

**The Faculty Senate
The City College of New York**

*Shepard Hall, Room 150
160 Convent Avenue
New York, NY 10031*



David Jeruzalmi, PhD
Chair
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December 12, 2016

Dear Senators and Faculty Colleagues,

I write to send you materials for the next plenary meeting of the Faculty Senate, which will take place on Thursday December 15th, 2016 at 2 PM in Shepard 250.

At the upcoming meeting, we will discuss a number of matters of import to the College, Faculty, and Students.

I look forward to seeing you on the 15th not only for the important work of the Faculty Senate, but also to celebrate the holiday season and the end of the semester. Refreshments will be served.

Sincerely,

David Jeruzalmi

David Jeruzalmi
Professor of Chemistry & Biochemistry and Chair of the Faculty Senate

**The Faculty Senate
The City College of New York**



Proposed: Dec 15, 2016
Adopted: Dec 15, 2016
Vote: **Unanimous**

Plenary Meeting

December 15 2016
SH 250

AGENDA

Call to order	2:00 PM
Approval of the minutes from Nov 17, 2016	2:05 – 2:07 PM
Remarks of the Chair	2:10 PM
Report from University Faculty Senate Chair Prof. Katherine Conway	2:15 – 2:25 PM
Report of Faculty Senate Committees	2:25 – 3:20 PM
Executive Committee	
Resolution declaring CCNY as a Sanctuary Campus	
Educational Policy Committee	
Resolution on Masters Degrees Offered at the Graduate Center	
Diversity Committee	
Report	
Student Affairs	
Report	
Report from the Ombuds	3:20 PM
Old Business	3:21 PM
New Business	3:22 PM
Resolution on Immigrant Students	
Adjournment	3:23 PM

**The Faculty Senate
The City College of New York**



Proposed: February 16, 2017
Adopted: February 16, 2017
Vote: **Unanimous**

Minutes of the Faculty Senate Plenary
December 15, 2016
Shepard Hall 250
The City College of New York

- 1. The meeting was called to order (2:12 pm)**
- 2. The Minutes of the Senate Plenary of September 15, 2016 were approved (2:13 pm)**
- 3. Remarks of the Chair (2:14 pm)**

Prof Jeruzalmi opened the meeting by wishing happy holidays to all in attendance. He noted that the CUNY Board of Trustees members of the Presidential search committee, and representatives of the search firm, had been on campus; the Senate as a body may request an additional meeting. Interim President Boudreau had announced a rally to be held on campus at 3:30 in support of immigrant students.
- 4. Report of University Faculty Senate Chair, Prof. Katherine Conway of BMCC (2:20 pm)**

Prof. Conway commended the very active City College delegation to the University Senate. Her particular focus is on budgets and budget transparency; the University Senate hopes to use current issues around reporting to leverage transparency about budgets system-wide. She mentioned that McKinsey is currently visiting CUNY, examining the non-instructional side of the budget; CUNY's goal is to save \$75 million over the next few years and transfer that money to the instructional side. The COACHE Survey has led to the development of an associate dean of faculty position at the university level. The University Senate is also looking at issues of faculty mentoring and diversity. CUNY has hired 1200 faculty in the last 5 years; 1/3 of those hires were from underrepresented minority groups, but those hires are leaving at rates that leave the university treading water on diversity. The Chancellor has issued a statement on CUNY's "sanctuary campus" issues. Prof. Conway discussed questions about the Research Foundation and indirect cost recovery rates of grants across campuses; the University Senate will hold a meeting in the spring to address questions of particular relevance to faculty who receive external grants.
- 5. Report from the Executive Committee (2:30 pm)**

Prof. Bruce Cronin presented a resolution declaring City College a "sanctuary

Executive Committee (2016-2017):

David Jeruzalmi (Chair), Bruce Cronin, Anne Kornhauser, Jorge Gonzalez, Renata Miller, Richard Steinberg, David Weissman

campus.” Prof. Bill Crain emphasized that declaring sanctuary status would make CCNY part of a national movement. Interim President Boudreau spoke to clarify questions about public and private spaces on campus, and what steps the administration can take to refuse to participate in enforcing immigration law. He emphasized that students entering the office of CCNY’s chapter of Citizenship Now can avail themselves of attorney/client privilege. Information was also shared regarding the kinds of material that the College already shares with federal agencies, particularly in relation to federal grants and military recruiting. Interim Provost Driscoll emphasized the need for the College to develop ways to share information with students as the political situation develops. Discussion centered on uses of the term “sanctuary” and the advantages and disadvantages thereof. Prof. Anne Kornhauser introduced an amendment changing the title of the resolution. Seeing a vote of 19 in favor, 14 opposed, the Chair ruled that the title be changed to “Resolution on City College as a Sanctuary Campus.” There were 38 votes in favor of the resolution and 2 abstentions. The resolution passed.

6. Report from the Educational Policy Committee (3:12 pm)

Prof. Renata Miller presented a resolution seeking to prevent the Graduate Center from developing MA programs that would compete with programs at the CUNY senior colleges. A friendly amendment was introduced and accepted changing the designation “MA” to “Masters.” There were 29 votes in favor, 2 opposed, and 1 abstention. Since this action did not receive the 34 votes required for passage, the Chair ruled that he forward the resolution as the sense of the Senate.

7. Report from the Diversity Committee (3:28 pm)

Prof. Jorge Gonzalez presented the committee’s report on diversity in the student body at CCNY. An additional report from the committee, on unconscious bias, will be presented in the Spring semester. Prof. Gonzalez pointed out that CCNY’s historic mission and the population it serves make diversity a moral issue, and emphasized that CCNY’s designation as a Hispanic- and minority-serving campus makes this an issue of financial and strategic importance as well. Discussion centered around decreases in the population of underrepresented minority students on campus and the challenges to addressing such decreases, including the uneven distribution of URM students across divisions of the College and the fact that divisions that faced the steepest budget cuts over the past academic year also have the largest populations of URM students.

8. Report from the Student Affairs Committee (3:45 pm)

Prof. Marta Gutman informed the Senate of a survey being drafted by the Student Affairs Committee, prompted by reports by students of recent incidents of bias within the College.

9. Old Business (3:52 pm)

The Chair shared an update on the office of Ombuds; a replacement Ombuds is still needed.

10. New Business

None

11. The meeting was adjourned at 3:53 pm.

Respectfully Submitted,
Robert Higney
Secretary of the Senate

**The Faculty Senate
The City College of New York**



Proposed: Dec 15, 2016
Voted: Dec 15, 2016
Vote: 29:2:1*

Resolution on Masters degrees offered by the Graduate Center

Whereas the Graduate Center was established in order to grant PhDs;

Whereas Masters degrees are part of the mission of four-year undergraduate CUNY colleges;

Whereas colleges are reimbursed by CUNY Central for graduate students at a per student rate that is more than twice as high as the average undergraduate rate;

Whereas competition between the new Graduate Center Masters programs and established Masters programs at the colleges could seriously destabilize the budgets of the campuses;

Whereas such competition leads to wasteful redundancy within the system that drains resources from programs and impedes excellence;

Whereas the Graduate Center Computer Science PhD program has proposed what is essentially an Masters program in Computer Science (although masked as an MA in "Data Science") that will compete with existing Masters programs at City College and Queens College;

Therefore be it resolved that the Faculty Senate of the City College of New York asks the Chancellor and the CUNY Board of Trustees not to approve new Graduate Center Masters programs that compete with existing programs at the campuses;

Be it further resolved that the Faculty Senate of the City College of New York asks the Chancellor and the CUNY Board of Trustees to circulate all proposals for new Masters programs to existing Masters programs within the CUNY system for their comments prior to considering such proposals.

*This resolution did not obtain the necessary 34 votes for passage. However, the Chair rules that the resolution represents the sense of the Faculty Senate of City College of New York.

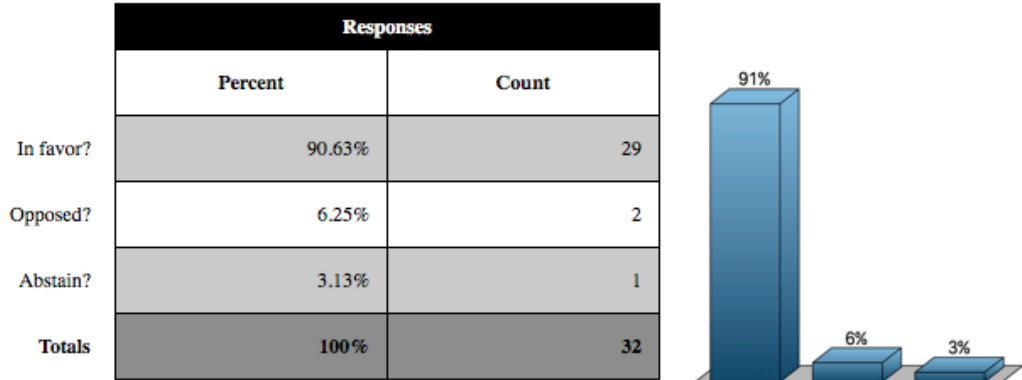
Session Name: 16-121516-MA-FS-Vote-Clicker 12-15-2016, 3-28 PM

Date Created: 12/15/16, 3:19:04 PM Active Participants: 32 of 68

Average Score: 0.00% Questions: 1

Results by Question

1. Shall the matter be adopted? (Multiple Choice)



Resolution on Immigrant Students

Whereas, The City College was founded in 1847 with a historic mission—to open the doors of higher education to recent immigrants and others for whom the doors had been shut; and

Whereas, The election of Donald Trump, based on his campaign rhetoric, poses threats to immigrants that include invasion of privacy, loss of opportunities for study and employment, and deportation; now therefore be it

Resolved, That The City College Faculty Senate, the authentic voice of The College Faculty, stands in support of its immigrant students--current and prospective, document and undocumented--and pledges to do its part to protect their democratic and human right to develop their minds and pursue their dreams.

**Diversity Committee
Faculty Senate
The City College of New York**

Re: **Recommendations for Maintaining a Diverse Student Body at CCNY** (Revised 12/09/16).

Background and issue at hand:

The City College of New York (CCNY) Faculty Senate (FS) Diversity Committee (FSDC) is tasked with the broad goal of reviewing current state, tendencies, policies, and strategies that promote diversity on campus across all levels, namely students, staff, faculty, and administrators. For the academic year 2016-2017, the DC decided to focus on two specific subjects; a) improved diversity in the student body, and b) awareness of unconscious biases across campus, with emphasis on the students' well-being. These student-centered focal areas were chosen due to growing concerns about declining diversity on campus, as well as increased stresses in the classroom and in student socializing on CCNY's diverse campus.

The focus of this report is on improved diversity in the student body. A complementary report will address unconscious biases.

CCNY is by nature and design one of the most diverse campuses across the nation. The City College undergraduate population is 36% Hispanic, 17% Black, 24% Asian and 15% White (Fig. 1)¹. The College has a long and distinguished history of serving low-income and minority students, and first generation Americans living in New York City. Its cultural diversity is reflected in the 104 languages spoken on campus. As of Fall 2015, CCNY student enrollment is 15,931 students, comprised of 13,340 undergraduate and 2,591 graduate students. The undergraduate student population is 83.7% of the entire CCNY student body.

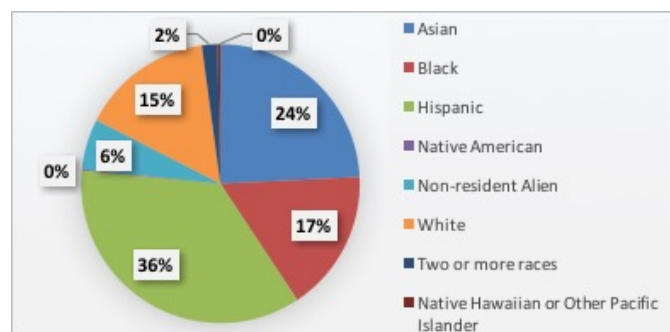


Figure 1. CCNY Undergraduate Student Population by Ethnicity (As of Fall 2015)

Since its foundation, CCNY's mission has been to serve underprivileged communities including new immigrant communities. Additionally, CCNY is designated a Minority and Hispanic Serving Institution (MSI & HSI) by the US Department of Education which technically requires at least 25% of the student body is of Hispanic origin and at least 50% is from all under-represented minority (URM) communities. These proportions are 30% and 52% currently. Apart from being consistent with the core mission, this designation also benefits the college in terms of access to additional funding sources, a large part of

¹ *The City College of New York City Facts Report, Fall 2015, OIR.*

what benefits students in terms of various scholarship and research collaboration opportunities. Examples of these agencies and programs are: the National Science Foundation, US Department of Education Titles V and III programs, National Institute of Health, US Department of Energy, National Aeronautics and Space Agency, and Department of Commerce. These resources could total more than \$100M/year for MSIs including CCNY. In this case, one of the core missions of the college, which is to promote diversity and serve URM, is aligned with student financial support and faculty scholarship.

Despite the diversity of CCNY, recent trends in the college’s demographics are concerning. While the Hispanic student population experienced a 30% increase since 2005, it has reached a plateau of about 34%, while the African American student population has experienced steady decline in the same period from 22% to 16% (FY16). The case of African Americans is most concerning as the decline is reflected in both the percentage and total number of enrolled students.

Data also shows significant historical differences in students’ demographics per divisions and disciplines. For example, by Fall 2015, the Humanities and the Arts had a total Hispanic and African American student population close to 60%, while engineering was close to 30%. Similar demographics gradients per discipline have existed for many years (by Fall 2005; the percentage were 52% to 23%). However, the larger concern are the total declining trends for Hispanics, and in particular African Americans, as the College grows its student body.

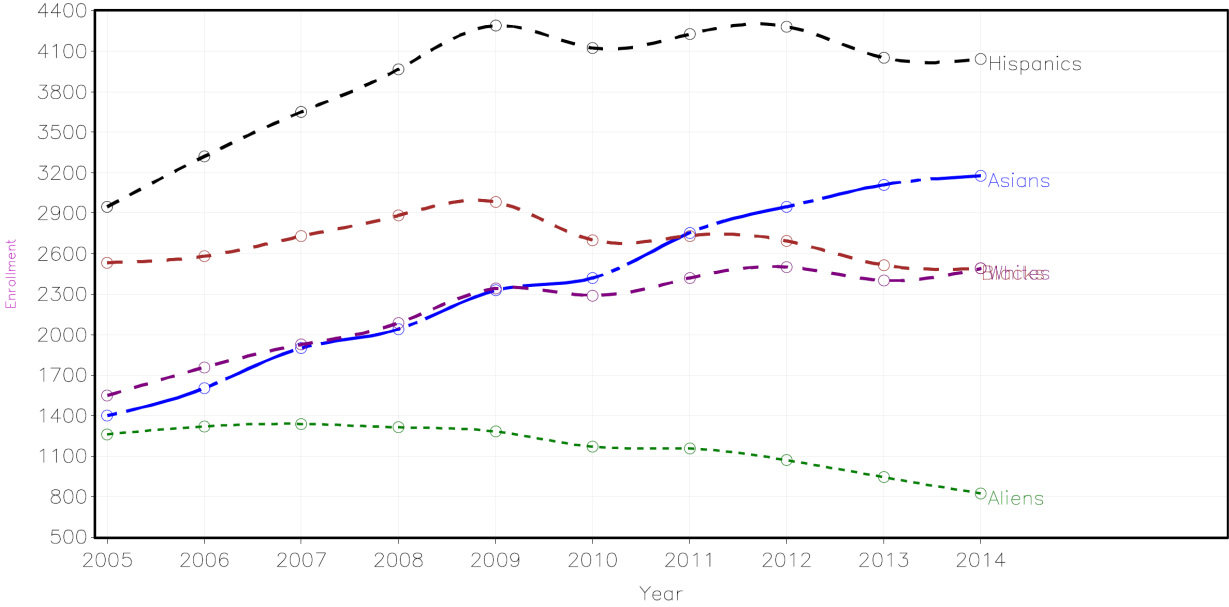


Figure 2: CCNY Undergraduate Ethnicity 2005-2014, source: City Facts.

Graph 2a: Undergraduate Students' Ethnicity Fall 2012–2015

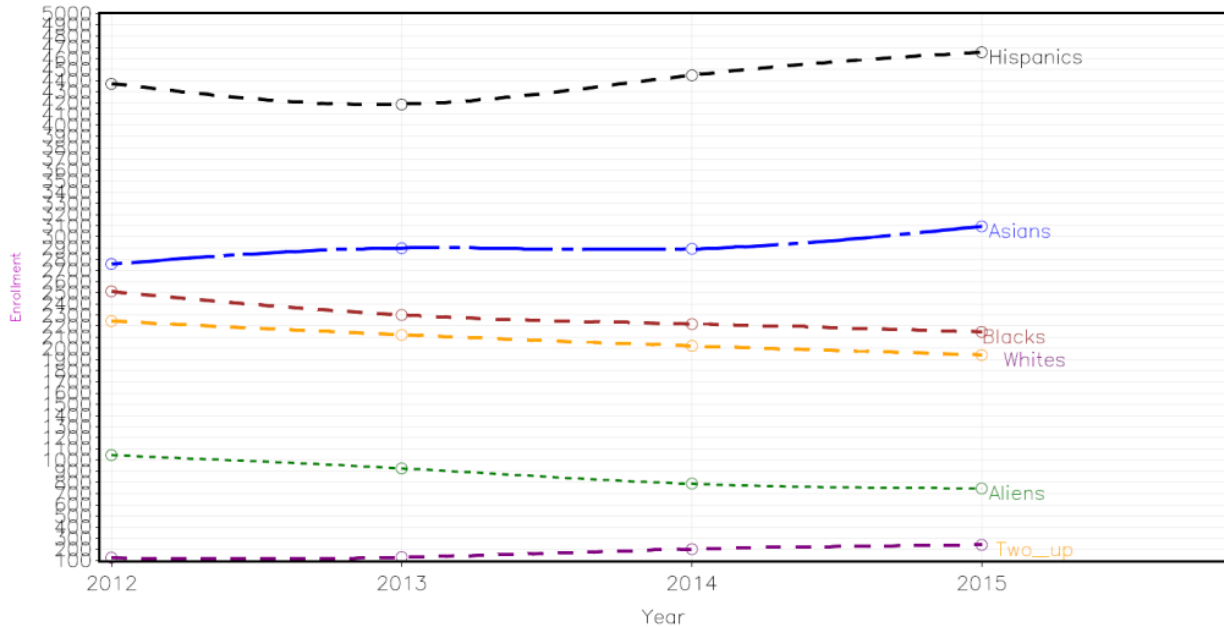


Figure 3: Recent Trends within CCNY Undergraduate Ethnicity 2012-2015, source: City Facts.

Analysis of Causes and Current Practices:

The DC researched possible causes, reviewing institutional data and consulting administrators and/or offices associated to student recruiting and counseling. On March 14, 2016, and in subsequent occasions, the FSDC met with the Admissions Office director, Mr. Joe Fantozzi, to review the case at hand. From these analyses and data gathering, it can be concluded that the main causes for these trends are:

- Increased admissions criteria that may have negatively impacted URMs graduates. Standardized tests minimum scores (such as SAT and ACT) were raised, which has impacted a number of qualified applicants from URMs.
- Increased competition by regional and national universities from the pool of qualified URMs from the city.
- Changes in demographics in New York City. Historically, this city has witnessed successive waves of migration and immigration, and since CCNY is a leading institution serving these communities, it has also continued to reflect this demographic change. For example, during the last two decades, Asians have constituted one of the fastest growing immigrant groups in the US, and New York City is no exception to these trends. The trend is reflected in Figures 2 and 3.
- Other unknown factors.

The Office of Admissions, which is tasked with recruiting efforts, is aware of these trends and appears to be responding to these changes. The Office of Admissions has adjusted its practices, and they include:

- As part of its overall recruitment plan, the Office of Admissions recruits prospective freshmen from New York City-area high schools including public, private and parochial schools across the

five boroughs and surrounding counties. Special efforts are made to attract underrepresented minorities to the college including targeting specific high schools and hosting on-campus events (e.g., working with Harlem Children's Zone). In 2016, nearly 25,000 prospective freshmen applied for admission to City College on the six-choice CUNY application. Of these about 10,000 were admitted for Fall 2016. The total yield was a freshman class of 1,827 students (~ 20% of those admitted), of which about 86% reside in the five boroughs of NYC. Less than 2% come from other states or outside the U.S. The remainder reside outside the city in other parts of New York State.

- More recently, a modest effort has been made to attract students from other urban areas in the Northeast with significant numbers of qualified underrepresented minorities including Atlantic City, Baltimore, Boston, Philadelphia and Washington D.C. (results from these effort will not be realized for one or two years from now, according to the Director).
- Increased promotional material with high quality visuals.
- Increased open houses during the recruiting season.

The Office of Admission highlighted the need for schools and divisions to be engaged in recruiting efforts and to be proactive in this process. As of now, participation of faculty is extremely low.

Analysis and Recommendations:

The above scenario points to rapidly changing demographics in the student population, where the college appears to be more attractive to non-minority students from New York City and from outside the city. It is essential to the college's principles and for strategic purposes to maintain a proper balance of students from the New York metro region and across the nation with students from the city, in particular URMs. Current trends point to an unsustainable path of underrepresenting URMs students. It is therefore imperative that the college takes immediate steps that result in a sustainable diverse student body that represents the community and the principles of the college.

In lieu of the present scenario, the FSDC makes the following recommendations:

1. For the admissions office to emphasize recruiting within CUNY community colleges as a target audience. Data shows that close to 40% of the student body of CCNY originates as transfer students from CUNY and outside CUNY, of which close to 25% (~ 600 students, 2015) originate from CUNY community colleges. The majority of these community colleges have a high percentage of URMs (see Figure 4 for the example case of STEM disciplines).

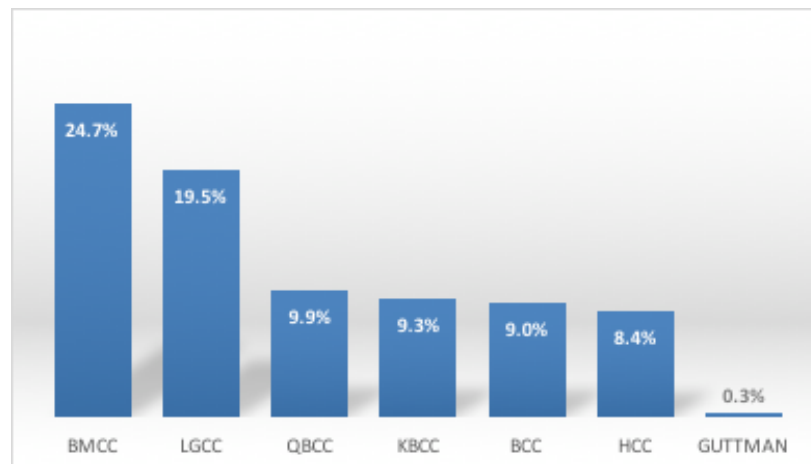


Figure 4. Students transferring from CUNY Community Colleges into CCNY STEM fields

2. For the admissions office to expand the recruiting geographical range emphasizing in targeted high schools with high percentage of URMs with affinity to the city demographics, including from across the region and from out of state. Examples for out of state include areas with high percentages of Latino and African American communities. Numbers show a very good yield from targeted high schools, and this strategy should be maximized.
3. For the college to provide more resources to the Office of Admissions to support its effort to increase diversity of the student body; and to do the same for key academic advising centers.
4. For recruiting efforts to prioritize areas of potential growth for the minority population per divisions and disciplines taking into consideration the historical differences.
5. For the Admissions Office to implement a faculty council for recruiting that can provide advice on best recruiting strategies. Deans may designate members of this council. This follows best practices in other strategic areas of the college such as the Research Council.
6. For the college to strengthen efforts to recruit and retain faculty from URMs, and to implement best practices on these efforts. A fine example is the Division of Science, with a plan

implemented by Dean Tony Liss: the Division has developed a Strategic Plan for increasing diversity of its faculty that includes a mission statement and hiring plan; a diverse student campus is a reflection of its faculty and staff.

7. For the President, Provost, and Dean's offices to create incentives for faculties (such as release time) to participate in the recruiting efforts including, but not limited to, meeting visiting students and parents and visiting high schools to publicize the quality teaching and research at CCNY and encourage potential students to apply. This may also be considered as part of the faculty service, and be by rotational and/or voluntary basis.
8. For the Provost to report to the Faculty Senate on an annual basis the state of diversity on the student body.
9. For the college to prioritize maintaining a diverse student body representative of our community and consistent with the opportunities available to the MSIs. **A holistic approach should be used in these efforts to include recruiting and retention of students and staff.** This to be reflected in its mission and strategic planning.

We finally resolved that this analysis and these recommendations be presented to the FS for review and approval, and sent to the CCNY President, Provost, Deans, and Office of Admissions for implementation, after FS approval.

11/22/2016

Faculty Senate Diversity Committee

Members:

Prabal De
Jorge González
Marta Gutman
Karen Hubbard
Marie Nazon
Mark Smith
Jan Valle

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014

Division=ADMINISTRATIVE-Non-degree & Permit Students

Division/School, Gender & Ethnicity			Fall Terms
			Fall 2014
ADMINISTRATIVE-Non-degree & Permit Students	Men	American Indian or Native Alaskan	2
		Asian or Pacific Islander	88
		Black, Non-Hispanic	85
		Hispanic	167
		Nonresident Alien	5
		White, Non-Hispanic	149
	Women	American Indian or Native Alaskan	1
		Asian or Pacific Islander	53
		Black, Non-Hispanic	120
		Hispanic	268
		Nonresident Alien	9
		White, Non-Hispanic	134
Total			1,081

¹ Includes non-degree and 'Permit' students from other CUNY colleges.

² Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=ARCHITECTURE

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
ARCHITECTURE	Men	Asian or Pacific Islander	18	15	33	28	32	31	41	42	53	48
		Black, Non-Hispanic	17	17	19	23	16	20	23	21	23	22
		Hispanic	30	34	56	53	43	43	46	50	41	38
		Nonresident Alien	23	25	38	33	31	37	41	32	34	24
		White, Non-Hispanic	53	61	89	74	73	81	102	81	87	90
	Women	Asian or Pacific Islander	16	19	28	28	26	33	47	49	54	50
		Black, Non-Hispanic	13	15	20	16	19	20	25	20	21	21
		Hispanic	25	25	42	42	40	44	56	61	42	43
		Nonresident Alien	18	27	28	24	26	25	30	31	29	24
		White, Non-Hispanic	35	36	51	41	38	47	77	80	77	81
Total			248	274	404	362	344	381	488	467	461	441

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=CWE INTERDISCIPLINARY STUDIES

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
CWE INTERDISCIPLINARY STUDIES	Men	American Indian or Native Alaskan			1							
		Asian or Pacific Islander	8	7	6	6	13	9	7	8	6	5
		Black, Non-Hispanic	65	67	49	44	46	40	41	41	41	49
		Hispanic	35	38	30	23	28	24	28	37	27	29
		Nonresident Alien	2	2	2	2		1		3	3	4
		White, Non-Hispanic	35	33	36	29	21	35	29	26	19	19
	Women	American Indian or Native Alaskan				1	1	1	2	1		
		Asian or Pacific Islander	19	21	21	21	29	21	27	27	34	24
		Black, Non-Hispanic	266	234	214	227	230	206	184	181	166	166
		Hispanic	183	173	182	196	212	216	235	227	206	191
		Nonresident Alien	11	11	9	9	12	11	10	11	14	16
		White, Non-Hispanic	63	61	50	61	68	73	67	69	72	52
Total			687	647	600	619	660	637	630	631	588	555

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=EDUCATION

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
EDUCATION	Men	Asian or Pacific Islander	28	24	28	42	39	31	34	31	26	22
		Black, Non-Hispanic	131	116	126	140	113	76	81	92	82	41
		Hispanic	131	149	152	164	168	150	125	115	105	89
		Nonresident Alien	6	12	12	12	9	10	15	8	11	3
		White, Non-Hispanic	280	267	299	284	264	191	167	135	116	83
	Women	American Indian or Native Alaskan	1						1			
		Asian or Pacific Islander	79	92	135	128	114	117	132	140	140	111
		Black, Non-Hispanic	376	372	375	428	401	331	341	271	248	194
		Hispanic	476	471	521	607	612	561	507	525	507	401
		Nonresident Alien	43	40	51	63	69	61	50	49	45	33
		White, Non-Hispanic	383	435	493	537	557	464	407	380	299	213
Total			1,934	1,978	2,192	2,405	2,346	1,992	1,860	1,746	1,579	1,190

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=ENGINEERING

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
ENGINEERING	Men	American Indian or Native Alaskan	1	2	2	4	2	2	1	1	4	2
		Asian or Pacific Islander	203	412	432	485	588	663	701	709	758	794
		Black, Non-Hispanic	133	309	279	264	273	286	293	277	290	236
		Hispanic	147	380	386	383	393	392	376	381	367	376
		Nonresident Alien	305	513	609	514	493	476	478	411	386	317
		White, Non-Hispanic	145	311	289	304	362	422	434	433	447	508
	Women	American Indian or Native Alaskan		1	1		1		2	1		
		Asian or Pacific Islander	41	73	82	87	104	121	150	165	173	175
		Black, Non-Hispanic	35	61	67	61	67	71	70	56	64	54
		Hispanic	45	87	83	70	76	89	92	91	100	111
		Nonresident Alien	111	155	156	141	124	127	132	153	143	124
		White, Non-Hispanic	42	62	70	66	73	97	106	101	118	131
Total			1,208	2,366	2,456	2,379	2,556	2,746	2,835	2,779	2,850	2,828

¹ Includes non-degree and 'Permit' students from other CUNY colleges.

² Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=GATEWAY

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
GATEWAY	Men	American Indian or Native Alaskan	3	2		2	1	1				3
		Asian or Pacific Islander	438	221	254	274	259	237	280	319	298	415
		Black, Non-Hispanic	533	243	278	341	301	220	227	218	205	262
		Hispanic	722	461	456	503	464	408	384	386	316	409
		Nonresident Alien	398	157	155	154	137	113	91	91	80	117
		White, Non-Hispanic	440	261	246	282	281	261	265	264	247	357
	Women	American Indian or Native Alaskan	1	1	1	4	2	4	2			2
		Asian or Pacific Islander	192	157	164	228	188	232	230	251	257	471
		Black, Non-Hispanic	405	355	326	393	305	220	251	240	176	330
		Hispanic	557	522	483	609	584	491	463	460	403	605
		Nonresident Alien	204	142	115	125	115	82	89	108	79	103
		White, Non-Hispanic	234	209	184	217	202	213	195	213	181	298
Total			4,127	2,731	2,662	3,132	2,839	2,482	2,477	2,550	2,242	3,372

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=HIGH SCHOOL STUDENTS

Division/School, Gender & Ethnicity			Fall Terms								
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
HIGH SCHOOL STUDENTS	Men	Asian or Pacific Islander	2	11	26	24	45	29	27	28	53
		Black, Non-Hispanic		9	12	21	29	22	24	28	20
		Hispanic		22	37	53	88	100	87	133	113
		White, Non-Hispanic		5	11	12	36	32	25	42	32
	Women	Asian or Pacific Islander		10	40	31	40	15	21	32	31
		Black, Non-Hispanic	2	31	49	57	42	29	45	68	35
		Hispanic	3	71	89	108	118	152	182	241	202
		White, Non-Hispanic		7	12	19	21	10	25	23	12
Total			7	166	276	325	419	389	436	595	498

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=HUMANITIES & ARTS

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
HUMANITIES & ARTS	Men	American Indian or Native Alaskan	1	1	3	1	1	3	2	1	1	
		Asian or Pacific Islander	59	73	80	90	110	111	103	108	110	96
		Black, Non-Hispanic	161	184	216	218	233	233	247	232	217	198
		Hispanic	178	263	311	356	386	375	364	350	331	307
		Nonresident Alien	98	103	110	105	111	94	95	95	104	80
		White, Non-Hispanic	237	279	328	326	351	364	369	353	310	273
	Women	American Indian or Native Alaskan		1	1		1	4	1	2	1	3
		Asian or Pacific Islander	53	74	97	90	116	112	138	161	161	129
		Black, Non-Hispanic	198	245	296	336	388	365	336	344	330	276
		Hispanic	291	372	434	452	497	459	494	526	458	412
		Nonresident Alien	109	140	147	143	143	125	128	102	109	88
		White, Non-Hispanic	204	220	283	313	350	337	354	331	340	296
Total			1,589	1,955	2,306	2,430	2,687	2,582	2,631	2,605	2,472	2,158

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=POWELL SCHOOL

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
POWELL SCHOOL	Men	American Indian or Native Alaskan	1	2	2						1	
		Asian or Pacific Islander	50	80	85	100	127	141	159	185	196	206
		Black, Non-Hispanic	112	162	169	188	218	223	218	198	168	218
		Hispanic	113	169	203	224	265	246	259	257	285	304
		Nonresident Alien	70	80	81	94	87	66	76	63	47	53
		White, Non-Hispanic	86	102	122	146	196	176	184	198	175	184
	Women	American Indian or Native Alaskan	1	1	2	2	5	6	4	1	2	2
		Asian or Pacific Islander	49	57	83	110	169	176	199	216	235	274
		Black, Non-Hispanic	196	234	262	288	370	369	368	347	354	345
		Hispanic	247	280	354	402	526	536	524	518	560	579
		Nonresident Alien	108	120	128	141	150	127	109	112	106	78
		White, Non-Hispanic	95	125	163	178	220	237	234	208	222	254
Total			1,128	1,412	1,654	1,873	2,333	2,303	2,334	2,303	2,351	2,497

¹ Includes non-degree and 'Permit' students from other CUNY colleges.

² Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=SCIENCES

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
SCIENCES	Men	American Indian or Native Alaskan	1		2	1	2	2	3	2	1	2
		Asian or Pacific Islander	95	133	155	165	180	202	252	257	276	202
		Black, Non-Hispanic	116	147	158	129	145	147	147	157	142	98
		Hispanic	109	116	136	125	154	144	201	187	188	122
		Nonresident Alien	84	93	94	87	87	76	85	85	76	58
		White, Non-Hispanic	102	132	135	126	145	142	198	215	221	141
	Women	American Indian or Native Alaskan				1	2	2	4	3	1	
		Asian or Pacific Islander	98	140	196	187	243	258	333	358	356	182
		Black, Non-Hispanic	199	209	256	219	252	198	217	241	228	96
		Hispanic	157	159	194	170	190	202	248	254	237	116
		Nonresident Alien	100	103	113	107	103	98	115	95	75	54
		White, Non-Hispanic	67	97	99	99	145	114	154	182	182	98
Total			1,128	1,329	1,538	1,416	1,648	1,585	1,957	2,036	1,983	1,169

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 16: Undergraduate Students Areas of Study by Division/School by Gender and Ethnicity, Fall 2005-2014 ¹⁻²

Division=SOPHIE DAVIS/BIOMED

Division/School, Gender & Ethnicity			Fall Terms									
			Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
SOPHIE DAVIS/BIOMED	Men	American Indian or Native Alaskan									1	1
		Asian or Pacific Islander	45	51	54	42	49	49	54	51	53	52
		Black, Non-Hispanic	50	37	44	48	48	48	41	42	37	38
		Hispanic	16	21	31	32	36	31	32	32	31	26
		Nonresident Alien	4	2	2	4	1	2	1		2	4
		White, Non-Hispanic	44	50	47	48	55	53	53	40	38	31
	Women	American Indian or Native Alaskan		1	1	1						1
		Asian or Pacific Islander	87	85	74	78	78	69	66	71	64	69
		Black, Non-Hispanic	91	89	83	93	90	87	81	94	97	110
		Hispanic	43	37	47	46	54	52	52	54	55	57
		Nonresident Alien	2	2	4	3	1	2	2	1	2	2
		White, Non-Hispanic	50	66	62	66	64	63	59	64	60	61
Total			432	441	449	461	476	456	441	449	440	452

¹Includes non-degree and 'Permit' students from other CUNY colleges.

²Source: CUNY OIRA Institutional Research Data Base [IRDB]