

Ford Foundation Grant Proposal  
Infusing Material on Women of Color into the Liberal  
Arts Curriculum of the CUNY Senior Colleges  
June 1989 - May 1991

Center for the Study of Women and Society, Graduate School  
and University Center, City University of New York  
Director Sue Rosenberg Zalk

Revised Proposal  
June, 1989

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Infusing Material on Women of Color Into the Liberal  
Arts Curriculum of the CUNY Senior Colleges:  
A Collaborative Outreach Project  
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This project is designed to encourage and assist a substantial number of full-time Liberal Arts faculty at the ten senior colleges of CUNY to incorporate material by and about women of color into introductory courses and to establish a formal and active network which will continue to promote this goal after the grant terminates.

In order to implement the above goals, we propose to run seven intensive one week seminars. Each seminar will target one specific introductory course from a different discipline. Seminars will be designed to provide participants with information and resources that can be integrated into that particular basic course. A total of approximately 100 faculty members will participate in these seminars.

In order to encourage and support participants' continued efforts at this curriculum revision, monthly meetings will be held which will include invited speakers as well as discussion groups which focus on teaching experiences and curriculum suggestions pertinent to integrating this scholarship into the courses. Faculty who did not participate in the seminars will be invited to select meetings (e.g. invited addresses). Part of the agenda of these meetings will be the creation of an organized network, with an administrative structure, for the purpose of continuing these activities and sponsoring faculty outreach activities. CUNY faculty with expertise in the new scholarship on women of color will serve as a "mentor" pool and be available to faculty seeking additional resources or assistance.

A monthly newsletter containing faculty members' teaching experiences and curriculum suggestions regarding the integration of scholarship on women of color will be published and made available to all CUNY faculty. This newsletter will continue to be produced after the grant period ends.

The faculty development seminars are not designed to produce faculty who are experts in the new scholarship by and about women of color. Its purpose is to have as many faculty as is economically feasible, within the financial constraints of the

budget, include at least some important material on women of color in their introductory courses, to provide a system which will both encourage, support and assist faculty in the pursuit of advanced knowledge in this area, to organize a core of faculty committed to "spreading the word," and to be visible and accessible to the larger faculty community.

In short, rather than have a few scattered faculty incorporating a lot of material on women of color into their courses, we intend to encourage many faculty to integrate at least some material not previously used into their courses and to create a structure which will prompt and support their efforts to achieve advanced knowledge and which promotes the involvement of others.

## RATIONALE

### Background

An historical perspective on the present status of Ethnic, Minority and Women's Studies in the academy reveals not only the progress made, but the problems and challenges which were, and continue to be, confronted by those determined to revise curricula and provide students with a more balanced and less biased educational experience.

While few committed to the goal of achieving a balanced curriculum would argue against the position that all courses should reflect human diversity, the very nature of the academy excludes the possibility of effectively instituting such a mandate. Whether the proponents of Ethnic, Minority and Women's Studies programs adhere to the position that separate programs are a necessity that a balanced curriculum will eliminate, or contend that their existence is essential as they serve to advance equality in ways that a balanced curriculum does not, it is evident that such programs are presently the most effective vehicle for guaranteeing students the opportunity to include in their education at least some non-mainstreamed information and perspectives.

Nonetheless, instituting Ethnic, Minority and Women's Studies programs is not, in and of itself, a satisfactory solution. The limitations inherent in settling for program status to achieve a more balanced curriculum are apparent and need not be listed. This approach does not constitute a balanced curriculum. Including in the core curriculum a required course which in some way speaks to the diversity of human experiences is a positive step, but, this also does not address the problem. The existence of courses specifically tagged as Women's Studies, Ethnic Studies or Minority Studies and the creation of courses designed to "teach" students about racism, sexism and diversity within a standard traditional curriculum

does not challenge or correct the strongly ingrained perception that ethnic and women's studies scholarship are "special topics" material and not integral to a field of study. A balanced, unbiased education must reflect the diversity of human experiences and perspectives throughout the curriculum. It must be integrated into all courses. To do so requires the cooperation of the people who teach these courses.

Recent years have witnessed an impressive amount of high quality scholarship by and about women of color. This new scholarship not only provides information and insights previously unavailable, or invisible, to the academic community, it exposes the biases, and as such, inaccuracies of many disciplinary premises, research conclusions and educational content. College faculty have the competencies to learn this material, re-evaluate their own thinking about their fields and revise their courses accordingly. However, the pace and extent to which this new scholarship is being integrated into the college curriculum suggests that too few are sufficiently motivated to undertake this challenging and quite time consuming endeavor on their own. Although the academic disciplines are riddled with overt as well as subtle resistance and hostility to this new scholarship on women, the failure to engage in this self-imposed and designed re-education is not necessarily an indication of a lack of interest, resistance or unwillingness to learn this new scholarship on women of color and to integrate it into courses.

#### Faculty Development and the CUNY Experience

The people who have participated in the design of this curriculum integration project have all, at some time, been involved in efforts of varying intensity and ambition, to integrate material on women and/or people of color into the curriculum. The efforts and successes vary across the seventeen undergraduate CUNY branches, but these experiences always lead to the conclusion that there are large numbers of faculty who are receptive to integrating this new scholarship on women of color into their courses, but do not. They feel basically inadequate to do this without making what seems to be an enormous time commitment, are somewhat frantic in their efforts to pursue their own research and doubtful that they will succeed in meeting existing commitments. Curriculum revision gets put off as it does not present the threat of deadlines and there is little, if any, external pressure and incentive to do it.

These observations are not unique to the CUNY experience. They are not even required to reach the conclusion that faculty development programs are a necessary prerequisite for achieving curriculum revisions which integrate scholarship on women of color.

A number of faculty development projects designed to attain a more balanced curriculum have been undertaken in the CUNY system. The more far-reaching and ambitious of these projects have been undertaken by Hunter College, City University's Office of Academic Affairs ("East 80th Street") and the Center for the Study of Women and Society (the applicant for this grant). The lessons learned from these experiences provide the bases for the present proposal. A brief description of these endeavors follows:

1. "East 80th Street" sponsors faculty development seminars and is presently offering, for the third time, a year long Women's Studies seminar which emphasizes scholarship on women of color. Roughly 15 faculty members participate in this seminar which meets once a week for three hours throughout the academic year. Participants receive release time from one course. Since the colleges absorb the cost of the release time, an individual's participation is subject to the discretion of her or his department chair, college president and provost.

2. Hunter College, with funds raised by former President Donna E. Shalala, ran a faculty development seminar with the ambitious goal of gender balancing one introductory course in every department in Hunter College. One faculty member from each department received release time from one course for one semester in order to participate in the seminars. Their commitment was to produce a revised course outline and to encourage others to use it.

3. The Center for the Study of Women and Society received a Ford Foundation grant to integrate the new scholarship on women into the Community College curriculum. This project produced a handbook designed specifically for Community College faculty (e.g. consideration of demands placed on faculty, minimum flexibility to alter basic courses, vocational emphasis) on integrating scholarship which addresses gender, race, ethnicity and class into Liberal Arts courses.<sup>1</sup>

Although all of these projects can boast some success in contributing to curricular change, several common factors inherent in their designs, many of which were unavoidable at the time, limited their impact on the 200,000+ students who attend school in the CUNY system:

1. "Buying" faculty participation with the trade of release time from teaching subjects interested faculty to the

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<sup>1</sup>Copies of this handbook can be obtained by contacting the Center for the Study of Women and Society

choices and priorities of department chairs, college provosts and presidents. Thus, many interested faculty are not released for these projects and those colleges with administrators who are less convinced of the need for such curriculum revisions are underrepresented in the programs.

2. Involvement in these projects requires a considerable commitment of time and energy. As a result, most of the faculty who "sign up" are already somewhat knowledgeable about this scholarship and procedurally integrate it into their courses. It is this interest and commitment which motivates them to take on institutional bureaucracy in order to participate in faculty development programs. Faculty who feel somewhat alienated from this scholarship are rarely touched by these endeavors.

3. Since most of the faculty who do participate in these faculty development seminars are already familiar with the new scholarship on women, the seminars tend to be somewhat high level, furthering the shyness and hesitancy of the less informed faculty to apply. As a result, these projects tend to produce a handful of people with expertise in the topic, which is certainly valuable and a contribution to the academy, but do not reach out to mainstream faculty who are not integrating this material into their courses.

4. Not surprisingly, almost all participants in these programs are females. Male faculty seem to feel that the seminars are targeted to women and are shy about joining.

5. All of these projects build in a "dissemination" component in which the participating faculty are charged with the task of sharing their experience and knowledge with colleagues and encouraging them to incorporate some of the material into their courses. The success with which this has been achieved has been disappointing so far. On their own, faculty have neither the clout nor the resources for effecting large scale change.

6. These projects do not provide continued support for the efforts and goals of the participants. Once the project is over, they are on their own.

#### CURRICULUM INTEGRATION PROPOSAL

"Faculty development" is an ongoing process in the academy. Attendance at lectures, conferences, and the like, can constitute professional development. Faculty development projects designed to achieve a more balanced curriculum have ambitions which are somewhat qualitatively different than mainstream development efforts. These differences do not escape notice. Thus, the education of faculty is undertaken

with the specific goal of providing students with a different educational experience. And, although we may indicate for public relations purposes, that our intention is simply to add some material, the scholarship in question challenges mainstream knowledge. Additionally, these projects generally aspire to impact the curriculum in ways which extend beyond the revision of scattered courses. To do this requires the receptivity and cooperation of a substantial number of faculty. Meaningful change requires that students be exposed to this new material in many of their courses and official curriculum revisions are the domain of the larger faculty body.

The above paragraph suggests some of the unique challenges confronted when instituting projects to integrate minority scholarship into the curriculum. These undertakings are distinctly different from, for example, faculty seminars on the newest computer software. Inevitably, they have required some trial-and-error approaches.

The projects, cited above, to integrate scholarship by and about women of color into the CUNY curriculum have provided valuable experiences, lessons, and human resources for the design, implementation and success of a faculty development project directed at the larger faculty community and curriculum. They have created a necessary atmosphere and foundation for a more ambitious project. Specifically, these undertakings have provided visibility to, and heightened awareness of, the "movement" to incorporate scholarship by and about women of color into the curriculum. Endorsement of this goal at the "top" administrative level, implied by the inclusion of a course on this scholarship in the series of Faculty Development Seminars sponsored by City University's Office of Academic Affairs, makes overt opposition by college officers unwise and prompts at least token evidence of their support. Most importantly, these projects have created a small but distinct pool of CUNY faculty quite knowledgeable about this scholarship in their disciplines. What is more, many of these people have worked together in order to advance their mastery of this material and are experienced with collective approaches to learning from and teaching colleagues. As such, there is an interdisciplinary core of faculty who can serve as mentors to others and who are a valuable resource for the proposed project. Many of these people have advised on the design of this project.

### Goals

The proposed project has the following goals:

1. To maximize the number of faculty who participate in the project.

2. To target faculty who feel somewhat alienated from, and insufficiently knowledgeable about, this scholarship and do not integrate it into their courses.

3. To encourage the participation of male faculty.

4. To eliminate administrative agendas from the consideration of faculty participation.

5. To encourage and support faculty efforts to continue studying this scholarship and integrating it into their courses.

6. To provide a vehicle for informing other faculty about ongoing activities and encouraging their participation.

7. To develop an organizational structure which will continue efforts to integrate scholarship on women of color into the curriculum after the grant terminates.

A project designed to meet the above goals, given the financial constraints of the grant, requires some trade-offs. Specifically, it will not be possible to provide 100 faculty members with an in-depth knowledge of the scholarship on minority women within any one discipline. As such, this project proposes to provide approximately 100 faculty members, drawn from the ten senior colleges of CUNY, with specific information for inclusion in an introductory course that they teach. This project is not designed to train specialists. Its goal is to encourage and enable many faculty to integrate at least some material on minority women into their courses. An additional goal is to provide the participating faculty with on-going support and resources for the continuation of their studies and to form an organization which will continue activities designed to integrate this scholarship into the CUNY curriculum.

### Project Design

#### I. Faculty Development Seminars

1. There will be seven intensive one week faculty development seminars designed to integrate the new scholarship on and by women of color into the curriculum. Each seminar will include scholarship on African American Women, Latinas, Native American Women and Asian American Women.

2. Registration will be limited to 13-15 faculty members per seminar. Past experience with faculty development seminars has led to the conclusion that peer pressure is a most powerful motivator for conscientious participation and mastery. On a more positive note, limiting the group to 15 participants

encourages the interchange of ideas and information and facilitates the cohesion of the group. This cohesion is important for the later phases of the project.

3. All seminars will address issues concerning sensitivity to multiplicity of backgrounds and plurality of experiences in the classroom and human diversity. Each seminar will be directed toward an introductory course in one of seven disciplines and will provide specific, concrete information about women of color which can be integrated into the targeted course. Participants will be provided with specific readings for students as well as additional resources for pursuing this body of knowledge. Faculty will be provided with readings prior to the first seminar meeting as preparatory background and as a basis to begin dialogue. Additional readings will be distributed during the seminar week.

4. Each seminar will address an introductory course in one of the following disciplines: American History, American Literature, Economics, Political Science, Sociology and Psychology. One seminar will focus exclusively on English Composition. The six disciplines were chosen because a review of the core requirements of the ten colleges indicated that most students will take some combination of courses from these areas. All degree students in the CUNY system are required to take English Composition. English Composition is often overlooked in curriculum integration projects. Experiences at Hunter College, where they frequently offer Women's Studies sections of English Composition, and with the Community College project carried out by the grant applicant indicate that English Composition is a most appropriate course for this purpose.

5. Faculty participants will receive a \$350 stipend upon completion of this seminar.

6. Faculty participants' responsibilities to the project will be included in the application form. Participation will oblige faculty to:

a. complete the "required" readings prior to the seminar meeting for which they were assigned.

b. turn in a detailed revised course outline of the material they intend to include in one (or more) course(s). The specific materials (e.g. readings, pictures, films) on women of color that will be included in the course will be fully referenced and, where appropriate, accompanied by an explanation of that particular choice.

c. teach the revised course in the semester following the seminar.

d. submit a written evaluation of the implemented course at the end of the semester in which it is taught. The report is to address such things as students reaction to the material, effectiveness of the pedagogical approach used for presenting the material, and suggestions for future courses; A detailed revised outline, based on the experience, is to be included in the report. The reports from each seminar group will be edited, generating separate reports for each of the introductory courses. This material will be widely disseminated throughout the ten senior colleges.

7. Seminars will be offered in June, 1990, when classes are not in session. This will eliminate the need to obtain "permission" to participate.

## II. Follow-up Phase: Support, Dissemination and Outreach

1. Participants will be requested to identify no more than three colleagues who, in their opinion, are likely to be responsive to outreach efforts. The number of people has been limited as effective outreach can not be undertaken if participants respond, as a result of their own enthusiasm and commitment to the goal, by providing the complete faculty roster of their academic departments. It is also unwise to invest resources on futile endeavors and constraints require some selectivity and criteria. The faculty identified by participants will constitute a "communication network." A letter acknowledging their interest and designed to engage them further in the project will be followed by regular correspondence, which will include selected readings for faculty and students, classroom activities, relevant events, select course outlines and the like. They will be provided with a list of names of faculty who have volunteered to be resource people who they can contact for references (not lectures) on particular topics of interest. The "communication network" will be invited to attend guest lectures and the like. Additionally, invitational gatherings will be held specifically for them with the intent of providing people with the opportunity to meet and interact and to introduce a sense of "community" with other "network" colleagues within their institution and within their discipline throughout the CUNY system.

Members of the network will not receive blanket invitations to attend the seminars. The Advisory Board concurs that such a structure would undermine both the short term and long term goals of the project. Experiences suggest that small seminars in which all members have an opportunity to participate and get to know one another, are most effective. Additionally, the development of a group identity and sense of community is the base for continued curriculum efforts and it

is from this group that a core network is to be developed. An open invitation to the community is likely to result in varying and unpredictable attendance and faces and "guests" are under no obligation to attend all meetings, do the readings, and so forth. The Advisory Board does agree, however, that rigid rules are counterproductive and guidelines must be flexible to allow adapting to situational events. There was no objection to including limited numbers of guests in the seminars. It was felt that this decision should be at the discretion of the seminar facilitators, after consultation with seminar instructors, and that imposed criteria were purposeless.

2. Meetings will be held monthly for seminar participants. Faculty who were not previously involved in the project but express the wish to attend these meetings will be included in selected meetings or parts of meetings (e.g. invited presentations vs. small discussion groups focused on problems encountered). Faculty in the "communication network" will receive a personal invitation to attend these meetings. Meetings will vary in structure from small, within disciplinary discussion groups, designed to share experiences, ideas and resources, and to provide support and assistance, to larger interdisciplinary gatherings for addressing common concerns, future activities, and outreach procedures. Seminar participants will take turns presenting at the within discipline meetings.

3. A conference on integrating scholarship on women of color into the CUNY undergraduate curriculum will be held toward the end of the grant period. Conference organizers will be selected by the participants from within each disciplinary group. Seminar participants will present and run workshops. All CUNY faculty will be invited to attend.

4. Each within disciplinary group will select one member to serve on a coordinating committee charged with the task of organizing a structure to continue these activities after the grant terminates. "Unofficial" faculty groups, even with the best of intentions, can have difficulty functioning without the recognition and support of some administrative body. As such, the President of Hunter College has agreed to support the faculty in his college in their efforts to carry out the program once the grant is over.

5. A monthly newsletter which includes the participants' and "networks" experiences and suggestions regarding curriculum integration efforts will be published and disseminated throughout CUNY. At the termination of the grant, the Center for the Study of Women and Society will continue to produce and send out this newsletter if the above organization is unable to assume this responsibility.

### III. Project Evaluation

Roughly 9,000 people teach in the CUNY senior colleges in any one semester. Their teaching responsibilities range from one course (e.g. adjuncts) to eight courses. This proposal makes no pretext that we will, or even could, attempt to view the impact of this project relative to the total curriculum. There are, however, several ways to assess the effectiveness of the project in achieving its specific goals.

1. Effectiveness of the Seminars: Seminar participants will submit pre-seminar outlines, post-seminar outlines to be implemented in a course the semester following the seminar, and an evaluation of that post seminar course after it is taught along with a new revised outline based on the earlier experience. An evaluation of this material will provide information on the effectiveness of the seminars in altering the participants' curricular intentions as well as the outcome of these plans. A comparison between the post-seminar outline and the one revised following its implementation will suggest the effectiveness of the montly meetings (e.g. new material in this final course design) in maintaining the participants' interest and efforts in this scholarship.

2. Monthly Meetings: Attendance at monthly meetings as well as patterns in the number who attend as well as who attends (e.g. people not previously involved) will suggest effectiveness in maintaining and increasing faculty interest.

3. Transfer to other Courses: Seminar participants will be asked to indicate any changes that they made in non-targeted courses regarding scholarship on women of color.

4. Conference: Attendance at the conference will suggest the interest that the project has stimulated. People who attend the conference will be sent a brief questionnaire about curriculum revisions they may make as a result of the experience.

5. Newsletter and Organized Structure: The appearance of the newsletter and the successful organization of the group, with an administrative body, is achievement of the goal. It is not possible to assess its impact, but it is reasonable to assume that widely disseminated information and the continuation of activities and efforts will prompt change.

#### PROJECT PARTICIPANIS

As noted previously, the proposed project is targeted specifically to the ten senior colleges. An explanation of the exclusion of the Community Colleges is appropriate. The Center for the Study of Women and Society engaged in a project, funded by the Ford Foundation, to integrate scholarship on gender,

race, ethnicity and class into the Community College curriculum. The final product of this grant was a handbook for, and piloted by, Community College faculty. The Office of Academic Affairs of City University of New York is presently undertaking faculty development at the Community Colleges and is enthusiastic about continuing work initiated by the Center and disseminating the contents of the handbook.

### Seminar Participants

As the goal of this project is to encourage and assist faculty who are not presently incorporating material on women of color into their courses, faculty meeting this criteria will be given preference. Thus, faculty who have attended University or College development seminars on this topic will not be eligible. Those who do research, workshops, writing and the like, which focuses on women of color will receive low priority. Application forms will request this information. Broad representation of the faculty at the senior colleges is most desired and efforts will be made to achieve this. Realistically, however, it will undoubtedly be necessary to settle for some approximation. Participation will be limited to full-time faculty who are tenured or on tenure lines (e.g. visiting and substitute professors as well as adjuncts will not be eligible), and preference will be given to those who teach introductory courses. Efforts will be made to have equal representation at all faculty ranks. Attempts will be made to involve at least 25 male faculty members. Since it is anticipated that fewer men will apply to participate, males will undoubtedly have greater odds of selection.

Common sense, as well as experience, informs us that to leave an individual with new and innovative ideas "stranded," that is, without a partner, alone to implement change, is poor planning and will render most people ineffectual and unable to sustain efforts. As such, no participant will be structurally isolated. Specifically, the structural organization of the institution will be considered in order that at least two participants in the seminars fall under the same structural and curricular umbrella. It is important to note that participants are not being asked to introduce and prompt curricular revision within their particular academic department. This is not the approach to wider revision being taken in this proposal. Nonetheless, without support based within the structural units, it will be most difficult to maintain the momentum of professional development and curriculum integration and more difficult to sustain post-project involvement. As such, with the exception of those who wield sufficient clout or hold recognized leadership positions, selection will give primary consideration to assuring that a minimum of two faculty members who fall underneath the same administrative umbrella and structural community within each college participate.

Achieving this will require consideration of variation among systems. These differences necessitate flexibility. In order to achieve this potential for "partnership" and approximate the criteria for representation cited above, it is unlikely that faculty from the seven disciplines will be represented at every college.

A subcommittee of the Advisory/Coordinating Committee will select participants from those applying based on the above criteria.

#### Seminar Instructors and Facilitators

Seminar Instructors will be people with demonstrated expertise in the relevant scholarship and experience in teaching this material to undergraduate students. To meet this standard, it will generally be necessary to engage different faculty for each of the ethnic groups and disciplines. Additionally, each seminar will require one facilitator who is responsible for her/his seminar group (material distribution, follow-up) and knowledgeable about issues concerning multiplicity of backgrounds and plurality of experiences in the classroom. Instructors will be paid \$200.00 for the day and facilitators \$500.00 for their contribution.

All facilitators will be full-time faculty at CUNY who have been participants in the University sponsored faculty development seminars on gender, race and ethnicity. Wherever possible, instructors will be drawn from CUNY. This will ~~increase~~ the number of CUNY faculty involved in the project and strengthen its potential for effecting change after the grant period is over. Additionally, these people know the student body as well as the administrative structure. CUNY has many faculty with expertise in minority scholarship. The faculty who collaborated on the design of this grant are among them and many have expressed interest in contributing to the seminars. It will, however, be necessary to bring in outside consultants for most sessions on Native American women and some on Asian American women.

#### ADVISORY BOARD/EXECUTIVE BOARD

In order to assure that the ten colleges, seven disciplines, diverse ethnic groups and varied areas of expertise are represented, an Advisory Board of 35 full-time faculty was constituted. Advisory Board members have agreed to serve as liaisons to their colleges and as a resource for seminar consultants and for suggested educational materials. Twelve members of the Advisory Board are serving as a Procedure Committee and are responsible for project decision-making. They will receive an honorarium for their contribution. All Seminar Facilitators serve on the Procedures Committee.

Advisory Board Members

- Alecta Arenal, Modern Languages (Staten Island)  
Myrna Baines, Black and Puerto Rican Studies (Hunter)  
Safiya Bandeje, Center for Women's Development (Medgar Evers)  
(P)Rina Benmayor, El Centro de Estudios Puertorriquenos (Hunter)  
(P,F)Marie Buncombe, Liaison to "80th Street" Faculty Development Seminar; English (Brooklyn)  
(P,F)Robert Cherry, Economics (Brooklyn)  
Blanche Wiesen Cook, History (John Jay and Graduate School)  
Kay Deaux, Social-Personality Psychology (Graduate School)  
Sheryl Graves, Educational Foundations (Hunter)  
Jim Hatch, English (City)  
(P)Dorothy Helly, Liaison to "80th Street" Faculty Development Seminar and the CUNY Academy of the Humanities and Sciences program on scholarship and the curriculum, History (Hunter)  
Florence Howe, English (City), Director, The Feminist Press  
(P)Shirley Hune, Educational Foundations and Project for the Development of an Asian-American Institute and Women's Studies (Hunter)  
Mary Jackson, English and Women's Studies (City)  
Gerhardt Joseph, English (Graduate School and Lehman)  
(P)Don Quinn Kelley, History Department (Medgar Evers)  
Marnia Lazreg, Women's Studies and Sociology (Hunter)  
Jane Marcus, English (City College and Graduate School)  
Dalton Miller-Jones, Developmental Psychology (Graduate School)  
Charlotte Morgan, Black Studies, (Lehman)  
Andree Nicola-McLaughlin, Women's Studies, Research and Development (Medgar Evers)  
(P,F)Jill Norgren, Political Science (John Jay)  
Anthony O'Brian, English (Queens)  
Margarite Fernandez Olmos, Modern Languages (Brooklyn)  
(P,F)Barbara Omolade, CE, Center for Worker Education; Liaison to Friends of Women's Studies and Liaison to Community College Project on "East 80th Street" (City)  
(P,F)Alta Gracia Ortiz, History (John Jay)  
Michele Paludi, Psychology (Hunter)  
Key Young Park, Asian/American Center (Queens)  
Florence Parkinson, Social Sciences (Staten Island)  
Jackie Ray, Psychology (York)  
(P,F)Nancy Romer, Psychology and Chair, Women's Studies Program (Brooklyn)  
(P)Virginia Sanchez-Korrol, Puerto Rican Studies (Brooklyn)  
Sondra Towns, English (Baruch)  
Gloria Waldman, Modern Languages (York)  
Ana Celia Zentella, Black and Puerto Rican Studies (Graduate School and Hunter)

P = Procedures Committee  
F = Seminar Facilitator

## UNIVERSITY SUPPORT

Supplementary grants from Harold Proshansky, President of the Graduate School and University Center, and Paul LeClerc, President of Hunter College, were provided to support the project. The Graduate School has also contributed release time for the Director to supervise the project as well as facilities and the like. City University's Office of Academic Affairs has agreed to assume responsibility for the reproduction of seminar readings and production of the Newsletter.

Hunter College has been particularly active in promoting minority women's scholarship through programs sponsored by the Women's Studies Program. Additionally, El Centro de Estudios Puertorriquenos, located at Hunter College, has produced an impressive amount of curricular materials on Hispanic women and is enthusiastic about collaborating on the grant. Committed to supporting these initiatives, President LeClerc has offered some financial support to faculty who participate in the project. As such, Hunter College's faculty and programs are a primary resource for the project.

## CENTER FOR THE STUDY OF WOMEN AND SOCIETY AT CUNY

The Center for the Study of Women and Society was founded in 1977 to promote interdisciplinary research, scholarship and training and sponsor community education programs on topics related to the experiences, roles and contributions of women in society. The Center engages in research and sponsors projects, conferences, seminars, and lectures and functions as a liaison with Women's Studies faculty and students at CUNY as well as with the national and international Women's Studies communities; collaborates on projects with groups both within and outside CUNY; assists faculty and students in relevant research, in the preparation of funding proposals and in publicizing research findings; and hosts visiting scholars. Research generated through the Center is interdisciplinary and generally involves the collaborative efforts of faculty from the different CUNY branches. Recent undertakings include a project to gender balance the curriculum in the Community Colleges, research on substance use among returning women students, summer seminars in the Humanities, and teaching Women's Studies to inmates at Rikers Island. The Center publishes a newsletter which contains information about women's events in CUNY as well as local events and provides a forum of information exchange to its readers. Other Center publications include the Feminist Directory (a list and brief professional biography of faculty, staff and students in the CUNY system who are involved in women's studies work); Library and Information Sources on Women: A Guide to Collections in the Greater New York Area (with the Women's Resources Group of the New York

Chapter of the ACRL, published by The Feminist Press, 1988),  
Revolutions in Knowledge: Feminism in the Social Sciences  
(Westview Press, in press).

The Center for the Study of Women and Society is a CUNY-wide  
Center, under the auspices of City University.