

Black, Race and Ethnic Studies Initiative at The City University of New York (BRESI)

Asking the Right Questions, Changing the Narrative



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From Chancellor Félix V. Matos Rodríguez:

“CUNY is deeply grateful to the Andrew W. Mellon Foundation for its historic and very timely support. This extraordinarily generous gift will help greater numbers of our students and faculty shape the conversations about race relations and racial inequity demanded by ongoing national demands. Mellon’s vital assistance will help CUNY continue to fulfill its core mission of promoting educational equity and serving as the country’s unparalleled engine for upward social mobility.”

Written by Debra L. Schultz,

Associate Professor of History, Kingsborough Community College,
City University of New York, BRESI Documentation Project Director,
and member of the BRESI Planning Commission and BRESI Council.

Acknowledgements

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--Debra L. Schultz

Introduction

This publication reflects the vision, hopes, and intense commitment of many people connected to The City University of New York and the values of Black, Race and Ethnic Studies, new fields of knowledge inspired by social change movements from the 1960s to the present. It documents a transparent, inclusive, and dynamic process of inviting diverse constituencies across the University to reinterpret and re-envision Black, Race and Ethnic Studies for the 21st century. This process unfolded within the context of a city and country struggling to face a racial reckoning while reeling from a global pandemic that has disproportionately affected vulnerable communities of color.

Despite this challenging environment, what came to be known as BRESI (the Black, Race and Ethnic Studies Initiative) used a generative \$3 million grant from the Mellon Foundation to activate conversations, processes, strategic thinking, program development, new collaborations, and broadly distributed grant-giving to incite change across 25 campuses and graduate programs. BRESI received 500 proposals and funded 126 projects as well as the BRES Collaboration Hub and planning process to build CUNY's first doctoral program in Black, Race and Ethnic Studies.

This publication highlights key themes which demonstrate the depth and breadth of BRESI's impact. Each of the nine program areas is featured with a profile of an outstanding grantee.

The program areas are:

- 1. Student Research**
- 2. Student Internships**
- 3. Campus Climate Issues**
- 4. Course and Curriculum Design and Curriculum and Syllabus Decolonization**
- 5. Existing Research Centers and Institutes**
- 6. Programs, Departments and Special Initiatives**
- 7. Supporting Faculty Publication**
- 8. Faculty Research at Senior Colleges**
- 9. Faculty Research at Community Colleges**

During the very first virtual town hall to introduce BRESI to the CUNY community on September 16, 2020, then Executive Vice Chancellor & University Provost José Luis Cruz (who helped initiate CUNY's first major grant from the Mellon Foundation) said "We want to return Ethnic Studies to its radical roots." Invoking Dr. Martin Luther King Jr., he said CUNY wanted the initiative to "bend the arc of the moral universe...and to produce the real anti-racist work that these times require." BRESI Council member Anthony Browne, chair of the Department of Africana and Puerto Rican/Latino Studies at Hunter College, said of the protests after George Floyd's murder: "Many of those protestors were our students, employing our concepts." He noted that Black, Race and Ethnic Studies, as well as Women's Studies, have already fundamentally transformed the Liberal Arts, and that "the current backlash is in response to the effort to rethink who matters in our society." The BRESI Commission decided to ask prospective grantees to describe how their work would contribute to both racial/ethnic studies and racial justice. BRESI Council member Van Tran, Associate Professor of Sociology and Deputy Director of the Center for Urban Research, commented that hostile racial circumstances solidified the commitment to putting Black Studies as the first part of the Initiative's name—to be in dialogue with other fields and communities.

The BRESI Process: An Ethic of Collaboration, Inclusion and Transformation

A remarkably generous spirit and strong work ethic characterized the Initiative's development. BRESI is "a little microcosm of what is possible at CUNY when the right people collide in the most productive ways," observed Chief Transformation Officer Rachel Stephenson in her opening remarks at the April 27-28, 2023 conference on The Legacy and Future of Ethnic Studies at CUNY. BRESI involved hundreds of people across the CUNY system, making a tremendous amount of work possible in a relatively brief time frame.

Upon receiving the Mellon grant in summer 2020, CUNY invited nominations and self-nominations from experts in BRESI-related fields at the university and nationally. Chancellor Félix Matos Rodríguez convened a 17-member BRESI Planning Commission in early 2021 (see appendix A). Meeting bi-monthly, the Commission debated core principles and priorities, seeking input from diverse CUNY constituencies through a series of surveys and well-attended virtual town halls for students, faculty, and administrators. This transparent and welcoming approach generated extraordinary excitement about BRESI across the university. The Commission presented the Chancellor with its recommendations in October 2021, and he established the BRESI Council in March 2022 led by co-chairs Dr. Héctor R. Cordero-Guzmán, then serving as Acting Director of the CUNY Research Foundation and Judith Anderson, a cultural anthropologist and Associate Professor in the Department of Race and Ethnic Studies at the Borough of Manhattan Community College. (See Appendix B)

The Council worked throughout the spring to develop requests for proposals in nine program areas to support students, faculty, and BRES programs and research centers. This publication highlights the rationale and examples of outstanding work in each of the nine targeted program areas. To ensure that all CUNY constituents were empowered to apply for grants after the calls for proposals were released on May 23, 2023, the core BRESI team and Council co-chairs held virtual information sessions attended by over 400 people. Led by Héctor R. Cordero-Guzmán, the Research Foundation briefed college grants officers in a session about how to help applicants on their campuses. This was one of many ways the BRESI process demonstrated its commitment to equal access and empowerment.

The BRESI team received 500 applications by its July 15th deadline and convened over 40 faculty members in nine committees to review them by August 1st. Each of the nine sub-committees reviewed between approximately 15 and 80 proposals, working with great care to support as many transformative projects as possible within allocated budgets. On September 1, CUNY announced 126 awards, many representing multi-institution collaborations. (See Appendix D)

From its earliest convening, the BRESI Planning Commission committed to the goal of establishing a Ph.D. in Black, Race and Ethnic Studies at CUNY. Concurrent with the spring 2022 grants process, the Ph.D. steering committee met to articulate why a doctoral program in Black Race and Ethnic Studies is central to BRESI's fulfillment, CUNY's mission, and CUNY's leadership role in New York City and nationally (see Appendix E). The committee submitted a proposal to the CUNY Graduate Center Council in Spring 2023. Representing both a step toward that goal and immediate marshalling of remarkable expertise within CUNY, including at community colleges, the BRES Collaboration Hub launched at the Graduate Center in January 2023. (See Appendix F)

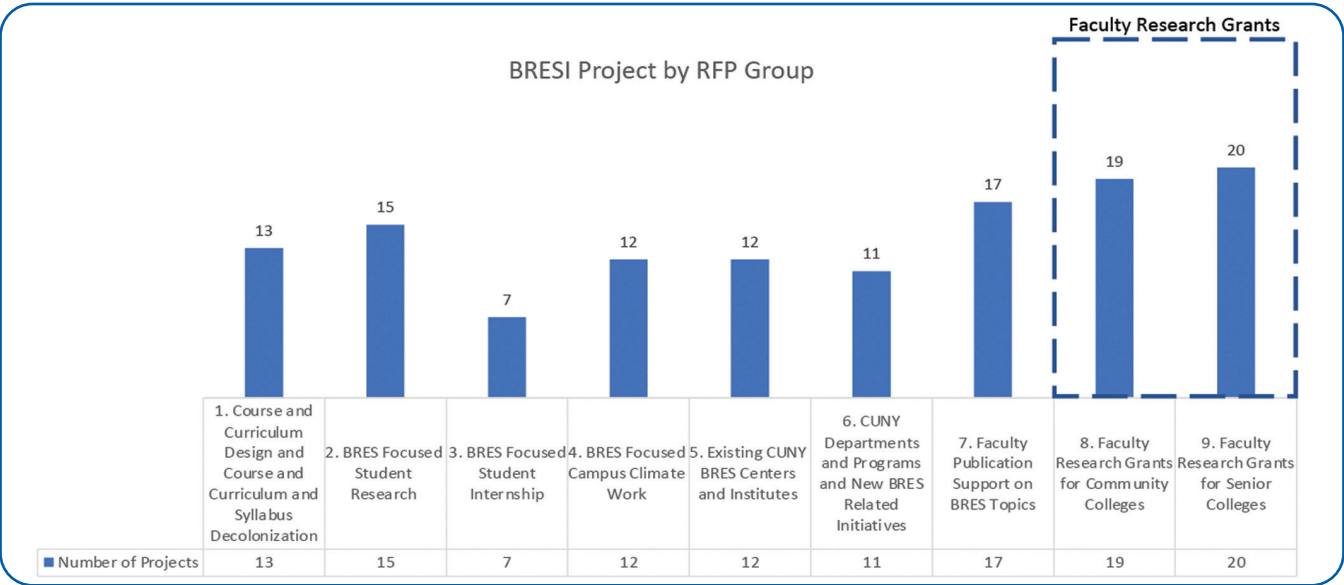
Among BRESI's immediately apparent achievements was a joyful, synergistic release of creative cross-campus energy at recognizing previously unknown colleagues with shared interests. As Vanessa K. Valdés, Professor of Spanish and Portuguese and Associate Provost for Community Engagement at City College expressed: "Serving on all phases of this Mellon grant--the BRESI Planning Commission, the BRESI Council, and the Steering Committee for the BRESI Ph.D.--changed my life. It gave me the opportunity to interact with colleagues from across the CUNY system, many of whom I had only known by name, and forge friendships as we all worked together to strengthen Black, race, and ethnic studies programs, departments, centers, and institutes, the vast majority of which were the first of their kinds when they were founded."

BRESI Builds on Historical Legacies at CUNY

Arising from the civil rights struggles and urban unrest of the 1960s and '70s, CUNY's institutions were among the first in the emerging field of Black, Race and Ethnic Studies. Several of them celebrated their 50th anniversaries recently, including Brooklyn College's Africana Research Center (1969) and Hunter College's Center for Puerto Rican Studies—The CENTRO (1973). Both of those institutions received BRESI grants to preserve their histories. Former CENTRO director Yarimar Bonilla noted that the grant allowed them to “bring back many of the founders of our organization to recognize their contributions, learn from their perspectives after five decades and celebrate their legacy, while also allowing us to face the political and cultural challenges and opportunities of our communities.” The Medgar Evers Center for Black Literature and the Caribbean Research Center are digitizing their collections to preserve knowledge for the future.

In the spring of 1969, a wave of student activism engulfed CUNY “as students of color and their white allies fought for broader access for all New York City residents to public higher education,” inspired in part by a late 1960s embrace of “Black Power, ethnic pride, and grassroots activism,” notes CUNY historian Stephen Brier in his article, “Why the History of CUNY Matters: Using the CUNY Digital Archive to Teach CUNY's Past.” Mass rallies, confrontations, student strikes, and building occupations happened at City College, Brooklyn College, Queens College, Bronx Community College, and Borough of Manhattan Community College. BMCC professor James Blake, recalling his 1970 arrest for supporting striking students who took over the president's office demanding a Black Studies Department, underscored the students' commitment and sacrifice, noting it has taken fifty years for Black and Ethnic Studies to evolve from a program to a center to a department at BMCC. After 1970, Black, Puerto Rican and Women's Studies programs emerged across the CUNY system, but it remains a challenge to sustain them with dedicated faculty lines and resources equal to their mission.

BRESI Projects Cover Nine Areas Across CUNY



Student Research

Students have always been at the heart of Black, Race and Ethnic Studies. Student research fosters critical thinking, problem-solving, and analytical skills, preparing students for successful academic and professional careers while allowing them to explore various disciplines and interdisciplinary approaches. It encourages students from diverse backgrounds to participate in research activities, ensuring a broader range of perspectives and voices. By promoting inclusivity, the grants enrich research outcomes, fostering a comprehensive understanding of Black, Race and Ethnic Studies. This approach aligns with BRESI's vision of creating a more diverse and equitable pipeline of student researchers potentially interested in going further in higher education while contributing new knowledge about the complexities and challenges faced by marginalized communities.



THOUGHTS FROM CHAIR:

Griselda Acosta is a Professor of English Language and Literature at Bronx Community College, where she teaches Latinx Literature and Creative Writing. An early and passionate advocate of equal BRESI support to students, she chaired the Student Research Grants Subcommittee.

Acosta's deep understanding of the challenges faced by students resonates throughout her engagement with BRESI. She believes in the transformative power of financial assistance and its potential to uplift students from marginalized backgrounds.

"In New York, and especially on my campus and other campuses where we serve folks who often live in the Bronx, we can directly see what our students are going through and how their work schedule and having to take care of family elders and younger folks, how all of that impacts their own ability to get research done. It makes me very, very proud that when I was chair of [the original BRESI Planning Commission Subcommittee on Student Experience], we all pushed to make sure that students were getting paid, that they were going to get paid for internships or whatever research projects they were working on. It made their living situation easier. And the truth is, when the students spoke at the CUNY-IDEA conference, they said this is what we need more of."

GRANTEE PROFILE

"Jumpstarting the Black and Latinx Studies Emerging Scholars Pipeline at Community Colleges."

Monique Guishard, Associate Professor of Psychology, Bronx Community College and Justin Brown, Assistant Professor of Health Sciences, LaGuardia Community College led the project "Jumpstarting the Black and Latinx Studies Emerging Scholars Pipeline at Community Colleges." They sought to "teach our students at very early on in the process that a career in research is possible," notes Guishard. This collaborative cross-campus student research program sought to demonstrate the impact of immersive research experiences on community college students pursuing non-STEM degrees, specifically in the social and health sciences. The project offers a curriculum that combines community-engaged research, critical race theory, anti-racist and decolonial frameworks, and research methodologies.

An important component was mentorship by community college faculty of color, "exposing students to the possibility of pursuing a research career that is focused on anti-racism, on gender expansiveness, on decoloniality," states Guishard. The goal is to nurture counter-narratives and foster social justice-oriented inquiry, ultimately guiding and supporting the next generation of Black and Latinx scholars.

The project also seeks to influence the broader landscape of community college research and mentoring by emphasizing the scholarship of community college faculty. By recognizing the scholarly contributions and expertise of faculty members, the project challenges the prevailing perception that community college educators are primarily focused on remedial education and vocational training. Such recognition not only empowers faculty members but also contributes to a more substantive and supportive educational environment for students.



Bronx Community College Library

BRESI Builds on Historical Legacies at CUNY

Latinx students are the largest group of students at CUNY, but their needs and contributions are sometimes less visible than they should be, despite a long history of educational advocacy on their behalf. Drawing on the rich archives at Hostos Community College, Associate Professor Manuela Lara-Bonilla, Director of Latinx Studies there, noted that of eight Hispanic-Serving public higher education institutions (HSIs) founded from 1965 to 1976, Hostos is the only one that remains. She attributes its survival to three factors: the centrality of educational activism to New York City's Puerto Rican community, Black-Puerto Rican coalition politics, and the use of transnational anti-colonial frameworks. Documenting similar struggles elsewhere at CUNY, Hunter College professor and filmmaker Tami Gold produced a 2021 documentary, "Making the Impossible Possible: The Story of Puerto Rican Studies in Brooklyn College."

Even before student activism helped to initiate Open Admissions in 1970, guaranteeing every qualified New York City public high school graduate access to CUNY's then tuition-free colleges, there was recognition that many students from under-resourced neighborhoods needed additional support to be college-ready. To address writing skills in particular, the new SEEK (Search for Education, Elevation and Knowledge) program employed poets, writers, and social change theorists who would go on to national and international recognition, including Audre Lorde, June Jordan, Toni Cade Bambara, Adrienne Rich, Joan Nestle, and bell hooks. In his new book, "New York Liberation School: Study and Movement for the People's University," Conor Tomás Reed, Postdoctoral Fellow in Social Justice in Higher Education at the CUNY Graduate Center, documents the history of radical thought and action at CUNY. John Jay's BRESI-funded project, "Honoring the SEEK Legacy: Moving from Theory to Transformative Practice," seeks to apply and expand on this history at CUNY to "ensure that our institutional policies, curricular offerings, and pedagogical practices embrace an anti-racist, anti-oppressive, culturally affirming framework."



Audre Lorde Way and Hunter College

The history of the struggle for access and community-responsive research and teaching at CUNY exists in individual memories, disparate places, and boxes in archives (see Appendix H for brief histories of current Race Ethnic Studies centers and programs). Piecing together this history is both a challenge and a necessity today, notes Jessica Gordon-Nembhard, professor of Community Justice and Social Economic Development in John Jay College's Department of Africana Studies. Yet Shelly Eversley, Professor of English and Interim Chair of the Black and Latinx Studies Department at Baruch College, sees a recent change: "So many of our departments, programs, and initiatives are remembering our roots, the roots of Ethnic Studies, which came out of student and faculty activism that was committed to learning and centering knowledge production by Black, Latino and Indigenous peoples and applying that learning to communities that we serve." The BRESI projects funded and featured in this publication showcase the many innovative ways that is happening at CUNY today. (See Appendix D)



1970 BMCC Student Strike



Campus Climate

Campus climate work seeks to confront and rectify embedded prejudices and discriminatory practices in higher education. Within CUNY's vast, diverse ecosystem of 25 colleges that serve over 200,000 students, campus climate projects aim to cultivate an atmosphere that prioritizes safety, equality, and acceptance for all students, faculty, and staff, irrespective of racial, ethnic, gender, religious, national origin, and other forms of identities.

Racial and ethnic diversity forms an integral part of the fabric of our society. Yet, historically, higher educational institutions have not always been the most welcoming and inclusive spaces for students, faculty, and staff from racially and ethnically subordinated groups. Hence, these BRESI-funded projects, deeply rooted in Black, Race, and Ethnic Studies knowledge and experience, are poised to be a beacon of change within college communities. Particularly by enabling students to feel a greater sense of belonging and validating their lived experiences, BRESI projects seek to rewrite the narrative surrounding racial and ethnic diversity in higher education.

The purpose of BRESI grants in this area is twofold: to generate awareness and action about the longstanding, embedded prejudices in academic settings, and to promote initiatives that transform these discriminatory practices. With funding support for a range of projects—from localized campus events that address specific concerns to comprehensive initiatives with measurable goals spanning an academic year—the grants aim to improve campus climates while fostering a more profound appreciation of Black, Race and Ethnic studies. By bridging the gap between acknowledging racial and ethnic diversity and actively engaging with its implications for institutional practices, the grants aspire to reshape the understanding and experience of college climates for future generations.



THOUGHTS FROM CHAIR:

Saadia Toor, Associate Professor of Sociology and Anthropology, at the College of Staten Island chaired the campus climate grants subcommittee. Her work, particularly her recent research on the racial dimensions of the student debt crisis in the US, underscores the pressing need to address systemic inequities within higher education. Professor Toor is well-versed in the nuances of campus climate issues, having experienced first-hand the challenges and triumphs of cultural diversity at CUNY. She says she felt a particular obligation to bring issues faced by our Muslim and Arab students into the BRESI conversation.

Professor Toor highlights the contradictions within academia where radical ideas are spoken about, but the lived realities of academics and students often do not align with these ideals. She mentions the struggle students face due to underfunding and insufficient support, despite the best efforts of faculty and administrators to advocate for them. She says that despite challenges, many academics choose to stay in the profession, deriving strength from their students who, in turn, take this energy into the world.

Influenced by the situation of her home campus, the College of Staten Island (CSI), located in “a very conservative borough,” she notes that “there are huge issues with racism in the borough, and obviously that gets reflected in what happens on campus as well.” In addition, CSI often “falls through the cracks on both sides, failing to gain recognition in conversations involving community colleges and senior colleges.” With this broad perspective, she states, “Our charge is not a simple one...but it is the hope and potential for transformation that fuels our work.”

Continuing DEI Fridays at Baruch College



Anna D'Souza, Associate Professor in the Baruch College Marx School of Public and International Affairs, describes DEI Fridays as a safe place where committed people at Baruch can build community, engage in self-reflection, and pursue collective learning about creating a more inclusive campus environment. Founded in Fall 2021, DEI Fridays started as a weekly virtual gathering of Baruch community members interested in improving the campus climate in relation to issues of diversity, equity, and inclusion. It draws on experts from within and beyond CUNY.

In the spring 2023 series supported by BRESI, DEI Fridays held events which included over ten external speakers, three campus collaborations, and two-in person gatherings. Participants engaged with such issues as how to protect faculty and staff who address racism from targeted attacks and how to respond to anti-Asian hatred. Collaboration has further enriched the organization of DEI Fridays. *"So many of our sessions were cosponsored by organizations and committees on campus,"* notes D'Souza. *"For example, we had some pedagogy sessions with the Center for Teaching and Learning and the Schwartz Communication Institute. We cosponsored a session on navigating white institutional spaces with the Coalition to Undo Racism at Baruch."*

ADDITIONAL THOUGHTS:

Summarizing responses to surveys conducted with DEI Friday participants, Professor D'Souza comments, *"what I realized is what I was feeling inside, a lot of people are feeling, which is that they've been disconnected, isolated, tired, and exhausted from the pandemic and we're back on campus now but we are not feeling as connected as before. I can say that's true for me, for a lot of faculty and staff members and for our students. I hear it all the time from our students that even though we're back in person, they have forgotten how to connect in a classroom setting and so one of the key outcomes for DEI Fridays is that the participants feel seen and heard, they feel appreciated for what they bring in these areas to our college and to all the different committees and to all the different offices that they're in."*

Building Intellectual Community Across the University

In less than three years, BRESI's first phase has ignited students, faculty, staff, and administrators with a transformative vision made possible by supporting innovative work and connecting communities and thinkers across the university. As BRESI Council Co-Chair Héctor R. Cordero-Guzmán stated: "Our job was to walk through the CUNY terrain with heat-sensing glasses to see where the various parts of the activity and the heat were, and then to throw a little bit of a resource there to oxygenate it and keep it going. The next phase is to connect all that in some massive wildfire of knowledge."

The kindling has begun. Faculty continue to build cross-campus collaborations designed to develop new research, decolonize curricula, conceptualize emerging fields of study, advance experiential learning opportunities, share best practices to improve campus climate, strengthen BRES centers and degree-granting programs, and ultimately, develop CUNY's first Ph.D. in Black, Race and Ethnic Studies. BRESI projects have not only benefitted students, faculty, and CUNY's 25 campuses, but New York City and beyond. CUNY, the nation's largest public university, is poised to become a national leader in civically engaged Black, Race and Ethnic Studies.



Professors Martin D. Ruck (left) and Van C. Tran (right) with 10 of the 20 Graduate Center Ph.D. candidates who were named 2023 BRES Doctoral Fellows.

The BRESI Commission called for a Ph.D. in Black, Race and Ethnic Studies from its very first conversation. Recognizing the tremendous BRES expertise that exists across the university, BRESI awarded \$250,000 from the Mellon grant to convene an 11-member CUNY planning committee comprised of distinguished faculty from community colleges, senior colleges, and the Graduate Center. Co-chaired by Van C. Tran, Associate Professor of Sociology and Deputy Director of the Center for Urban Research at The Graduate Center, and Martin Ruck, Professor of Psychology, Urban Education and Africana Studies, both of the Graduate Center, the committee is working on developing, planning, and implementing a multi-disciplinary Black, Race and Ethnic Studies doctoral program. The program will be the first of its kind in the New York metropolitan area, positioning CUNY as a leader in the multidisciplinary scholarship of race and ethnic studies in the region and the country. As Professor Tran commented, the commitment to the Ph.D. at this particular moment of racial reckoning in the United States "signals our values at CUNY."

Doctoral students will receive in-depth training in a core discipline in the Humanities or Social Sciences combined with the opportunity to explore problems-based research with nationally and internationally recognized CUNY scholars. Research and teaching will explore such areas as race, ethnicity, migration, intergroup relations, racial disparities and inequality, diaspora and transnationalism, indigeneity and decolonial studies, critical literary and cultural studies, social movements and politics, climate justice and environmental racism, and racial formation and comparative race relations.

Adamant that the program provide full funding so that BRES doctoral students can survive in New York City and devote full-time to their studies, Tran notes that he and his planning committee colleagues are committed to developing a "Ph.D. program to train the next generation of scholars that will outlast all of us." Part of the doctoral student funding will include three years of teaching fellowships at CUNY undergraduate colleges, serving as BRESI connectors and cultural ambassadors, inspiring undergraduates to know that they too can pursue graduate education. As Tran states, "We are not only thinking of receiving funding but thinking about what we can contribute to CUNY—with an element of advising and service."

In 2023-24, the BRES Collaboration Hub fellows will be building the CUNY BRES network through mentoring, research collaboration, and curriculum development. Designed as an intergenerational community whose members come from every campus, tenured senior scholars mentor junior faculty who also mentor the doctoral fellows. The curriculum fellow teams consist of two faculty members from two different disciplines and campuses. The curriculum projects also look at disciplines not usually connected to Black, Race and Ethnic Studies. One outcome of the Collaboration Hub will be a syllabus bank available to all.

The Ph.D. planning committee hopes to extend this in the future to include undergraduate researchers “so that there’s a pipeline of scholars who would see a doctoral program in BRES as something they want to pursue. We have the most amazing students here at CUNY, so this is another way the doctoral program would serve the interest of the entire CUNY community,” notes Tran. CUNY students, many first generation, do not always recognize that they can pursue advanced education. As the beneficiary of an earlier CUNY “pipeline” program for undergraduates, Tran remembers coming to the Graduate Center and being “mesmerized by this incredible space of knowledge creation. And it was here in this building that I decided to apply to a doctoral program because I was encouraged to do so.” The BRES Collaboration Hub is designed to make that sense of possibility more visible across all sectors of the university.

Seeking to develop a multidisciplinary and interdisciplinary Ph.D. centered on the most cutting-edge frameworks in Black, Race and Ethnic Studies, the planning committee identified the following research themes around which to develop the program, which will constitute CUNY’s unique contribution.

The Ph.D. planning committee was determined to bring a rich intellectual community to life immediately, even while navigating the process for approving and funding a new doctoral program. Thus was born the BRES Collaboration Hub, a university-wide convening space and intellectual resource. In March 2023, the BRES fellowship program announced its first cohort of 65 fellows (20 Graduate Center doctoral student fellows from 12 academic programs in the humanities and social sciences and 45 faculty fellows from 16 CUNY campuses). They will pursue research projects and create new curricula to enhance Black, Race and Ethnic studies throughout the University.

Race, gender, sexuality, and intersectionality
Race, ethnicity, and migration studies
Race, inequality, and political economy
Race, diasporas, and transnationalism
Race, indigeneity, and decolonial studies
Race, culture, ideology, and representation

The Graduate Center launched the Collaboration Hub with a bracing March 31 conversation on “Shaping the Future of Black, Race and Ethnic Studies” with distinguished speakers Brenda Greene, Professor of English and founder of the Medgar Evers College Center for Black Literature; Ana Ramos-Zayas, Ford Professor of Ethnicity, Race, and Migration, Yale University; and Khalil Gibran Muhammad, Ford Foundation Professor of History, Harvard Kennedy School. Greene and Ramos-Zayas were part of the original BRESI planning commission.



Left to right:
Brenda Greene, Khalil Gibran Muhammad, Ana Ramos-Zayas

The speakers highlighted the context in which a new, relevant CUNY doctoral program will evolve. Using as an example her own research on who benefits from privilege and how they rationalize it, Ana Ramos-Zayas emphasized the need to equip students with tools to understand, research, and apply knowledge on how power operates. Citing recent anti-truth and memory laws around the country, Khalil Gibran Muhammad underscored the extremity of “the moment we find ourselves in—white nationalist, xenophobic, anti-refugee—around the world, including in the US, [which] is predicated in part on people being unable to name the conditions under which they live and suffer, or prosper, if that’s the case.” If that is one of the roles of an engaged Black, Race and Ethnic Studies, Gibran expressed concern that knowledge producers on campus and activists on the ground have become less adept at communicating with each other. Brenda Greene stated that there will always be forces arrayed against BRES education but urged participants to look at the lessons of the 1960s and 70s, and to be very deliberate in strategizing about “what you can do from your own space, from your own classroom, community, whether it be academic community or the community outside.”

BRES Departments, Programs and Initiatives

Rooted in student demands for relevant and community-connected studies, CUNY has academic departments in Black, Race and Ethnic Studies at Brooklyn College, Queens College, Hunter College, Lehman College, City College, Baruch College, and John Jay College that have been home to prominent faculty and distinguished scholars with global reputations who have produced some of the foundational academic works in these fields. Cutting edge BRESI grants expanded the field's frameworks to include creative disciplines such as the Queensborough Community College BA in African Diasporic Dance and the Hunter College People of Color-led Theatre Workshops and Masterclasses. Other grants such as the Macaulay Diversity Initiative and the Hostos to CCNY Transfer Program in Latina/o/x, Latin American and Caribbean Studies tackled internal CUNY institutionalization dynamics.



THOUGHTS FROM CHAIR:

Vanessa K. Valdés, Professor of Spanish and Portuguese and Associate Provost for Community Engagement at City College, chaired the subcommittee on grants for BRES departments, programs and initiatives, which grappled with who teaches BRES courses and how to reach non-majors. As she stated, *"In the CUNY system, we are a predominantly working class, sometimes first generation, many times immigrant university. We are a minority serving institution across our 25 campuses, including our professional schools and yet not all campuses have departments in Black, Race and Ethnic Studies. This means that we don't have enough dedicated full-time faculty--tenure track, tenured, and lecturer [to teach BRES courses]--which means we are reliant on contingent faculty. Many of them are lifelong teachers who are cobbling together three, four, five classes across the system to be able to live."*

GRANTEE PROFILE

Black and Latinx Practices of Freedom: Archives, Methods, and Pedagogies

Professor Lázaro Lima, Associate Professor Arlene Torres, and Assistant Professor James Cantres, all of the Hunter College Department of Africana and Puerto Rican/Latino Studies, led this BRESI-funded project to interrogate the foundations of knowledge creation in Black, Race and Ethnic Studies, guided by the concepts of archives, methods, and pedagogies. Archives is a form of cultural recovery with the purpose of seeking material and historical information related to Black and Latinx communities. Interdisciplinary and transdisciplinary methods allow BRES to include wide-ranging intellectual intersections. Pedagogies seek innovation in disseminating new knowledge within and beyond the university into the community.

The project developed lectures and workshops to share information and create awareness of the three concepts of archives, methods, and pedagogies in emerging BRES fields. Citing one such lecture, "Uncovering Latinx Perspectives in the U.S. Through Public Art," Professor Torres noted, *"We thought it was important to bring this kind of state-of-the-art scholarship and knowledge production to the audience, to our students, and faculty and staff."* They sought to inquire *"where do we fit in as scholars and what direction do we want to take to build that scholarship in our own communities?"*



Prof. Benjamin Talton's lecture "On Nonviolence and its limits for the African Revolution", which was held on Monday, February 6, 2023.

ADDITIONAL THOUGHTS:

Filmmaker and Professor of Latinx Studies Lázaro Lima says of the project's focus on archives, methods, and pedagogies in emerging BRES fields, *"These were the three elements that we saw as central to this and not just because it was our opinion but because we researched it. We looked at various programs across the country and even internationally that have a similar focus. Both the curriculum and the way the programs or departments were structured depending on the institution was specifically around these clusters--that is teaching the methods and the tools that one would use to understand the archives that represent this endangered knowledge. That is the central takeaway from this."*

Cultivating Connections and Making Faculty Work Visible

One of BRESI’s many strengths as a university project was building collaboration between faculty and administrators. Duffie Cohen, University Executive Director of Academic Planning, joined Chief Transformation Officer Rachel Stephenson, the BRESI Council Co-Chairs, and the rest of the core BRESI team when the initial planning commission had finished its work, and there was a need to “build this amazing project from scratch—to create an entity that would do the work very quickly.” The core team refined the nine grant-making areas, recruited volunteer faculty for the granting sub-committees, worked with the Research Foundation to refine the grant-making process, and set about creating connections across the many program areas and projects.

The BRESI core team also developed a very active BRESI website and listserv to maximize knowledge about the projects, foster collaboration, amplify the voices of BRESI experts, and bring visibility to the work of CUNY scholars and students. On the website, BRESI Program Manager Allen Hillery continuously updates thoughts and profiles of BRESI Community Members in Conversation. To help make BRESI research accessible to all, BRESI organized a May 2023 webinar, “Using Library Resources to Showcase Your BRESI Projects” led by CUNY University Dean of Libraries Kristin Hart and Open Education Coordinator Andrew McKinney. BRESI leaders and grantees continue to share their work through CUNY-TV, CUNY podcasts, ongoing CUNY events, and conferences in the U.S. and around the world.



Allen Hillery, Duffie Cohen and Rachel Stephenson



Left to right: BRESI Council Co-Chairs Judith Anderson and Héctor R. Cordero-Guzmán

BRESI WEBSITE:

cuny.edu/academics/current-initiatives/BRESI

Co-Chairs Judith Anderson and Héctor R. Cordero-Guzmán bring complementary experiences to leading the BRESI Council. Professor Anderson has a broad vision for documenting and uplifting CUNY’s historically important role in Ethnic Studies while convening today’s scholars and students to chart new directions. As a founder and co-director of the project “Black Studies Across the Americas,” she has led study abroad trips to Argentina and Brazil, while co-creating strategies for expanding access to the rich resources in this field. She was one of the organizers of *The Legacy and Future of Ethnic Studies at CUNY* conference at the Borough of Manhattan Community College (BMCC) from April 27-28, 2023. She commented, “We didn’t anticipate that the conference would be as big as it was, but there was such a huge amount of interest. That shows there is a high demand.” Bringing the historical legacy full circle, she noted, “To pull it all together under the umbrella of Ethnic Studies is so important, especially in the historic moment when we see various attacks on Ethnic Studies courses and programs.” When asked how BRESI could respond to those attacks, Professor Anderson replied, “BRESI does a great job of showing what Ethnic Studies can do. What is Ethnic Studies? It’s not esoteric and theoretical...It’s people who are really doing things in the world and doing things on the ground that have a major impact. That’s what I really love about these projects. When you look across the projects, they are very much about action. And that is the root of Ethnic Studies.”

Dr. Héctor R. Cordero-Guzmán also brings an action-oriented and empowering sensibility to his leadership of BRESI and the CUNY Research Foundation, where he has served as President since January 2022. A Professor at the Baruch College Austin Marx School of Public and International Affairs and in the Ph.D. Programs in Sociology and in Urban Education at the CUNY Graduate Center, he is devoted to supporting relevant research and building connections organically among BRESI people and projects from the ground up. He comments, “In fact, rather than being directive from the top down, I think we’ve built a place and a space where people can do what they want to do and then begin to connect with each other on that basis, which creates the kind of solid linkages that are more durable.” He notes that while BRESI funded approximately 130 projects, it received 500 proposals, which “suggests that there’s a vast array of activity and ideas around CUNY that people have about how to move forward Black, Race and Ethnic Studies. So, there’s already a very fertile terrain out there.”

This publication, *Black, Race and Ethnic Studies Initiative at the City University of New York (BRESI): Asking the Right Questions, Changing the Narrative*, is part of the BRESI Documentation Project, which seeks to preserve the history and methodology of BRESI’s first phase of existence and provides interviews with key leaders and grantees for future scholars, academic strategists, and grantees to investigate. Historian and BRESI Council member Debra L. Schultz directed the documentation project with CUNY graduate student researchers Oluchi Agbanyim, Carmel Agnant, and Vinita Udhani. Agnant, who is earning a master’s degree in political science with a focus on public policy, also served as the Documentation Project Information Manager. Agbanyim completed her master’s degree in international affairs at Baruch College in June. Udhani is pursuing her M.S. degree in finance at Baruch College.



Graduate Research Assistants Carmel Agnant, Oluchi Agbanyim, and Vinita Udhani

Faculty Publication Support On BRES Topics

Research is central to CUNY's mission. Increased research opportunities enhance faculty scholarship and motivation, which then greatly enhances student learning. The original BRESI Planning Commission proposed a substantial and equitably distributed increase in research funds for BRES faculty across the CUNY campuses. Eligible faculty included tenure track, tenured, part-time faculty and lecturers at community colleges, senior colleges, and graduate schools. The BRESI Commission recognized the unevenness of opportunities for research support within CUNY and recommended a dedicated fund for faculty at community colleges and a separate fund for senior colleges.

Research funding enables tenure track BRES scholars to advance toward promotion as stronger candidates. In the case of already tenured professors, the grants enable more established scholars to expand the breadth and depth of their existing research agenda. The fulfillment of BRESI's knowledge creation mission is inextricably linked to the need to promote and retain faculty of color. The faculty publication support grants helped faculty members complete a wide array of innovative projects including fiction and non-fiction books, articles, podcasts, oral histories, exhibitions, and visual arts projects. CUNY faculty face time and resource constraints. These grants pay for practical assistance needed to complete research projects such as editorial services, translations, indexing, software, copyright fees, and web design.



THOUGHTS FROM CHAIR:

Shelly Eversley, Professor of English and Interim Chair of the Black and Latinx Studies department at Baruch College, chaired the subcommittee on grants to support faculty publications. A long-time leader of CUNY's Faculty Fellowship for Publication Program, she is keenly aware of the kinds of supports faculty need to complete projects on the path to promotion and tenure.

Professor Eversley insists that there needs to be consistent research support for CUNY faculty at all levels *"to produce the kind of scholarship that can lead Black, Race and Ethnic Studies, especially from a public university as fantastically diverse and exciting and rigorous as ours."*

GRANTEE PROFILE

Using 3D Simulations to Support Teaching for Social Justice in the Preparation of Pre-Service Educators

This project is an innovative collaboration among three York College professors--Lindamichelle Baron, Associate Professor of Teacher Education; Xin Bai, Professor of Educational Technology; and Zena Cooper, Clinical Professor of Teacher Education. A BRESI grant enabled them to transcribe videos of three semesters worth of clinical experience and methods courses using Mursion, a 3D simulation environment for role playing based on culturally responsive and social justice oriented teaching practices. Using theme-based data content analysis, they will identify if and how teacher candidates can benefit from such alternative virtual field experiences. The scholarly article they will submit for publication will support each scholar's advancement at the college—for doctoral studies, reappointment, and advancement to full professor.

ADDITIONAL THOUGHTS:

Multi-disciplinary project collaborations have been a hallmark of BRESI projects. Speaking of their collaboration, Professor Baron said of Professor Bai: *"I could embrace the technology and she could embrace some of the social emotional practices and creativity in the process, so we were building upon this really strong connection. I was moving more from being a technophobe to a technophile."*



Professors Baron and Bai

Contributing to New York City

Chancellor Félix V. Matos Rodríguez sees BRESI as an opportunity “to reconceptualize racial and ethnic studies as a living, breathing academic field that ...provides many avenues for students to drive social change in their communities.” This is particularly evident in the BRESI-funded internships, which exemplify his notion of “civic mobility.” As Chief Transformation Officer Rachel Stephenson noted at the Past and Future of Ethnic Studies at CUNY Conference, “We often talk about CUNY driving positive change as an engine of social mobility, but we can also think of it as an engine of social justice.” The following examples of BRESI internships demonstrate that it is possible to both create socially engaged student career paths and to help address the city’s challenges in concrete ways.

BRESI, which unfolded during the pandemic, amplifies CUNY’s vital contributions to New York City in multiple ways. Student internships responded to the public health crisis, helped revitalize minority-owned businesses in hard-hit neighborhoods, saved histories in danger of being lost, and lifted up the voices of students of color in public service and the arts

Public Health

In the wake of the COVID-19 pandemic, two projects directly increased the number of students who can work in public health and health sciences with sensitivity to the needs of communities of color and the racial disparities they find when trying to access health care. This work is particularly relevant to CUNY students and their communities as the city navigates the transition to a post-pandemic environment. Their internship experiences were designed to provide hands-on opportunities to promote racial health equity while preparing students for healthcare careers. Professor Lesley Rennis, Chair of Borough of Manhattan Community College’s Health Education Department created the project “Public Health Academy: Creating Health Equity Student Internships.” Students collected data, analyzed public health information, applied logical models, and responded to health-related questions on an anonymous public website. Similarly, Queensborough Community College Professors of Biological Sciences Punita Bhansali and Anuradha Srivastava involved research and policy experts to create seminars designed to educate their students and the entire CUNY community about health inequities. Internships with relevant agencies and community organizations enabled students to apply their learning and see the immediate impact of their work. The program networked the students to create a cohort of strategic thinkers able to promote systemic change.

Revitalizing Neighborhoods/Protecting the Environment

The Jerome Avenue Internship Program evolved as a mutually beneficial opportunity for students to contribute to helping small minority-owned businesses recover from the pandemic in the Bronx’s lower west side.

A collaboration among Bronx Community College, the Jerome Avenue Revitalization Collaborative, and Community Solutions for Jobs First NYC, the project enabled students to get paid for 50 hours of internship experience, learning new job-related skills in their areas of study.

The Queens College Climate Justice Fellowships, a collaboration between Natalie Vena, Assistant Professor of Urban Studies, Queens College, and Professor Ryan Mann-Hamilton, Assistant Professor of Social Sciences, LaGuardia Community College, addresses the fact, as Professor Vena states, that “Queens was really underrepresented in environmental justice policy circles and climate justice policy circles—at city, state, and federal levels.” In addition to providing hands-on learning experiences, practical skills, and professional entry points to student interns, the program sent them out into local communities to demystify the issues that profoundly impact each borough, the city, and the nation. Noting that “climate change is notoriously technical,” Professor Vena points out “that it’s really difficult to meaningfully engage frontline communities in climate change policy.” At the end of their first round of BRESI-supported internships, Professors Vena and Mann-Hamilton can state: “Finally, with this fellowship, CUNY itself is becoming a hub of climate justice in Queens, as we build relationships with organizations that are simultaneously working to mitigate climate change, to increase the city’s resiliency, and to advance social justice all over the borough of Queens.”

Developing CUNY Thought Leaders Through Careers in Publishing Internships



Left to right: Abegail Grant, Brianna Jo Hobson, Kenia Torres, Malachi Davidson, Mia Mikki

Student Internships

Internships are vital for CUNY students interested in all fields because it is ever more challenging to get a substantive first job, which sets students up for career advancement. Most CUNY students do not have the time or infrastructure to access what students at more privileged institutions can take for granted—careers services, alumni networks, introductions, and connections. They cannot accept unpaid internships because of their myriad responsibilities—to pay tuition and housing expenses and to support family in the U.S. and sometimes their home countries. For those interested in finding work in BRESI-related and social change related fields, internships are even more important because the paths to such work are not always clear—such as work in public policy positions, think tanks, nonprofits, and foundations, among others.



THOUGHTS FROM CHAIR:

Debra Schultz, Associate Professor of History, Kingsborough Community College, was a member of the initial BRESI Planning Commission and the BRESI Council. A strong advocate of experiential learning, she chaired the Internships Grants Subcommittee. She underscored the importance of internships for CUNY students *“not only for the work experience, but also for the opportunity to think strategically about the big issues because ultimately what we want is for these students to go out and be leaders. Internships give them a valuable opportunity to be on the ground dealing with real problems.”*

GRANTEE PROFILE

The Queens College Climate Justice Fellowships

The Queens Climate Justice Fellowships, led by Natalie Vena, Assistant Professor of Urban Studies at Queens College and Ryan Mann-Hamilton, Assistant Professor of Social Sciences at LaGuardia Community College offered a unique blend of academic scholarship, practical field work, and community engagement to shape the next generation of climate justice advocates.

The professors carefully analyzed each fellow’s areas of interest and placed them at the following organizations:

1. Sofia Brizzi (Queens College), Guardians of Flushing Bay
2. Alan Cantos (LaGuardia College), Connected Chef
3. Caroline Corwin (LaGuardia College), Transportation Alternatives
4. Abelino Garcia (Queens College), The NYC Compost Project hosted by the Queens Botanical Garden
5. Annie Gugliotta (LaGuardia College), Office of the Queens Borough President
6. Kristina Hatcher (LaGuardia College), The NYC Compost Project hosted by the Queens Botanical Garden
7. Bunie Joseph (LaGuardia College), Newtown Creek Alliance
8. Aron Kang (Queens College), Eastern Queens Alliance
9. Caroline Nguyen (Queens College), Office of the Queens Borough President
10. Aziz Ouedraogo (LaGuardia College), Connected Chef
11. Kristen Reyes (Queens College), Eastern Queens Alliance
12. Maria Sidibe (Queens College), The Big Reuse
13. Ryan Zhang (Queens College), Guardians of Flushing Bay

Students worked on a range of issues related to climate justice including: the local environmental impact of John F. Kennedy International Airport, a sustainability plan for the borough of Queens, the composting of residential organic waste, the ongoing development of the Queens waterfront, food insecurity in Long Island City, coastal resilience along Newtown Creek, and further developing bike lanes across Queens.



Ryan Zhang, who is a Climate Justice Fellow at Guardians of Flushing Bay, takes viewers on a virtual walking tour.

ADDITIONAL THOUGHTS:

As Professor Vena stated, *"The idea of the project was to give CUNY students hands-on experience working in organizations in the environmental justice sector, so that they themselves could be empowered to become leaders in climate justice in their communities and beyond."* One of the fellows produced a brochure to educate Queens people about rain gardens, one way to potentially address flooding issues in the borough. She also researched and edited an urban sustainability plan for her host organization *"so that they'll be ready for state and federal funding when it comes down."*

Strengthening Emerging Fields of Knowledge



While developing the Ph.D.; sustaining and extending the work of historic research centers like the Hunter College Center for Puerto Rican Studies, Brooklyn College's Africana Research Center and Shirley Chisholm Center for Research on Women, the Medgar Evers Caribbean Research Center and Center for Black Literature, and the Hostos Community College Latin American Writer's Institute; and supporting existing programs throughout the university, BRESI grants are seeding work to deepen newer or less represented fields. Notable trends include increasing diversity within sub-fields of ethnic studies and the use of intersectional frameworks to make linkages between fields of knowledge.

Left: Dominican Studies Institute Launch in May 2017

Asian American/Asian Studies



*Lili Shi,
Professor of Communications at Kingsborough Community College*



*Asian American Studies Across CUNY: Reflections, Connections,
Futures Conference, May 12, 2023*

CUNY student activists demanded Asian American Studies from the start in the late 1960s. The university-wide Asian American / Asian Research Institute (AAARI) launched in 2001. Yet the Covid-19 pandemic and the rise of hate crimes against Asian-Americans in New York City made the call for new courses and programming more urgent.

BRESI Council member Soniya Munshi is Associate Professor at BMCC's Department of Ethnic and Race Studies, affiliate faculty member in the Graduate Center's Critical Social/Personality and Environmental Psychology program, and co-coordinator of the AANAPISI Bridge Initiative, a collaboration between BMCC and Hunter College to support the needs of Asian American and Pacific Islander students. With BRESI support, she helped to organize the May 12, 2023 day long symposium, *Asian American Studies Across CUNY: Reflections, Connections, Futures*. Among the new trends Munshi sees in the field are a focus on social justice, community connection, and more intersectional scholarship taking into account a wider range of Asian Americans, including those who are LGBTQ+, undocumented, and/or people with disabilities. In particular response to the rise of anti-Asian hatred,

Munshi said: “We are really thinking a lot about the narratives that students bring with them from their families and neighborhoods to the classroom. We’re thinking about the work we’re doing in teaching and research to disrupt those narratives and to disrupt the ways in which people understand their own positionality in the world.”

Demonstrating institutional growth in the field at CUNY, other BRESI grants supported a new interdisciplinary Asian American/Asian Studies Program at John Jay College; new Asian American and Pacific Island curricula at Bronx Community College; and Korean Studies initiatives at Queens College and Brooklyn College. Several research projects used innovative methodologies to surface the ways Asian Americans and Asian immigrants were particularly hard-hit by the pandemic—both because of the rise of anti-Asian violence and the unique isolation faced by immigrant communities.

Citing the need to go beyond the black/white U.S. racial binary, Lili Shi, Professor of Communications at Kingsborough Community College, explored the racialization of Asian Americans and the diversity of Asian immigrant identities. “Digitizing the Diaspora: Chinatown Mothers’ Pandemic Feminist Organizing through WeChat,” examined the ways in which new immigrant mothers in Brooklyn’s Chinatown neighborhood mitigated their pandemic isolation by sharing experiences online--connecting each other to helpful local resources, discussing family problems, coping with travel bans and anti-Asian violence, navigating patriarchal and cultural hegemonies within the community, and even asking other mothers questions while going into labor “online.”

Making visible challenges faced by a different segment of the community, BRESI Council member Van Tran, Associate Professor of Sociology and Deputy Director of the Center for Urban Research at the CUNY Graduate Center and Na Yin, Associate Professor of Economics at Baruch College, conducted a survey on the impact of the pandemic on mental health among low-income Chinese elders in Flushing, Queens. They collected over 400 “pen and paper” surveys from Chinese seniors who are often not represented in national surveys because of language barriers, but whose experiences are most distinctive because of contemporary anti-Asian hate. There is a methodically innovative experiment within this research. The experiment involves exposing three different groups of elders to information and a picture: the first shows then President Trump linking the coronavirus to China and condemning Asian Americans, the second shows now President Biden offering the strongest condemnation of such anti-Asian sentiment, and the third offers neutral information as a control group. The professors hope to build a better instrument to capture mental health outcomes for this particular group, while the methods and insights should be broadly applicable to other immigrant communities.



Professor Van Tran and Professor Debra Schultz sit down to chat about BRESI and its budding Ph.D. program.

Afro-Latinx Studies



Students visiting El Museo Del Barrio

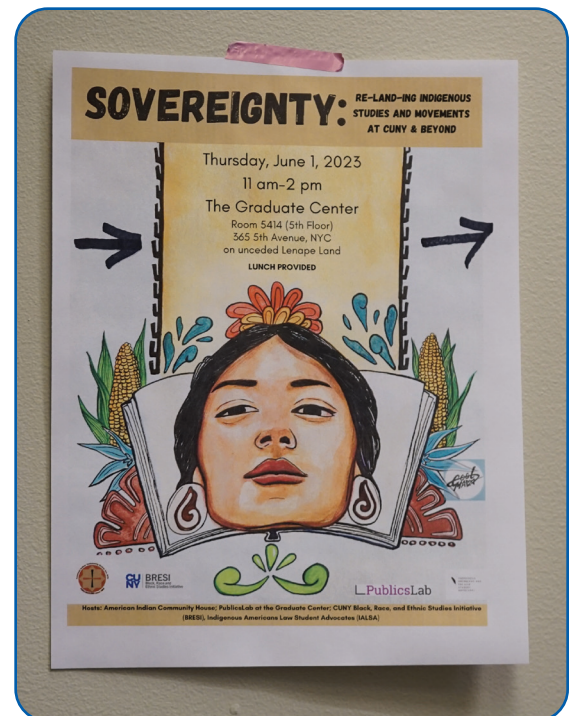
Latinx Studies have been present in different forms since the beginning of BRESI programs and research centers at CUNY. However, two trends demonstrate the diversification and maturation of related fields. First, within Latinx Studies, there is more specialized attention to particular groups, such as City College's Dominican Studies Institute and the Lehman College Mexican Studies Institute. Second, disciplinary diversification is also evident in the Hostos Community College Latin American Writers Institute and CUNY Law School's Center on Latino and Latina Rights and Equality.

There has also been a more explicit claiming of the interconnectedness of African Diaspora and Latinx Studies in the field of Afro-Latinx Studies. Shelly Eversley, Professor of English and Interim Chair of the Black and Latinx Studies Department at Baruch College, sees a growing focus

within Migration Studies on such areas as Haiti and Mexico. In African Diaspora Studies, she says she would like to see movement away from thinking merely hemi-spherically to fully integrating global diasporas and African knowledge production systems. Cutting edge thematic areas include human rights, transnational movements, environmental justice, BIPOC queer studies and BIPOC feminist studies. With BRESI funding, the Baruch College Black and Latinx Studies Program launched "Afrolatinidades" events exploring the "intersections of hemispheric Blackness and Latin American cultures, heritages, and histories." Events sponsored in spring semester 2023 included a Nuyorican Poetry Open Slam and a Teach-In, "From La Sentencia to a Transnational Hispaniola," which addressed the way Dominicans of Haitian descent have been stripped of their citizenship and forcibly "repatriated" to Haiti.

Native American Studies

While New York City has one of the largest populations of urban Indigenous people, their CUNY enrollment is less than 1%. Therefore, CUNY students and faculty called for a more inclusive curriculum to create a safe place for Indigenous people to study and work, as well as to provide a more holistic understanding of the United States for non-Indigenous students. A BRESI grant enabled Yung-Yi Diana Pan and Elizabeth Cooper of Brooklyn College, Francisco Delgado of Borough of Manhattan Community College, Eve Eure of Lehman College, and Ben Geboe of the American Indian Community House, to begin a discussion on how to decolonize CUNY curricula on Native and Indigenous populations. Following the project's first Native American Heritage Month opening ceremony, enrollment in the Spring 2023 Brooklyn College Native American/ Indigenous Studies course increased substantially, including e-permits for students from other CUNY campuses that do not offer such courses. In a June 2023 workshop at the Graduate Center, *Sovereignty: Re-Land-ing Indigenous Studies and Movements at CUNY and Beyond*, a small group of students, staff, faculty, and New York City community members gathered to discuss how Indigenous Studies can become a reality at CUNY.



Sovereignty Workshop Flyer

Anti-Racism Studies

Across all BRESI program areas, including but not limited to campus climate and DEI (Diversity, Equity Inclusion) projects, the CUNY community is generating new knowledge to directly confront the many manifestations of racism.

Several projects illuminate the challenges facing faculty of color in higher education, as well as students and parents of color. These include Cynthia Tobar, Bronx Community College, “Black Lives Matter in Higher Education;” Harrynauth Persaud, York College, “Barriers to Tenure and Reappointment;” and Nathalis Wamba, Queens College, “Black and Minority Faculty in Higher Education and the White Gaze Panopticon in the Era of Black Lives Matter.” Other projects highlight barriers in the public schools including Sherrie Proctor, Queens College, “Black Parents’ Perceptions of their Black Child’s Pre-K Suspension;” and Brian Collins, Hunter College, “Lack of Institutional Support for Minority Languages in the NYC Public Schools and the Impact on Asian Minorities.”

Several projects address policing and incarceration: Nicole Smith Futrell, CUNY Law School, “Portal to the Profession: Legal Education for System Impacted People;” Katherine McBride, Macauley Honors College, “Place, Space, and Race in the Making of Mass Incarceration: The Racial Geography of New York State Prisons, 1960s to 1990s;” Alex Vitale, Brooklyn College, “Policing and Social Justice Project: Student Research and Policy Advocacy;” Mia Budescu, Lehman College, Omnipresent Policing and Sleep Health in the Bronx (student research); and Calvin John Smiley, Hunter College, “Prison to College: Creating Juvenile Justice Through Education at Horizons Juvenile Center.”

Others focus on using the lessons of the past social movements and programs to confront today’s challenges: Belinda Linn, John Jay College, “The Histories and Legacies of Anti-Latinx Violence in the United States (student research);” Mary Phillips, Lehman College, “Sister Love: Erika Huggins, Spirit, and the Black Panther Party;” Michael Spear, Kingsborough Community College, “Civil Rights Activism and White Resistance in South Brooklyn, 1960 to 1975;” and Jean Park, Macauley Honors College, “From Crisis to Coalition: LA Youth on the 1992 LA Uprising.” William Carr, Medgar Evers College, developed a new course on “The Biology of Race,” which seeks to confront the legacy of eugenics head-on. Jessie Daniels of Hunter College focuses on resources in the present in “Combating the Far Right in the Streets, Online and Around the World: A Collaborative, Qualitative Research Project.”



Professor Jessie Daniels

Course and Curriculum Design and Curriculum and Syllabus Decolonization

To decolonize the curriculum, empower CUNY faculty, and maintain high intellectual standards, BRESI awarded grants to update existing courses or create new ones, leveraging the extensive curriculum transformation expertise within CUNY. For CUNY to remain a leader in higher education, serving the diverse students of New York City, our courses must reflect contemporary issues and the concerns of local and global communities. For example, two BRESI curriculum grants expand Latinx Studies—to start a certificate in Latino Studies at Lehman College and further develop the Latin American, Caribbean and Latina/o Studies Program at the College of Staten Island.

New programs are also diversifying and institutionalizing curricula in ways that make courses available to a wide swath of students, not only those who choose BRES majors or minor. Clearly, community college students who tend to focus their studies on employment-linked fields, face very constrained course distribution requirements. Yet, they are among those most likely to benefit from the historical, practical, and applied knowledge taught in many BRES courses. For example, BRESI funded curriculum projects in Accounting at LaGuardia Community College and two Business courses at Baruch College.



THOUGHTS FROM CHAIR:

Soribel Genao, Queens College Professor of Educational & Community Programs and chair of the BRESI grants subcommittee on decolonizing the curriculum asks, *“What is it that our students are walking away with because of us? How are we having an impact on the ways that they think critically? How are they positioning themselves not just in their own careers because of what we taught but are they also being clear about who they are based on what they learned?”* For Professor Genao, inclusive curricula involves *“being very intentional about not sticking to the norm and being intentional about removing narratives about Black and Brown people and the global majority without having their voices included.”*

GRANTEE PROFILE

Decolonizing the Public Speaking Course

One outstanding BRESI-funded curriculum project literally puts diverse voices at the center of its inquiry. This project takes aim at decolonizing curricula in a unique way: through the lens of linguistic justice. A collaboration among faculty at three community colleges-- Bronx Community College, Kingsborough Community College, and LaGuardia Community College-- the project deploys a combination of language pedagogies, linguistic concepts, and faculty expertise in linguistics, adult education, public speaking, and the intersection of identity and pedagogy.



Panel on Decolonizing the Public Speaking Course

ADDITIONAL THOUGHTS:

As Kingsborough Community College Associate Professor of Communications Carlos de Cuba asserts, *“People have certain ideologies about a standard language. These ideologies cut across all sorts of disciplines. In a public speaking course, you have a group that is thought of as speaking well and then you have a group of people that is thought of not speaking well. Then, you’re going to have inequities that will arise in the classroom.”*

Saving Histories in Danger of Being Lost

BRESI projects are saving precious New York City legacies in danger of being lost—preserving histories of enslavement, immigrant communities, public institutions, and CUNY’s role in democratizing higher education.

One particularly powerful example of this is Brooklyn College’s internship project in collaboration with the Flatbush African American Burial Grounds Coalition (FABGC), a Black-led multi-racial group. The burial ground, currently a fenced-in weed-filled lot next to Erasmus Hall High School, is the unmarked final resting place of enslaved Africans forced to labor in Brooklyn from the late 1600s until New York abolished slavery in 1827.

On February 16, 2023, student interns guided Chancellor Félix V. Matos Rodríguez on a tour of the site. He commented: “Many of those buried there were enslaved by Dutch settlers who were later buried in a church cemetery four blocks away. The internship participants have seen the difference between the two burial sites, as I did when we walked from one to the other during my visit. One is expressly called a ‘cemetery’ and has been duly preserved. The other is a ‘burial ground’ that was largely obliterated by streets and utilities as Brooklyn developed and redeveloped.” The contrast provided a visceral reminder of which lives mattered.

The student interns worked up to ten hours a week with the Coalition while taking a course taught by anthropology professor Kelly Britt, who co-leads the FABGC program alongside Emily Tumpson Molina, associate professor of sociology and director of Brooklyn College’s Center for the Study of Brooklyn (CSB). The interns’ experiential learning included helping to attain non-profit status for the coalition, holding community-based meetings and workshops, creating walking tour content, assembling informational toolkits for local churches, conducting community surveys, and creating a wellness toolkit that addresses the historical trauma that facing such history engenders.



Burial Ground Visit

Underscoring the site’s importance to Brooklyn’s history and global history, FABGC President Samantha Bernardine said, “We believe it is imperative that we empower the next generation to be civically engaged and responsible for protecting and preserving the legacy and contributions of Black people to this city and world.” In an area of Brooklyn particularly impacted by gentrification, the students were able to connect this history, their studies, and their internship activities with current struggles for racial justice in Brooklyn. Most importantly, they learned that they can pursue careers that improve the world.

Another BRESI-funded project involved student researchers in democratizing access to slavery’s history in the Northeast. Inspired by her college’s motto, “fierce advocates for justice,” John Jay College Public Management Professor Judy-Lynne Peters wanted her students to learn about slavery in their own communities, exploding myths that slavery was a phenomenon confined to the South. She used BRESI funding to pay students to help compile the Northeast Slavery Records Index (www.nesri.commonsc.gc.cuny.org), a database of 72,000 pieces of information from previously unintegrated sources. Students worked to upload such sources as birth records;

lists of slave ship owners, operators, and investors; names of government officials who held enslaved people; narratives of enslaved people; names of abolitionists and underground railroad sites; advertisements for fugitive enslaved people; and advertisements for sales of enslaved people. Very conscious of designing an accessible platform that “pulls all these pieces together to tell a story,” Peters says, “This is very empowering to our students because they’ve spent all their lives studying other people’s histories.” John Jay students recently led an initiative to revamp the college’s entire curriculum to integrate Black, Race and Ethnic Studies, and many professors use NESRI in their classes. Peters is supporting efforts to research slavery in the Bronx, noting that Lehman College students are working to build a memorial to a cemetery for enslaved people there. Continuing to share her database model with educational institutions in the Northeast, next on her research agenda is to develop reports on the relationship of slavery to colleges in this region.



Chancellor Félix V. Matos Rodríguez and students at Burial Ground visit

While many BRESI projects are conceptualized within an anti-racist and intersectional framework, one project, “Crippling the Curriculum,” also calls for a paradigm shift to “decolonize the public university” by centering disability studies, creative use of technology, and public memory. Hosu Kim is Associate Professor of Sociology and Anthropology at the College of Staten Island and Critical Social Psychology at the Graduate Center, as well as a CUNY Transformative Learning in the Humanities Fellow. She used her BRESI grant to re-design a Sociology of Disability course centered around the 50th anniversary of the exposé of Willowbrook, a state institution for the developmentally disabled that was closed in part because of horrific conditions. CUNY’s College of Staten Island inherited the site and created a memorial “Willowbrook Mile” in collaboration with the Staten Island Office for People with Developmental Disabilities. Thinking about “the materiality of the lives of the CSI campus and those within it,” Professor Kim developed fieldwork around the 12 memory stations of the memorial walking trail. The course examined the idea of “social disablement,” which posits disability as a political concept and the pedagogical use of digital media technology to explore it. Students produced short films about their Willowbrook fieldwork while Professor Kim produced a video teaching diary, “The Afterlives of Willowbrook.” This project to remember and reinterpret Willowbrook, a paradigmatic New York City institution, is one of several BRESI projects that preserve histories in danger of being lost, and re-tools them for 21st century pedagogical purposes.

Senior College Faculty Research Support

The BRESI Planning Commission explored various ways to support and retain existing BRES faculty, ensure a diverse faculty pipeline, and create more opportunities for faculty research and collaboration across CUNY. They asserted that current tenure standards should be broadened to reflect the multiple dimensions of excellence in research, teaching, advising, and departmental and university service that BRES faculty are disproportionately asked to shoulder. By refusing silos, rewarding collaboration, and centering existing expertise, CUNY can use its foundational strengths to build toward an integrated system of teaching, research, and community engagement that moves the entire BRES field forward.

The BRESI grants awarded to senior college faculty demonstrate the innovation and excellence upon which CUNY can build its national leadership in the field of Black, Race and Ethnic Studies. The projects represented a broad range of disciplines in the humanities and social sciences, while there was a marked trend in the creative use of technology in research projects across many disciplines.

THOUGHTS FROM CHAIR:



Brenda Greene is Professor of English, founder and executive director of the Center for Black Literature, and director of the National Black Writers Conference at Medgar Evers College. As Chair of the Grants Subcommittee on Senior College Faculty Research Support, Greene recalled that the committee interrogated how the proposed scholarship was going to make an impact: “Was it really going to look at decolonizing the curriculum, look at having interdisciplinary approaches to how we acquire knowledge, look at how CUNY is addressing the issues of immigrants? We wanted to see substantive questions and research strategies.”

GRANTEE PROFILE

The Use of Virtual Reality and Simulation Technology to Address Anti-Racism and Associated Skill Building in Social Work Students

BRESI-supported projects may be on the cutting edge of using technology specifically to address institutional racism, particularly in professional training. One such project, developed by Maurice Vann, Assistant Professor of Social Work and Nicole Saint-Louis, Associate Professor of Social Work, both of Lehman College, explored how “virtual and augmented reality applications could be used to improve empathy among our social work students, human service workers, and other professions that often engage with the public.”

They used Oculus, a virtual and augmented reality application, to expose research subjects (current social work students and alumni) to “experiences” that allowed them to “walk a mile in someone else’s shoes,” as Professor Vann described it. One experience, “Travelling While Black” showcased a copy of the “The Green Book” (a Jim Crow era directory of safe restaurants and motels for traveling African Americans) and a simulation of sitting in the segregated “Ben’s Chili Bowl Diner” with civil rights icons. Another experience required listening to Tamir Rice’s mother talk about what it was like to lose her son to a police shooter in Cleveland in 2014.



Student using VR



The Green Book

ADDITIONAL THOUGHTS:

Professor Vann said that the application “*is generating so much emotion that the team deliberated and decided to do a debrief immediately after.*” They had mental health specialists and counselors on hand to “*be in direct conversation with our participants.*” This suggests the powerful potential of such applications for BRES goals.

Highlighting Present and Future CUNY Thought Leaders

CUNY faculty bring vital perspectives to public policy and public debate. Political anthropologist Yarimar Bonilla, former Director of the Centro, Hunter College's Center for Puerto Rican Studies, is a leading public intellectual and commentator on Caribbean and Latinx politics for such mainstream media outlets as The Washington Post, The New Yorker, The Nation and National Public Radio. She is also a monthly columnist for the Puerto Rican newspaper El Nuevo Día. Her 2022 New York Times op-ed piece asked, "Why Must Puerto Ricans Always Be Resilient?" in the face of recent natural disasters like Hurricanes Ida and Maria, challenging mainstream audiences to consider how public policy and popular culture impact the lives of Puerto Rican people.

Similarly Tsedale Melaku, Assistant Professor of Management, Baruch College, seeks to raise awareness through her research on race, gender, class and workplace inequity in such media outlets as CBS and NBC News, The Harvard Business Review, Forbes and The New York Times. The title of her book, "You Don't Look Like a Lawyer: Black Women and Systemic Gendered Racism", illuminates how mechanisms of inequity work. A BRESI Council member Melaku, said:

"BRESI is transformative, it is about action—taking ideas, values, and beliefs, and bringing them to life in a rich collaborative intellectual, social, and activist spirit. Being a part of BRESI and witnessing the impact it has on students, staff, faculty, and the larger NYC community is incredibly rewarding. It tells me that we are building a legacy of commitment to a shared vision and mission that values equity and is moving towards a future of sustainable collective growth within our CUNY ecosystem and beyond."

One way of building toward that more inclusive future is empowering students to influence key sectors within the life of New York City. With 95% of jobs at publishing houses going to white people, Baruch College English Department Chair Professor Timothy Aubrey's project "Careers in Publishing for Students from Underrepresented Backgrounds" makes a strategic intervention in an industry that serves a subtle gatekeeping function. Increasing the number of young people of color working in publishing has the potential for strategic impact by producing future thought leaders in a very influential and hard to access industry. As English major Abigail Grant stated:

"This course and internship have been the most rewarding and confidence boosting experience of my life and career thus far. Being afforded the opportunity to intern at HarperCollins was the launch into the workforce that I needed because I know that careers of passion and cultural influence, like publishing, are within my reach. Finishing this course, I am not only completely grateful, but confident that books/words are a passion that I cannot be without and confident that when I walk into certain rooms/spaces, I belong, I am deserving, I am skilled."

BRESI Commission member Brian Jones charts his intellectual journey with Black, Race and Ethnic Studies through both CUNY and the New York Public Library System. Director of NYPL's Center for Educators and Schools, Jones earned his Elementary Education master's degree at City College in 2006 and a doctorate in Urban Education in 2018 at the CUNY Graduate Center. "The library was a space that made my academic studies and my journey through CUNY possible." Jones hopes that CUNY will make even greater use of the NYPL to support research and teaching in Black, Race and Ethnic Studies. He states: "CUNY is a national leader in higher education in so many ways and it's really exciting that [BRESI] is yet another way that CUNY can be on the cutting edge of an important field of scholarship--helping to solidify, expand and deepen that field in smart and thoughtful ways, while bringing in students and faculty."



Left to right: Professor Tsedale Melaku, Brian Jones, Ph.D.

Existing CUNY BRES Centers And Institutes

CUNY's nationally prominent centers and institutes in Black, Race and Ethnic Studies include the Center for Puerto Rican Studies (Centro) at Hunter College; the Center for Black Literature and the Caribbean Research Center at Medgar Evers College; the Asian American and Asian Research Institute at Queens College; the Dominican Studies Institute (DSI) at City College; The Lucero Mexican Studies institute at Lehman College; and the CUNY Haitian Studies Institute at Brooklyn College. Yet while these foundational and more recent research centers are well-known, BRESI identified a need to better leverage CUNY's Centers of Excellence in Black, Race and Ethnic Studies. To that end, BRESI offered grants to sustain operations and advance innovative research, teaching, and community-relevant programming.

THOUGHTS FROM CHAIR:



Anthony Browne, Chair of the Department of Africana, Puerto Rican, and Latino Studies at Hunter College, and a member of the original BRESI Planning Commission and the BRESI Council, also chaired the grants subcommittee on Existing CUNY BRES Centers and Institutes. Professor Browne, has thought a great deal about how to sustain the historic mission of CUNY's research centers and institutes.

"Beginning in the late 1960s, a number of students took over campuses, whether it be Hunter College, City College, and others, and demanded the creation of Black and Latinx studies. I think that became the genesis of opening these institutions to alternative ideas, ways of thinking, different kinds of questions. So, the Centers and Institutes, if you will, flow from that history of the need to make our academic institutions more responsive to the broad array of questions, concerns, training, research," said Browne.

GRANTEE PROFILE

Institutionalizing Activism at CUNY: The Emergence of Africana Studies at Brooklyn College, A Case Study.

Associate Professor of History and Chair of the Department of Africana Studies at Brooklyn College Prudence Cumberbatch led a BRESI-funded project to document the origins and history of the Department of Africana Studies at Brooklyn College. Responding to student demands, Brooklyn College created and established the Afro-American Studies Institute in 1970. The Institute became the Department of Afro-American Studies a year later, which signified efforts to add more courses, majors, programs, and faculty. Department status also enabled more institutional and academic autonomy. For example, faculty in the department could vote for their own chair. The Department of Afro-American Studies was renamed the Department of Africana Studies in 1974.

The BRESI-funded project consisted of three parts: oral history interviews, archival research, and a May 2023 conference. Project researchers identified and contacted former students who attended Brooklyn College in the 1960s and early 1970s. They started and will continue to conduct interviews. Another research assistant is cataloguing and digitizing the records of the Africana Research Center as well as searching for additional materials in other archival collections.

The Department of Africana Studies hosted the I Am Africana Conference on May 9, 2023, which featured a day of workshops, a film presentation, forums, an essay and visual arts competition, and a keynote address from

Brooklyn College 2012 Africana Studies and Film major/ alumna Ja'Tovia Gary. Seeking to foster intergenerational dialogue between founders and current students, the conference included a panel of alumni activists. "That allowed us to put the alumni in dialogue with current students to give them a sense of what life was like for Black students and Puerto Rican students at Brooklyn College during late 1960s and early 1970s and to get a better sense of the struggle that it took to transform the campus into one that was more inclusive," said Cumberbatch.



"...members of both P.R.A. and B.L.A.C. at the flag raising ceremony during the Malcolm X Day and memorial event at BC in 1969

BROOKLYN COLLEGE DEMANDS:

1. WE DEMAND THAT ALL BLACK AND PUERTO RICAN STUDENTS WHO APPLY FOR ADMISSION SHOULD BE ACCEPTED DESPITE THEIR ACADEMIC RECORD.
2. WE DEMAND THAT A TUTORIAL PROGRAM BE INSTITUTED TO AID AND ASSIST STUDENTS WHO ARE NOT FULFILLING THEIR SCHOLASTIC POTENTIAL.
3. WE DEMAND THAT NO COURSE SHOULD BE DESIGNATED AS REQUIRED AND THAT MANDATORY ATTENDANCE BE ABOLISHED.
4. WE DEMAND THAT AFRO-AMERICAN AND PUERTORICAN INSTITUTIONS BE RESPECTED AS SUCH AND BE CONTROLLED BY THE STUDENTS, FACULTY AND THE COMMUNITY.
5. WE DEMAND THAT ALL BIOLOGICAL AND CHEMICAL WARFARE RESEARCH AND CIA ACTIVITIES BE COMPLETELY DISMISSED FROM THE CAMPUS.
6. WE DEMAND THAT A LOUNGE IN THE STUDENT CENTER BE DESIGNATED AS A CULTURAL CENTER FOR THE BLACK AND PUERTO RICAN STUDENTS.
7. WE DEMAND THAT THE ADMINISTRATION NO LONGER POSSESS THE OPTION TO RAISE CAMPUS FEES OR COSTS. ETC. WITHOUT A STUDENT CONSENSUS.

NO. 24. ESTABLISHMENT OF PUERTO RICAN INSTITUTE - BROOKLYN COLLEGE: RESOLVED, That a Puerto Rican Institute be established at Brooklyn College, effective September 1969.

EXPLANATION: The Brooklyn College Faculty Council approved in May 1968 the establishment of a Puerto Rican Institute. The Institute will have the following purposes: a center for scholars from various fields who have a common interest in scholarship in the Puerto Rican area; research and writing to expand knowledge in this area; research in urban-related political and economic problems; promotion of Puerto Rican efforts in the performing and fine arts; expansion of the number of undergraduate courses in Puerto Rican Studies.

The Institute does not plan to offer courses on its own, but, as stated, will encourage their development within existing academic departments.

NO. 25. ESTABLISHMENT OF AN AFRO-AMERICAN INSTITUTE - BROOKLYN COLLEGE: RESOLVED, That an Afro-American Institute be established at Brooklyn College, effective September 1969.

EXPLANATION: The Brooklyn College Faculty Council approved in May 1968, the establishment of an Afro-American Institute. The Institute will have the following purposes: scholarly activity in the Afro-American area; research and writing to expand knowledge in the field; research in urban-related political and economic problems; a promotion of Afro-American efforts in the performing and fine arts; expansion of the number of undergraduate courses in Afro-American Studies.

The Institute will not offer courses on its own. Courses in Afro-American Studies will be developed within academic departments and will be approved by the Faculty Council. The Institute hopes to be a link between the college and the community through summer research projects and the community seminars given by faculty members.

NO. 26. ACTING PRESIDENT COPELAND: President Copeland reported briefly on his appearance in Washington before the National Committee.

NO. 27. APPOINTMENTS TO NEWLY CREATED DEPARTMENTS: RESOLVED, That appointments to

Left: list of Brooklyn College student demands

Top: Black and Puerto Rican Studies Established

ADDITIONAL THOUGHTS:

Emphasizing the public facing contributions of CUNY's historic research centers in Black, Race and Ethnic Studies, Dr. Browne observed that "these CUNY institutions play a pivotal role in furthering the scholarship, the reach, bringing in community members to their events, and providing an avenue for both lay folks as well as those that are engaged in the intellectual labor to participate in discussions, forum and advance this kind of work".

Impacting Institutions Outside of NYC

BRESI is impacting institutions outside of New York City and providing leadership in the national higher education community. Chief Transformation Officer Rachel Stephenson reported on the excitement she encounters when presenting BRESI at recent national higher education conferences. Because many educators are facing limits about even discussing these fields at their institutions, colleagues urged CUNY to position itself as a national leader speaking out on BRESI-issues. Showcasing BRESI at national higher education conferences inspires others who are facing a racialized backlash in higher education in the attack on teaching critical race theory, the history of racism, and LGBTQ studies, among other areas.

Two community college professors and BRESI leaders--Grisel Y. Acosta, Professor of English at Bronx Community College and Judith Anderson, Associate Professor in BMCC's Department of Race and Ethnic Studies--demonstrate the reach of CUNY's community college professors beyond New York City and around the world.

Grisel Acosta's work, "First Spanish," is having an impact in her native Chicago. Acosta conducted oral history interviews with Pan-Latino community members (Puerto Rican, Mexican, Honduran, Salvadoran, Chilean, Colombian, Cuban, etc.) in the ethnically diverse Logan Square neighborhood where she grew up. She documented how residents loved "the diversity of Latinidad there, [which] made them feel comfortable talking to all kinds of people later on in their lives." The community encouraged people to access college extension programs in the area and to build relationships of mutual support with Latino-owned businesses. The richness of these video interviews inspired the Chicago Historical Society to include them in their collections, among the first materials representing Latinx people there.



Church of Christ Poster



First Spanish interviewees Nancy and Norma Del Cid

BRESI's influence is also spreading beyond U.S. borders. BRESI Council Co-Chair Judith Anderson, Associate Professor in BMCC's Department of Race and Ethnic Studies, is a co-founder of the long-term project Black Studies Across the Americas. BSAA is an interdisciplinary program where faculty mentors, student mentees, and external collaborators work together to develop Open Educational Resources related to Black Studies. Faculty who are not traditionally located in ethnic and race studies disciplines work with BMCC faculty, and experts from the selected countries and/or communities to mentor students from various disciplines in how to conduct research and develop teaching and learning tools. Countries that have been part of the program include Argentina, Brazil, the Dominican Republic, Costa Rica, Haiti, Peru, and Puerto Rico. The Open Educational

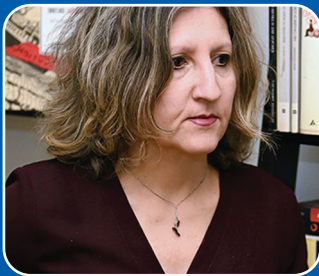
Resources created and shared help democratize educational materials, making resources for teaching and learning available globally. As BRESI Council Co-Chair and BSAA co-director Judith Anderson notes, the BRESI grant enabled them to work with students, scholars, and activists from Haiti, and the indigenous Garifuna community of Central America. BSAA will assess how the Open Lab site is already being used and will hold a series of workshops “to teach different educational communities how they can use these resources—CUNY, the Department of Education, community centers--anyone interested throughout the globe in teaching and learning about Afro-descendants in the Americas.”



Community College Faculty Research Grants

Recognizing that community college faculty must combine heavy teaching loads, service obligations, and research requirements for promotion and tenure, BRESI leaders committed to significant funding for community college faculty research. This sub-committee awarded the greatest number of grants for a wide range of projects across the university including video projects, oral histories, public talks, conference presentations, performances, exhibitions, archival research, and online or print publications.

THOUGHTS FROM CHAIR:



Marcella Bencivenni, Professor of History in the Behavioral and Social Sciences Department at Hostos Community College, and a consortial faculty member for the Graduate Center's master's program in International Migration Studies, was a member of the original BRESI Planning Commission and the BRESI Council and chaired the Community College Research Grants Subcommittee. Bencivenni "realized by chairing this committee that there was so much more work that is being done by faculty at community colleges related to BRESI than I knew."

GRANTEE PROFILE

An Earnest Struggle: Antiracism in a Post Trump America (Documentary Film)

Queensborough College Associate Professor of History Trevor Milton started his project as a biographical piece on his experience as a biracial child. But as he began to think about the challenges of teaching college students about institutional racism, he decided to create a documentary film that could be used in the classroom. His film profiles three organizations in New York, Detroit and New Orleans that combat systemic racism in different ways. The New York organization focuses on the effect of gun violence on the African American community. The Detroit organization focuses on changing laws that affect how police interact with citizens. The New Orleans organization focuses on anti-racism training for colleges, businesses, and corporations.

Many CUNY scholars and practitioners long in the trenches in fighting racism express skepticism about Diversity, Equity and Inclusion programs. In fact, the 2023 CUNY Inclusion, Diversity, Equity and Access (IDEA) Conference had the refreshingly honest title, "The Illusion of Inclusion: Collaborative Solutions for Performative Diversity."



Left to right: Kimberly Richards, Director of The People's Institute for Survival and Beyond; and Tristan Taylor, founder of Detroit Will Breathe

ADDITIONAL THOUGHTS:

Professor Milton also questions some of the anti-racism programs he encountered in his research. He states, *"there are a lot of institutions that do not want to be labeled as racist, so they seek out an anti-racism organization to do a training so that they get a certificate at the end that says they're not racist--and that's kind of a problem in and of itself."* He further argues *"that attitude treats racism like a disease, like something that you can be cured of."* He believes racism is harder to change—"it's a slow process of learning a new language and relearning, like is being done with gender."

Conclusion: The Generative Power of Belonging

The long process of challenging institutionalized racism in our society, higher education systems, and disciplinary epistemologies requires the kind of passion, commitment, and pursuit of knowledge demonstrated by CUNY's ever-expanding BRESI community.

BRESI made visible previously unrecognized expertise and commitment, building linkages, collaborations, hope, and visions for the future. As Kingsborough's Lili Shih stated, "The biggest gift of BRESI is the unique community, the rigorous intellectual tribe that it builds. I find my belonging and safety within the BRESI space."

BRESI also supported many creative projects. The arts can be a powerful tool for bringing people together, creating visibility, raising difficult questions, and advancing concepts relating to Black, Race and Ethnic Studies beyond the university and into the community. Medgar Evers College Assistant Professor of Dance and Media Jade Robertson created her film "Gold Sphere" as her BRESI project. Developed after the 2020 police killing of Breonna Taylor and during the pandemic, "Gold Sphere" is a movie about young girls possessing the ability to travel to a new world through a portal that can be opened by gold hoop earrings. "There's something very special when you use marginalized people as main characters in stories," stated Professor Robertson. "There was something about having these black girls, this one black girl in particular as a superhero in this film and her story being universal to everyone in the audience because we all want to overcome, we all want to be free and liberated and to move." Robertson added, "I just want to thank BRESI. I feel seen and that is not always something that I feel as a Black woman in academia-- to have a platform where I not only felt seen, but my students felt seen, and their community felt seen."



Gold Sphere Team

Inspired faculty can better engage with students searching for connection, inspiration, and new knowledge relevant to their experiences. Vanessa Valdés, Associate Provost for Community Engagement at City College recalls that encountering Ethnic Studies as an undergraduate changed her life. Today, she identifies with her students in such courses as Introduction to Black Studies and Caribbean Literature who are upset when they find out about all the knowledge and legacies they have missed. Valdés says "We have tens of thousands of students in the CUNY system who are craving this. Ethnic Studies is the field that responds emotionally to those of us who are wondering where we fit in American society and then we find a whole history of people who have done this work for more than a century. As thrilling as this is, then there is the sadness of 'why didn't I know?' And then there becomes a dedication to teaching that becomes a sacred calling."



Gold Sphere Film Still

While data demonstrate that Ethnic Studies positively impacts self-esteem, retention, and graduation rates, the case for Black, Race and Ethnic Studies transcends pragmatic outcomes. CUNY students are citizens of the world and therefore these fields have relevance for all of them. Queens College President Frank Wu notes that we are now living through a white supremacist backlash based on recognition of current and impending demographic change. In his keynote address at the *Past and Future of Ethnic Studies* at CUNY conference, he asserted “the margins will make a new mainstream.” And BRESI heartily embraces that vision for CUNY.

Hailing a new sense of community among those involved with BRESI as faculty leaders, administrators, and grantees, Chief Transformation Officer Rachel Stephenson said “BRESI is transformative work and now we need to think more about how the university-wide approach makes it different.” Noting that “some magic happened,” Stephenson asked, “what can the university do to keep the momentum going?” As stated by many different people involved with BRESI, part of the magic is a sense of community across CUNY, which has come to be articulated as a vision for OneCUNY.

BRESI’s first phase demonstrated the power of people who really care about bringing ideas to life on behalf of our city’s hardworking and highly committed students. The narrative about Black, Race and Ethnic Studies at CUNY is already changing and the BRESI community is eagerly building on this strong foundation for the future.



Students at Lehman College

Resources Consulted

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Appendices

APPENDIX A: BRESI Planning Commission Members

Dr. Grisel Y. Acosta - Dr. Acosta is a professor at The City University of New York-BCC, and the mixed-race daughter of Colombian and Cuban immigrants. Her first book of poetry, *Things to Pack on the Way to Everywhere*, is an Andrés Montoya Poetry Prize finalist and forthcoming from Get Fresh Books in April, 2021. She is the editor of the anthology, *Latina Outsiders Remaking Latina Identity* (Routledge, 2019), a Geraldine Dodge Foundation Poet, and a Macondo Fellow. Dr. Acosta is also a Regional Delegate at the Modern Language Association and Secretary of the HEP Community College Executive Committee of the MLA. At CUNY, she was previously the Chair of Bronx Community College's COACH Committee, spearheading a permanent Diversity and Inclusion Committee at the campus. She is currently creating curriculum using BCC digitized archives as part of a National Endowment for the Humanities grant, and a featured speaker at the CUNY Graduate Center's Black Cuir Revolutions event.

Dr. Judith Anderson - Dr. Anderson is a cultural anthropologist, Afro-Latin Americanist, and Associate Professor in the Department of Race and Ethnic Studies at BMCC. She teaches classes in the areas of Latin American Studies, African Diaspora Studies, and Anthropology. Her research focuses on Black political mobilization in present-day Buenos Aires. She has several scholarly publications based on her work. She has created and led African Diaspora-focused study abroad programs to both Argentina and Brazil. She is also the cofounder of Argentina's first Black legal aid organization, the Organización Afrodescendiente para la Asistencia Jurídica y Formación.

Dr. Marcella Bencivenni - A native Italian and CUNY Graduate Center alumna, Dr. Bencivenni is Professor of History in the Behavioral and Social Sciences Department at Hostos Community College, where she has been teaching since 2004, and a consortial faculty for the M.A. program in International Migration Studies at the Graduate Center. Her research focuses on the histories of immigration, labor, and social movements in the modern United States, with a particular interest in the Italian diaspora. Dr. Bencivenni is the author of *Italian Immigrant Radical Culture: The Idealism of the Sovversivi in the United States, 1890-1940* (New York University Press, 2011, 2014) and the co-editor of *Radical Perspectives on Immigration* (2008), a special issue of the journal *Social and Democracy*. She has also published over a dozen book chapters, articles and historiographical essays on topics related to immigration and radicalism, and is currently working on two projects: a biography of Carl Marzani, the first political victim of McCarthyism, and a study of the Triangle fire of 1911 in Italian immigration history and memory. Dr. Bencivenni is the recipient of numerous research awards, including an E.P. Thompson Dissertation Fellowship (2002), a Community College Collaborative Research Grant (2010), a Distinguished CUNY Fellowship (2016), and, most recently, a Tiro a Segno Fellowship (2020) at New York University. She served as the editor of the *Italian American Review*, the peer-reviewed journal of the John D. Calandra Italian American Institute of Queens College, from 2017 to 2020, and is currently a member of the Executive Council of the Italian American Studies Association.

Dr. Emilie Boone - Dr. Boone was formerly an assistant professor of Art History in the African American Studies Department of New York City College of Technology, CUNY. This appointment followed a Mellon Post-Doc at the Williams College Museum of Art and the completion of her PhD at Northwestern University. She specializes in the art and visual culture of the African Diaspora with particular research interests in photography. Her recent academic honors include a Metropolitan Museum of Art Chester Dale Fellowship.

Dr. Anthony Browne - Dr. Browne is chair of the Department of Africana and Puerto Rican/Latino Studies at Hunter College. His research and teaching concerns Black Diasporic communities with a focus on poverty,

gentrification, education and second-generation immigrants. This work builds on a long-standing research interest in the intersection of power, race and policy. Dr. Browne's research has appeared in a number of scholarly publications and his commentary has been featured in numerous outlets. His most recent publications focused on educational and economic disparities in Black and Latinx communities. He is currently completing a book-length project tentatively titled *Gentrifying Bed Stuy: The Impact on Social and Economic Institutions*. Dr. Browne serves on CUNY's University Advisory Council on Diversity; co-chairs a Presidential Task Force Committee on Racial Equity at Hunter College; and is chair of the CUNY Association of Black Faculty and Staff. He holds a Ph.D. in sociology from Columbia University.

Dr. Héctor R. Cordero-Guzmán - Dr. Cordero-Guzmán is a professor at the Austin Marx School of Public and International Affairs at Baruch College/CUNY; has worked as a Program Officer in Economic Development and Quality Employment at The Ford Foundation; and has served on the board of directors of organizations including: The Afro-Latin Jazz Alliance, Economic Policy Institute, Association for Research on Non-Profit Organizations and Voluntary Action (ARNOVA), Museo Del Barrio, and New York City's Economic Development Corporation (NYCEDC). Dr. Cordero-Guzman was recently elected as a Fellow of the National Academy of Public Administration and received M.A. and Ph.D. degrees in Sociology and Demography from The University of Chicago.

Dr. Brenda M. Greene - Dr. Greene is a scholar, educational leader, author, literary activist, and radio host, is professor of English, founder and executive director of the Center for Black Literature, and director of the National Black Writers Conference at Medgar Evers College, CUNY. Her educational leadership, professional accomplishments, and scholarship include essays, grants, book reviews and presentations in African American literature, composition, and multicultural literature. Dr. Greene is editor of *The African Presence and Influence on the Cultures of the Americas* (Cambridge Scholars Publishing, 2010), co-editor of *Resistance and Transformation: Conversations with Black Writers*, Morton Books (2010), *Meditations and Ascensions: Black Writers on Writing*, (Third World Press, 2008), *Redefining Ourselves, Black Writers in the Nineties*, Peter Lang Publishers (1999), and *Rethinking American Literature*, National Council of Teachers of English, (1997).

Dr. Brian Jones - Dr. Jones is the director of The New York Public Library's new Center for Educators and Schools. He is the former associate director of Education at the Schomburg Center for Research in Black Culture, where he was also a scholar-in-residence. Brian taught elementary grades in New York City's public schools for nine years, and earned a Master's degree from the City College of New York and a PhD in Urban Education from the CUNY Graduate Center. He is the recipient of grants and awards from the Lannan Foundation, the Ford Foundation, the National Endowment for the Humanities and the Institutes for Museum and Library Services. Brian serves on the board of directors of *Voices of a People's History of the United States* and writes about Black education history and politics, most recently in a contribution to the book, *Black Lives Matter At School: An Uprising for Educational Justice* (Haymarket Books, 2020).

Juvanie Piquant - Juvanie Piquant is the first Haitian-American woman to serve as the University Student Senate (USS) Chairperson. She represents 500,000 CUNY students in New York State and is the only student member of The City University of New York Board of Trustees. Ms. Piquant is a third-year honors scholar student attending New York City College of Technology Majoring in Law & Paralegal Studies. Ms. Piquant also formerly served as the Vice-Chair of Legislative Affairs for the University Student Senate, and ensured the students of CUNY had a representative that would advocate for the progression and affordability of higher education at local, state, and federal levels. Prior to her work at University Student Senate, Juvanie Piquant served on the Board of Directors for the New York Public Interest Research Group (NYPIRG) for 2 consecutive years, with her focus being centered on higher education and environmental policy in New York City and New York State. As an aspiring attorney, Ms. Piquant is a member of the Haitian American Lawyers Association of New York (HALANY), which has a goal of working with various individuals in the legal profession to create access and opportunities for aspiring law school students. As a Brooklyn native, born and raised by Haitian immigrants in Canarsie, Juvanie has seen first-hand the importance of access and affordability of education for the most marginalized in New York City and hopes to empower the youth and her peers at CUNY.

Dr. Martin D. Ruck - Dr. Ruck is professor of Psychology and Urban Education at the Graduate Center of The City University of New York. His research examines the overall process of cognitive socialization — at the intersection of race, ethnicity and class — in terms of children and adolescents' thinking about human rights, equity, and social justice. He is currently a member of the editorial boards for *Social Development* and the *Journal of Social Issues* and is an Associate Editor for *Developmental Psychology*. He is co-editor with Stacey S. Horn and Lynn S. Liben of the 2-volume *Equity and Justice in Development Science* (Elsevier, 2016). With Michele Peterson-Badali and Michael Freeman he is co-editor of the *Handbook of Children's Rights: Global and Multidisciplinary*

Perspective (Taylor & Francis, 2017). Currently, Dr. Ruck serves as Senior Advisor for Diversity and Inclusion to the President of the Graduate Center and is the Executive Officer of the Office of Educational Opportunity and Diversity (EOD).

Dr. Debra L. Schultz - Dr. Schultz is assistant professor of History at Kingsborough Community College of The City University of New York, where she teaches civil rights, women's, and 20th century history. She is the author of *Going South: Jewish Women in the Civil Rights Movement* (New York University Press). A founding program director of the Open Society Institute's International Women's Program, her work on the history, theory, and practice of intersectional anti-racist feminisms encompasses both U.S. women's civil rights activism and European Romani women's rights activism. Her current research examines public memorialization of the U.S. civil rights movement. She has received fellowships from the National Endowment for the Humanities, the Teagle Foundation, and the American Council of Learned Societies.

Dr. Saadia Toor - Dr. Toor is an associate professor in the Department of Sociology and Anthropology at the College of Staten Island. Her research lies at the intersections of culture and political economy. She has worked on: nationalism and state formation in Pakistan; the ways in which liberal discourses around Islam, gender and sexuality are used to legitimize the Global War of Terror; the racialization of Islam and Muslims in the West; the cultural politics of the Cold War as they unfolded in Pakistan; and tensions within anti-war solidarity work in the West. Her most recent work focuses on the racial dimensions of the student debt crisis in the US.

Dr. Van C. Tran - Dr. Tran is an associate professor of Sociology and the Deputy Director for Center for Urban Research at The Graduate Center, CUNY. As an immigration scholar and urban sociologist, his research examines the integration of immigrants and their children, ethnic and racial categories, diversity and intergroup relations, neighborhood gentrification and urban inequality. His research and teaching are deeply connected to the diversity, history, and vibrancy of New York City. Tran completed his undergraduate studies at Hostos Community College and Hunter College of CUNY, and his doctoral study in Sociology and Social Policy at Harvard.

Dr. Roger L. Worthington - Dr. Worthington is a professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. He is the founder and executive director of the Center for Diversity and Inclusion in Higher Education (CDIHE) and served as editor of the *Journal of Diversity in Higher Education*. He is a founding member for the National Association of Diversity Officers in Higher Education (NADOHE). He was the principal NADOHE Standards of Professional Practice for CDOs, the principal investigator of three prestigious grants from the Ford Foundation Difficult Dialogues Initiative (2005-2011), and the founding board chair of the Difficult Dialogues National Resource Center (2012-2015). He is a fellow of the American Psychological Association; doctorate in counseling psychology from UC Santa Barbara in 1995.

Dr. Vanessa K. Valdés - Dr. Valdés is the director of the Black Studies Program at The City College of New York-CUNY. A graduate of Yale and Vanderbilt Universities, and a Professor of Spanish and Portuguese, her research interests focus on the cultural production of Black peoples throughout the Americas: the United States and Latin America, including Brazil, and the Caribbean. She is the editor of *The Future Is Now: A New Look at African Diaspora Studies* (2012) and *Let Spirit Speak! Cultural Journeys through the African Diaspora* (2012). She is the author of *Oshun's Daughters: The Search for Womanhood in the Americas* (2014) and *Diasporic Blackness: The Life and Times of Arturo Alfonso Schomburg* (2017). Her latest book, *Racialized Visions: Haiti and the Hispanic Caribbean* (2020) is an edited collection that re-centers Haiti in the disciplines of Caribbean, and more broadly, Latin American Studies.

Dr. Ana Y. Ramos-Zayas - Dr. Ramos-Zayas is Professor in Ethnicity, Race & Migration and has secondary appointments in the American Studies Program and the Anthropology Department at Yale. She is also in the Women's, Gender, and Sexuality Studies executive council and the Educational Studies program. Ramos-Zayas received a BA in Economics and Latin American Studies from Yale College, a MA/PhD in Anthropology from Columbia University, and a post-doctoral fellowship in Anthropology and Evaluation Research from Harvard University. She is the author of *National Performances: Class, Race, and Space in Puerto Rican Chicago* (The University of Chicago Press, 2003); *Street Therapists: Affect, Race, and Neoliberal Personhood in Latino Newark* (The University of Chicago Press, 2012); and *Parenting Empires: Class, Whiteness, and the Moral Economy of Privilege in Latin America* (Duke University Press, 2020). She is co-author of *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship* (Routledge, 2003). At Yale, Ramos-Zayas teaches graduate and undergraduate courses in critical race theory, citizenship, transnationalism, and migration, the anthropology of emotion and affect, and ethnography and fieldwork methods. She serves as Director of Undergraduate Studies in the Ethnicity, Race & Migration program, and in the advisory board of the Center for the Study of Race, Indigeneity and Transnational Migration. Ramos-Zayas grew up in Santurce, Puerto Rico, and currently lives in Harlem with her partner and their 10-year-old son.

Dr. Judy W. Yu - Dr. Yu is the founding director of REACH, an education consulting firm based in New York City. Dr. Yu is a MotherScholar, activist, educator, and a faculty member at Queens College, School of Education at The City University of New York. As a former elementary school teacher in the Los Angeles Unified School District, Dr. Yu has developed a critical multicultural and an Asian American studies program for students that empowers young people to utilize their lived experiences, narratives, and personal artifacts as bodies of scholarship in retelling our American history. Her work has been published in Teachers College Press (2020), Center for Asian American Media (2017), and Rowman and Littlefield (2013). Dr. Yu is a recipient of several honors and awards including the 2016 Education Research Project Service Award, American Educational Research Association (AERA); 2011 Outstanding Dissertation Award, Research on the Education of Asian and Pacific Americans, AERA; 2007 Elihu Rose Fellowship, Columbia University; 2005 Spencer Foundation Research Grant; 2005 President's Diversity and Community Initiatives Grant, Teachers College, Columbia University. Dr. Yu received her Doctor of Education from Teachers College, Columbia University in the Department of Curriculum and Teaching. She received her M.Ed. from UCLA, where she was a first grade teacher in East Los Angeles, California. She designed and implemented an Asian American studies curriculum and created an Asian American History museum with elementary school students. Dr. Yu's educational activism began during her undergraduate years at Boston College.

APPENDIX B: BRESI Council Members

Judith Anderson (Co-chair) - Dr. Judith Anderson is a cultural anthropologist, Afro-Latin Americanist, and associate professor in the Department of Race and Ethnic Studies at BMCC. She teaches classes in the areas of Latin American studies, African diaspora studies, and anthropology. Her research focuses on Black political mobilization in present-day Buenos Aires. She has several scholarly publications based on her work. She has created and led African Diaspora-focused study abroad programs to both Argentina and Brazil. She is also the cofounder of Argentina's first Black legal aid organization, the Organización Afrodescendiente para la Asistencia Jurídica y Formación.

Anthony Browne - Dr. Browne is chair of the Department of Africana and Puerto Rican/Latino Studies at Hunter College. His research and teaching concerns Black Diasporic communities with a focus on poverty, gentrification, education and second-generation immigrants. This work builds on a long-standing research interest in the intersection of power, race and policy. Dr. Browne's research has appeared in a number of scholarly publications and his commentary has been featured in numerous outlets. His most recent publications focused on educational and economic disparities in Black and Latinx communities. He is currently completing a book-length project tentatively titled *Gentrifying Bed Stuy: The Impact on Social and Economic Institutions*. Dr. Browne serves on CUNY's University Advisory Council on Diversity; co-chairs a Presidential Task Force Committee on Racial Equity at Hunter College; and is chair of the CUNY Association of Black Faculty and Staff. He holds a Ph.D. in sociology from Columbia University.

Héctor R. Cordero-Guzmán (Co-chair) - Dr. Cordero-Guzmán is president of the Research Foundation of The City University of New York and professor at the Austin Marx School of Public and International Affairs at Baruch College. He has worked as a Program Officer in Economic Development and Quality Employment at The Ford Foundation and has served on the board of directors of organizations including: The Afro-Latin Jazz Alliance, Economic Policy Institute, Association for Research on Non-Profit Organizations and Voluntary Action (ARNOVA), Museo Del Barrio, and New York City's Economic Development Corporation (NYCEDC). Dr. Cordero-Guzman was recently elected as a fellow of the National Academy of Public Administration and received M.A. and Ph.D. degrees in Sociology and Demography from The University of Chicago.

Soribel Genao - Dr. Soribel Genao is faculty member with Educational Leadership and a bilingual researcher with community and place-based research and evaluation experience using both qualitative and qualitative methods. Throughout her career, she has consulted on initiatives focused on diversity and inclusion with an equity lens within private, higher education, and non-profit sectors globally. She holds a doctorate in Public Administration from Rutgers University.

Brenda M. Greene - Dr. Greene is a scholar, educational leader, author, literary activist, and radio host, is professor of English, founder and executive director of the Center for Black Literature, and director of the National Black Writers Conference at Medgar Evers College, CUNY. Her educational leadership, professional accomplishments, and scholarship include essays, grants, book reviews and presentations in African American literature, composition, and multicultural literature. Dr. Greene is editor of *The African Presence and Influence on the Cultures of the Americas* (Cambridge Scholars Publishing, 2010), co-editor of *Resistance and Transformation: Conversations with Black Writers*, Morton Books (2010), *Meditations and Ascensions: Black Writers on Writing*, (Third World Press, 2008), *Redefining Ourselves, Black Writers in the Nineties*, Peter Lang Publishers (1999), and *Rethinking American Literature*, National Council of Teachers of English, (1997).

Jessica Gordon-Nembhard - Dr. Jessica Gordon-Nembhard is the author of *Collective Courage: A History of African American Cooperative Economic Thought and Practice* (2014), and 2016 inductee into the U.S. Cooperative Hall of Fame, and is professor of Community Justice and Social Economic Development, in the Department of Africana Studies, and director of the McNair Post-Baccalaureate Achievement Program at John Jay College, City University of New York. She is also an affiliate faculty member in the Environmental Psychology Ph.D. Program (CUNY Graduate Center), and the Economics Master's Program (John Jay); as well as Faculty Fellow and Mentor with the Institute for the Study of Employee Ownership and Profit Sharing at Rutgers University School of Management and Labor Relations; and an affiliate scholar with the Centre for the Study of Co-operatives (University of Saskatchewan, Canada).

Dr. Gordon-Nembhard is a political economist specializing in community economic development, solidarity economics, cooperative economics, Black Political Economy, and popular economic literacy. She is co-editor with Ngina Chiteji of *Wealth Accumulation and Communities of Color* (University of Michigan Press 2006); and author of "African American Cooperatives and Sabotage: The Case for Reparations" (*Journal of African American History* 2018), for example. She is the recipient of several awards: the Association of Cooperative Educators 2021 award for Outstanding Contribution to Co-operative Education and Training; the 2019 African Diaspora Celebration Citation for contributions to the NYC African Diaspora community (from Brooklyn Borough President Eric Adams and the New York City Commission on Human Rights); the 2017 CASC Merit Award for exemplary contributions to the field of co-operative studies (from the Canadian Association for Studies in Co-operation); the 2015 winner of the "ONI Award" from the International Black Women's Congress; the 2011 recipient of the "Cooperative Advocacy and Research" Award from the Eastern Conference for Workplace Democracy; and the recipient of a Henry C. Welcome Fellowship Grant from the Maryland Higher Education Commission from 2001-2004.

Dr. Gordon-Nembhard is currently a member of the Cooperative Economics Council (formerly the Council of Cooperative Economists) of the National Cooperative Business Association/CLUSA; and of the International Co-operative Alliance Committee on Co-operative Research. She is a member of the board of directors of: Grassroots Economic Organizing Newsletter, Southern Reparations Loan Funds, and Organizing Neighborhood Equity DC. She is also a former board member of the Association of Cooperative Educators, Green Worker, Inc., and a past President and former Treasurer of the National Economic Association. She earned M.A. and Ph.D. degrees in Economics from the University of Massachusetts, Amherst; an M.A.T. in Elementary Curriculum and Teaching from the School of Education at Howard University; and her B.A. degree (double major in Literature and African American Studies with distinction) from Yale University.

Tsedale M. Melaku - Dr. Tsedale M. Melaku is a sociologist, assistant professor of Management at Zicklin School of Business, Baruch College (CUNY), and author of *You Don't Look Like a Lawyer: Black Women and Systemic Gendered Racism*, which reflects the emphasis of her scholarly interests on race, gender, class, workplace inequities, intersectionality, and organizations. Dr. Melaku's work has been featured in the *Harvard Business Review*, *New York Times*, *Bloomberg Law*, *Inside Higher Ed*, and other outlets. Her interdisciplinary research on women in the workplace unites three strands of significant sociological and management inquiry: diversity in the workplace, women in positions of leadership, and the impact of systemic racism on advancement opportunities. Dr. Melaku is working on her second book, *The Handbook on Workplace Diversity and Stratification*, while also conducting research examining the impact of race and gender on the experiences of various marginalized groups in the workplace. To learn more follow her on Twitter, @TsedaleMelaku, or visit her website, www.tsedalemelaku.com.

Soniya Munshi - Dr. Soniya Munshi is an Associate Professor in the Department of Ethnic and Race Studies at the Borough of Manhattan Community College-CUNY where she teaches Asian American Studies and Gender & Women's Studies. She is also an affiliate faculty member in the Critical Social/Personality and Environmental Psychology (CSPEP) program at the Graduate Center.

Dr. Munshi's research on the relationships between the carceral state, public health, gendered violence in migrant communities, and women of color abolitionist feminisms has been supported by the Mellon/ACLS Community College Faculty Fellowship, the NY Council for the Humanities, PSC-CUNY and others. Her work has appeared in *Scholar and Feminist Online*, *Feminist Formations*, *CUNY Forum*, among others. She is a member of the editorial board of *Women's Studies Quarterly*. She was co-director of the NEH-funded project, "Building Asian American Studies across the Community College Classroom" and is currently co-coordinator of the AANAPISI Bridge Initiative, a collaboration between BMCC and Hunter College to support the needs of Asian American and Pacific Islander students. She is deeply committed to expanding the teaching and learning of Ethnic Studies at CUNY.

Debra L. Schultz - Dr. Schultz is associate professor of History at Kingsborough Community College of The City University of New York, where she teaches civil rights, women's, and 20th century history. She is the author of *Going South: Jewish Women in the Civil Rights Movement* (New York University Press). A founding program director of the Open Society Institute's International Women's Program, her work on the history, theory, and practice of intersectional anti-racist feminisms encompasses both U.S. women's civil rights activism and European Romani women's rights activism. Her current research examines public memorialization of the U.S. civil rights movement. She has received fellowships from the National Endowment for the Humanities, the Teagle Foundation, and the American Council of Learned Societies.

Van Tran - Dr. Van C. Tran is Associate Professor of Sociology and Deputy Director of the Center for Urban Research at The Graduate Center, City University of New York. As an immigration scholar and urban sociologist, his research and teaching embrace New York City and its diverse neighborhoods as a social laboratory for innovative research that seeks to inform urban social policy. His research focuses on four major themes: second-generation mobility and integration; intergroup relations and racial attitudes; Asian American diversity and growth; and neighborhood integration and urban change. His research has been published in both general and leading journals within the field of immigration, including *Social Forces*, *International Migration Review*, *Ethnic and Racial Studies*, *Journal of Ethnic and Migration Studies*, *City & Community*, *The ANNALS of the American Academy of Political and Social Science*, *RSF: The Russell Sage Foundation Journal of the Social Sciences*, *Sociological Science*.

Saadia Toor - Dr. Toor is an associate professor in the Department of Sociology and Anthropology at the College of Staten Island. Her research lies at the intersections of culture and political economy. She has worked on: nationalism and state formation in Pakistan; the ways in which liberal discourses around Islam, gender and sexuality are used to legitimize the Global War on Terror; the racialization of Islam and Muslims in the West; the cultural politics of the Cold War as they unfolded in Pakistan; and tensions within anti-war solidarity work in the West. Her most recent work focuses on the racial dimensions of the student debt crisis in the U.S.

Vanessa K. Valdés - Dr. Valdés is a full professor of Spanish and Portuguese at The City College of New York. She served as the interim dean of Macaulay Honors College at CUNY for the 2021-2022 academic year and is the former director of the Black Studies Program at CCNY. A graduate of Yale and Vanderbilt Universities, and a Professor of Spanish and Portuguese, her research interests focus on the cultural production of Black peoples throughout the America, including the United States and Latin America, Brazil, and the Caribbean. She is the editor of *The Future Is Now: A New Look at African Diaspora Studies* (2012) and *Let Spirit Speak! Cultural Journeys through the African Diaspora* (2012). She is the author of *Oshun's Daughters: The Search for Womanhood in the Americas* (2014) and *Diasporic Blackness: The Life and Times of Arturo Alfonso Schomburg* (2017). Her latest book, *Racialized Visions: Haiti and the Hispanic Caribbean* (2020) is an edited collection that re-centers Haiti in the disciplines of Caribbean, and more broadly, Latin American studies.

APPENDIX C: BRESI Proposal Review Committee Chairs and Members

1. Course and curriculum design and curriculum and syllabus decolonization

Soribel Genao, Chair - Professor, Queens College

Gary Aguayo - Academic Program Manager & Assistant Director, Percy E. Sutton SEEK Program, Queens College

Angie Beeman - Associate Professor of Sociology, Baruch College

Wendy Nicholson - Executive Director of Diversity, Equity and Inclusion, LaGuardia Community College

Judy Yu - Adj. Assistant Professor, Queens College

2. BRES-focused mentored student research

Grisel Y. Acosta, Chair - Professor, English Department, Bronx Community College

Prudence Cumberbatch - Associate Professor and Department Chair, Africana Studies, Brooklyn College

Jessica Gordon-Nembhard - Professor, Director McNair Post-Baccalaureate Achievement Program, John Jay College

3. BRES-focused student internships

Debra L. Schultz, Chair - Associate Professor of History, Kingsborough Community College

Margaret Chin - Professor of Sociology at Hunter College, Hunter College

Aysa Gray - Director and Facilitator Cuny-wide DEI Incubator, Queens College

Olorunseun Ogunwobi - Associate Professor and Director, Hunter College

4. BRES projects to improve the college climate

Saadia Toor, Chair - Associate Professor, College of Staten Island

Rulisa Galloway-Perry - Academic Advising Director and Senior Co-Curricular Administrator, John Jay College

Lawrence Johnson - Assistant Professor of Sociology, Brooklyn College

Tsedale Melaku - Postdoctoral Research Fellow, Graduate School & University Center

5. Existing CUNY BRES centers and institutes

Anthony Browne, Chair - Africana and Puerto Rican/Latino Studies, Hunter College

Sherry Deckman - Associate Professor, Social Studies Education Program, Lehman College

Daly Guilamo-Addison - Associate Professor of Africana Studies, Borough of Manhattan Community College

Anne Rice - Associate Professor, Africana Studies department, Lehman College

Maria Scharron del Rio - Associate Dean of the School of Education & Professor of the School Counseling Graduate Program, Brooklyn College

Joanna Sit - English Department, Medgar Evers College

6. Departments, programs, and BRES-related initiatives

Vanessa Valdés, Chair - Interim Dean, Macaulay Honors College

Yarimar Bonilla - Professor, Hunter College

Rosamond King - Professor, English Department, Brooklyn College

William Orchard - Associate Professor of English, Queens College

7. Faculty support for BRES publications

Shelly Eversley - Professor and Interim Chair, Black and Latinx Studies, Baruch College

Ismael García Colón - Associate Professor of Anthropology, College of Staten Island

Michele Gregory - Professor of Sociology, York College

Jason Hendrickson - Assistant Professor in the English Department, LaGuardia Community College

Mudiwa Pettus - Assistant Professor of English, Medgar Evers College

8. Community College Faculty Research Grants

Marcella Bencivenni, Chair - Professor, History, Hostos Community College

Prithi Kanakamedala - Associate Professor of History, Bronx Community College

Arianna Martinez - Professor of Urban Studies, LaGuardia Community College

Trevor Milton - Associate Professor of History, Queensborough Community College

Soniya Munshi - Associate Professor, Borough of Manhattan Community College

Keisha Thompson - Associate Professor, Kingsborough Community College

9. Senior College Faculty Research Grants

Brenda Greene, Chair - Professor of English & Executive Director of the Center for Black Literature, Medgar Evers College

Lázaro Lima - Professor of Latino Studies, Hunter College

Francois Pierre-Louis - Professor, Queens College

Robyn Spencer - Associate Professor, History, American Studies, Women's Studies, Lehman College

APPENDIX D: BRESI Grant Awardees in Nine Program Areas

1. Course and curriculum design and curriculum and syllabus decolonization

Proposal Title: Creating Culturally Relevant-Sustaining Teacher Preparation Programs

April Bedford – Brooklyn College

Maria Scharron-del Rio – Brooklyn College

Proposal Title: Certificate in Latino Studies

Mila Burns – Herbert H. Lehman College

Joseph A. Torres-González – CUNY Graduate University Center

Proposal Title: New Course – The Biology of Race

William Carr – Medgar Evers College

Marta Kalamarz – Medgar Evers College

Proposal Title: Inclusive Pedagogy at the Zicklin School of Business, Baruch College

Paquita Davis-Friday – Baruch College

Kannan Mohan – Baruch College

Meechal Hoffman – Baruch College

Julia Goldstein – Baruch College

Proposal Title: Honoring the SEEK Legacy – Moving from Theory to Transformative Practice

Virginia Diaz-Mendoza – John Jay College

Robert Robinson – John Jay College
Erica King-Toler – John Jay College

Proposal Title: Accounting Program DEI Accelerator
Andrea Francis – LaGuardia Community College

Proposal Title: Talking About Race: Antiracist Approaches to Facilitating Challenging Classroom Discussion
Meechal Hoffman – Baruch College & Julia Goldstein Baruch College
Hilary Botein – Baruch College

Proposal Title: Crippling the Curriculum: A Call for a Paradigm Shift Toward Decolonizing the Public University
Hosu Kim – College of Staten Island

Proposal Title: “Decolonizing the John Jay English Major: Creating Foundational Introductory Courses”
Kim Liao – John Jay College
Helen Kapstein – John Jay College
Caroline Reitz – John Jay College
Erica Burleigh – John Jay College

Proposal Title: Developing Intellectual Opportunities for Students to Engage with Race, Equity, Policy, and Business Studies
Kannan Mohan – Baruch College
Jessica Lang – Baruch College
Hilary Botein Baruch College
Donna Gitter – Baruch College

Proposal Title: Decolonization and Curriculum Expansion of the Latin American, Caribbean and Latina/o Studies Program at the College of Staten Island
Sarah Pollack – College of Staten Island
Álvaro Baquero-Pecino – College of Staten Island
Valkiria Durán – College of Staten Island

Title: Decolonizing the Public Speaking Course
Jaime Riccio – LaGuardia Community College
Poppy Slocum – LaGuardia Community College

Proposal Title: Prison to College: Creating Juvenile Justice Through Education at Horizons Juvenile Center
Calvin John Smiley – Hunter College

2. BRES-focused mentored student research

Proposal Title: Black Studies across the Americas
Lissette Acosta – Borough of Manhattan Community College
Judith Marie Anderson – Borough of Manhattan Community College
Jessica Levin – Borough of Manhattan Community College

Proposal Title: Providing Mentored Student Research Opportunity to Achieve Equity and Environmental Justice
Marzi Azarderakhsh – New York City College of Technology
Reginald Blake – New York City College of Technology
Hamid Norouzi – New York City College of Technology

Proposal Title: Evaluating Intro to American Government: A Student Research Lab
Shawna M. Brandle – Kingsborough Community College

Proposal Title: Omnipresent Policing and Sleep Health in the Bronx: A quantitative and qualitative examination
Mia Budescu – Herbert H. Lehman College
Martin Downing – Herbert H. Lehman College
Tailisha Gonzalez – Herbert H. Lehman College
Katherine Gregory – New York City College of Technology

Proposal Title: Raising Diversity and Inclusion in Theatre Studies and Performance
Dongshin Chang – Hunter College

Proposal Title: Lack of institutional support for minority languages and the impact on Asian minorities

Brian Collins – Hunter College
Leimi Obata – Hunter College

Proposal Title: It Takes a Village: Creating an interdisciplinary Student Research Program in Bioinformatics and Psychology to Reduce Racial Mental Health Disparities

Karla Fuller – Guttman Community College

Deidre Anglin – City College

Proposal Title: Jumpstarting the Black and Latinx Studies Emerging Scholars Pipeline at Community Colleges a Collaborative Cross Campus Mentored Student Research Program

Monique Guishard – Bronx Community College

Justin Brown – LaGuardia Community College

Proposal Title: A Mixed Methods Investigation of Decolonizing Sociology

Lawrence Johnson – Brooklyn College

Donna Lee Granville -Brooklyn College

Timothy Shortell – Brooklyn College

Proposal Title: Slavery Records Indexing and Analysis Unit

Judy-Lynne Peters – John Jay College

Fred Warren Benton – John Jay College

Proposal Title: Black Parents' Perceptions of their Black Child's Pre-K Suspension

Sherrie Proctor – Queens College

Proposal Title: Student Mentored Research for Public Knowledge Project Black Futures and OER Course

"America Literature 1865 to Present: Protest Writing, Civil Rights, and Writing Social Change in America

Erica Richardson – Baruch College

Proposal Title: The Histories and Legacies of Anti-Latinx Violence in the United States

Belinda Rincón – John Jay College

José Luis Morín – John Jay College

Lisandro Pérez – John Jay College

Proposal Title: Promoting URM Participation and Development in STEM Research of Electrospun Nanofibers

Sophia Suarez – Brooklyn College

Proposal Title: Policing and Social Justice Project

Alex Vitale – Brooklyn College

2. BRES-focused student internships

Proposal Title: Careers in Publishing for Students from Underrepresented Backgrounds

Timothy Aubry – Baruch College

Proposal Title: Addressing Racial Health Inequity through Student Internship Experiences

Punita Bhansali – Queensborough Community College

Anuradha Srivastava – Queensborough Community College

Proposal Title: Jerome Avenue Revitalization Collaborative (JARC) Internship

Alan Fuentes – Bronx Community College

Proposal Title: BRESI Paid Internships to Leverage Careers

Robin A. Harper – York College

Proposal Title: Flatbush African Burial Ground Student Internship Program

Emily Molina – Brooklyn College

Kelly Britt – Brooklyn College

Proposal Title: Borough of Manhattan Community College Public Health Academy: Creating Health Equity Student Internships

Lesley Rennis – Borough of Manhattan Community College

Gloria McNamara – Borough of Manhattan Community College

Proposal Title: The Queens Climate Justice Fellowship

Natalie Vena – Queens College

Ryan Mann-Hamilton – LaGuardia Community College

3. Projects to improve the college climate

Proposal Title: Self Portraits: Explorations of Identity
MaryAnn Biehl – New York City College of Technology

Proposal Title: Project to Improve Campus Climate: A Space to Breathe
Robyn Brown-Manning – Hunter College
Glennara Bates-Pappas – CUNY Graduate Center

Proposal Title: Building Community Capacity for Conversations on Justice and the Meanings of Equality: A 2022-23 DEI Film, Lecture, and Workshop Series at Baruch College
Elliott Dawes – Baruch College
Kimara Patton – Baruch College
Kendrell Lawson – Baruch College

Proposal Title: Expanding DEI Fridays
Anna D’Souza – Baruch College

Proposal Title: Addressing Racism on Campus with Restorative Practices
Evelyn Duran-Urrea – Herbert H. Lehman College
Mary Phillips – Herbert H. Lehman College
Sarah Ohmer – Herbert H. Lehman College
David Fletcher – Herbert H. Lehman College

Proposal Title: BCC African Services Project
Adams Eugene – Bronx Community College
Clifford Marshall – Bronx Community College
Victoria Mcewen – Bronx Community College

Proposal Title: Advancing Antiracism, Diversity, Equity, Inclusion, Social Justice, and Belonging (A/DEISJ+B)
Nakia Gray-Nicolas – Queens College
Lenwood Gibson, Jr. – Queens College
Soribel Genao – Queens College
Craig Michaels – Queens College

Proposal Title: The RELAY Project: A Structure for Reparative and Healing Response to Experiences of Bias
Catherine Lavender – College of Staten Island
Nada Michael – College of Staten Island
Jeremiah Jurkiewicz – College of Staten Island

Proposal Title: Another Curriculum is Possible: Decolonization, Multi-Generational Voices, and the Creation of Cross-Campus Native/Indigenous (N/I) Studies Initiatives at CUNY
Yung-Yi Diana Pan – Brooklyn College

Proposal Title: Claiming Our Campus: A Participatory Action Research Project on Student Experiences and Analysis of Brooklyn College’s Campus Climate
Naomi Schiller – Brooklyn College
Madeline Fox – Brooklyn College
Mobina Hashmi – Brooklyn College
Iqura Naheed – Brooklyn College

Proposal Title: BFS Ambassador Program
Crystal Schloss-Allen – Brooklyn College

Proposal Title: Reset/Respite Promoting Resilience in Equity Workers
Keisha Thompson – Kingsborough Community College
Kevicha Echols – Kingsborough Community College
Lisa Paler-Holzmann – Kingsborough Community College

4. Existing CUNY BRES centers and institutes

Proposal Title: Research Assistance/Programming Support for the Maria E. Sánchez Center for Latino Studies at Brooklyn College (CUNY)
Alan Aja – Brooklyn College

Proposal Title: Centro @50: Looking Backward to Move Forward
Yarimar Bonilla – Hunter College
Carlos Vargas-Ramos – Hunter College

Proposal Title: Ayiti in the City
Marie Cerat – Brooklyn College
Judith Dolcé – Borough of Manhattan Community College
Pierre Gedeon – Brooklyn College

Proposal Title: Institutionalizing Activism at CUNY: The Emergence of Africana Studies at Brooklyn College, A Case Study
Prudence Cumberbatch – Brooklyn College
Dale Byam – Brooklyn College

Proposal Title: Assessing Quality of Life and Socioeconomic Barriers to Health and Education among Indigenous Migrant Communities (IMC) from Latin America and The Caribbean Living in NYC
Juan Jose Delacruz – Herbert H. Lehman College
Proposal Title: Redefining the Shirley Chisholm Trail in 2022 and Beyond
Zinga Fraser – Brooklyn College
Arquee Torrese Ouellette – Brooklyn College

Proposal Title: Center for Black Literature Archive Digitalization
Brenda Greene – Medgar Evers College

Proposal Title: Caribbean Research Center: Library and Digital Archives
Ken Irish-Bramble – Medgar Evers College
Erin Redihan – Salve Regina University

Proposal Title: LAWI: Writing Race, Ethnicity, and Gender across Borders. Diaspora/ Public Engagements at Hostos Community College
Inmaculada Lara-Bonilla – Hostos Community College

Proposal Title: Centro de las Americas
Ryan Mann-Hamilton – LaGuardia Community College
Sonia Alejandra Rodriguez – LaGuardia Community College

Proposal Title: Building Infrastructure for Asian American/Asian Studies and AAPI Communities across CUNY
Soniya Munshi – Queens College
Joyce Moy – Queens College

Proposal Title: Portal to the Profession: Making Legal Education Accessible for System Impacted Communities of Color
Nicole Smith-Futrell – CUNY School of Law
Dylan James – CUNY School of Law
Lauren Hunt – CUNY School of Law
Degna P. Levister – CUNY School of Law

5. Departments, programs, and BRES-related initiatives

Proposal Title: 2023 BRESI Summer Institute for Graduate Students
Herman Bennett – CUNY Graduate Center

Proposal Title: Afrolatinidades+
Shelly Eversley – Baruch College
Rojo Robles Mejias – Baruch College
Tshombe Miles – Baruch College
Keisha Allan – Baruch College

Proposal Title: Where My Girls At?: Bringing Black and Latinx Girlhood from the Margins to the Center
Renata Ferdinand – New York City College of Technology
Laura Westengard – New York City College of Technology
Proposal Title: The ALQKAA Symposium: A Cross-Ethno-Gender Korean/Asian Studies Initiative
Mona Hadler – Brooklyn College

Sooran Choi – Brooklyn College

Proposal Title: Korean and Korean American Studies Initiative in Queens College and beyond

Seong Yeon Ko – Queens College

Ji Young Kim – Queens College

Namhee Han – Queens College

Proposal Title: LLAC From Hostos to CCNY: Establishing a Mentored, Articulated Transfer Program in Latina/o/x, Latin American, and Caribbean Studies

Inmaculada Lara-Bonilla – Hostos Community College

Norma Fuentes-Mayorga – City College

Emmanuel Velayos Larrabure – Hostos Community College

Victor Torres-Vélez – Hostos Community College

Proposal Title: “Black and Latinx Practices of Freedom: Archives, Methods and Pedagogies”

Lázaro Lima – Hunter College

Arlene Torres – Hunter College

James Cantres – Hunter College

Proposal Title: CUNY BA in African Diasporic Dance

Nicole McClam – Queensborough Community College

Proposal Title: Perspective-widening POC-led Theatre Workshops and Masterclasses

Gregory Mosher – Hunter College

Christine Scarfuto – Hunter College

Proposal Title: Initiatives to Create an Interdisciplinary Asian American/Asian Studies Program

Hyunhee Park – John Jay College

Anru Lee – John Jay College

Toy-Fung Tung – John Jay College

Proposal Title: Macaulay Diversity Initiative

Melissa Schwartz – Macaulay Honors College

6. Faculty support for BRES publications

Proposal Title: Efficacy of Using 3D Simulations to Support Teaching for Social Justice in the Preparation of Pre-Service Educators

Lindamichelle Baron – York College

Xin Bai – York College

Zena Cooper – York College

Proposal Title: The Anthology Podcast: A Journal and Podcast

Regina Bernard – CUNY School of Professional Studies

Proposal Title: Daily Life in Roman Egypt: Accessibility and Diversity in Educational Texts

Anna Lucille Boozer – Baruch College

Proposal Title: “The Sonics of Thin Air: A Sonic Rhetoric Publication”

Todd Craig – Medgar Evers College

Proposal Title: Quantum Justice: Global Girls Writing and Performing Spoken Word Poetry for Social Change

Crystal Endsley-Taylor – John Jay College

Proposal Title: Black Light: Digital Literature from Africa and Its Diaspora

Rosamond King – Brooklyn College

Proposal Title: Place, Space, and Race in the Making of Mass Incarceration: The Racial Geography of New York State Prisons, 1960s-1990s

Katherine Logan M. McBride – Macaulay Honors College

Proposal Title: Hear Black Women’s Voices: ‘I, Too, Sing America’

Malcolm Merriweather – Brooklyn College

Proposal Title: Latinx Literature in Transition, Vol 3: Latinx Literature and Critical Futurities, 1992-2022

William Orchard – Queens College

Proposal Title: Black Freedom and Schooling in Nineteenth-Century Cuba
Raquel Otheguy – Bronx Community College

Proposal Title: Sister Love: Ericka Huggins, Spirit, and the Black Panther Party
Mary Phillips – Herbert H. Lehman College

Proposal Title: Endurance: A Novel
Emily Raboteau – City College

Proposal Title: Becoming Black: Afro-Caribbean and/in ‘Black America.’ An Oral History Project
Aleah Ranjitsingh – Brooklyn College

Proposal Title: Connecting Black: Second-Generation Africans in America
Dialika Sall – Herbert H. Lehman College

Proposal Title: Indexing book, Sojourners, Sultans and “Slaves”: America and the Indian Ocean in the Age of Abolition and Empire (forthcoming, University of California Press, 2023)
Gunja SenGupta – Brooklyn College

Proposal Title: The Politics of Racism and Antiracism in Japan
Michael Sharpe – York College

Proposal Title: Between Blues and Tsures: Translation and Musical Desegregation
Andrew Sloin – Baruch College

7. Community College Faculty Research Grants

Proposal Title: Southern Borders: Gender, Place, and Space
Allia Abdullah-Matta – LaGuardia Community College
Proposal Title: First Spanish: The Latinx People/Population of Logan Square
Grisel Y. Acosta – Bronx Community College

Proposal Title: Teacher-Led Instruction: Creating Asian American & Pacific Islander Curriculum
Minkyung Choi – Bronx Community College
Elise Langan – Bronx Community College
Proposal Title: The Impact of Anti-racist Pedagogy Professional Development
Kirsten Cole – Borough of Manhattan Community College
Shawn Grant – Borough of Manhattan Community College
Angela Polite – Borough of Manhattan Community College

Proposal Title: Equity quantification in Mathematics Guided Pathways at LaGuardia Community College. Milena Cuellar – LaGuardia Community College
Reem Jaafar – LaGuardia Community College

Proposal Title: No Justice, No Peace: U.S. Third World Student Movements’ Radical Challenge to Reading for Tolerance
Natalie Havlin – LaGuardia Community College

Proposal Title: BIPOC Writers, Editors, and Novels: The Missing Chapters in the Story of Mass-Market Romance
Jayashree Kamble – LaGuardia Community College

Proposal Title: Red Rock
Jonathan Katz – Bronx Community College

Proposal Title: Global Divisions of Desire
Karlyn Koh – LaGuardia Community College

Proposal Title: From Detroit to the Philippines: Circulations of Racial Logics and Struggles for Freedom across Colonial and Postcolonial Geographies over the Long Twentieth Century
Karen Miller – LaGuardia Community College

Proposal Title: An Earnest Struggle: Antiracism in a Post-Trump America

Trevor Milton – Queensborough Community College

Proposal Title: Black Ratchet Futures in the Embodied Popular
RaShelle Peck – Borough of Manhattan Community College

Proposal Title: Digitizing the Diaspora: Chinatown Mothers' Pandemic Feminist Organizing through WeChat
Lili Shi – Kingsborough Community College

Proposal Title: Civil Rights Activism and White Resistance in South Brooklyn, 1960-1975
Michael Spear – Kingsborough Community College

Proposal Title: Black Lives Matter in Higher Education: Empowering Student-Scholar Voices
Cynthia Tobar – Bronx Community College

Proposal Title: "A Damn Hard Fight": The Life and Work of Willard Motley
Agnieszka Tuszynska – Queensborough Community College

Proposal Title: The Good Employer: Mutual Interest as Organizing Strategy in the Domestic Workers Movement
Linta Varghese – Borough of Manhattan Community College

Proposal Title: Translating Scales: Racial Mixing and Geological Dynamics in Euclides da Cunha
Emmanuel Velayos-Larrabure – Hostos Community College

Proposal Title: Arli Arbudu: The Life, Times, and Work of a Soviet Dungan Writer
Kenneth J. Yin – LaGuardia Community College

8. Senior College Faculty Research Grants

Proposal Title: Misalliance: Race, Caste, and the Rhetoric of Afro-Asian Comparison, 1845-1955
Tanya Agathocleous – Hunter College
Janet Neary – Hunter College

Proposal Title: From Racial Justice Activism to Policy Success: Lessons for Today from the Civil Rights Movement of the 1960s
Tarun Banerjee – John Jay College

Proposal Title: The Impact of Minority Serving Institution Grants on College Completion
William Boland – Baruch College

Proposal Title: Combatting the Far Right in the Streets, Online and Around the World: A Collaborative, Qualitative Research Project
Jessie Daniels – Hunter College

Proposal Title: Supporting Underrepresented Minority STEM Female Students: the FEMMS Intervention
Lisette Delgado-Cruzata – John Jay College
Yuk-Ting Lau – John Jay College

Proposal Title: Health Education and Efficacy to Respond to Violence and other Negative Experiences on Dating Apps Among People of Color and Sexual Minorities: A Qualitative Study
Vincent Alexander Jones II – York College

Proposal Title: Impacting prostate cancer disparity in Black men using RNA nanotherapeutics
Hiroshi Matsui – Hunter College
Olorunseun Ogunwobi – Hunter College

Proposal Title: Identity Development Through Autobiographical Genres
Marcela Ossa-Parra – Queens College
Proposal Title: From Crisis to Coalition: LA Youth on the 1992 LA Uprising
Jean Park – Macaulay Honors College

Proposal Title: Manuel Jalla, a Slave from New Spain, Attacks Slavery (Boston, 1708)
Beatriz Carolina Peña – Queens College
Proposal Title: Barriers to tenure and reappointment for faculty employed in clinical programs
Harrynauth Persaud – York College

Proposal Title: African Occupants of Colonial Period Petén, Guatemala
Timothy Pugh – Queens College

Proposal Title: Puerto Rico Public Opinion Laboratory: A Questionnaire Pre-test
Viviana Rivera-Burgos – Baruch College

Proposal Title: Gold Sphere
Jade Robertson – Medgar Evers College

Proposal Title: Kiss the Book: The Bible and the Morant Bay Rebellion in the Age of Emancipation
Stephen Russell – John Jay College

Proposal Title: Miss Pat: Chinese Grandma and Reggae Matriarch
Larry Tung – York College
Fawwaz Allie – York College

Proposal Title: Use of Virtual Reality and Simulation technology to address anti-racism and associated skill building in social work students (Project UVR-SAS)
Maurice Vann – Herbert H. Lehman College
Jermaine Monk – Herbert H. Lehman College

Proposal Title: Militias and Messiahs: A History of Martial and Spiritual Entrepreneurship in Central Africa
Charlotte Walker-Said – John Jay College

Proposal Title: Black Faculty in higher education and the white gaze panopticon in the era of Black Lives Matter
Nathalis Wamba – Queens College

Proposal Title: Mental Health Impact of Anti-Asian Violence during the Pandemic among Low-Income Asian Elders: A Pilot Study in New York City
Na Yin – Baruch College
Van Tran – CUNY Graduate Center

APPENDIX E: BRES Ph.D. Program Faculty Steering Committee

Martin D. Ruck - Co-Chair, Professor, Urban Education, Psychology, Africana Studies, Graduate Center and Executive Officer, Educational Opportunity and Diversity

Van Tran - Co-Chair, Associate Professor of Sociology and International Migration Studies and Deputy Director of the Center for Urban Research, Graduate Center

Grisel Y. Acosta - Professor of English Language and Literature, Bronx Community College

Herman L. Bennett - Distinguished Professor, History, American Studies, Global Early Modern Studies, Africana Studies and Director, Institute for Research on the African Diaspora in the Americas and the Caribbean, Graduate Center

Anthony Browne - Associate Professor, Department of Africana, Puerto Rican and Latino Studies, Hunter College

Kandice Chuh - Professor, English, Psychology, Liberal Studies, American Studies, Africana Studies, Graduate Center

Nathalie Etoke - Associate Professor, Francophone and Africana Studies, Liberal Studies and French, Graduate Center

Robyn C. Spencer-Antoine - Associate Professor of History, Lehman College, and affiliate faculty, History, American Studies, and Women and Gender Studies, Graduate Center

Anthony Julian Tamburri - Dean, John D. Calandra Italian American Institute, Queens College, and Distinguished Professor of European Languages and Literatures

Vanessa K. Valdés - Associate Provost for Community Engagement and Professor of Spanish and Portuguese, City College of New York

APPENDIX F: BRES Collaboration Hub Fellows

1. BRES Research Faculty Fellows

Sofya Aptekar, Associate Professor of Urban Studies, School of Labor and Urban Studies

Laura Barberan Reinares, Professor of English, Bronx Community College

Maria Bellamy, Associate Professor of English, College of Staten Island
Bryan Betancur, Assistant Professor, World Languages and Culture, Bronx Community College
Justin Brown, Professor of Health Sciences, LaGuardia Community College
Dale Byam, Associate Professor of Africana Studies & Performance Studies, Brooklyn College
Zadia Feliciano, Professor of Economics, Queens College
Norma Fuentes-Mayorga, Associate Professor of Sociology, City College
Ozlem Goner, Professor of Sociology and Anthropology, College of Staten Island
Jonathan Gray, Associate Professor of English, John Jay College
Eugena Griffin, Associate Professor of Psychology, Hostos Community College
Alexandra Moffet-Bateau, Assistant Professor of Political Science, John Jay College
Andrea Morrell, Associate Professor of Anthropology, Guttman Community College
Yung-Yi Diana Pan, Associate Professor of Sociology, Brooklyn College
Linda Ridley, Lecturer of Business, Hostos Community College
James Rodriguez, Assistant Professor of Urban Studies, School of Labor and Urban Studies
Justin Williams, Associate Professor of History, City College

2. BRES Doctoral Fellows

Lizette Aguilar, Ph.D. Candidate in Urban Education, CUNY Graduate Center
Diba Ahmadirozubahani, Ph.D. Candidate in Criminal Justice, CUNY Graduate Center
Oscar Aponte, Ph.D. Candidate in History, CUNY Graduate Center
Priscilla Bustamante, Ph.D. Candidate in Psychology, CUNY Graduate Center
Joseph Cáceres, Ph.D. Candidate in English, CUNY Graduate Center
Erica Campbell, Ph.D. Candidate in Urban Education, CUNY Graduate Center
Richard Clark, Ph.D. Candidate in Psychology, CUNY Graduate Center
Mia Curran, Ph.D. Candidate in Art History, CUNY Graduate Center
Ozlem Goner, Professor of Sociology and Anthropology, College of Staten Island
Cristine Khan, Ph.D. Candidate in Sociology, CUNY Graduate Center
Madeline Lafuse, Ph.D. Candidate in History, CUNY Graduate Center
Kristen Miller, Ph.D. Candidate in Sociology, CUNY Graduate Center
Pedro Monque, Ph.D. Candidate in Philosophy, CUNY Graduate Center
Sergio Palencia Frener, Ph.D. Candidate in Anthropology, CUNY Graduate Center
Carmin Quijano Seda, Ph.D. Candidate in LAILAC, CUNY Graduate Center
Horacio Ramos, Ph.D. Candidate in Art History, CUNY Graduate Center
José Acosta Seda, Ph.D. Candidate in LAILAC, CUNY Graduate Center
Nicholas Whittaker, Ph.D. Candidate in Philosophy, CUNY Graduate Center
Britton Williams, Ph.D. Candidate in Social Welfare, CUNY Graduate Center
Hilary Wilson, Ph.D. Candidate in Earth and Environmental Studies, CUNY Graduate Center
Tiffany Younger, Ph.D. Candidate in Social Welfare, CUNY Graduate Center

3. BRES Curriculum Development Faculty Fellows

Tameka Battle, Professor of Health Sciences and Education, LaGuardia Community College
Margaret Chin, Professor of Sociology, Hunter College and CUNY Graduate Center
Sarah Chinn, Professor of English, Hunter College
Melissa Dennihy, Associate Professor of English, Queensborough Community College
Mery Diaz, Associate Professor of Social Work, New York City College of Technology
Renata Ferdinand, Professor of African American Studies, New York City College of Technology
Ismael Garcia-Colon, Professor of Anthropology, College of Staten Island and CUNY Graduate Center
Monique A. Guishard, Associate Professor of Psychology, Bronx Community College
D'Weston Haywood, Associate Professor of History, Hunter College
Donna Hill, Assistant Professor of English, Medgar Evers College
Susan Jacobwitz, Professor of English, Queensborough Community College
Hosu Kim, Associate Professor of Sociology and Anthropology, College of Staten Island
Nicole Kras, Associate Professor of Human Services, Guttman Community College
Emmanuel A. Velayos Larrabure, Assistant Professor of Latin American & Caribbean Studies, Hostos Community College
Lázaro Lima, Professor of Africana, Puerto Rican and Latino Studies, Hunter College
Michael Liu, Lecturer of Ethnic and Racial Studies, Borough of Manhattan Community College
Nerve Macaspac, Assistant Professor of Geography, College of Staten Island
Kathlene McDonald, Professor of English, City College

Michael McGee, Associate Professor of Health Education, Borough of Manhattan Community College
Cristina Migliaccio, Assistant Professor of English, Medgar Evers College
Richard E. Ocejo, Professor of Sociology, John Jay College and CUNY Graduate Center
Vanessa Perez Rosario, Professor of English, Queens College and CUNY Graduate Center
Susanna Rosenbaum, Associate Professor of Anthropology, City College
Anya Spector, Associate Professor of Human Services, Guttman Community College
Meghmala Tarafdar, Director for Center for Excellence in Teaching and Learning, Queensborough Community College
John Torpey, Presidential Professor of Sociology and History, CUNY Graduate Center
Victor M. Torres-Velez, Assistant Professor of Latin American & Caribbean Studies, Hostos Community College
John Yi, Lecturer of English, Queensborough Community College

APPENDIX G: Link to the BRESI website on CUNY.edu

Main BRESI page: www.cuny.edu/academics/current-initiatives/bresi

APPENDIX H: CUNY Cultural Centers and Institutes

1. Brooklyn College, Africana Research Center, 1969

The Brooklyn College Africana Research Center (ARC) was established in 1969 as a result of the Black and Puerto Rican Student Union's advocacy for the inclusion of African American and African Studies in the college curriculum. The goal of the ARC was to promote research and teaching about the African diaspora, including the history, culture, and experiences of people of African descent. The Center also sought to create a space for dialogue and exchange between scholars, students, and community members interested in issues related to race and social justice.

Over the years, the ARC has hosted lectures, conferences, and cultural events that explore the complexities of African American and African history, literature, and politics. Additionally, the Center has provided resources and support to faculty and students involved in research on these topics.

More recently, the center has expanded its programming to include initiatives focused on women and gender studies, as well as collaborations with community organizations and local schools to promote awareness and understanding of the African diaspora.

2. Hunter College, Center for Puerto Rican Studies (CENTRO), 1973

The Center for Puerto Rican Studies at Hunter College (CENTRO) is the largest university-based research institute, library, and archive focused on the Puerto Rican experience in the United States. It was founded in 1973 by a group of students, faculty, and activists who believed that the production of knowledge about Puerto Ricans in the diaspora must be guided by and responsive to community's needs.

CENTRO's Library and Archives is a comprehensive depository of Puerto Rican histories and culture, embodying the collective memory of the Puerto Rican diasporic experience. CENTRO produces and disseminates relevant interdisciplinary research through a peer-reviewed academic journal, which publishes cutting-edge work from a diverse group of scholars, and the CENTRO Press, launched in 2013 to publish important titles in the field of Puerto Rican Studies. It also produces Puerto Rican Voices, a television series that highlights the contributions of Puerto Ricans across the United States. CENTRO has been a founding member of the Inter-University Program for Latino Research (IUPLR), the most extensive consortium of Latino research centers in the United States. True to its commitment to be a community resource, CENTRO staff guides faculty and students, assists community organizations and other research institutions, and serves on local, national, and international committees concerned with social, economic, educational, and cultural policy.

<https://centropr.hunter.cuny.edu/about/>

3. Medgar Evers College, Caribbean Research Center, 1985

Medgar Evers College Caribbean Research Center (CRC) was established in 1985 as a multidisciplinary center for the study of the Caribbean-American community in New York City. The center's mission is to provide a scholarly understanding of the diverse social, cultural, and economic characteristics of Caribbean-Americans and the wider Caribbean diaspora in the Americas and Europe.

Over the years, the CRC has organized and hosted numerous events, including conferences, seminars, and workshops on a range of topics related to the Caribbean and Caribbean-American communities. The center has also published a number of books and research papers on these subjects.

In addition to its research activities, the CRC is also involved in community outreach and education. The center offers a range of educational programs, including lectures, films, and other cultural events that help to promote understanding and awareness of Caribbean and Caribbean-American cultures.

<https://mec.catalog.cuny.edu/school-of-professional-and-community-development/caribbean-research-center>

4. Hostos Community College, Latin American Writers Institute, 1987/1992*

Hostos Community College, Latin American Writers Institute (LAWI) was founded in 1987 at The City College of New York with the aim of promoting and disseminating the work of Latin American, Ibero-American, and U.S. Latina/o writers who write in Spanish, English, and other languages of the Americas and reside in the United States. LAWI moved to Hostos Community College in 1992.*

LAWI has been promoting Latin American literature in the United States primarily through Hostos Review/Revista Hostosiana, a multilingual literary journal that showcases and disseminates the richness and plurality of this literary production. The institute supports local communities of writers and builds bridges between US-based writers and their counterparts in Latin America, Spain, and other parts of the world by sponsoring creative writing workshops, literary readings, festivals, and conferences.

[https://www.hostos.cuny.edu/Administrative-Offices/Office-of-Academic-Affairs/Latin-American-Writers-Institute-\(LAWI\)](https://www.hostos.cuny.edu/Administrative-Offices/Office-of-Academic-Affairs/Latin-American-Writers-Institute-(LAWI))

5. The City College of New York, Dominican Studies Institute (CUNY DSI), 1994

The Dominican Studies Institute (CUNY DSI) is a research institute established in 1994 as a result of tireless advocacy by the Council of Dominican Educators, community activists, and academics from The City University of New York. Recognizing a lack of reliable academic information about Dominicans, the Center aimed to gather this information and make it available to students, scholars, and the community at large.

The Dominican Studies Institute is the first and only university-based institute in the United States that focuses on the study of the Dominican experience. The Institute carries out pioneering, multidisciplinary scholarly research on Dominicans in the United States and on the Dominican Republic itself. Thanks to its contributions, The City University of New York (CUNY) and The City College of New York are now recognized as leading institutions in the field of Dominican Studies.

<https://www.ccny.cuny.edu/dsi>

6. The Graduate Center, The Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC), 1993

The Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC) was established at The Graduate Center in 1993 to promote scholarly research and public programs that explore the experiences of people of African descent in the Americas and the Caribbean.

IRADAC is committed to fostering critical interpretations of the history, development, conditions, status, and cultures of diverse peoples of African descent in the Americas and the Caribbean. While it focuses on the black experience in North, Central, and South America, and the Caribbean, it also encompasses other regions of the African diaspora through its multidisciplinary scholarship and public programs.

Since its inception, IRADAC has organized and hosted numerous public programs, conferences, and lectures on various topics related to the African diaspora. It has also collaborated with other institutions and scholars to publish books, monographs, and academic papers. Today, IRADAC continues to influence public and academic policy, particularly in education, and remains a vital resource for scholars, students, and the community.

<https://www.gc.cuny.edu/institute-research-african-diaspora-americas-and-caribbean-iradac>

7. The Graduate Center, Center for Latin American, Caribbean and Latino Studies (CLACLS), 2001

The Center for Latin American, Caribbean & Latino Studies (CLACLS) was founded in 2001 with the support of faculty specialists in Latin American and Latino studies from every college of The City University of New York (CUNY). The center is based at The Graduate Center of CUNY, and its core mission is to promote the study and understanding of Latin American and Caribbean cultures and the communities established in the United States by peoples from this region.

CLACLS conducts research and publishes innovative studies focused on New York City's and the nation's Latino communities, such as its flagship Latino Data Project. The project provides insights on various aspects of the New York City Latino experience, and the center's research initiatives also inform policy formulation in areas such as education.

In addition to its research activities, CLACLS organizes public forums, lectures, symposia, academic conferences, and cultural presentations that feature contemporary issues in the region. The center is also committed to promoting interdisciplinary study of Latin America, the Caribbean, and Latinos in the U.S. at the graduate level, and helps recruit and fund Latino students for Ph.D. programs at the Graduate Center.

<https://claccls.gc.cuny.edu/>

8. The Graduate School, Middle East and Middle Eastern American Center (MEMEAC), 2001

The CUNY Graduate School Middle East and Middle Eastern American Center (MEMEAC) was established in 2001 to promote the production and exchange of knowledge on the Middle East. The Center brings together over eighty affiliated faculty members from The City University of New York (CUNY), providing a hub for doctoral students at the Graduate Center who focus on the Middle East and North Africa from different disciplinary perspectives. MEMEAC also serves as a resource for both the CUNY community and the public at large, regularly sponsoring book conversations, manuscript reviews, works-in-progress seminars, dissertation writing groups, and workshops.

To meet the growing interest in Middle Eastern Studies, MEMEAC launched a Master's Program in Middle Eastern Studies in 2008 that draws students from across the country and around the world. Additionally, the Center has been an advocate for academic freedom and has opposed policies like the Muslim Ban. In collaboration with the Middle East Studies Association (MESA), MEMEAC launched and hosts the Global Academy, which brings together scholars, activists, and educators from around the world to engage in dialogue on pressing issues facing the Middle East and North Africa.

<https://www.gc.cuny.edu/middle-east-and-middle-eastern-american-center>

9. Queens College, Asian-American and Asian Research Institute, 2001

The Asian American/Asian Research Institute (AAARI) is a University-wide scholarly research and resource center established in 2001 by The City University of New York (CUNY) and housed at Queens College. The Institute focuses on policies and issues that affect Asians and Asian Americans in four areas: Asian American Studies, East Asian Studies, South Asian Studies, and Trade & Technology Studies.

AAARI aims to stimulate the study of Asian people, languages, cultures, and countries, as well as Asian immigrants and their descendants living in the U.S., and to bring together a community of scholars to conduct studies impacting policy and community concerns.

Through its lectures, conferences, cinema series, community forums, publications, and workshops, AAARI connects more than 40,000 Asians and Asian Americans, including faculty, staff, and students, to the Asian American community. AAARI has also received grants and awards, and has established scholarships and visiting professorships in Asian American and Asian studies.

<https://www.qc.cuny.edu/academics/aaari/>

10. Baruch College, Center for Equality, Pluralism, and Policy, 2001

The Center for Equality, Pluralism, and Policy (CEPP) is a research center founded in 2001 at Baruch College to support scholarly research that explores how social and economic inequality manifests in our racially, ethnically, and culturally diverse society. CEPP is committed to promoting diversity sensitive policies and approaches that advance human rights.

Since its founding, CEPP has housed the Lillie and Nathan Ackerman Visiting Distinguished Professorship of Equality and Justice in America and hosted a variety of programs, workshops, and lectures that feature distinguished Baruch faculty members and guest speakers.

In 2023, CEPP is reimagining the mission for the center. They have invited comments from the public, including students and faculty members, about the topics and issues they would like to see CEPP address in the future.

<https://marxe.baruch.cuny.edu/centers-and-institutes/center-equality-pluralism-policy/>

11. Medgar Evers College, Center for Black Literature, 2002

The Dominican Studies Institute (CUNY DSI) is a research institute established in 1994 as a result of tireless The Center for Black Literature at Medgar Evers College, CUNY (CBL) was founded in 2002 by Dr. Brenda M. Greene to expand the public's knowledge and appreciation of Black literature and the literary works produced by people of the African diaspora and the African continent. CBL achieves its mission through a variety of public programs, publications, and partnerships that focus on the literary arts and cultural values informing the works of Black writers. The Center's major programs are the National Black Writers Conference (NBWC) and the NBWC Biennial Symposium. The Conference, initially inspired by the late John Oliver Killens, has been held at Medgar Evers College since 1986, and aims to expand the scope and appreciation of literature and scholarship produced by and about the artists whose experiences and works reflect the African diaspora and the African continent.

The Center also collaborates with public schools and organizations to cultivate critical reading and writing skills in readers and writers of all ages.

<https://www.mec.cuny.edu/spcd/center-for-black-literature/>

<https://centerforblackliterature.org/>

12. CUNY School of Law, Center for Diversity in the Legal Profession, 2009

The Center for Diversity in the Legal Profession at the CUNY School of Law was established in 2009 with the goal of increasing participation in the legal profession by people of color and other historically marginalized groups. It is believed to be the first center on a law school campus devoted to studying diversity within the legal profession, as well as the issues faced by people of color who practice law.

Originally, the center served as a clearinghouse for data on the participation of people of color in the law, conducting original research and providing information to communities of color about the law and professional opportunities in the legal field. The center also offered services and support to students from directly impacted communities facing barriers to the profession, advocating for greater access and equity in the legal profession for members of underserved communities.

In 2022, the center was revived to continue its important work. In addition to its original goals, the center partners with organizations and pipeline programs committed to assisting young people in accessing legal education and provides professional and career assistance to law students and social justice attorneys of color.

<https://www.law.cuny.edu/academics/social-justice/cdlp/>

13. CUNY School of Law, Center on Latinx Rights and Equality, 2008

The Center for Latinx Rights and Equality (CLRE) was established in 2008 at the CUNY School of Law. The center's mission is to educate lawyers, law students, scholars, and the public about key legal and policy issues affecting the Latinx population in the United States.

CLRE's initiatives focus on equality, inclusion, and access in key areas such as public education, support for immigrants and non-citizens, justice system fairness, targeted policy change, and democratic participation. The center partners with bar associations, advocacy organizations, law firms, academics, and others to strategize and raise awareness about legal and policy action that will improve conditions for the Latinx community.

CLRE also closely follows the developments surrounding Deferred Action for Childhood Arrivals (DACA), the Department of Homeland Security (DHS) policy that allows certain undocumented students to apply for a work permit. The center provides information about DACA and its implications for more comprehensive immigration reform and sponsors events aimed at creating awareness about the initiative.

<https://www.law.cuny.edu/academics/social-justice/clore/>

14. CUNY Graduate School of Journalism, Center for Community Media, 2012/2020*

The CUNY Graduate School of Journalism's Center for Community Media (CCM) was established in 2012 as the Center for Community and Ethnic Media (CCEM) to serve as a bridge between community and immigrant media outlets, public officials, mainstream media organizations, and the public at large in New York City. Its focus was on supporting diverse newsrooms, helping community journalists develop professionally, and promoting a more collaborative media environment.

In 2020, the center was relaunched as the Center for Community Media (CCM) and it now serves as a hub of research, training, and professional support for community and ethnic media outlets in the New York City metropolitan region. Its goals include using research and technology to enhance audience engagement and economic sustainability, promoting education and training to raise professional journalism standards, and strengthening civic engagement and cross-cultural understanding in New York City and beyond.

<https://www.journalism.cuny.edu/centers/center-community-media/>

<https://www.journalism.cuny.edu/centers/center-community-media/ccem-archive/>

15. Lehman College, Mexican Studies Institute, 2012

The CUNY Mexican Studies Institute was established in 2012 as a research, advocacy, and services organization focusing on Mexico and Mexicans in the United States. Located at Lehman College, the Institute brings together faculty, students, staff, and community-based organizations to support and empower the Mexican immigrant community in New York City.

One of the Institute's key initiatives is FILNYC, which seeks to promote Spanish language literature and culture in the United States. Another important program is the Educational Opportunities Initiative, which provides free one-on-one consultation to connect New York residents with educational services. The Institute also offers a comprehensive support structure for student success, including internship opportunities, mentorship programs, and leadership training.

The CUNY MSI collects and preserves bibliographical sources that document the Mexican experience in New York, and digitizes historical documentation of the Mexican diaspora. The Oral History Project documents the experience, challenges, and contributions of the Mexican-American community in New York City, while language courses in Mixteco and Nahuatl preserve the languages of indigenous language speakers in the city.

<https://www.lehman.edu/cuny-mexican-studies-institute/index.php>

16. Brooklyn College, CUNY Haitian Studies Institute (HSI), 2016

The CUNY Haitian Studies Institute was established at Brooklyn College in 2016 to promote academic research and understanding of Haiti and its diaspora communities. The Institute's primary goal is to encourage and support interdisciplinary research, while linking scholarship programs to social actions that positively impact Haitian populations and other ethnic communities.

The CUNY-HSI aspires to become a leading international research institute for Haitian studies, fostering collaboration with other institutions involved in research on Haiti and the Haitian community. Through community outreach and engagement, the institute seeks to examine the achievements of Haitians and Haitian Americans on the global stage and broaden understanding about policies that affect their daily lives.

The Institute offers opportunities for students, emerging scholars, professors, public school teachers, and educational agencies to engage in research and community outreach, while supporting collaboration between CUNY and higher education institutions in Haiti.

<https://www.brooklyn.edu/hsi/>

