doctoral Students Council (2001-2003); Faculty Membership Committee, Sociology (2001-2002); Student Representative Structure Committee, Graduate Center Faculty Council (1997-1998); Student Representative; Theory Committee, Sociology (1997-1999)

Article and Manuscript reviews for Working USA, Contention, Cornell University Press, SUNY Press

Community: Board Member, Workers Rights Film Festival
Member, Board of Directors, Park Slope Childcare Collective (Chair 2011-12)
Ongoing outside evaluator, East Side Community High, 2010-present
Board member, NY Jobs With Justice 2000-2008
Professional Organizations
Member of American Sociological Association (Sections: Collective Behavior/Social Movements, Labor and Labor Movements; Peace, War, World Conflict and Conflict Resolution; Comparative Sociology/Historical Sociology)
Member of United Association for Labor Education

Other Related Work
Organizer, Professional Staff Congress, 2001-2003
Program Coordinator, Committee for a Program in Intercultural Studies, CUNY Graduate Center 1997-1998
Research Consultant, National Campaigns, Association of Community Organizations for Reform Now, 1997-1998
National Coordinator and Membership Coordinator, National Lawyers Guild, 1993-1997
CURRICULUM VITAE

NAME Kafui Ablode Attoh

RECOMMENDATION FOR Promotion to
Associate Professor

APPOINTMENT: ■ REAPPOINTMENT: ■ PROMOTION: [X] REAPPOINTMENT WITH TENURE: ■ OTHER (Designation as Vice President, Dean, etc.): ■

CURRENT TITLE Assistant Professor of Urban Studies

DEPARTMENT Urban Studies

EFFECTIVE DATE August 2013

SALARY RATE $84,354.00

I. HIGHER EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree &amp; Major</th>
<th>Date Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syracuse University</td>
<td>2008-2013</td>
<td>PhD, Geography</td>
<td>June 2013</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>2006-2008</td>
<td>MA, Geography</td>
<td>June 2008</td>
</tr>
<tr>
<td>Macalester College</td>
<td>2002-2006</td>
<td>BA, Geography</td>
<td>May 2006</td>
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II. EXPERIENCE/TEACHING APPOINTMENTS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Department</th>
<th>Rank</th>
<th>Dates</th>
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<tbody>
<tr>
<td>CUNY Graduate Center</td>
<td>Earth and Environmental Sciences</td>
<td>Assistant Professor (Affiliated)</td>
<td>2018-Present</td>
</tr>
<tr>
<td>CUNY School of Labor and Urban Studies</td>
<td>Urban Studies</td>
<td>Assistant Professor</td>
<td>2018- Present</td>
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<tr>
<td>CUNY School of Professional Studies (Murphy Institute)</td>
<td>Urban Studies</td>
<td>Assistant Professor</td>
<td>2013-2018</td>
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III. ACADEMIC AND PROFESSIONAL HONORS

<table>
<thead>
<tr>
<th>Honor or Award</th>
<th>Granting Institution</th>
<th>Date</th>
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<tbody>
<tr>
<td>Faculty Fellow</td>
<td>CUNY Center for Place Culture and Politics</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>
IV. PUBLICATIONS/CREATIVE WORKS

A. PUBLICATIONS/CREATIVE WORKS, PERFORMED OR EXHIBITED IN REFEREED VENUES

BOOKS/MONOGRAPHS


JOURNAL ARTICLES


[Shortlisted for best article in Urban Studies print edition](http://journals.sagepub.com/page/usj/collections/awards)


Attoh, K (2014) Imagining a “cultural turn” in transportation geography, *Journal of Cultural Geography*. 31(2) 141-151


BOOK REVIEWS


B. OTHER PUBLICATIONS/ CREATIVE WORKS, PERFORMED OR EXHIBITED

REPORTS, ESSAYS and WRITING FOR GENERAL PUBLIC


Wells, K; Attoh, K and Declan Cullen (2018) Uber, the “Metropocalypse” and Economic Inequality in DC. Working Class Perspectives. February 19 2018 https://workingclassstudies.wordpress.com/


V. UNPUBLISHED WORK (Supported by evidence, including unpublished PhD or Master’s Thesis)

A. WORKS SUBMITTED FOR PUBLICATION, EXHIBITION or PRODUCTION

Attoh, K; Wells, K; Cullen, D “We’re building their data”: Labor, Alienation and Idiocy in the Smart City Society and Space (Under review, Submitted February 2, 2019)

Wells, K; Attoh, K; Cullen D “Platform Capitalism and the anti-revolutionary workplace of Uber drivers” ACME: An international Journal for Critical Geographies (Under review, Submitted February 25, 2019)

VI. GRANTS AND SPONSORED PROGRAMS

A. External

<table>
<thead>
<tr>
<th>Name of Grant</th>
<th>Funding Agency</th>
<th>Dollar Amount</th>
<th>Award Period</th>
<th>Role (PI, Co-PI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Inequality in the Driver’s Seat</td>
<td>Ewing Kauffman Foundation</td>
<td>$56,548.00</td>
<td>2015-2017</td>
<td>PI</td>
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B. Internal (CUNY or PSC)

<table>
<thead>
<tr>
<th>Name of Grant</th>
<th>Funding Agency</th>
<th>Dollar Amount</th>
<th>Award Period</th>
<th>Role (PI, Co-PI)</th>
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<tbody>
<tr>
<td>Rights in Transit</td>
<td>PSC CUNY</td>
<td>$2,534.69</td>
<td>Summer 2015</td>
<td>PI</td>
</tr>
<tr>
<td>Title of Presentation/Lecture</td>
<td>Name and Location of Conference/Lecture</td>
<td>Date</td>
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<tr>
<td>------------------------------------------------------------------</td>
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<tr>
<td>Uber, Public Transit, and the Idiocy of the Smart City*</td>
<td>Mount Holyoke College /Geography Department/ Annual Geography Speaker Series</td>
<td>February 2019</td>
<td></td>
<td></td>
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<tr>
<td>A Talk on Transportation Justice</td>
<td>Rockaway Revolution, First Congregational Church, Rockaways</td>
<td>January 26 2019</td>
<td></td>
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<tr>
<td>Uber, Public Transit, and the Idiocy of the Smart City*</td>
<td>Vassar College/ Geography Department/ Geography Awareness Week Lecture</td>
<td>November 2018</td>
<td></td>
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<tr>
<td>Uber’s Racial Strategy and our own*</td>
<td>(Anti)Blackness in the American Metropolis Workshop, Baltimore MD</td>
<td>November 2, 2018</td>
<td></td>
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<tr>
<td>Uber and the Idiocy of the Smart City</td>
<td>Association of American Geographies Annual meeting, Paper Session: My city is smarter than yours, New Orleans LA</td>
<td>April 2018</td>
<td></td>
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<tr>
<td>Uber and the Idiocy of the Smart City*</td>
<td>CUNY, Graduate Center, Department of Critical Social and Environmental Psychology Brown Bag Lecture</td>
<td>October 25, 2017</td>
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<tr>
<td>I like when metro don’t work, that’s how I make my money*</td>
<td>CUNY, Critical Transportation Group</td>
<td>April 28 2017</td>
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</tr>
<tr>
<td>I like when metro don’t work, that’s how I make my money</td>
<td>Association of American Geographies Annual meeting, Paper Session: Geographies of disruption, Boston MA</td>
<td>April 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Transportation and the Idiocy of Urban Life*</td>
<td>CUNY Graduate Center, Department of Earth and Environmental Sciences, Colloquium</td>
<td>April 14, 2016</td>
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<tr>
<td>Public Transportation and the Idiocy of Urban Life*</td>
<td>University of North Carolina, Chapel Hill, Department of Geography, Colloquium</td>
<td>April 8 2016</td>
<td></td>
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</tbody>
</table>
Author Meets Critic: Transportation and Revolt: Pigeons, Mules, Canals, and the Vanishing Geographies of Subversive Mobility

Geography and E.P. Thompson

Dead Labor on a Dead Planet*

Dead Labor on a Dead Planet

Splish Splash they Saved the Baths!

Teaching Geography Critically

Rights in Transit: The Struggle for Transportation Justice in California’s East Bay*

“Working for “the Public”: The Evolution of the Amalgamated Transit Union Local 192 and the Role of East Bay Bus Drivers in the Fight Against Transportation and Spatial Injustice

Accessibility on what terms? Transportation Justice and other struggles against the idiocy of urban life.*

VIII. SERVICE

A. COLLEGE SERVICE

<table>
<thead>
<tr>
<th>Name of Committee or Project</th>
<th>Type of Service</th>
<th>Role (i.e. Chair)</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>School wide curriculum committee</td>
<td>Review proposed curricular changes</td>
<td>Urban Studies Rep</td>
<td>September 2018 - Present</td>
</tr>
<tr>
<td>Urban Studies curriculum committee</td>
<td>Review proposed curricular changes</td>
<td>Faculty Rep</td>
<td>September 2018</td>
</tr>
<tr>
<td>Commencement committee</td>
<td>Plan Commencement</td>
<td>Faculty Rep</td>
<td>September 2018- Present</td>
</tr>
<tr>
<td>Committee/Merchant</td>
<td>Role</td>
<td>Dates</td>
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<td>---------------------</td>
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<tr>
<td>Undergraduate Transition Committee</td>
<td>Faculty Rep</td>
<td>September 2017</td>
<td></td>
</tr>
<tr>
<td>Urban Studies Program Manager Search committee (x2)</td>
<td>Hiring</td>
<td>November 2017</td>
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<tr>
<td>Committee for Public Exhibits</td>
<td>Faculty Rep</td>
<td>September 2016</td>
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</tr>
<tr>
<td>Urban Studies Program Manager Search committee</td>
<td>Faculty Rep</td>
<td>September 2016</td>
<td></td>
</tr>
<tr>
<td>Murphy Institute Blog Committee</td>
<td>Contributor/editor</td>
<td>June 2014-2016</td>
<td></td>
</tr>
<tr>
<td>Institutional Effectiveness committee</td>
<td>Developed organizational structure</td>
<td>Murphy Institute Rep to SPS</td>
<td></td>
</tr>
<tr>
<td>Urban Studies Tuition Scholarship Committee</td>
<td>Award scholarships</td>
<td>Faculty Rep</td>
<td></td>
</tr>
<tr>
<td>Urban Studies Admission Committee</td>
<td>Admissions</td>
<td>Faculty Rep</td>
<td></td>
</tr>
<tr>
<td>MiddleStates accreditation committee</td>
<td>Develop program goals/ Learning outcomes</td>
<td>Urban Studies Rep</td>
<td>March 2014</td>
</tr>
</tbody>
</table>

B. COMMUNITY SERVICE: Include public service to the NYC community beyond the campus (e.g. mentoring of local high school students) and service to the community of your discipline (e.g. journal reviewing/editing, conference organizing)

<table>
<thead>
<tr>
<th>Name of Organization or Project</th>
<th>Type of Service</th>
<th>Role</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Committee for Our Economy! Economic Democracy and System Change</td>
<td>Managing Honoraria</td>
<td>Urban Studies Faculty Rep</td>
<td>September 2018 - Present</td>
</tr>
<tr>
<td>Thomas Coggin (JD) Fordham Law School</td>
<td>Doctoral Dissertation Committee Member</td>
<td>Academic Advisement</td>
<td>January 2019</td>
</tr>
<tr>
<td>Jessica Murray ABD CUNY Environmental Psychology</td>
<td>Doctoral Dissertation Committee Member</td>
<td>Academic Advisement</td>
<td>October 2018</td>
</tr>
</tbody>
</table>
IX. MEMBERSHIP IN PROFESSIONAL SOCIETIES

<table>
<thead>
<tr>
<th>Name of Professional Organization</th>
<th>Membership Role (i.e. Board)</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of Geographers</td>
<td>Member in good standing</td>
<td>September 2011 to present</td>
</tr>
</tbody>
</table>

X. OTHER NOTABLE ACCOMPLISHMENTS


Invited to give annual Wheeler lecture at the University of Georgia’s Department of Geography I Spring 2020. This is one of their named lectures honoring the late colleague Jim Wheeler, who was the founding editor of Urban Geography. This lecture series features speakers who have made prominent contributions to urban and/or economic geography.

DATE SUBMITTED
JAMES G. STEELE, JR.

**EMPLOYMENT HISTORY:**

<table>
<thead>
<tr>
<th>August 2007 to present:</th>
<th>Distinguished Lecturer, Joseph S. Murphy Institute for Worker Education and Labor Studies: Taught the following courses — Campaigns and Elections; Public Issues and Public Policy; Making Public Policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2005 to present:</td>
<td>Consultant: to Congressman Gregory W. Meeks.</td>
</tr>
<tr>
<td>September 1999 to June 2005:</td>
<td>Adjunct Instructor, Queens College Worker Education Program: Taught the following courses — Social Issues; Election Process and Campaign Strategy; Democracy and Power in the U.S.; Democracy and Power in NYC.</td>
</tr>
<tr>
<td>September 1999 to June 2005:</td>
<td>Special Assistant to Congressman Gregory W. Meeks; speechwriter, assist with 6th Congressional District and New York City issue development</td>
</tr>
<tr>
<td>May 2002 to February 2002:</td>
<td>Executive Director, New York State Council of Black Elected Democrats</td>
</tr>
<tr>
<td>May 2001 to May 2002:</td>
<td>Associate Director, Queens College Labor Resource Center</td>
</tr>
<tr>
<td>August 2000 to December 2000:</td>
<td>Project Director, New York State Council of Black Elected Democrats: Designed and directed statewide Black voter mobilization initiative in 13,000 predominantly African American election districts, including mailings, door-to-door canvassing, press ads, and community events</td>
</tr>
<tr>
<td>July 1998 to February 2000:</td>
<td>Community Project Fellow, Open Society Institute; developed a civic participation pilot project at Medgar Evers College and with District Council 1707 of the American Federation of State, County, and Municipal Employees, included issue briefings for community residents, clergy, and staff of Central Brooklyn elected officials and community-based organizations, and training in the political process for staff and political action committee members of DC 1707/</td>
</tr>
<tr>
<td>September 1997 to February 1998:</td>
<td>Consultant and Speech Writer, Greg Meeks for Congress Committee</td>
</tr>
<tr>
<td><strong>February 1997 to January 2001:</strong></td>
<td>Legislative Director for New York City Council Member Annette M. Robinson; responsible for analyzing and developing legislative proposals.</td>
</tr>
<tr>
<td><strong>April 1994 to June 1995:</strong></td>
<td>Research Associate, DuBois Bunche Center for Public Policy at Medgar Evers College; Conducted a review of federal health and criminal justice legislation in the 103rd Congress and the first session of the 104th Congresses.</td>
</tr>
<tr>
<td><strong>September 1990 to January 2001:</strong></td>
<td>Founder and Executive Director, Breakthrough Political Consulting Service; Provided project advise; issues analysis; coordinated voter registration drives and civic participation programs; directed special projects.</td>
</tr>
<tr>
<td><strong>April 1995 to September 1996:</strong></td>
<td>Deputy District Director, Rep. Major R. Owens, 11th Congressional District of NY: responsible for liaison with community boards, community-based organizations, and other elected officials; constituent mobilization; coalition-building.</td>
</tr>
<tr>
<td><strong>January 1994 to July 1994:</strong></td>
<td>Project Advisor, 'New York City Breaking Bread: A Dialogue Among Communities in Search of Common Ground with Cornel West and bell hooks.'</td>
</tr>
<tr>
<td><strong>July 1993 to August 1993:</strong></td>
<td>Facilitator/Presenter: planned and conducted a civic awareness program for New York City participants in the 1993 “Summer of Service” demonstration project for the Clinton Administration AmeriCorps national service program.</td>
</tr>
<tr>
<td><strong>May to July 1993:</strong></td>
<td>Presenter/Facilitator, Conducted citywide political training workshops on the structure of New York City government, the municipal budget process, and New York City electoral politics for community activists and neighborhood leaders of the Association of Community Organizations for Reform Now (ACORN).</td>
</tr>
<tr>
<td><strong>January 1992 to February 1993:</strong></td>
<td>Project Director, New York City New Party Exploratory Committee with responsibility for outreach strategy, platform development, operations, political and demographic research, participation of elected officials, labor leaders, and community activists.</td>
</tr>
<tr>
<td>May to June 1991:</td>
<td>Speech Writer for Nelson Mandela's 1991 U.S. tour; Worked on Mr. Mandela's speeches in Harlem, Yankee Stadium, to the Coalition of Black Trade Unionists, and his address to a joint session of the United States Congress.</td>
</tr>
<tr>
<td>May 1989 to December 1989:</td>
<td>Brooklyn Borough Coordinator. Countdown '89 (a non-partisan voter registration/voter mobilization project of the Community Service Society). Responsible for planning, field staff, constituency group outreach, GOTV, and demographic research.</td>
</tr>
<tr>
<td>1974 to 1989:</td>
<td>Worked for a number of youth, youth-serving, civic participation, and economic justice projects and programs; responsibilities included: program development, state and federal youth employment legislation, constituency outreach, education, and mobilization.</td>
</tr>
<tr>
<td>July 1969 to August 1974:</td>
<td>Instructor, Center for Afro-American Studies, Ohio University. Athens, Ohio. Helped found institution; taught courses on African American history and politics; helped design curriculum, structure, and Center activities.</td>
</tr>
</tbody>
</table>

**NOTABLE PROJECTS:**

| 2001 to 2006 | Director, Labor and Civic Participation Project, Joseph S. Murphy Institute for Worker Education and Labor Studies: an initiative designed to prepare union activists to play a more active role in electoral politics. |

**PUBLICATIONS AND PRESENTATIONS:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1994:</td>
<td></td>
</tr>
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</table>

**OTHER ACTIVITIES:**


**SPECIAL SKILLS:**
Election analysis, political research; campaign strategy; issue development; civic participation; leadership training; coalition-building; public speaking; speech and proposal writing.

**EDUCATION:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964-1969</td>
<td>B.A., Ohio University, Cutler Program (specialized studies), Athens, Ohio</td>
</tr>
<tr>
<td>Completing</td>
<td>Master's degree in labor and policy studies, Graduate Program, Empire State College of the State University of New York, Saratoga Springs, NY.</td>
</tr>
</tbody>
</table>

**REFERENCES:**

Available on request.
THE CITY UNIVERSITY OF NEW YORK

APPOINTMENT OF GLENGDA G. GRACE, ESQ. AS SENIOR VICE CHANCELLOR
INSTITUTIONAL AFFAIRS, STRATEGIC ADVANCEMENT AND SPECIAL
COUNSEL

WHEREAS, Glenda G. Grace has been serving at Queens College as General Counsel since August 2015, and as Assistant Vice President and Chief of Staff since August 2014; and

WHEREAS, The appointment of Ms. Grace as Senior Vice Chancellor will support the development and execution of the Chancellor’s strategic fundraising plan including long term goals for successful completion of philanthropy programs that align with University’s direction, She will provide leadership in developing CUNY’s marketing, branding and communication strategies as well as provide oversight of executive search; and

WHEREAS, Ms. Grace holds a JD from Columbia University School of Law and both a BA in Psychology and a BS in Economics from the University of Pennsylvania; and

WHEREAS, Ms. Grace has a demonstrated track record of more than twenty five years of progressive executive leadership experience working collaboratively with senior management teams in complex organizations. She held positions as Special Counsel, Chief Ethics Officer, Executive Counsel to the President and Labor Designee. She has provided guidance on governance, gift agreements, fundraising and ethics policy; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Glenda G. Grace as Senior Vice Chancellor effective May 1, 2019.

EXPLANATION: Glenda G. Grace will provide proactive and strategic legal counsel on a broad array of policy issues and will develop volunteer leadership opportunities with the Chancellor’s senior staff, faculty and students to support the University’s culture of philanthropy. The Senior Vice Chancellor will oversee communications and marketing efforts to assure a comprehensive process to strengthen the University’s public image as well as oversight of strategic fundraising and executive search.

Ms. Grace’s legal background and experience in higher education make her particularly suited for this leadership role in the Chancellor’s Office. She has demonstrated a successful track of contributing to the University’s mission.

The Chancellor Elect strongly recommends this appointment with a waiver of the search requirements.
Memorandum re: Request for Waiver of Search Requirements

To: Pinar Ozgu, Chief of Staff to the Vice Chancellor, OHRM

From: Anne Chamberlain, Office of Recruitment and Diversity
anne.chamberlain@cuny.edu

Date: 3/28/2019

Employee Name: Ms. Glenda G. Grace, Esq.

College/Unit: Central Office

Action: Search Waiver Approved  Effective Date: 5/1/19 or later as required

Explanation / Comments: On the basis of unique expertise and need to assure a smooth transition of the Office of the Chancellor.

<table>
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<th>DESCRIPTION</th>
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<tr>
<td><strong>Current, if any</strong></td>
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<tr>
<td><strong>Job Title</strong></td>
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<tr>
<td><strong>Payroll Title</strong></td>
</tr>
<tr>
<td><strong>Department</strong></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
</tr>
</tbody>
</table>

**SIGNATURE:** Anne L Chamberlain

Waiver is contingent upon approval of the position's title classification, confirmation that the candidate meets the minimum stated qualifications for the proposed title, and any other requirement established by policy.

Attach a copy of this approval to the Non-Teaching Instructional Staff Action Form.

CC: Search Waiver File, Khadejia Bass, Anne Fenton, Fenella Ramsami, Annmarie Baldelli
GLENDAG.G. GRACE

EXPERIENCE

Queens College, The City University of New York
Flushing, New York, August 2014-Present

General Counsel, August 2015-Present

- Provide legal advice and support on a wide range of matters involving faculty and student affairs; campus climate; governance; employment and labor law; threatened and active litigation; faculty reappointment, tenure and promotion; gift agreements; fundraising; contracts; FOIL; and FERPA.
- Additional responsibilities include interpreting and applying labor regulations; hearing employee grievances; and working with unionized workforce and their representatives.
- Work collaboratively with CUNY’s Office of the General Counsel.
- Serve as Chief Ethics Officer providing training and advice on interpretation of and compliance with state and CUNY ethics rules and policies.
- Advise and develop a variety of trainings and tools to assist faculty and staff to follow best practices on issues including First Amendment Rights at a publicly-funded academic institution; employment evaluations; academic department personnel and budget committee elections, structure and proceedings; conflict of interest; immigrations issues; and written communications.

Assistant Vice President and Chief of Staff, August 2014-Present

- As a member of the President’s Cabinet, serve as a liaison between the President and Vice Presidents, Assistant Vice Presidents, and other Senior Administrators to expeditiously complete projects, streamline systems, and serve the College more effectively and efficiently.
- Facilitate cross-institutional collaborations and deliverables.
- In consultation with President and Communications Department, determine the need for and content of non-routine campus-wide communications; final decision-maker in the absence of President.
- Involved in searches for high-level college administrators including co-chairing search for Provost and Vice President of Academic Affairs.
- Supervise the Director of the Office of Campus Events and Commencement.
- Developed and supervise facilitator of “In the Footsteps of Dr. King” – a student experiential trip to major sites of the civil rights movement.
Hostos Community College, The City University of New York  
Bronx, New York, September 2009-August 2014  
*Executive Counsel to the President and Labor Designee.* Served as Counsel to the President and Member of President’s Cabinet. Advised on campus climate; legal and policy concerns; reappointments procedures; compliance; creation of scholarships; gift agreements; and contracts. Mediated labor issues and complaints of all personnel at the college. Acted as Ethics Officer.

Hofstra University School of Law, Hempstead, New York, 2007-June 2008  
*Visiting Assistant Professor.* Taught Evidence (Spring 2007); Criminal Law (Fall 2007); Death Penalty Seminar (Fall 2007 and Spring 2008); and Criminal Procedure II: Trial Advocacy (Spring 2008).

*Special Counsel.* Served as counsel to the Capital Defender. Advised on all facets of the NY Death Penalty Statute and its operation. Assisted in management of New York City, Albany, and Rochester Offices. Spearheaded and coordinated development of proposed minimum standards for post-conviction attorneys in New York State capital cases. Primarily responsible for hiring process of all trial attorneys, support staff, and summer legal interns. Trained summer interns as well as supervised summer program. Served as counsel of record as well as consultant on capital and potentially capital cases. Developed case strategy, cultivated relationship with clients and other key witnesses, settled cases prior to trial, wrote and argued motions and briefs, selected juries, and examined witnesses at trial. Partnered with Capital Defender in interacting with State Judiciary, Assembly, and Senate regarding budgetary needs and concerns of the Office.

*Litigation Associate.* Experience in bankruptcy, contract, criminal, discrimination, real estate, and trademark law. Worked on direct appeal from a Texas death sentence; argued appeals and summary judgment motions in city and state court; prepared witnesses for depositions and hearings; negotiated settlements; and devised litigation strategies. Summer Associate in 1989.

The Honorable U.W. Clemon, U.S. District Court, Northern District of Alabama, Birmingham, Alabama 1990-91  
*Law Clerk.* Drafted opinions and orders in civil and criminal cases.

AIDS Law Clinic, Columbia Law School, New York, New York 1989-90  
*Law Student Clinician.* Represented client alleging discrimination based on HIV status before New York State Division of Human Rights. Obtained one of the highest damage awards in State Division history.

Pheroze Nowrojee, Advocate, Nairobi, Kenya Summer 1988  
*Human Rights Intern.* Attended hearings in the High Court of Kenya. Researched legal issues including trade union matters and the conflicts between customary and common law.
SELECTED LECTURES, PRESENTATIONS AND COMMENTARY

Queens College, Professional Issues in Clinical Psychology, Guest Lecturer on Professional Ethics, March 2019 and March 2018

Queens College, Literature and Human Rights Lecture Series, “Through the Prism of Race, Gender, and Class: My Work in Human Rights”, Speaker, September 2016


Hofstra University School of Law, Legal Ethics Conference, “Representing Capital Clients & the Elusive Quest for ‘Meaningful Access to Justice’”, Presenter, October 2007


St. John’s University School of Law, Capital Punishment in the 21st Century, Adjunct Professor, Fall 2006

University of Iowa College of Law, Trial Advocacy Inter-session course, Instructor, May 2006

Fordham University School of Law, Stein Scholars Round Table: “Criminal Justice – Can We Craft A Death Penalty Statute with A Tolerably Low Rate of Error?”, Panelist, October 2004

Brooklyn Law School, The Death Penalty Moratorium, Speaker, October 2004

University of Iowa College of Law, Practitioner-in-Residence, February 2000

Columbia University Law School, Profession of Law Intensive Course (mandatory ethics, professional responsibility, and negotiation course for third year students), Instructor, 1996-2003

PUBLICATION

EDUCATION

COLUMBIA UNIVERSITY SCHOOL OF LAW
- J.D., May 1990
- Honors and Activities: Executive Editor, Columbia Human Rights Law Review; Jane Marks Murphy Prize for Excellence in Clinical Education; Paul Robeson Scholar; Charles Evans Hughes Fellow; Vice-Chair, Black Law Students Association; Tutor, St. Luke's-Roosevelt Hospital; and Law Revue Show

UNIVERSITY OF PENNSYLVANIA
- B.A. Psychology, School of Arts & Sciences, May 1987
- B.S. Economics, The Wharton School, May 1987
- Honors and Activities: Onyx Senior Honor Society; Sphinx Senior Society; Vice President, Alpha Kappa Alpha Sorority, Gamma Epsilon Chapter; Speech and Debate Team; and Secretary, Student Union Board

COMMUNITY SERVICE

New York City Department of Records and Information Services, Archival Reference and Research Advisory Board, Member (2017-Present)

Union Baptist Church, Hempstead, NY: Board of Christian Education (2000-Present) and Sunday School Teacher (2016-Present).


Girl Scouts of Nassau County, Garden City, NY: Board of Directors (1994-2000); Chair, Executive Director Selection Committee (2000-01); Human Resource Committee (1994-2000); and Strategic Planning Committee (1994-98).

BAR ADMISSIONS: New York State; E.D.N.Y.; and S.D.N.Y.
WHEREAS, Maite Junco is an experienced leader with an extensive background in communications, journalism, education and government, serving as Director of Communications and Senior Advisor to the New York City Department of Education Chancellor from 2014 to 2018; and

WHEREAS, Ms. Junco holds a Bachelor’s Degree in Journalism Studies and Certificate in Latin American Studies from the University of Massachusetts; and

WHEREAS, Ms. Junco has more than twenty five years of progressive marketing and digital communications experience, has led multiple strategic initiatives in NYC Department of Education, has redesigned and branded multiple internal and external publications and is committed to being transparent and working collaboratively to shape culture and deliver results; and

WHEREAS, The appointment of Ms. Junco as Vice Chancellor will ensure that the University’s work as an educational and economic engine of our city and state; including major developments, trends and facts, breadth of academic programs and research, and faculty, staff and student achievements is highlighted across all media platforms; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Maite Junco as Vice Chancellor effective May 1, 2019.

EXPLANATION: Maite Junco will provide strategic vision and leadership for all internal and external communications, marketing, and public engagement efforts. The Vice Chancellor will support enrollment, fundraising and the overall advancement of the University. She will serve as spokesperson for CUNY and will lead a proactive approach to dissemination of communication and materials to promote the University, its colleges, programs, students, alumni, and cultural centers. She will be responsible for the development and implementation of all branding and communication strategies.

Ms. Junco’s experience in communications, with background in education and governmental sector coupled with his demonstrated leadership and managerial skills will make her an excellent candidate to support CUNY’s mission of access to excellence.

The Chancellor Elect strongly recommends Ms. Junco’s appointment with a waiver of the search requirements.
Memorandum re: Request for Waiver of Search Requirements

To: Pinar Ozgu, Chief of Staff to the Vice Chancellor for Human Resources Management

From: Anne Chamberlain, Office of Recruitment and Diversity
anne.chamberlain@cuny.edu

Date: 4/3/2019

Employee Name: Ms. Maite Junco

College/Unit: Central Office

Action: Hire with Search Waiver Effective Date: 5/1/19 or later as required

Explanation / Comments: On the basis of expertise and urgent need to fill this position.

NOTE THIS WAIVER REPLACES THE WAIVER OF 3/28/19 FOR THIS CANDIDATE (TITLE REVISED)

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>Current, if any</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title</td>
<td></td>
<td>Vice Chancellor, Communications and Marketing</td>
</tr>
<tr>
<td>Payroll Title</td>
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<td>Vice Chancellor</td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td>Office of the Chancellor</td>
</tr>
<tr>
<td>Other:</td>
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<td>$203,000</td>
</tr>
</tbody>
</table>

SIGNATURE: Anne L Chamberlain

Waiver is contingent upon approval of the position’s title classification, confirmation that the candidate meets the minimum stated qualifications for the proposed title, and any other requirement established by policy.

Attach a copy of this approval to the Non-Teaching Instructional Staff Action Form.

CC: Search Waiver File, Khadejia Bass, Anne Fenton, Fenella Ramsami, Annmarie Baldelli
- Experienced leader with background in communications, journalism, education, government and electoral politics
- Seasoned manager with a track record of building diverse, high performing and motivated teams
- Commitment to being transparent and working collaboratively to shape culture and to deliver
  - Strategic thinker, strong writing, marketing, and publishing skills
- Down-to-earth style, bilingual English/Spanish

EXPERIENCE

**Senior Advisor/Director of Communications**  
*James for New York, Brooklyn, N.Y., July 2018 to November 2018*

Led communications strategy for Public Advocate Letitia (Tish) James historic campaign for New York State Attorney General. Managed staff and volunteers to spread James’ message via social media, press events, releases, statements, op-eds, speeches, letters, policy papers and talking points. Briefed candidate for high-stakes events such as televised debates and editorial board endorsement meetings.

**Senior Advisor to the Chancellor, Chancellor’s Leadership Team**  
*Office of Communications and External Affairs, New York City Department of Education, New York, N.Y., February 2014 to July 2018*

Managed a diverse team of 70 staffers with a budget of $8.6 million across seven divisions overseeing marketing and digital communications, intergovernmental affairs, community and alumni affairs, translation, accessibility and correspondence for the nation’s largest public school system serving 1.1 million students in over 1,800 schools.

Highlights included:
- Redesigning and branding multiple internal and external publications
- Supervising legislative strategy at city, state and federal level
- Preparing senior level staff to testify in Albany and the City Council
- Developing multilingual advertisement campaigns for subways, web and print
- Improving language access services for non-English speaking parents
- Tripling social media followers in Facebook and Twitter to 150,000
- Addressing pressing issues for families such as sudden changes to immigration policy and displacement due to hurricanes

**Editor**  
*Voices of NY at the Craig Newmark Graduate School of Journalism at CUNY, New York, N.Y., September 2012 to November 2013*

Oversaw VoicesofNY.org, a website that showcases the best stories in New York City’s ethnic and community media. Worked with staffers, freelancers, translators and graduate students to develop stories of interest to immigrant communities and curated articles from over 100 publications in more than a dozen languages to feature for publication. Responsibilities included overseeing website redesign, social media outreach and organizing events and participating in panels on behalf of the Newmark J-School.

**Managing Editor, Hispanic Publications**  
*Daily News, New York, N.Y., October 2006 to May 2012*

Directed the editorial strategy of the then fifth largest U.S. daily newspaper in its efforts to increase its reach in the Latino community. Oversaw two publications: Viva, an English-language weekly section on Latin culture, trends and issues, and Hora Hispana, a free weekly Spanish-language newspaper. Responsibilities included supervising staff writers and freelancers, assigning and editing stories, reporting and writing, overseeing art and layout, publishing online and working jointly with other departments, including News, Web, Features, Advertisement and Promotions. Edited Big Town, Big Dreams, a profile section on immigrant New Yorkers and was part of the team that started Citizenship Now!, a call-in program developed jointly with CUNY that reached tens of thousands of readers.
Deputy Metropolitan Editor for Enterprise
*Daily News, New York, N.Y., July 2003 to October 2006*

Beat Reporter
*Bloomberg LP, New York, N.Y., March 2001 to May 2003*
Developed a religion and immigration beat as part of a new team created to cover New York City. Covered breaking news and general assignment stories.

Assignment Editor/Deputy Metropolitan Editor
*Daily News, New York, N.Y., March 1997 to February 2001*
Supervised dozens of reporters and interns on daily assignments and breaking news stories including the Abner Louima police brutality case.

Deputy Boroughs Editor
*Daily News, New York, N.Y., February 1996 to February 1997*
Assigned and edited stories for Queens and Long Island bureaus including a weekly immigration law column.

Metropolitan Editor
*El Daily News (Daily News), New York, N.Y., June to November 1995*
Supervised local news and features coverage as part of a team that launched first-ever bilingual edition of an English-language daily newspaper in the U.S.

Campaign Director
*Committee to Re-elect Nydia Velázquez, New York, N.Y., February to December 1994*
Established and ran a media and fundraising operation for the successful re-election campaign of the first Puerto Rican woman in Congress.

Director of Communications
*Committee to Re-elect David Dinkins, New York, N.Y., February to November 1993*
Established and directed a rapid response team for Mayor Dinkins re-election campaign. Supervised the press office, organized media events and served as surrogate speaker.

Deputy Press Secretary
*Clinton for President, National Campaign, Little Rock, Ark., July to November 1992*
Spokesperson for Governor Bill Clinton to the national and international Spanish-language media and to the mainstream media on Latino issues. Developed a Spanish-language national media strategy and advised policy staff on Latino issues. Wrote and translated press releases and op-ed pieces. (Worked at White House personnel office during transition, January 1993)

Assistant Press Secretary
*Office of Bronx Borough President Fernando Ferrer, Bronx, N.Y., September 1990 to July 1992*
Spokesperson to the New York Latino media for the Borough President; wrote op-ed pieces, press releases and speeches in Spanish and English.

News Director
*Channel 75/HITN, New York, N.Y., February to July 1990*
Assigned stories for news and cultural programs for Spanish-language cable TV station. Coordinated special productions.

Assistant Editor
*El Diario-La Prensa, New York, N.Y., March 1989 to February 1990*
Assistant News Director
Channel 24/WSJN TV, San Juan, Puerto Rico, May to November 1988
Developed budget and allocated resources for special coverage in Puerto Rico’s first all-news TV station, deployed reporters, produced news scripts and oversaw master control.

Producer
Channel 24/WSJN TV, San Juan, Puerto Rico, September 1987 to May 1988
Produced three daily newscasts and special programs.

EDUCATION
University of Massachusetts, Amherst, Mass., B.A., major in Journalism Studies and certificate in Latin American Studies
Spent a year and a summer abroad at: University of Salamanca, Salamanca, Spain; College International de Cannes, Cannes, France; Sorbonne University, Paris, France; and University of Belgrano, Buenos Aires, Argentina

SKILLS, AWARDS, OTHER EXPERIENCE
Fluent in spoken and written English and Spanish, some knowledge of French
Recognized by Newswomen's Club of New York with Front Page Beat Reporting Award for stories about New York's immigrant communities (Wire Services category, 2002)

Panelist:
- Democratic Mayoral debate on Latino issues (NY1 News/NY1 Noticias, 2013)
- “The Politics of Polyglossia” (Baruch College, 2013)
- “Hispanic Journalism: How to Break In” (New York University, 2013)
- “Engaging New York’s Immigrant Communities Through Ethnic Media” (Talking Transition tent, 2014)

Moderator:
- “Latino Issues and the 2013 NYC Elections” (Craig Newmark Graduate School of Journalism at CUNY, 2013)
- “Journalism in Spanish, New York Style” (Newmark J-School at CUNY, 2013)

Media and development consultant for: Hispanic Federation, El Diario-La Prensa, the Latino Commission on AIDS and the Barnard-Columbia Institute for Urban Public Policy

BOARDS AND AFFILIATIONS
Member, Foundation Board, Newmark J-School at CUNY (2016 to present)
Member, Admissions Committee and Advisory Council, Spanish-language concentration, Newmark J-School at CUNY (2017 to present)
Lifetime Member, National Association of Hispanic Journalists
Member, Dr. Antonia Pantoja Mural Committee, East Harlem (2012 to 2015)