

BROOKLYN COLLEGE
POLICY COUNCIL
Minutes of the
April 26, 2023 General Meeting
5:00pm, Gold Room, Student Center

Present: President Michelle J. Anderson, Provost Anne Lopes, Senior Vice President Alan Gilbert, Vice President Ronald Jackson, Vice President Todd Michael Galitz, Dean Rosamond King, Dean Peter Tolias, Dean Maria Perez y Gonzalez, Executive Director Renita Simmons, Professor Jennifer Cherrier, Professor Douglas Cohen, Professor Sophia N. Suarez, Professor Beth Evans, Professor Namulundah Florence, Professor Mobina Hashmi, Professor Tim Shortell, Professor Myles Bassell, Professor Helen Phillips, Professor Jeff Suzuki, Professor James Lynch, Yisroel Shulman (USG), Evie Barth (USG), Aharon Grama (USG), Sahar Husain (USG), Carrie Ebbin (USG), Noam Abrahams (USG), Mariam Alex (USG), Robert Adler (USG), Sadiya Hoque (USG), Huda Ayaz (USG alternate), Louis Di Meglio (GSO),

Absent: Executive Legal Counsel Sarah Luke, Chief Diversity Officer Anthony Brown, Dean Maria Scharron del Rio, Dean Qing Hu, Professor Louise Hainline, Professor Jennifer Basil, Professor Maria Contel, Shannon Dyett (USG), Anna Matarazzo (GSO)

Non-voting: Mikaela Luttrell-Rowland, Lisa Davis, Arijit Dhillon

1. President Michelle J. Anderson called meeting to order at 5:02 p.m.
2. President Michelle J. Anderson welcomed and congratulated the incoming slate of new student government leaders for the next academic year.
3. President Michelle J. Anderson mentioned 2 student referenda to the CUNY Board of Trustees. Vice President Ronald Jackson will be defending both at the May committee meeting and they will then be presented to the Board at the June 2023 meeting. Next, the President spoke about the Eid petition to see if it can fall under the category of a day where staff will work but there will be no classes such as with Passover. The President reached out to HR at CUNY Central to determine who decides that question.

4. Aharon Grama motioned to approve the March 29 meeting minutes. Robert Adler seconded. The minutes were approved unanimously.
5. President Michelle J. Anderson discussed the Institute on Gender, Law, and Transformative Peace and the joint partnership between Brooklyn College and CUNY School of Law. Senior Director Mikaela Luttrell-Rowland and Professor Lisa Davis were present to highlight the structure and key elements of the institute on being a transnational hub, including policy development and grassroots movement support. Fundraising of the institute was shared along with the administrative support and compensation provided to Brooklyn College. Activities and events of the institute were mentioned along with future opportunities for collaborative efforts with Brooklyn College. Robert Adler motioned the resolution for a vote which was seconded by Evie Barth. The resolution was brought to a vote and passed unanimously. The resolution will go to CUNY Central on July 24, 2023 and September to the Board of Trustees.
6. Provost Anne Lopes brought up the resolution for the elimination of the word “support” from “support staff” in Article I Section C(4)(a) of the College Governance Plan. Dean Peter Toliias motioned the resolution for a vote which was seconded by Yisroel Shulman. The resolution was brought to a vote and passed unanimously.
7. Yisroel Shulman brought up the resolution to correct a formatting error in the Policy Council bylaws. The resolution stated that Article V Sections (b)1, (b)2, (b)3, (b)4, (b)5, B, and C shall be moved under Article IV of the bylaws. Yisroel motioned the resolution for a vote which was seconded by Jennifer Cherrier. The resolution was brought to a vote and passed unanimously.
8. Yisroel Shulman brought up the resolution to add staff to the Governance and Policy Committee and External Relations Committee on College and Community. Discussion ensued about the meaning of staff and its addition to the Policy Council bylaws. The resolution would allow each group committee to choose staff members. An issue was raised about who will choose staff members and whether the resolution should be reviewed further in the Governance and Policy committee. The resolution was motioned for a vote by Aharon Grama and seconded by Evie Barth. The resolution passed by a majority vote. Professor Mobina Hashmi opposed and there were no abstentions.

9. Provost Lopes discussed the Chemistry department resolution to have its name changed to Chemistry and Biochemistry. President Anderson motioned the resolution for a vote which was seconded by Robert Adler. The resolution passed unanimously.
10. President Anderson and Provost Lopes discussed the transfer of the Audiology PhD program from the Graduate Center to Brooklyn College's Department of Communications, Arts, Sciences and Disorders. The program presents an opportunity for the College to offer doctoral degrees and further engage in the healthcare pipeline. It would also bring approximately \$84,000 to the College which would be reinvested into the program. The program would help in the pursuit of achieving the Carnegie R3 status for the institution and allow faculty members to apply for larger grants. Professor Mobina Hashmi mentioned that the Policy Council members were only given 25 hours to review the program details and the process seemed to be a rubber-stamping action. President Anderson mentioned that items would be circulated earlier for the body to review in the future. President Anderson motioned for the resolution to a vote which was seconded by Dean Rosamand King. The resolution passed by a majority with no opposition. Professor Hashmi abstained from voting.
11. SVPFA Alan Gilbert encouraged the body to read the Fiscal Infrastructure and Planning committee report, which included further updates to broaden the food and refreshment options for students on campus.
12. Vice President Ronald Jackson from the Faculty/Student Relations committee discussed the issue of scheduling of classes during common hours. It was mentioned that students had wanted more classes in the past but now do not want to have labs and exams scheduled during that time. President Anderson mentioned that since Chairs determine scheduling of classes that the issue should be brought up to the first Council on Administrative Policy meeting in Fall 2023. Points were raised about some students needing classes to graduate as well as other students not being able to participate in college activities due to classes scheduled during common hours. President Anderson mentioned the issue would stay on the table to be deliberated next semester at Policy Council.
13. Vice President Todd Galitz from the External Relations committee mentioned external partnerships with elected officials and community partners. Professor Mobina Hashmi

brought up the point of academic freedom and pressure from outside bodies. Professor Tim Shortell discussed changing the charge of one of the standing committees in Faculty Council where the matter could be further discussed. President Anderson mentioned work on the issue regarding academic freedom and the 1st Amendment might have already been done in the past by Tony Thomas and would be passed to the body.

14. Louis Di Meglio mentioned that the Graduate Student Organization was able to pass a referendum to increase their financial reserves for graduate student activities. Thanks was given to President Anderson for her support in bringing it to the CUNY Board of Trustees. He also thanked the deans of each school for working with liaisons and encouraged further support for the reevaluation of policies to reduce incompletes and understand the frustrations and struggles of students.
15. Aharon Grama mentioned the referendum increase of the Student Activity Fee in order to add programming for E-sports and highlighted the interest of other colleges and universities in E-sports programs. He also thanked everyone for their support during his journey through Brooklyn College beginning with BC Bound. President Anderson thanked all the seniors as well as the interim deans and mentioned the ongoing searches for the deans of each school.
16. President Anderson adjourned the meeting at 6:05 pm.

Brooklyn College
Policy Council Resolution in Support of the Board of Trustees' Establishment of
The Institute on Gender, Law and Transformative Peace
April 26, 2023

WHEREAS, The Institute on Gender, Law and Transformative Peace has developed a comprehensive roadmap to establish itself as an Institute at the City University of New York; and

WHEREAS, the Institute is based on a collaboration between Brooklyn College and CUNY School of Law; and

WHEREAS, the mission, goals, priorities of the Institute are predicated on advancing gender justice and peace, core values of Brooklyn College

Now be it resolved that:

Brooklyn College enthusiastically supports the Board of Trustees of the City University of New York's establishment of the Institute on Gender, Law and Transformative Peace.

The Institute for Gender, Law, and Transformative Peace

**CUNY School of Law
Brooklyn College**

A Roadmap

1. Mission Statement

The Institute on Gender, Law, and Transformative Peace reimagines policymaking from the perspective of feminist social movements. It brings communities most impacted by crisis and conflict into policy development and serves as a hub for translocal feminist organizing, research, and scholarship. It works to advance rights-based approaches to national and international law and policy, including peace, transitional justice, and human rights processes. The Institute promotes the leadership of women, LGBTQI+ persons who face intersecting forms of discrimination, including on grounds of race, ethnicity, and disability. The Institute partners with local activists to strengthen movement-building initiatives that shape global crisis response.

a. Goals

At its core, the Institute on Gender, Law, and Transformative Peace will support ongoing, participatory research and coalition-building by providing a hub to promote the leadership of women, LGBTQI+ persons¹ who face intersectional discrimination. The Institute will work to inform policies, change attitudes, and bolster progressive movement-building initiatives. It will do this by:

- Contributing cutting-edge research on gender justice and human rights that reflect the needs and priorities of community-based advocates across the Global North and South;
- Changing and challenging social norms and attitudes through legal research and advocacy that both support and is part of movement-building efforts;
- Improving policies at all levels of governance by applying a gender lens to law and policy to institutionalize social movement demands; and
- Strengthening exchanges of ideas and strategies within and across social movements and diverse communities of advocates.

By advancing scholarship, intellectual exchange, innovative research, and cross-regional dialogue, the Institute will foster greater gender awareness in crisis and conflict policy development. Taking a ground-up approach, the Institute will surface grassroots, community-led peace and movement-building work, which is too often unsupported and unrecognized. Academic research, will allow the Institute to more deeply analyze gender-based abuses and will help form the basis of policy recommendations that move communities from crisis and conflict into sustainable and transformative peace.

¹ While the acronym LGBTQI+ is inclusive of a broad range of persons, it is not exhaustive, nor is it the universally standard acronym.

New research from the Institute will provide domestic and international policymakers and community-based leadership with immediate analysis and recommendations for how policy responses to conflict and crisis situations can be reflective of community-based solutions. The Institute will provide recommendations that call for inclusive, participatory, and transparent engagement and make appropriate use of the normative legal framework to ensure intersectional gender perspectives are integrated from the outset of any crisis response.

The Institute will launch its work by creating the first observatory on gender-related abuses in crisis and conflict. This web-based research hub will provide real-time information about crisis- and conflict-related, gender-based violations and will highlight the multifaceted abuses that many survivors and victims² with intersecting identities face. The observatory will serve as a global clearinghouse for research and documentation on gender-based harms with an intersectional lens. It will help to consolidate scattered data from across the globe, providing a virtual academic platform for scholars, practitioners, experts, advocates, and students to research and analyze gender-based abuses in crisis and conflict and develop policy recommendations. It will also promote deeper conversations with policymakers on infusing a gender and intersectional analysis into domestic law and transitional justice processes. While other schools research aspects of these issues, no other U.S. school has an online resource center dedicated to researching and documenting crisis- and conflict-related abuses committed against women, girls, men, boys, including/and LGBTQI+ persons based on gender and other intersecting forms of discrimination.

One of the unique aspects about the Institute will be the intersectional framing of its gender analysis from a social justice lens. These findings will be infused in its research, monitoring, and education to inform national and global policies in the development of women's rights and gender justice in emerging domestic laws and policies, treaties, tribunals and other peace and transitional justice processes, and human rights mechanisms. Applying a human rights law analysis, interested students will have the opportunity to engage in complex research. Taking a community-centered approach, the Institute will also echo calls for change by community-based advocates, where research or documentation has been collected and shared with the Institute. Other Institute activities will include:

- Organizing lecture series and workshops on the gender justice discourse;
- Organizing academic delegations to meet with community-based groups;
- Issuing educational briefing papers on policies and practices;
- Supporting ongoing litigation through amicus briefs, expert testimony, and other submissions;
- Working with students, alums, and faculty members to author op-eds, blog posts, and essays online; and,
- Developing guidelines, model policy and law language, and policy checklists that provide a gender and intersectional lens to law and policy development.

A key component of the Institute's work will be to provide students, faculty, alums, and scholars with opportunities to supplement their learning through lectures, panel discussions, and workshops

² This Road Map uses both terms "victims" and "survivors", recognizing that some persons who have endured harms identify with the term "survivor" while others prefer the term "victim."

on a broad range of issues related to women's rights and gender justice. To this end, the Institute will also seek CUNY Law and Brooklyn College student and faculty engagement with its activities, exploring how this analysis can deepen the understanding of the root causes of crisis and conflict and help secure long-term solutions. The Institute will seek collaboration with CUNY Law's and Brooklyn College's diverse centers and Brooklyn's related academic programs in Women and Gender Studies, International Relations, Anthropology, Sustainability, and various areas studies to co-host guest lecturers who can speak to the intersections of gender and other important issues.

The overall work of the Institute will complement and enhance the mission and vision of CUNY as a whole. The Institute will enrich high-quality research and innovative data infrastructures at CUNY, by achieving goals designed to strengthen equity-focused educational programs and inform policy. Institute activities will help to improve the educational landscape through innovative accomplishments that bring together CUNY community members, grassroots activists and policy makers into cutting-edge peace and gender justice discourses.

2. Assessment Plan

a. A justification for the creation of the Institute:

Gender-based harms committed against women, girls, LGBTQI+ persons are not new. They are as old as human history. In crises and conflicts across the globe, from the United States to Iraq to Colombia, government and non-state armed actors have perpetrated gender-based crimes, in an effort to reinforce discrimination and oppression. Those working on the front lines to combat such injustices and forwarding daily peace work are rarely recognized as global experts in questions of peace and security. As a result, those most vulnerable and with firsthand experience of peaceful solutions are often excluded from adequately informing formal justice mechanisms, such as international tribunals, but also even community reconciliation processes and other restorative justice practices. The collective effect of these institutional silences is that these justice mechanisms often leave out, or are distanced from, the voices of those most directly impacted.

For these reasons, this proposal seeks to create the Institute on Gender, Law, and Transformative Peace, in partnership with Nobel Laureate Leymah Gbowee, a Liberian peace activist who served as a lead organizer for the women's peace movement that helped end the Second Liberian Civil War. Initiated by Leymah Gbowee and Professor Lisa Davis of CUNY Law School, the Institute will serve as a hub for cross-sectoral, cross-movement and transnational feminist organizing, research and scholarship. Lisa Davis is an Associate Professor of Law and Co-Director of the Human Rights and Gender Justice Clinic at CUNY Law School. In 2021, Professor Davis was appointed Special Advisor on Gender Persecution to the International Criminal Court Prosecutor. Working in collaboration with Professor Paisley Currah, a Professor of Political Science and Women's & Gender Studies at Brooklyn College and the Graduate Center, the Institute is a joint partnership between CUNY Law School and Brooklyn College. Working with CUNY Law School and Brooklyn College, the Institute on Gender, Law and Transformative Peace will be a prominent, collaborative platform through which to create and deepen gender justice.

Ultimately, the Institute will operate as a dynamic research hub and work to support faculty and student scholarship by serving as a clearinghouse on research, data and scholarship on issues of

gender justice in crisis and conflict. The Institute will also seek programmatic funds to support student scholarships, summer internship scholarships, post-graduate fellowships, and faculty research and exchange opportunities.

i. Including local, regional, national and international significance of the contributions the Institute is intended to make:

The Institute for Gender, Law and Transformative Peace will build upon the foundational work undertaken by the prestigious Women, Peace and Security (WPS) program at Columbia University. Led by Leymah Gbowee, the WPS program contributed to greater local, national, regional and global understanding of the diverse roles women play to successfully influence sustainable peace and promote human security through everyday activism. Through education, public service and research at various levels, Leymah Gbowee and Mikaela Luttrell-Rowland worked closely together to implement the WPS program in an effort to advance the visibility of and knowledge exchange among women changemakers—domestically and internationally—and disseminated lessons learned from their experiences. Both lack of recognition of women’s efforts to advance peace and security and lack of women’s representation formal roles in peace processes—as negotiators, mediators, signatories or witnesses, drove the WPS program to develop new analytical tools and expanded knowledge in the field.

The learning, networks and expertise gained through the Columbia WPS program will serve as the foundation and launching off point for CUNY Law School and Brooklyn College’s (“CUNY”) new Institute on Gender, Law, and Transformative Peace. While the Columbia University program focused on increasing the visibility of grassroots women peacebuilders as experts, expanding and transforming the field of women, peace and security, and promoting participatory research, the CUNY Institute will facilitate deeper listening and an intergenerational practice that brings young people into the discussions, promote South-South knowledge exchange, promote new understandings of crisis and violence, and convene policy makers worldwide to push for expanded narratives of gender and justice. The Institute will also create what has been a missing piece of social movement infrastructure needed to unify advocates working across movements, sectors, and geographies to advance alternatives to growing fundamentalism and authoritarianism as the key antidote to the major crises of our time.

Intersectional social justice highlights the fact that those who face not only gender oppression but also discrimination based on identities such as race, ethnicity, Indigenous status, disability, sexual orientation, gender identity, sex characteristics, age, migration or refugees status, class, or caste, are at further risk of violence and often have access to far fewer resources. To achieve a vision of transformation and to build momentum towards social justice at every level, from local to global, requires an approach grounded in and led by local communities and advanced by social justice movements. Indeed, the social justice framework posits that those who are targeted for violence and discrimination based on identity possess knowledge of systems of oppression and are best positioned to lead efforts to transform them. What is needed now are progressive and legal strategies that ensure gender justice, end armed conflict, stabilize the climate and re-Institute human rights as a cornerstone of policymaking. We stand at a historical crossroads and need to imagine and realize a new global social contract. The proposed Institute for Gender, Law, and Transformative Peace offers a way forward.

ii. Its relationship, if any, to existing Institutes and institutes at the University and within the City and State of New York.

The Institute for Gender, Law, and Transformative Peace will be unique among the existing institutes within the CUNY University System (CUNY University), offering a prominent platform through which to create and deepen gender justice at home and globally. The Institute will serve as an innovative new entity within the CUNY University academic community, providing students with not only an opportunity to engage with and learn from the international discourse on gender justice, but will also provide them a unique way to give back to local communities. As the nation's largest urban university, the Institute would contribute to CUNY University's vibrant intellectual community by engaging academics, scholars, law students, key decision makers and the general public in exploring the contours of gender-based harms and remedies. The Institute will do this by advancing research, scholarship, intellectual exchange and community partnerships.

Both CUNY Law and Brooklyn have rich and diverse international students but most hold a local focus in their studies. The Institute would help tap and make valuable the skills of their students. Students who have close connections across communities around the world provide a valuable contribution to the intellectual campus and to the broader world through the Institute.

The Institute will also provide avenues for collaboration with other campuses and enrich the programming on each campus by bringing more global insight to gender studies and international studies. We have already begun discussions with faculty members at the Colin Powell School for Civic and Global Leadership and the CUNY Graduate Center about joining the Institute once established.

b. Assurance that the Institute does not duplicate, substantially overlap, or subsume the mission of existing Institutes, institutes, consortia, or special initiatives except when the explicit purpose of establishing the Institute is to replace existing structures.

The Institute is singular among other centers, institutes, and special projects at CUNY University, offering an intersectional analysis that recognizes how gender and other discriminatory drivers of crisis and conflict can help disrupt institutionalized discrimination in existing law and practice and create more durable solutions. Such an analysis also promotes a survivor-centered and restorative justice approach to peace and community reconciliation processes and equips advocates to defend and advance gender and racial justice at this moment of concerted anti-human rights backlash.

The Institute is set apart from other centers or institutes at CUNY in terms of its mission and work. It will take an intersectional approach fusing policy, law and social science research on gender issues at the intersection of race, ethnicity, nationality, disabilities, and LGBTQI+ status. No other entity within CUNY holds a specific focus on researching and addressing gender-based harms in conflict and other atrocity or crisis settings with a specific inclusion of women and LGBTQI+ persons.

For example, in the fall of 2023, the Institute will launch its work by creating the first observatory on gender-related abuses in crisis and conflict. The observatory will serve as a global clearinghouse for research and documentation on gender-based harms with an intersectional lens. It will help to consolidate scattered data from across the globe, providing a virtual academic platform for scholars, practitioners, experts, advocates, and students to research and analyze gender-based abuses in crisis and conflict and develop policy recommendations. Finally, it will promote deeper conversations with policymakers on infusing a gender and intersectional analysis into domestic law and transitional justice processes. While other schools research aspects of these issues, no other law school in the country has an online resource center dedicated to researching and documenting crisis- and conflict-related abuses committed against women, men, youth, LGBTQI+ persons globally, due to gender, that may amount to gender persecution.

Another unique aspect of the Institute will be the intersectional framing of its gender analysis from a social justice lens. These findings will be infused in its research, monitoring, and education to inform national and global policies in the development of women's rights and gender justice in emerging domestic laws and policies, treaties, tribunals, peace and transitional justice processes, and human rights mechanisms. Applying a human rights law analysis, interested students will have the opportunity to engage in complex research. Taking a community-centered approach, the Institute will also echo calls for change by community-based advocates, where research or documentation has been collected and shared with the Institute. Much of this work will be outward facing: we will write our own amicus and policy briefs, organize grassroots convenings and experts workshops with stakeholders who are outside of CUNY, and provide legal submissions to courts, human rights and transitional justice bodies governing these situations. This, too, would not duplicate work being undertaken by other centers and institutes at CUNY.

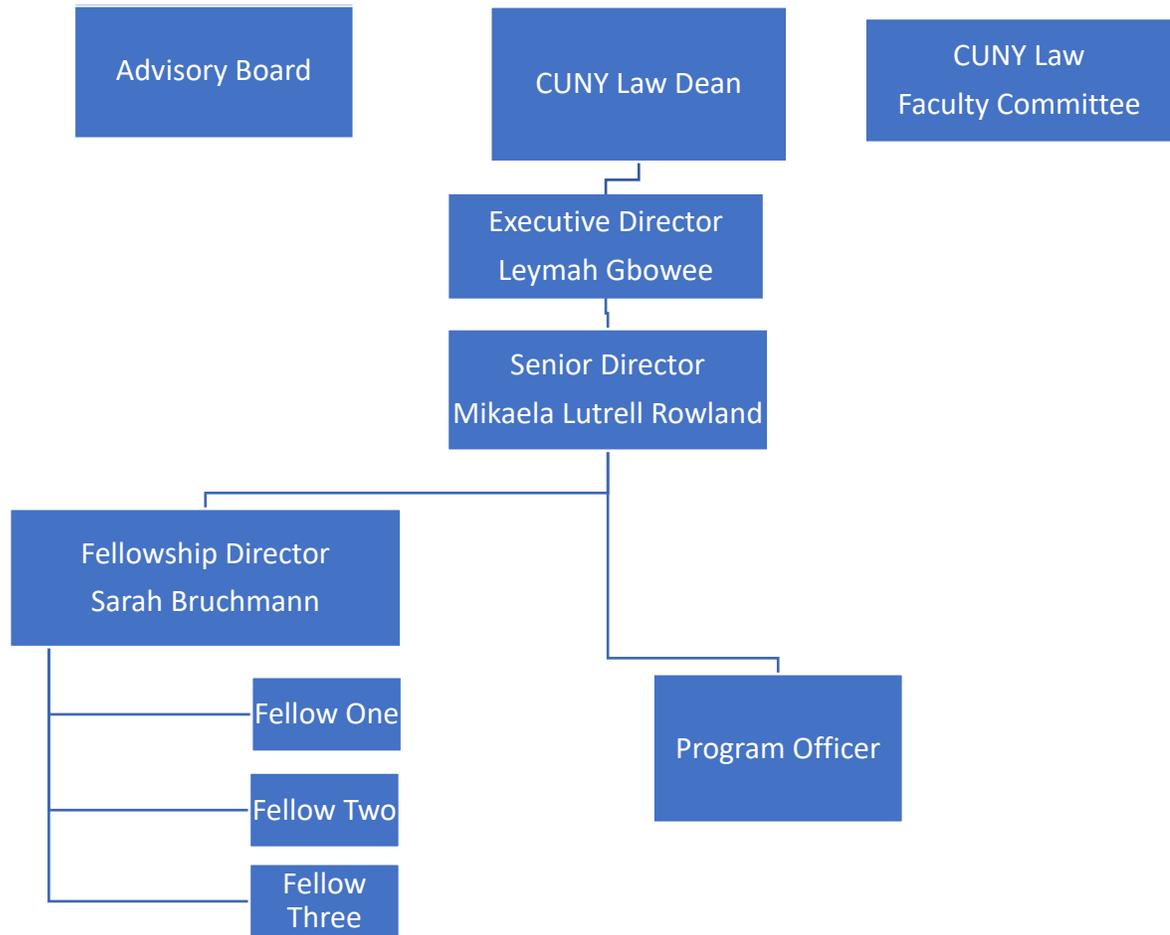
Under the leadership of CUNY Law School and in partnership with Brooklyn College, the Institute on Gender, Law, and Transformative Peace will have a prominent collaborative platform through which to create and deepen gender justice.

3. Plan of Operations

- a. Designation of a primary college and the basis for participation by other campuses, as well as the structure of any advisory board and/or steering committee. (Some institutes may be dual reporting entities, reporting both to the college president where the institute is located and to the Chancellor.)**

CUNY Law School will serve as the primary college for the Institute for Gender, Law and Transformative Peace. The Institute will have its offices/employment housed at CUNY Law School and its finances housed at Brooklyn College.

- b. A staffing plan for the Institute, with which the college president formally concurs, that includes an:**
 - i. Organizational chart:**



ii. Governance

The staff of the Institute for Gender, Law and Transformative Peace will include a full-time Executive Director, a full-time Senior Director, a full-time Fellowship Director, and full-time Program Officer, and one-year fellowships filled by recent graduates in the field funded 100% by grant (non-tax levy) funding. Since the Executive Director’s primary responsibilities will be developing and running the Institute, rather than teaching, the Executive Director will be hired through the regular staff recruitment process, which would include a search committee with faculty representation, and will report to the Dean of the Law School.

Once the Institute is formally established, an Advisory Board and a Faculty Committee will be convened. The purpose of the Advisory Board will be oversee the programmatic and financial health and wellbeing of the Institute; to advise on content; assist with establishing strategic partnerships and fellowship opportunities for students; approve budgets; and, partner with the Executive Director on fundraising with foundations, corporations and individuals. Members will be selected based on their expertise, grassroots activism, professional achievements, and/or ability

to aid in fundraising. The Executive Director will work with the Advisory Board throughout the year, and will formally convene them twice a year to receive reports on activities, fundraising, and approve the overall Institute budget, and provide feedback on planned activities of the Institute. The Faculty Advisory Board will be co-chaired by Professor Lisa Davis of CUNY Law School and Professor Paisley Currah of Brooklyn College.

The Institute will also include a Faculty Committee. The CUNY Law School Committee on Committees will each assign up to 4 additional faculty members to the faculty committee for the Institute each year, based on faculty preference forms for committee assignments. The Committee on Committees will determine the weight of these committee positions in terms of faculty committee assignments. Brooklyn College may also elect faculty members from Brooklyn to join the Faculty Committee. The Executive Director will also work with the Faculty Committee throughout the year, and will formally convene them once each semester (twice a year) to report on activities, fundraising, and budget, and seek feedback and collaboration on planned activities of the Institute. The Institute will be physically housed at CUNY Law School. Its finances will be housed at Brooklyn College through an Memorandum of Agreement with CUNY Law School. Brooklyn College will provide funding directly to CUNY Central for Institute employees hired on Tax-Levy lines.

CUNY Law School Dean and Brooklyn College President

The Executive Director for the Institute will report to the CUNY Law School Dean. The Executive Director will provide the CUNY Law School Dean and Brooklyn College President with progress reports once a semester on fundraising and programmatic activities and an annual report on the Institute's programmatic work and budget.

Institute Executive Director

The Executive Director will have a world-renowned reputation and extensive experience of working on human rights and gender justice. The Executive Director will possess strong leadership and visionary qualities and give scope to the organization's problems and planning, and ensuring that programs and services are excellent and in keeping with the organization's long-term goals. The Executive Director will work closely with the Advisory Board and the Faculty Committee to seek their involvement in policy decisions, fundraising and to increase the overall visibility of the organization. The Executive Director will be responsible for the fiscal integrity of the Institute including updates and annual reviews of programmatic work and the budget to the Faculty and Advisory Boards, the President of Brooklyn College and the Dean of CUNY Law School.

Institute Senior Director

The Senior Director is responsible for fiscal, operational, and programmatic management that anticipates operating within the approved budget, ensures maximum resource utilization, and maintenance of the organization in a positive financial position. The Senior Director also manages the implementation of the Institute's research and programmatic work that carry out the organization's mission and will position the Institute on the global stage both in higher education, policy and among grassroots movements. The Senior Director will help with strategic planning to ensure that the Institute can successfully fulfill its mission into the future. The Senior Director

works to enhance the Institute's image by being active and visible in the international community and by working closely with academic, civic, and multilateral organizations.

Fellowship Director

The Fellowship Director oversees smooth operations of the fellowship and student intern program. They liaison with key external institutions and serve as a point person internally across CUNY schools. They work on daily operations, budgets, and fellowship design. The Fellowship Director supports the policy and research outputs of the Institute and coordinates the placements for the fellows in prestigious multilateral institutions and justice mechanisms.

Program Officer

The Program Coordinator will oversee the overall daily office operations of the Institute. The Program Officer will liaise with the business office personnel on grants and expenditures, human resources staff on hiring personnel, maintaining personnel records and ensuring campus policies are complied with at the Institute. The Program Officer will also oversee public media contacts and write regular public blog posts about Institute activity and community outreach.

Fellows

Fellowships will be one-year positions with the possibility of renewal and open to CUNY graduates 0-3 years out from graduation. Fellows will engage in research and writing projects at the Institute and enjoy opportunities to participate in programmatic activities and attend events. Fellows will receive a salary and benefits provided 100% by grant funding. Fellowship applications and salary determination will be reviewed and determined by a fellowship committee that will be assembled and chaired by the Executive Director. The fellowship committee will consist of the Executive Director, the Senior Director and members of the Advisory Board and/or members of CUNY School of Law and Brooklyn College.

iii. Curriculum vitae of proposed staff members

Please see the attached Appendix for the curriculum vitae of proposed Institute staff members.

4. Fundraising Plan

To date, the Institute has secured \$2.62 million in funding pledges, which includes funds to hire full-time fellows and \$60,000 in scholarships. We have also hired Leymah Gbowee as Interim Executive Director, Mikaela Luttrell-Rowland as Interim Senior Director and Sarah Buchmann as Interim Fellowship Director of the initiative to start the Institute on Gender, Law, and Transformative Peace. Institute staff have received letters of financial commitment for \$2.62 million in funding to launch the Institute. The following foundations and organizations have committed to source the following funds:

- Oak Foundation, \$100,000 (over one year)
- Carnegie Foundation, \$500,000 (over one year)
- Abby Disney Foundation, \$500,000 (over two years)

- MADRE, \$500,000 (one year to support the fellowship program)
- Open Society Foundation, \$1million (over two years)
- Tiller Foundation, \$20,000 (for transnational convening at Bellagio, Italy)

The Institute will further ensure the financial sustainability of the program beyond the grant period by identifying new funding streams and sources to raise core support for the Institute. The Institute will ensure diverse types of funding including grants and gifts to cover general operating support, unrestricted funding, and programmatic support to ensure financial stability. Staff will regularly engage a range of prospects for new sources of support and to guarantee multiple revenue streams. Development efforts will focus on increasing revenue from varied portfolios and funding streams with tailored approaches for each, including multilateral funding, foundations, corporations and individual donors.

The Executive and Senior Directors will work in collaboration with the Executive Directors of both CUNY School of Law Foundation and Brooklyn College Foundation, as well as both School's Offices of Institutional Advancement, to ensure coordination and smooth operations of all funding. Working across these offices, the Institute will secure grants and gifts from individual donors, foundations, and the private sector to support the activities of the Institute. The funding for Institute activities will come from new fundraising for the Institute itself. The Interim Executive Director, Senior Director, Fellowship Director, Program Coordinator and Fellows are 100% funded by funds raised by the Institute and will continue to be grant funded in perpetuity. Because the initiative to start the Institute already it has a track record of successful fundraising, formally establishing the Institute would have a positive impact on our institutional resources. This initiative has already garnered support for both schools through the development of resource support and scholarship funds.

5. **Letters of support** from all participating presidents:

- a. Dean of CUNY Law School
- b. Brooklyn College President

6. **Letters of support** from individuals and organizations outside the University

- a. Abigail E. Disney, award-winning filmmaker, philanthropist, and the CEO and president of Fork Films
- b. Yifat Susskind, Executive Director, MADRE
- c. Madeleine Rees, Executive Director, Women's International League for Peace and Freedom (WILPF)
- d. Maria Butler, Executive Director, Nobel Women's Initiative
- e. Theo Sowa, Former CEO, African Women's Development Fund
- f. Gloria Steinem, feminist activist, award-winning author and public thought leader

RESOLUTION

of the Policy Council of Brooklyn College

to Clarify the Inclusion of Staff on Standing and Ad Hoc Committees

1. **WHEREAS**, on April 26, 2023, the Governance and Policy Committee of the Brooklyn College Policy Council recommended that the Council revise the College governance plan to include all staff, rather than only support staff, in the Council's committee membership; and
2. **WHEREAS**, the Policy Council of Brooklyn College shall be responsible for approving any and all new governance proposals and assuring that they meet the standards of the Trustees of the City University of New York and the standards of Brooklyn College, its faculty and administrators; the Policy Council shall also monitor the functions of individual legislative and administrative bodies to ensure that no constituent body exceeds its jurisdiction; therefore be it
3. **RESOLVED**, that the Policy Council adopts the following changes to Article I Section C(4)(a) of the College Governance Plan:

In the case of both standing and ad hoc committees, the Policy Council may draw from the college community at large, including students, faculty, administrators, or members of the ~~support~~ staff.

RESOLUTION

of the Policy Council of Brooklyn College

to Correct a Clerical Error in the Formatting of the Bylaws

1. **WHEREAS**, on April 26, 2023, the Governance and Policy Committee of the Policy Council recommended amending the bylaws of the Policy Council to correct a clerical error in formatting; and
2. **WHEREAS**, the Policy Council of Brooklyn College shall be responsible for approving any and all new governance proposals and assuring that they meet the standards of the Trustees of the City University of New York and the standards of Brooklyn College, its faculty and administrators; the Policy Council shall also monitor the functions of individual legislative and administrative bodies to ensure that no constituent body exceeds its jurisdiction; therefore, be it
3. **RESOLVED**, that Article V Sections (b)1, (b)2, (b)3, (b)4, (b)5, B, and C shall be moved under Article IV.

EXPLANATION: There appears to be a clerical error in the current bylaws. Article IV addresses committees; however, the current descriptions of committees are listed under Article V – Amendments. This revision would correct the clerical error.

BYLAWS OF THE BROOKLYN COLLEGE POLICY COUNCIL

I. Membership

A. Membership in the Policy Council shall be defined by Article I-A of the Brooklyn College Governance Plan.

B. Vacancies arising during the academic year shall be filled by interim members who will be selected by the appropriate membership constituencies identified under I-A above. Each constituency shall effect such selection in a manner of its own choosing, to be approved by the Policy Council.

II. Meetings

A. Policy Council meetings shall be conducted according to Robert's Rules of Order (revised).

B. A quorum shall consist of a majority of the membership.

III. Officers

A. The President shall chair meetings of the council.

B. There shall be a secretary, elected by the body.

IV. Committees

~~A.~~ ~~A.~~—Standing Committees: There shall be five standing committees described below on which members shall serve one-year terms of service. The membership of such committees shall include at least one member from each constituency of Policy Council in conformity with Article I-C.4.c of the Brooklyn College Governance Plan. At the first Policy Council meeting of the academic year, the constituency shall designate individuals to represent their constituency to serve on all Standing Committees, with the exception of the executive committee (deliberation and discussion is encouraged prior to the first meeting with the constituency). The nominations for the Executive Committee shall be elected by the individual constituencies at the first Policy Council Meeting. In the event of a

vacancy at any time, the head of the constituency or the constituency shall designate individuals to vacant positions.

1. Executive Committee

The Executive Committee shall consist of four (4) members; one representative of each constituency elected by that constituency during the first Policy Council meeting of the academic year, or sooner, and the President of Policy Council who shall serve as chairperson. The Executive Committee shall act as a nominations committee and as a steering committee; prepare the agenda for Policy Council meetings; supervise the work of standing and ad hoc committees of Policy Council; and act for Policy Council in emergencies. Each academic year, the committee shall act as a nominations committee only after that year's election of members to the Executive Committee. In addition to recommendations from the Executive Committee for service on Policy Council committees, nominations from the floor shall always be appropriate.

2. Fiscal, Infrastructure and Planning Committee

The Fiscal, Infrastructure and Planning Committee shall consist of ~~nine (9)~~ ten (10) members, three (3) members representing each constituency, and shall also include one representative from the college staff. Members of the administration shall include the Associate Vice President for Finance, Budget & Planning / Chief Financial Officer; the Assistant Vice President for Facilities, Planning and Operations; and the Associate Provost for Institutional Planning and Assessment. Student members shall be the Presidents of the student governments or their designees. The committee shall advise on budgetary matters, the physical plant, and evaluation of current academic programs and structure of the College; and shall develop recommendations for Policy Council advisement to college bodies concerned with long range planning. The committee shall report to Policy Council periodically as the need arises.

3. External Relations Committee on College and Community

The External Relations Committee on College and Community shall consist of seven (7) ~~six (6)~~ members with two members from administration, two from the faculty, two student members and one representative from the college staff.

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Student members shall be selected from among the Presidents of the student governments or their designees. The President, who will serve as a representative from the administration, shall serve as chairperson. The External Relations Committee shall be charged with reviewing the working relationships of the college with all segments of the Brooklyn community and making suggestions for enhancing the image of the college within the borough. This committee shall meet as the need arises and report to council.

4. Committee on Faculty-Student Relations

The Committee on Faculty-Student Relations shall consist of ~~seven (7)~~ eight (8) members: three faculty members; three student members, who shall be the Presidents of the student governments or their designees; one member from the college staff, and one member of the administration, who shall sit on the committee ex officio and act as chairperson, to be appointed by the President from Academic Affairs. The committee shall be charged with examining faculty-student relationships, including counseling, and with accepting related agenda items which may be proposed by any one of the constituencies.

This committee shall meet as the need arises and report to council.

5. Governance and Policy Committee

The Governance and Policy Committee shall consist of seven (7) members: two administrators named by the President, a member of the Steering Committee of Faculty Council and a member of the Liaison Committee of CAP, and two students, who shall be selected from among the Presidents of the student governments or their designees, and one member of the college staff. The Governance and Policy Committee shall serve as a screening committee for the Policy Council in matters involving governance and policy and shall make recommendations with respect to adjudication of conflicts or problems in the areas of governance and policy referred to the Policy Council. It shall serve as a supervisory body for the implementation of changes in governance.

B. Ad Hoc Committees: Such other committees which shall from time to time be deemed necessary to carry on the work of the Policy Council, including their memberships and their charges, shall be proposed by the Executive Committee and ratified by the Policy Council.

C. Each Standing Committee of Policy Council shall be deemed to be duly constituted as of the date of the second meeting of Policy Council of the academic year. After that date, a committee may meet even if not all its members have been designated, provided that a quorum exists for that committee.

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V. Amendments

- A. Amendments to the Bylaws of the Brooklyn College Policy Council may be initiated (a) by any constituent body or (b) by the Policy Council itself, provided such amendment does not alter the powers held by another constituent body without the consent of that body.
- B. All amendments must be approved by the Policy Council by a two-thirds plus one vote and by the President for submission to the Board of Trustees.

1. Executive Committee

~~The Executive Committee shall consist of four (4) members: one representative of each constituency elected by that constituency during the first Policy Council meeting of the academic year, or sooner, and the President of Policy Council who shall serve as chairperson. The Executive Committee shall act as a nominations committee and as a steering committee; prepare the agenda for Policy Council meetings; supervise the work of standing and ad hoc committees of Policy Council; and act for Policy Council in emergencies. Each academic year, the committee shall act as a nominations committee only after that year's election of members to the Executive Committee. In addition to recommendations from the Executive Committee for service on Policy Council committees, nominations from the floor shall always be appropriate.~~

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2. Fiscal, Infrastructure and Planning Committee

~~The Fiscal, Infrastructure and Planning Committee shall consist of nine (9) ten (10) members, three (3) members representing each constituency, and shall also include one representative from the college support staff. Members of the administration shall include the Associate Vice President for Finance, Budget & Planning / Chief Financial Officer; the Assistant Vice President for Facilities;~~

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~~Planning and Operations; and the Associate Provost for Institutional Planning and Assessment. Student members shall be the Presidents of the student governments or their designees. The committee shall advise on budgetary matters, the physical plant, and evaluation of current academic programs and structure of the College; and shall develop recommendations for Policy Council advisement to college bodies concerned with long range planning. The committee shall report to Policy Council periodically as the need arises.~~

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3. External Relations Committee on College and Community

~~The External Relations Committee on College and Community shall consist of seven (7) six (6) members with equal representation from each constituency, and shall one representative from the college support staff. Student members shall be selected from among the Presidents of the student governments or their designees. The President, who will serve as a representative from the administration, shall serve as chairperson. The External Relations Committee shall be charged with reviewing the working relationships of the college with all segments of the Brooklyn community and making suggestions for enhancing the image of the college within the borough. This committee shall meet as the need arises and report to council.~~

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4. Committee on Faculty Student Relations

~~The Committee on Faculty Student Relations shall consist of seven (7) eight (8) members: three faculty members; three student members, who shall be the Presidents of the student governments or their designees; one member from the college support staff, and one member of the administration, who shall sit on the committee ex officio and act as chairperson, to be appointed by the President from Academic Affairs. The committee shall be charged with examining faculty student relationships, including counseling, and with accepting related agenda items which may be proposed by any one of the constituencies.~~

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~~This committee shall meet as the need arises and report to council.~~

~~5. Governance and Policy Committee~~

~~The Governance and Policy Committee shall consist of two administrators named by the President, a member of the Steering Committee of Faculty Council and a member of the Liaison Committee of CAP, and two students, who shall be selected from among the Presidents of the student governments or their designees, and one member of the college support staff as selected by the President's Advisory Committee for Staff. The Governance and Policy Committee shall serve as a screening committee for the Policy Council in matters involving governance and policy and shall make recommendations with respect to adjudication of conflicts or problems in the areas of governance and policy referred to the Policy Council. It shall serve as a supervisory body for the implementation of changes in governance.~~

~~B. Ad Hoc Committees: Such other committees which shall from time to time be deemed necessary to carry on the work of the Policy Council, including their memberships and their charges, shall be proposed by the Executive Committee and ratified by the Policy Council.~~

~~C. Each Standing Committee of Policy Council shall be deemed to be duly constituted as of the date of the second meeting of Policy Council of the academic year. After that date, a committee may meet even if not all its members have been designated, provided that a quorum exists for that committee.~~

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RESOLUTION

of the Policy Council of Brooklyn College

to Clarify Constituents of Committees

1. **WHEREAS**, on April 26, 2023, the Governance and Policy Committee of the Policy Council recommended amending the bylaws of the Policy Council to allow for one staff representative to serve on each standing and ad hoc committee of the body; and
2. **WHEREAS**, the Policy Council of Brooklyn College shall be responsible for approving any and all new governance proposals and assuring that they meet the standards of the Trustees of the City University of New York and the standards of Brooklyn College, its faculty and administrators; the Policy Council shall also monitor the functions of individual legislative and administrative bodies to ensure that no constituent body exceeds its jurisdiction; therefore, be it
3. **RESOLVED**, that the Policy Council adopts the following changes in the language of the Policy Council Bylaws:

Article V(b)(3)

3. External Relations Committee on College and Community

The External Relations Committee on College and Community shall consist of ~~six (6)~~ seven members with ~~equal representation from each constituency~~ two members from administration, two from the faculty, two student members and one representative from the college staff.

Article V(b)(5)

5. Governance and Policy Committee

The Governance and Policy Committee shall consist of seven (7) members: two administrators named by the President, a member of the Steering Committee of Faculty Council and a member of the Liaison Committee of CAP, and two students, who shall be selected from among the Presidents of the student governments or their designees, and one member of the college staff.

RESOLUTION

of the Policy Council of Brooklyn College

to change the name of the Department of Chemistry to

the Department of Chemistry and Biochemistry

1. **WHEREAS**, on November 15, 2022, the Department of Chemistry voted in favor of formally changing the name of the department to the Department of Chemistry and Biochemistry; and
2. **WHEREAS**, on April 26, 2023, the Governance and Policy Committee of the Policy Council recommended adopting the name change proposed by the Department; and
3. **WHEREAS**, the Policy Council of Brooklyn College shall be responsible for approving any and all new governance proposals and assuring that they meet the standards of the Trustees of the City University of New York and the standards of Brooklyn College, its faculty and administrators; the Policy Council shall also monitor the functions of individual legislative and administrative bodies to ensure that no constituent body exceeds its jurisdiction; therefore be it
4. **RESOLVED**, that the Policy Council adopts the following changes to the name of the department:

Department of Chemistry and Biochemistry

SECTION A-1: SPECIAL ACTIONS

Change in Department Name

Department of Chemistry

Whereas, the faculty in the Department of Chemistry voted, on November 15, 2022, in favor of formally changing the name of the department to the Department of Chemistry and Biochemistry; and

Whereas, the proposed name change more accurately reflects the curriculum offered by the department; and

Whereas, the proposed name change more accurately reflects the expertise by faculty in the department, many of whom are associated with the doctoral program of Biochemistry at the CUNY Graduate Center, and

Whereas, the proposed department name more accurately reflects the full range of research of the faculty in the department; and

Whereas, the proposed department name more accurately reflects the intellectual contributions of the faculty in the department; and

Whereas, the proposed department name presents the department's role more accurately to students; and

Whereas, the department name change will not change the name of academic programs; and

Whereas, the department name change will not change the name of existing degrees; and

Whereas, the dean of the School of Natural and Behavioral Sciences has been aware of ongoing deliberations during the Fall 2022 semester and was made aware in Fall 2022 of the final vote by faculty in the department, on November 15, 2022, favoring the change of the department name to the Department Chemistry and Biochemistry;

Therefore, Be It Resolved that with the formal approval of this department name change by all necessary levels in the academy, the name of the existing "Department of Chemistry" at Brooklyn College be formally changed to the "Department of Chemistry and Biochemistry" on July 1, 2023; and that,

The abbreviated prefix "CHEM," used for course scheduling, registration, and Bulletin listings, remain unchanged as "CHEM" since chemistry is still central to offerings.

Rationale: The faculty in the Department of Chemistry voted, on November 15, 2022, in favor of formally changing the name of the

department to the Department of Chemistry and Biochemistry. There are five compelling reasons for the proposed name change: 1) the proposed name change more accurately reflects the curriculum offered by the department; 2) the proposed name change more accurately reflects the expertise by faculty in the department associated with the doctoral program of Biochemistry at the CUNY Graduate Center, and, 3) the proposed department name more accurately reflects the research of the faculty in the department; 4) the proposed department name more accurately reflects the intellectual contributions of the faculty in the department; and 5) the proposed department name more accurately describes its content to students.

The department name change will not change the name of academic programs and will not change the name of existing degrees.

Dates Approved by The Department of Chemistry: November 15, 2022

....

**Policy Council Resolution for a Master Plan Amendment to Accept the
Transfer of the Degree Granting Authority for the AU.D. in Audiology from the Graduate School and
University Center to Brooklyn College**

WHEREAS, the CUNY Graduate School and University Center, (“the GC”) has already transferred degree granting authority for other licensed doctoral programs, the Doctor of Physical Therapy to Hunter College and the College of Staten Island, as well as the Ph.D in Clinical Psychology to City College as part of a strategic plan to focus on traditional doctoral and masters degrees; and

WHEREAS, the GC administration and faculty seek now to transfer another licensed doctoral program, the AU.D. in Audiology to Brooklyn College which has been heavily involved in all aspects of administering the GC program; and

WHEREAS, the faculty and administration of Hunter College, the only other institution involved in the GC program support the transfer of the degree granting authority to Brooklyn College; and

WHEREAS, Brooklyn College is uniquely-suited to house the program because its faculty have the requisite scholarly and clinical expertise, taught regularly in the program, provided regular Executive Officer leadership, and played major roles in its self-study and reaccreditation processes; and

WHEREAS, the Department of Communication Arts, Sciences and Disorders houses a robust undergraduate Communication Sciences & Disorders (CSD) program, which will funnel excellent students into the Brooklyn College Audiology doctoral program and also houses a distinguished master’s program in Speech Language Pathology that has been lauded by its accreditors; and

WHEREAS, the Auditory Research Center is located in Brooklyn College’s Communication Arts, Sciences and Disorders Department, and many of our Speech-Language Pathology faculty have interest in speech processing and topics closely aligned with audiology and can serve as capstone advisors for doctoral students; and

WHEREAS, Brooklyn College’s Department of Communication Arts, Sciences, and Disorders is eager to house the program and its faculty has voted unanimously to do so; and

WHEREAS, Brooklyn College is establishing itself as a healthcare career pipeline campus and healthcare career hub, with funding from the New York State and private foundations in support of this work, and

WHEREAS, Brooklyn College seeks to become a doctoral-granting institution toward a Carnegie R3 classification; and

WHEREAS, a clinical doctoral program in Audiology will help the campus achieve critical milestones toward these strategic campus goals.

WHEREAS, When the Ph.D. program is transferred, [Brooklyn] College will grant the degree with its current curriculum requirements, administer all aspects of the program and bear all the costs of the program; and

WHEREAS, the transfer of this degree granting authority will generate approximately \$84,000 a year to Brooklyn College's operating budget while adding no additional costs; and

WHEREAS, Brooklyn College will work closely with the GC to assure that all current students are supported in the program through their completion.

Now be it resolved that:

Brooklyn College will, pending New York State Education Department and the Office of the Governor's approval of its Master Plan Amendment, accept the transfer of the AU.D in Audiology currently at the CUNY Graduate School and University Center to the Department of Communication Arts, Sciences and Disorders at Brooklyn College effective June 26, 2023 subject to financial viability.

EXPLANATION: The transfer of the degree granting authority for the AU.D. in Audiology will support both the GC's plan to focus on traditional academic doctoral and masters programs and Brooklyn College's plan to become both a Carnegie R3 doctoral granting institution as well as a pipeline for students interested in careers in healthcare.



Application for Registration of a New Program¹: Master Plan Amendment Supplement

1. Determine Need for Master Plan Amendment (MPA)

Instructions

When an institution seeks to expand its academic mission (e.g., by offering a degree at a new level of study or in a new disciplinary area, or opening a branch campus), it must submit a master plan amendment application for review by the Board of Regents. The Regents must approve an amendment of an institution's master plan before the institution may undertake the proposed activities.

To determine if the proposed program requires master plan amendment, review the [Proposals Requiring Master Plan Amendment](#) section of the Comprehensive Guidance Document for Program Registration.

If the proposed program requires Master Plan Amendment, include the completed supplement, external review and abstract in the application PDF document.

2. Application for Master Plan Amendment

a) Program Start

Indicate the date by which the institution proposes to enroll students: (09/01/xxxx)

b) Student Body

List with percentages the expected geographic origin of the program's students

- (a) county in which the program will be offered: 20%
- (b) remainder of the [Regents Higher Education Region](#): 35%
- (c) remainder of the State: 25%
- (d) out of state: 20%

c) Transfer Students

Describe the admission requirements for students transferring into this program, if applicable.

Answer: No transfer students

d) Enrollment

¹ CUNY and SUNY institutions: contact System Administration for proposal submission process.

Describe the assumptions underlying the enrollment projections.
<i>Answer:</i> In the past decade, the program has consistently had 70-120 applicants, with an enrollment of 9-12 new students per year, and a total enrollment of 38-40 students across the four-year program.
e) Planning
<ol style="list-style-type: none"> 1. Document fully, with measurable data, the need for the program in terms of the population(s) it would serve, the Regents Higher Education Region in which it will be offered, and the State as a whole. <ul style="list-style-type: none"> ▪ Note the other institutions in the Region that offer similar programs; ▪ Explain why other institutions are not meeting the need; and ▪ Describe the extent to which the program would meet that need.
<i>Answer:</i> The existing nationally accredited (by ASHA/CAA) program is administered by the CUNY Graduate Center and includes participation from Brooklyn College and Hunter College. This proposal will shift administration of the program to one of the collaborators, CUNY Brooklyn College, without expanding the program and without other planned substantive changes. Audiology employment opportunities are on the rise. According to the U.S. Bureau of Labor Statistics (BLS), job growth for audiology is expected to grow by 16% from 2020 to 2030—a much faster rate than the average for all occupations. The historical employment data for the existing program approximates 100%. There are no other public AuD programs in the downstate NYS region, and there is one private existing program in the region (The Long Island AuD Consortium).
<ol style="list-style-type: none"> 2. Specify the number of potential students (currently enrolled at the proposing institution, enrolled at other institutions, alumni, others) requesting establishment of the program. Describe and document how such persons were identified (e.g., surveys).
<i>Answer:</i> In this amendment, the established CUNY Graduate Center AuD program has historical stability of applicants and enrollment, and it is anticipated with this administrative change that there will be continued stability of applicant pool and enrollment data. The AuD degree is the entry-level credential to practice as a licensed audiologist in NYS and elsewhere in the US. The accreditation self-study process includes a variety of formal and informal assessment tools, including survey data of various stakeholders (students, employers, alumni) which consistently describes the continuing demand for, and a high level quality of the program which we anticipate will be unchanged.
<ol style="list-style-type: none"> 3. If pertinent, indicate the potential employers of the program's graduates who have requested its establishment and the exact nature of their specific employment needs, including the estimated number of such employees needed.
<i>Answer:</i> In this amendment, the established CUNY Graduate Center AuD program has historical stability of local affiliates, and a variety of employers locally and nationally. Some examples of local employers include Lenox Hill Medical Center, the Veterans Administration, Mt. Sinai Medical Center, and nonprofit and small business practices such as Audiology Central. It is anticipated with this administrative change that there will be continued stability of employment opportunities. The accreditation self-study process includes a variety of formal and informal assessment tools, including survey data of various stakeholders such as employers; that data consistently describe the continuing demand for graduates for employment openings.
<ol style="list-style-type: none"> 4. If a program is intended to meet institutional purposes and goals rather than external demand, explain: <ul style="list-style-type: none"> ▪ its relationship to the institution's mission;

- how it would complement the other programs the institution offers; and
- how it would contribute to the institution's viability.

Answer: Program developed to meet external demand in addition to meeting institutional purposes. Brooklyn College has an established ASHA-CAA accredited speech-language pathology graduate program which will complement the incoming AuD program within the Department of Communication Arts, Sciences, and Disorders. Within the Dept of CASD there is additionally an undergraduate major in Communication Sciences and Disorders and a Speech-Language Hearing Center which serves as the experiential learning hub of these programs, and will do so for the AuD program as well. The move of the AuD program from the CUNY Graduate Center to Brooklyn College will additionally strengthen institutional initiatives such as the CUNY Brooklyn Healthcare Hub which will help to promote healthcare equity in south and central Brooklyn.

f) Outcomes of Related Programs

1. List related programs at the institution. For example, an institution applying for master plan amendment to offer a baccalaureate in information technology would list an existing registered associate degree program in that subject.

Answer: Brooklyn College has an established ASHA-CAA accredited speech-language pathology graduate program which will complement the incoming AuD program within the Department of Communication Arts, Sciences, and Disorders. The college additionally has a new Cancer Center which has collaborative opportunities for students and faculty of the AuD program. Activities associated with the AuD program such as hearing screenings will help to ensure the hearing health of individuals within Brooklyn College's Early Childhood Center, Facilities personnel, and others, and will provide opportunities for collaboration with Environmental Health and Safety personnel. Other programs: HNS, Psych, etc. , Communication, Personal Counseling

2. Provide data to demonstrate the success of students in the related program(s).

Answer: Outcome data for the AuD program is consistently favorable, with three year average data for employment, passing of the national certification exam, and student graduation rate all exceeding 97% <https://www.gc.cuny.edu/audiology/student-outcome-data> .

g) Resources

Complete the Projected Expenditures (**Table 1**) and Projected Revenues (**Table 2**) tables in this supplement.

h) Branch Campus/Interinstitutional Program

If you are proposing a [new branch campus or interinstitutional program](#), complete the Distribution of Space (**Table 3**) and Projected Capital Expenditures (**Table 4**) tables.

Not Applicable: (If not applicable, do not answer remaining questions in this section)

Describe the administrative organization of the proposed branch campus or interinstitutional program, noting specifically the roles of administrators and their relationship, including lines of responsibility, to the main campus administration.

Answer:

Provide brief statements on the following:

- (1) location, including the address and the distance in miles from the main campus

<i>Answer:</i>
(2) reasons for initiating it
<i>Answer:</i>
(3) facilities to be used
<i>Answer:</i>
(4) administrative organization of the proposed branch campus or interinstitutional program
<i>Answer:</i>
(5) on-site faculty responsible for the program(s)
<i>Answer:</i>
(6) support services available for students
<i>Answer:</i>

Table 1: Projected Expenditures for the Proposed Program

Expenditures ²	1 st Year Academic Year ³	2 nd Year Academic Year ²	3 rd Year Academic Year ²	4 th Year Academic Year ²	5 th Year Academic Year ²
<i>Faculty</i> ⁴	2 professorial, 1 lecturer line				
New Resources ⁵					
<i>Equipment</i> ⁶	1 audio booth				
New Resources ⁴					
<i>Other</i> ⁷	PT CA (20 hours), lab space (1 room 150-200 sf) + expanded calibration fees, accreditation fees, (retain student excellence/discretio nary tuition differential funds)				
	2 graduate teaching fellows per FY				
Total					
New Resources ⁴					

² Specify the inflation rate used for projections.

Revenues ⁸	1 st Year Academic Year ⁹	2 nd Year Academic Year ⁹	3 rd Year Academic Year ⁹	4 th Year Academic Year ⁹	5 th Year Academic Year ⁹
<i>Tuition Revenue</i> ¹⁰					
01. From Existing Sources ¹¹					
02. From New Sources ¹²					

03. Total					
<i>State Revenue</i> ¹³					
04. From Existing Sources ¹¹					
05. From New Sources ¹²					
06. Total					
<i>Other Revenue</i> ¹⁴	(retain student excellence/discre tionary tuition differential funds)				
		07. From Existing Sources ¹¹			
		08. From New Sources ¹²			
09. Total					
<i>Grand Total</i> ¹⁵					
10. From Existing Sources ¹¹					
11. From New Sources ¹²					
TOTAL					

Table 2: Projected Revenue Related to the Proposed Program

³ Specify the academic year.

⁴ Include fringe benefits.

⁵ New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

⁶ Include here equipment which is not a capital expenditure.

⁷ Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

⁸ Specify the inflation rate used for projections.

⁹ Specify the academic year.

¹⁰ Please explain how tuition revenue was calculated.

¹¹ Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

¹² New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.

¹³ Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.

¹⁴ Specify what is included in "other" category.

¹⁵ Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

Table 3: Distribution of Space at a Proposed Interinstitutional Program

Part A. Room Use Distribution

Room Use Categories ¹	Net Assignable Square Feet (NASF) ²	
01. Total Classroom Facilities	3 max rooms	
02. Total Laboratory Facilities a. class laboratory facilities ³	Existing + 1 new 150-200 sf	()
03. Total Office Facilities a. academic office facilities b. administrative office facilities	One for each new faculty member (3) + renovation of existing room in 3439B	() ()
04. Total Study Facilities a. total library facilities	Leveraging existing	()
05. Total Special Uses Facilities a. athletic/physical education facilities		()
06. Total General Use Facilities a. assembly facilities		()
07. Total Support Facilities a. data processing/computer facilities		()
08. Total Health Care Facilities		
09. Total Residential Facilities		
10. Total Facilities Planned for Use ⁴		

Part B. Programmatic Facilities Distribution

Program Classification Categories	Net Assignable Square Feet (NASF)
11. Instruction (1.0)	
12. Organized Research (2.0)	
13. Public Service (3.0)	
14. Academic Support (4.0) a. libraries (4.1)	()
15. Student Services (5.0)	
16. Instructional Support (6.0)	
17. Independent Operations (7.0)	
18. Unassigned (8.0)	
19. Total Facilities Planned for Use ⁵	

¹ For definitions of Room Use Categories and Program Classification Categories, consult the "Facilities Inventory and Classification Manual, 1973" (OE74-11424). Washington, D.C., U.S. Government Printing Office, 1973.

² Net Assignable Square Feet (NASF) means the sum of the floor areas of a building included within the outside faces of exterior walls for all stories, or areas that have floor spaces less the non-assignable area. Non-assignable area includes that portion of the building areas not available for assignment to building occupants, but necessary for general operations; such areas include circulation, custodial, mechanical, and structural areas.

³ This is a sub-set of the Room Use Category. It may be the same as the NASF reported for the Category, or a smaller amount if there is other space in the Category. On line 03, a plus b need not equal line 03 if other space exists in the Category.

⁴ Line 10 is the sum of line 01 through 09.

⁵ Line 19 is the total of lines 11 through 18 and should equal line 10.

Table 4: Projected Capital Expenditures for the Proposed Interinstitutional Program

Expenditures	1st Year Academic Year ²¹	2nd Year Academic Year	3rd Year Academic Year	4th Year Academic Year	5th Year Academic Year
1. Capital Facilities	* possible renovation (booths and video monitoring/ renovation 3439B) \$250,000 booths - \$150,000 video shared with SLP)				
2. Equipment (Capital Expenditures) ²²					
3. Total Capital Expenditures					

²¹ Specify the academic year in each column.

²² Do not include equipment expenditures made from the operating budget.

3. External Review of Proposed Programs requiring Master Plan Amendment

Proposed programs needing master plan amendment require a review conducted by an external recognized expert in the field who has been approved in advance by the State Education Department:

See [External Review of Certain Degree Programs](#) for guidance, required form and instructions for submission of the external review and the institution's response to the external review.

4. MPA Abstract

This section requires the preparation and submission of a **one- to two-page abstract** (maximum) summarizing the proposed program.

The abstract should include:

- (a) the title of the proposed program and the degree, diploma, or certificate to which it leads;
- (b) the purpose and goals of the program and its relationship to the stated mission of the institution and to existing offerings of the institution;
- (c) the curriculum;
- (d) the unique characteristics of the program;
- (e) requirements for admission to the program;
- (f) the nature of the prospective student body;
- (g) projected (full- and part-time) enrollment in the program's first and fifth year of operation;
- (h) facilities, equipment, faculty, and other academic resources available, and planned to be acquired, to support the proposed program;
- (i) prospects for employment/further education for the program's graduates; and
- (j) additional basis of need for the program.

The Department sends the abstract to other New York colleges and universities as a canvass to gather their comments and advice on the need and demand for the proposed program(s) and its potential effect on other institutions.

Institution		Date	
Program		Degree	AuD

**TABLE 1
DATA ON FACULTY MEMBERS DIRECTLY ASSOCIATED WITH THE PROPOSED DOCTORAL PROGRAM**

Name (Use "D" to Specify Program Director and "C" to Specify Core Faculty)	FT/PT	Dept	Sex M/F	R/E ¹	Articles in Refereed Journals in the past 5 yrs	External Research Support in Current AY ²	Dissertation Load Current AY (see total) <hr/> ²		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current AY ²		# of Classes Taught Current AY ²		% FTE Time to Proposed Program	
							Com	Chr	Com	Chr	Doc	Mstrs	GR	UG		
Barbara Weinstein* (sabbatical scheduled for '22-23 AY)	FT				<p>Littlejon, J. Bowen, M., Constantinidou, F., et al., (2021). International Practice Recommendations for the Recognition and Management of Hearing and Vision Impairment in People with Dementia. <i>Gerontology</i> 13 DOI: 10.1159/0005158926</p> <p>Weinstein, B. (2021). Unpacking the OTC Hearing Aid Act: How about the 12% with normal hearing and self rated hearing difficulty. <i>The Hearing Journal</i>. 74(5). 22, 23.</p> <p>Weinstein, B. (2021). COVID-19 Pandemic effects on the elderly. <i>The hearing professional</i>.70: 15-19.</p> <p>Humes, L., Weinstein, B. (2021). The need for a universal hearing metric-Is pure-tone average the answer. <i>JAMA-Otolaryngology-Head and Neck Surgery</i>. Humes, L. & Weinstein, B. (2021). <i>JAMA Otolaryngology-Head and Neck Surgery</i>. Published online April 15, 2021. doi:10.1001/jamaoto.2021.0417</p> <p>Chodosh, J., Goldfeld, K., Weinstein, B. , et al., (2021). The HEAR-VA Pilot Study: Hearing Assistance provided to older adults in the Emergency Dept. <i>JAGS</i>. 69 (4). 1071-1078.</p> <p>Chodosh, J., Batra, R., Likar, D., Radcliffe, K., Osterweil, D., Weinstein, B. , et al. (2021). Providing hearing assistance to low-income adults at risk for social isolation: Preliminary Findings. <i>JAMDA</i>. 9.</p> <p>Weinstein, B. (2021). Age-related Hearing Loss and Dementia. <i>ENT & Audiology News</i>. Issue Editor. 30</p> <p>Weinstein, B. (2021). COVID-19 Pandemic Effects on the Elderly. <i>The Hearing Professional</i>: A</p>	n/a					8			4		1.0

				<p>Geriatr Soc. 67(7):1423-1429.</p> <p>Weinstein, B. (2019). Maximizing Annual Wellness Visits to Promote Hearing Health. <i>Hearing Journal</i>. 72 (4). 16,18. doi: 10.1097/01.HJ.0000557741.82410.a1.</p> <p>Chang, J., Weinstein, B., Chodosh, J., & Blustein, W. (2018). Hospital readmission risk for patients with self-reported hearing loss and communication trouble. <i>JAGS</i>. 0002-8614/18/\$15.00.</p> <p>Weinstein, B. Crofts, E. (2018). How hearing loss affects everything between the ears. <i>Hearing Health: A publication of the Hearing Health Foundation</i>.</p> <p>Weinstein, B. (2018). The cost of age-related hearing loss: To treat or not to treat? <i>Speech Language and Hearing</i>.</p> <p>McCreedy, E., Weinstein, B., Chodosh, J. et al. (2018). Hearing Loss: Why does it matter for nursing homes? <i>JAMDA</i>. DOI: https://doi.org/10.1016/j.jamda.2017.12.007</p> <p>Blustein, J., Weinstein, B., Chodosh, J. et al., (2018). Tackling hearing loss to improve the care of older adults. <i>BMJ</i> 2018;360:k21 doi: 10.1136/bmj.k21</p> <p>Weinstein, B. (2018). A primer on dementia and hearing loss. <i>Perspectives of ASHA Special Interest Groups</i>, 3: 18-27. Retrieved from https://perspectives.pubs.asha.org/article.aspx?articleid=2681069.</p> <p>Cohen, J., Blustein, J., Weinstein, B. et al., (2017). Studies of physician-older patient communication: How often is hearing loss considered? <i>JAGS</i>. 65: 1642-1649.</p> <p>Beck DL, Weinstein BR, Harvey M. Dementia screening: A role for audiologists. <i>Hearing Review</i>. 2018;25(7):36-39</p> <p>Weinstein, B. (2017). The Audiologist as Incrementalist. <i>HHTM Hearing Views</i>.</p> <p>Blustein, J. & Weinstein, B. (2016). Age-related hearing loss: Better public health through regulatory change. <i>American Journal of Public Health</i>. 106: 1032-1035.</p> <p>Weinstein, B., Moser, S., & Sirow, L. (2016). Relating Hearing Aid Use to Social and Emotional Loneliness in Older Adults. <i>American Journal of Audiology</i>. 25: 54-61.</p>										
Tina Jupiter	PT			<p>Jupiter, T., & McInerney, M. (2019). Hearing screening results and PLD usage on NYC subways. <i>Journal of Communication Disorders</i></p>	n/a							3		0.22
Josep h Montano	PT			<p>Pearlman AN, Tabae A, Sciafani AP, Sulica L, Selesnick SH, Kutler DI, Montano JJ, Levinger JI, Suurna MV, Modi VK, Stewart MG. Establishing an Office-Based Framework for Resuming Otolaryngology Care in Academic Practice During the COVID-19 Pandemic. <i>Otolaryngol Head Neck Surg</i>. 2021 Mar;164(3):528-541. doi: 10.1177/0194599820955178. Epub 2020 Sep 1. PMID: 32867585.</p> <p>Montano, JJ & Spitzer, JB. (2020). Adult Audiologic Rehabilitation. Plural Publishing. Clark JG, English KM, Montano JJ. Heightening our vigilance towards patient well-being. <i>Int J Audiol</i>. 2020 Nov 4:1-8. doi: 10.1080/14992027.2020.1834632. Epub ahead of print.</p>	n/a							1		0.17

				<p>PMID: 33143471.</p> <p>Heacock, R., Montano, J, and Preminger, J. (2019). Adult-children's perspectives on their role in their parent's hearing healthcare processes. <i>Journal of the American Academy of Audiology</i></p> <p>Mehta, S. & Montano, J. (2017). Awareness: Understanding and becoming aware of hearing loss. In V. Manchiaiah & B. Danermark (Eds.) <i>The Experience of Hearing loss: Journey Through Aural Rehabilitation</i>. New York, NY: Routledge.</p> <p>Singh G, Barr C, Montano J, English K, Russo F, Launer S. (2017). Family-centered audiology care: emotion and reason in hearing healthcare. <i>Hearing Review</i>. 24(5):30-32.</p>																	
John Preec e	PT			n/a	n/a														1		.06
Elyse Sussman	PT			<p>Fishman, Y., Lee, W., & Sussman, E. (2021). Learning to predict: Neuronal signatures of auditory expectancy in human event-related potentials. <i>Neuroimage</i>, 225, 15, 117472 https://doi.org/10.1016/j.neuroimage.2020.117472</p> <p>Solomon, S.S., Tang, H., Sussman, E.S., & Kohn, A. (2021). Limited evidence for sensory prediction error responses in visual cortex of macaques and humans. <i>Cereb Cortex</i>. 31(6):3136-3152. doi: 10.1093/cercor/bhab014. PMID: 33683317</p> <p>Brace, K. & Sussman, E.S. (2021). The role of attention and explicit knowledge in perceiving bistable auditory input. <i>Psychophysiology</i>, in press. https://doi.org/10.1111/psyp.13875</p> <p>Symonds, R., Zhou, J., Cole, S., Brace, K., & Sussman, E. (2020). Cognitive resources are distributed amongst the entire auditory landscape in auditory scene analysis. <i>Psychophysiology</i>, 57(2): e13487, doi: 10.1111/psyp.13487. PMID: 31578762;PMCID:</p> <p>Moskowitz, H.S., Lee, W., & Sussman, E.S. (2020). Response advantage for identification of speech sounds. <i>Frontiers in Psychology</i>, 11:1155. https://doi.org/10.3389/fpsyg.2020.01155. PMID: 32655436</p> <p>Pavao, R., Sussman, E. Fischer, B. & Pena, J.L. (2020), Natural ITD statistics predict human auditory spatial perception. <i>Elife</i>, https://elifesciences.org/articles/51927</p> <p>Yu, Y.H., Shafer, V.L., & Sussman, E.S. (2018). The duration of auditory sensory memory for vowel processing: Evidence from neurophysiological and behavioral measures. <i>Frontiers in Psychology-Auditory Cognitive Neuroscience</i>. doi.org/10.3389/fpsyg.2018.00335.</p> <p>Pavao R, Sussman E.S., Fischer BJ, Pena JL (2018) Anticipated ITD statistics built-in human sound localization. <i>BioRxiv</i>, doi:https://doi.org/10.1101/303347</p> <p>Brace, B., Lee, W., Cole, P., & Sussman, E. (2019). Childhood leukemia survivors exhibit deficiencies in sensory and cognitive processes, as reflected by event-related brain potentials after completion of curative chemotherapy: A preliminary investigation. <i>Journal of Clinical and Experimental Neuropsychology</i>, 41(8):814-</p>	<p>NIH/NCI 1R01CA240360 Sussman (MPI) 3/01/2020 - 2/28/2025</p> <p>Title: Characterization of brain dysfunction during development in survivors of childhood acute lymphoblastic leukemia</p> <p>The goal of this project is to evaluate the effects of chemotherapy on brain functions necessary for normal cognition in childhood</p>														1		.11

				<p>831. doi: 10.1080/13803395.2019.1623865.</p> <p>Symonds, R, Lee, W., Kohn, A., Schwartz, O., Witkowski, S., & Sussman, E.S. (2017). Distinguishing stimulus specific adaptation and predictive coding hypotheses in auditory change detection. <i>Brain Topography</i>, 30, 136–148.</p> <p>Yu, Y.H., Shafer, V.L., & Sussman, E.S. (2017). Neurophysiological and behavioral responses of Mandarin lexical tone processing. <i>Frontiers in Neuroscience</i>, 11:95 doi: 10.3389/fnins.2017.00095</p> <p>Dinces, E. and Sussman, E. (2017). Attentional resources are needed for auditory stream segregation in aging. <i>Frontiers in Aging Neuroscience</i>, 9:414. doi: 10.3389/fnagi.2017.00414.</p> <p>Sussman, E. (2017). Auditory scene analysis: An attention perspective. <i>Journal of Speech-Language-Hearing Research</i>. 60(10):2989-3000. doi: 10.1044/2017_JSLHR-H-17-0041.</p> <p>Costa-Faidella, J., Sussman, E.S., & Escera, C. (2017). Selective entrainment of brain oscillations drives auditory perceptual organization. <i>Neuroimage</i>, 159, 195-206.</p> <p>Moldwin, T., Schwartz, O., & Sussman, E. (2017). Statistical learning of melodic patterns influences the brain's response to wrong notes. <i>Journal of Cognitive Neuroscience</i>, 29(12):2114-2122.</p>	<p>survivors.</p> <p>Role: PI</p> <p>Amount: \$4.6 million</p>											
Chair of CASD	FT															
NEED ONE NEW HIRE	FT															
Associate Professor																
Dorothy DiToro	FT			<p>Neave-DiToro, D., Bergen, M., Silman, S., & Emmer, MB (2021). Presence of ipsilateral acoustic reflex artifact may result in clinical misidentification. <i>International Journal of Audiology</i>, 1-4.</p> <p>Neave-DiToro, D., Fuse, A., & Bergen, M. (2021). Knowledge and awareness of ear protection devices for sound sensitivity by individuals with autism spectrum disorders. <i>Language Speech and Hearing Services in Schools</i>, 52(1), 409-425.</p> <p>Neave-DiToro, D., Fuse, A., & Bergen, M. (2018). Law Enforcement Interactions: The Role of Communication Sciences and Disorders Professionals. <i>Communication Disorders Quarterly</i>, 1525740118810898.</p> <p>Neave-DiToro, D., Vogel, D. A., Wortsman, S. E., & Cascella, P. W. (2018). Risk Management Practices at University Clinics in Communication Sciences and Disorders. <i>Teaching and Learning in</i></p>	n/a					19		1			0.75	

				<p>Communication Sciences & Disorders, 2(2), 3.</p> <p>Neave-DiToro, D., DeSantolo, A., Bergen, M., & Rubinstein, A. (2018). Accounting for the Occlusion Effect with Insert Earphones. <i>Journal of the American Academy of Audiology</i>, 29(9), 826-834.</p> <p>Cherry, R., Rubinstein, A., Neave-DiToro, Dorothy. "Audiological Screening for the Speech-Language Evaluation." <i>A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology</i> (2nd ed.) by C. Stein-Rubins and R. Fabus.Thorofare, NJ.: Slack Incorporated. 2018.</p> <p>Neave-DiToro, D., Bergen, M. (2017), Mock Interviews-Volunteering Contributes to the Future. <i>The Communicator</i>, 47(4), 13-14.</p> <p>Neave-DiToro, D., Rubinstein, A., & Neuman, A. C. (2017). Speech Recognition in Nonnative versus Native English-Speaking College Students in a Virtual Classroom. <i>Journal of the American Academy of Audiology</i>, 28(5), 404-414.</p>											
Brett A Martin	FT			<p>Tan, C.T., Martin, B.A., and Svirsky, M.A. (2018). A potential neurophysiologic correlate of electric-acoustic pitch matching in adult cochlear implant users: Pilot data. <i>Cochlear Implants International</i>, March 6, 1-12 DOI 10.1080/14670100.2018.1442126.</p> <p>Tan, C.T., Martin, B.A., and Svirsky, M. (2017). Pitch matching between electrical stimulation of a cochlear implant and acoustic stimuli presented to a contralateral ear with residual hearing. <i>Journal of the American Academy of Audiology</i>. 28(3), 187-199 DOI: 10.3766/jaaa.15063.</p>	n/a										
Michelle MacRoy-Higgins	FT			<p>MacRoy-Higgins, M. & Kolker, C. (2017) Time to Talk: What you need to know about your child's speech and language development. Amacom, New York, NY.</p> <p>MacRoy-Higgins, M. & Kliment, S. (2017). Pragmatic functions of three-year olds-with a history of early expressive language delay: A follow up study. <i>Communication Disorders Quarterly</i>, 38(2), 107-111</p>	n/a										
Assistant Professor															
Peter Charles Adamson	PT			n/a	n/a								1		0.11
Jane Aurie mmo	PT			<p>Caporali, S, Schmidt, E, Eriksson, A, Skold, B, Popecki, B, Larsson, J, Auriemmo, J (in press). Evaluating the Physical Fit of a Receiver-in-the-Ear Hearing Aid in Infants. <i>Journal of the American Academy of Audiology</i>.</p>	n/a								1		0.17

Michael Bergen	FT (HEO and adjunct assistant professor)			<p>Neave-DiToro, D., Bergen, M., Silman, S., & Emmer, MB (2021). Presence of ipsilateral acoustic reflex artifact may result in clinical misidentification. <i>International Journal of Audiology</i>, 1-4.</p> <p>Neave-DiToro, D., Fuse, A., & Bergen, M. (2021). Knowledge and awareness of ear protection devices for sound sensitivity by individuals with autism spectrum disorders. <i>Language Speech and Hearing Services in Schools</i>, 52(1), 409-425.</p> <p>Bergen, M & Fuse, A (2020). Addressing Racism in CSD Education: Support systems for underrepresented students. <i>TLCSD</i></p> <p>Geller, E. & Bergen, M. (2020). Early intervention specialization: An intensive curriculum to address workforce shortages. <i>The Communicator</i>, 50(3), 8-9.</p> <p>Neave-DiToro, D., Fuse, A., & Bergen, M. (2019). Law Enforcement Interactions: The Role of Communication Sciences and Disorders Professionals. <i>Communication Disorders Quarterly</i>. https://doi.org/10.1177/1525740118810898</p> <p>Fuse, A. and Bergen, M. (2018) "The Role of Support Systems for Success of Underrepresented Students in Communication Sciences and Disorders," <i>Teaching and Learning in Communication Sciences & Disorders: Vol. 2 : Iss. 3 , Article 3</i>. Available at: https://ir.library.illinoisstate.edu/tlcsd/vol2/iss3/3</p> <p>Neave-DiToro, D, Bergen, M (2017), Mock Interviews – Volunteerism Contributes to the Future. <i>The Communicator</i>, 47(4), 13-14</p> <p>Neave-DiToro, D., A., DeSantolo, A., Bergen, M., Rubinstein (2017). Accounting for the Occlusion Effect with Insert Earphones. <i>Journal of the American Academy of Audiology</i></p>	<p>2020-2023 NYC Department of Health and Mental Hygiene. \$152,700 for a "Grant to Expand Continuing Education and the Specialization in Early Intervention in Speech-Language Pathology at Brooklyn College." Co-Principal investigator.</p> <p>2021 ASHA State Association Grant, \$3000 (via NYSSLH A grants committee)</p>								1		0.17	
Ellen Koslo	PT			n/a	n/a									1		0.8
Elad Sagi	PT			<p>Neukam, J., Azadpour, M., Sagi, E., Capach, N., and Svirsky, M. (2019). Improving binaural unmasking by adjusting frequency maps in SSD-CI simulations. <i>2019 Conference on Implantable Auditory Prostheses</i>, p. 169.</p> <p>Capach, N. H., Azadpour, M., Sagi, E., Neukam, J. D., Gifford, R., Dwyer, R. T., Lorens, A., Kruszynska, M., and Svirsky, M. A. (2019). The most accurate acoustic model of a cochlear implant differs across individuals: the influence of electrode insertion depth and auditory plasticity. <i>2019 Conference on Implantable Auditory Prostheses</i>, p. 250.</p>	n/a									2		0.44

				<p>Capach, N. H., Neukam, J. D., Azadpour, M., Sagi, E., Wingfield, A., and Svirsky, M. A. (2019). The "two- sentence problem": communication requires understanding speech blocks longer than a single sentence. 2019 Conference on Implantable Auditory Prostheses, p. 315.</p> <p>Sagi, E. & Svirsky, M. A. (2018). Deactivating cochlear implant electrodes to improve speech perception: A computational approach. Hearing Research, 370, 316-328.</p> <p>Sagi, E. & Svirsky, M.A. (2018). Deactivating cochlear implant electrodes to improve speech perception: A computational approach. Hearing Research, 370, 316-328.</p> <p>Sagi, E. & Svirsky, M. A. (2017). Contribution of formant frequency information to vowel perception in steady-state noise by cochlear implant users. Journal of the Acoustical Society of America, 141, 1027-1038.</p> <p>Jethanamest, D., Azadpour, M., Zeman, A. M., Sagi, E., & Svirsky, M. A. (2017). A smartphone application for customized frequency table selection in cochlear implants. Otology and Neurotology, 38(8), e253-e261.</p>											
Rivka Strom	PT			n/a	n/a								1		0.8
Donald Vogel	FT			<p>Searchfield, GD, Boone, M, Bensam, J, Durai, M, Hodgson, SA, Linford, T, and Vogel, D, (2020) "A proof-of-concept study of the benefits of a single-session of tinnitus instruction and counseling with homework on tinnitus" International Journal of Audiology https://www.tandfonline.com/doi/full/10.1080/14992027.2020.1719436?scroll=top&needAccess=true</p> <p>Neave-DiToro, D; Vogel, DA; Wortsman, SE; and Cascella, PW, (2018) "Risk Management Practices at University Clinics in Communication Sciences and Disorders," Teaching and Learning in Communication Sciences & Disorders: Vol. 2: Iss. 2, Article 3. Available at: https://ir.library.illinoisstate.edu/tlcsd/vol2/iss2/3</p> <p>Vogel, D., "Hearing Aids", Capezuti, E., Malone, M. L., Gardner, D. S., Kahn, A., Baumann, S., The Encyclopedia of Elder Care: The Comprehensive Resource for Geriatric Health and Special Care, 4th Edition.</p>	n/a					9		0		0.25	
Jennifer Wolf	PT			Brown, K.D., Melton, M.F., Shonfield, H., Kraskin, M., Wolf, J. (2017). Preserved Low Frequency Hearing Following 20-mm Cochlear Implantation. Otology & Neurology, 36, 240-3.	n/a								1		0.17
Susan Wortsman	PT			Neave-DiToro, D., Vogel, D. and Wortsman, S.(2018) Risk Management Practices within University Communication Sciences and Disorders Programs. Teaching & Learning in Communication Sciences and Disorders, Vol 2, Issue 2, Article 3.	n/a								3		0.20
Patricia Mazzu	PT			n/a	n/a								1		0.17

Ilo																						
Rosette Ruth Reisman	PT				Reisman, R.R. (2019). Dizziness, Tinnitus, Sudden Hearing Loss... Oh My!: An Audiologist's Firsthand Encounter. ASHA Leader.	n/a												3		0.5		
Meital Avivi Reich	FT				<p>Avivi-Reich, M., Roberts, M.Y., & Grieco-Calub, T.M. (2020). Quantifying the effects of background speech babble on preschool children's novel word learning in a multi-session paradigm: A preliminary study. <i>Journal of Speech, Language, and Hearing Research</i>, 63 (1), 345-356. doi.org/10.1044/2019_JSLHR-H-19-0083</p> <p>Oron, Y., Levy, O, Avivi-Reich, M., Goldfarb, A., Handzel, O., & Ben-David, B.M. (2020). Tinnitus Affects the Relative roles of semantic and prosody un the perception of emotions in spoken language. <i>International Journal of Audiology</i>. doi.org/10.1080/14992027.2019.1677952</p> <p>Avivi-Reich, M., Fifield, B. & Schneider, B.A. (2019). Can the diffuseness of sound sources in an auditory scene alter speech perception? <i>Attention Perception and Psychophysics</i>. doi.org/10.3758/s13414-019-01808-2. 2019</p> <p>Avivi-Reich, M., Roberts, M.Y., & Grieco-Calub, T.M. (accepted). Quantifying the effects of background speech babble on preschool children's novel word learning in a multi-session paradigm: A preliminary study. <i>Journal of Speech, Language, and Hearing Research</i>. Impact Factor: 2.647; Q1 in Speech and Hearing 2019</p> <p>Oron, Y., Levy, O, Avivi-Reich, M., Goldfarb, A., Handzel, O., & Ben-David, B.M. (in press). Tinnitus Affects the Relative roles of semantic and prosody un the perception of emotions in spoken language. <i>International Journal of Audiology</i>. Impact Factor: 1.76; Q1 in Speech and Hearing 2019</p> <p>Avivi-Reich, M., Fifield, B. & Schneider, B.A. (2019). Can the diffuseness of sound sources in an auditory scene alter speech perception? <i>Attention Perception and Psychophysics</i>. doi.org/10.3758/s13414-019-01808-2. Impact Factor: 2.31; Q1 in Language and Linguistics 2018</p> <p>Avivi-Reich, M., Puka, K., Schneider, B.A. (2018). Does age and linguistic background alter the audiovisual advantage when listening to speech in the presence of energetic and informational masking? <i>Attention, Perception, and Psychophysics</i>, 80(1), 242–261. Impact Factor: 2.31; Q1 in Language and Linguistics</p>	n/a														1		0.06
Jonathan Neukam	PT				<p>Sagi, E., Azadpour, M., Neukam, JD et al. (2021). Reducing interaural tonotopic mismatch preserves binaural unmasking in cochlear implant simulations of single sided deafness. <i>BioRx</i> (preprint).</p> <p>Svirsky, MA, Neuman, AC, Neukam, JD et al. (2020). Speech perception changes in the acoustically aided, nonimplanted ear after cochlear implantation: A multicenter study. <i>J. Clin. Med.</i>, 9, 1758.</p> <p>Landsberger, DM, Vermeire, K., Stupak, N., Zeman, A., Neukam, JD et al. (2019). Music is more enjoyable with two ears, even if the second one receives a degraded signal provided by a cochlear implant. <i>Ear and Hearing</i>, 41(3): 476-490.</p>	n/a														2		0.28

				<p>Neuman, AC, Zeman, AM, Neukam, JD et al. (2018). The effect of hearing aid bandwidth and configuration of hearing loss on bimodal speech recognition in cochlear implant users. <i>Ear and Hearing</i>, 40(3), 621-635.</p> <p>Neuman, AC, Waltzman, SB, Shapiro, WH, Neukam, JD, et al. (2017). Self-reported usage, functional benefit and audiologic characteristics of cochlear implant patients who use a contralateral hearing aid. <i>Trends in Hearing</i>, 21, 1-14.</p>											
Kathleen Wallace	PT			<p>Wallace, K. (2020). The audiologist's role in promoting tech literacy, <i>The Hearing Journal</i>, 73(7).</p> <p>Wallace, K. (2018). How four years have changed the field: a student perspective, <i>The Hearing Journal</i>, 71(3), 28,30.</p> <p>Wallace, K. (2017). Audiowhat?, <i>The Hearing Journal</i>, 70(10), 18-19.</p> <p>Wallace, K. (2017). How will the field of audiology evolve?, <i>Hearing Health Magazine</i>, 33(3), 40.</p> <p>Wallace, K. (2017, May 9). When hearing aids aren't enough, <i>Hearing Health Foundation</i>, Retrieved from https://hearinghealthfoundation.org/blogs/when-hearing-aids-are-not-enough</p>	n/a								1		0.22
Jona Haberman	PT			n/a	n/a								1		.06
Kerri Lynn O'Connor	PT			n/a	n/a								1		.01
Lisa Goldin	PT			n/a	n/a								1		.17
Polina Shuminsky	PT			n/a	n/a								4		.17
Randi Teppe	PT			n/a	n/a								1		.06
NEED ONE NEW HIRE	FT														
Other															
Charmain Sanjamo (APO/HEa)	FT			n/a	n/a								0		1.0

NEED ONE NEW HIRE (LECTURER)	FT																	
Graduate Teaching Fellows (2)	PT																	
PT College Assistant (20 hours) or APO replacement	PT or FT																	
TOTAL							40			200								

¹ Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

² Specify the academic year.

Audiology Program

<u>Description</u>	<u>Amount</u>	<u>Comments</u>
<u>Revenues:</u>		
Tuition	389,096	Fiscal Year 2022 Collected
Differential Tuition	92,123	Fiscal Year 2022 Collected
Total Revenues	<u>481,219</u>	
 <u>Expenses:</u>		
Full Time Faculty:		
Dorothy DiToro	104,057	
Meital Avivi Reich	27,113	
Bharmini	27,113	
Rosette Reisman-Aguilar	26,699	
Adjunct Instructional'	105,577	Fiscal Year 2022 Actuals
Temporary Services	14,115	Fiscal Year 2022 Actuals
OTPS	92,123	From Differential Tuition
Total Expenses	<u>396,796</u>	
Net Revenue	<u><u>84,423</u></u>	

BROOKLYN COLLEGE
Policy Council Standing Committee Fiscal, Infrastructure, and Planning
Thursday, April 20, 2023

AGENDA

1. Minutes
 - Read prior meeting's minutes before next meeting
2. Chair Report
 - Auxiliary Enterprise Board
 - a) Food services
 - i. Farmer's Fridge
 - Students had a food tasting and gave positive feedback
 - Moving forward with 2 machines (Library Café and West Quad)
 - 3-5 weeks to set up and planning to start in August 2023
 - ii. Canteen coffee machines to be placed in James Hall and Library Café
 - Waiting on Facilities approval (plumbing)
 - iii. Cafeteria expected to have new vendor next FY
 - iv. Year-long food truck vendor schedule being organized
 - v. PepsiCo agreement to finish by end of FY
 - Gissette will reach out to central for update
 - Student Center outdoor seating
 - a) Patio at entrance of student center
 - i. \$6000 for 3 tables and Student Center will cover labor costs
 - ii. EHS needs to sign off for safety and compliance issues
 - University will not increase \$500 student government procurement limit at this time
 - a) College is going to work with Student Affairs on processes to streamline
 - Space for student organizations on campus
 - a) No available space for GSO after 5 pm on Fridays and weekend
 - i. Satellite office in Boylan Office information booth could be allocated
 - b) NYPIRG looking for larger space on campus for storage
 - Solar panels – CUNY and EHS issue
 - a) Get students involved on CUNY sustainability committee

Faculty/Student Relations Committee Report
Wednesday, April 26, 2023
5:00pm

1. Review the Pass/Fail Option

Tim Shortell indicated that Faculty Council previously tried to extend the flexible grading policy established by CUNY during the pandemic, but the resolution failed. He would be happy to meet with student leaders if there is interest in bringing it back to Faculty Council.

2. Review Policies that Reference Students in Good Standing

The requirement outlined in the Student Emergency Grant which states, “The applicant must be currently enrolled with a minimum GPA of 2.00 for undergraduates or 3.00 for graduate students,” was identified as the policy of concern. The Student Emergency Grant committee is reviewing the statement with strong indication that it will be removed as long as it does not violate the terms of the funder.

3. Classes Scheduled during Common Hour

Based on a report from the Registrar’s Office, there are 22 classes scheduled during common hour on Tuesdays and 81 on Thursdays.

Action Item:

What is needed to ensure that the classes continue to be offered, but not during common hour?

Policy Council External Relations Committee Report

April 26, 2023

- The External Relations Committee met on April 12. Ludovic Leroy, Director of Strategic Partnerships and Institutional Support, BCF, joined the meeting as a guest.
- Campus Admissions Engagement: The committee reviewed updates provided by Lillian O'Reilly on campus-wide engagement in admissions, a topic discussed by the group in late fall. She reported that a high level of engagement from faculty, staff, and students has included: Admitted Students' Days, events hosted by a number of academic departments, and direct outreach to students from many academic programs.
- Meetings with Elected Representatives: Mr. Leroy reported on extensive calls and meetings underway with city and state elected representatives. He has joined President Anderson in individual meetings and delegation events in Brooklyn and Albany. These meetings have provided important opportunities to brief officials on CUNY budget priorities and Brooklyn College campus needs. The discussions have been productive and will continue in the weeks ahead to strengthen the college's relationships with these important leaders. Mr. Leroy also noted the important impact that Brooklyn College faculty and student leaders have made through their own efforts in Albany.
- Working with External Organizations: The committee discussed the importance of Brooklyn College efforts to build strong working collaborations with external organizations and thought leaders. Strategic collaborations have the potential to enhance the college's visibility, expand impact of college priorities, broaden reach new constituencies, and, in some cases, provide new opportunities for sponsorship support.
- Mr. Leroy reported on a few collaborative initiatives underway through the Institutional Advancement division, including Brooklyn College Career Partners and Aon's risk management partnership with the Murray Koppelman School of Business. He also discussed the new Presidential Lecture Series, which was launched earlier this year with Dr. Selwyn Vickers of Memorial Sloan Kettering. A second event with Patrick Gaspard of the Center for American Progress is scheduled for April 25. The Presidential Lecture Series events are providing opportunities to deepen the engagement with organizational leaders and important college partners.
- Many collaborations are initiated by faculty members. As an example, Jennifer Cherrier reported on a recent collaboration she organized for the U.N. 2023 Water Conference. Professor Cherrier led a multi-panel program at 25 Broadway on "Meeting Urban Stormwater and Coastal Resiliency Challenges via Cross-Sectoral and City to City Collaborations." This program demonstrated the opportunity for Brooklyn College to play a role in working with international public and private sector leaders on important global issues. Many opportunities like this also provide career development opportunities for Brooklyn College students. The group also discussed the role the college can play in facilitating and promoting these collaborations to maximize impact.