The City University of New York

The School of Professional Studies
at the Graduate School and University Center

Proposal to Establish a
Master of Arts in Urban Studies

Anticipated Start
Fall 2012

Approved by the
School of Professional Studies Curriculum Committee
December 8, 2011

Approved by the
School of Professional Studies Governing Council
January 5, 2012

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ABSTRACT

The School of Professional Studies, through its Joseph S. Murphy Institute for Worker Education and Labor Studies, proposes to offer a 30-credit Master of Arts degree in Urban Studies that examines urban workforce issues across the curriculum. The inter-disciplinary nature of this program is unique with respect to its focus on the intersections between Urban Studies and Labor Studies.

The program is designed to address the career interests of unionized public-sector workers as well as the interests of Urban Studies B.A. recipients and others who seek to better understand and improve the delivery of services on which city-dwellers rely. The curriculum combines advanced core courses in urban policy and research with specialization tracks in the urban workforce, public administration and policy, and healthcare administration and policy. It will focus on:

- The array of social issues and political problems confronting city-dwellers and urban workers
- The perspectives—cultural as well as political—through which we can understand these problems
- The policies and policy-making processes required to address urban issues and problems
- The operation of city government and city agencies
- The delivery of human services
SED APPLICATION FOR REGISTRATION OF A NEW PROGRAM
**Application for Registration of a New Program**

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at [www.highered.nysed.gov/ocue/](http://www.highered.nysed.gov/ocue/). This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

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<td>Contact person for this proposal</td>
<td>Name and title: George Otte, Associate Dean of Academic Affairs</td>
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**Program registration** is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

**Please enter the requested information about the proposed program.** Answer rows will expand as needed when information is entered. Application addenda for professional licensure, teacher certification, and educational leadership certification programs contain additional items and direction.
1. Program Description and Purpose
   a) Provide a brief description of the program as it will appear in the institution's catalog.
   Answer included in narrative.
   b) List educational and (if appropriate) career objectives.
   Answer included in narrative.
   c) How does the program relate to the institution’s mission and/or master plan?
   Answer included in narrative.
   d) Describe the role of faculty in the program’s design.
   Answer included in narrative.
   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   Answer included in narrative.
   f) What are the anticipated Year 1 through Year 5 enrollments?
   Answer included in narrative.

2. Sample Program Schedule
   Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).
   ▪ If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
   ▪ For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty
   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.
   b) What is the institution’s definition of “full-time” faculty?
   Answer included in narrative.

4. Financial Resources and Instructional Facilities
   a) Summarize the instructional facilities and equipment committed to ensure the success of the program.
   Answer included in narrative.
   b) Complete the new resources table (Table 5).

5. Library Resources
   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
   Answer included in narrative.
   b) Describe the institution’s response to identified needs and its plan for library development.
   Answer included in narrative.

6. Admissions
   a) List all program admission requirements (or note if identical to the institution’s admission requirements).
   Answer included in narrative.
   b) Describe the process for evaluating exceptions to those requirements.
   Answer included in narrative.
c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer included in narrative.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer included in narrative.

8. External Review of Graduate Degree Programs

If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

9. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer included in narrative.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer included in narrative.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

Categories:
- The program’s subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.
NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (SPS), part of the Graduate School and University Center of the City University of New York, proposes to establish a new Master of Arts degree program in Urban Studies through its Joseph S. Murphy Institute for Worker Education and Labor Studies (JSMI). The program is designed with two broad purposes:

1. To provide an important professional credential to unionized workers in New York City’s public sector, the fourth largest employer in the U.S.¹

2. To address the needs, concerns, and aspirations of urban workers and poor populations

The proposed degree is distinguished from other CUNY advanced degrees in Urban Affairs by its emphasis on the second of these purposes and by an inter-disciplinary connection—across the curriculum—between Urban Studies and Labor Studies. This focus and particular inter-disciplinary approach gives CUNY students access to an emerging sub-field in the Urban Studies discipline, which concentrates on urban workforce issues. (The importance of this field of inquiry is addressed by external reviewer, Dr. Michael Leo Owens, whose review is in the Appendix.) The program will co-exist with Labor Studies degree and certificate programs as well as with certificate programs in Public Administration and Policy and Health Care Administration and Policy, all currently offered at the Murphy Institute. Thus, it will be a logical extension of the higher-education pathway that already exists at SPS and its Murphy Institute.

Through its Murphy Institute, SPS is uniquely positioned to offer this M.A. in Urban Studies. For over a quarter century, JSMI has worked collaboratively with public sector unions in New York City to serve the higher education needs of unionized municipal workers. It has a record of success in the field of Urban Studies, beginning with the Queens College Labor Advancement Project (LEAP), established in 1984. The new SPS M.A. program will build on that experience as well as on the strengths of its established Labor Studies degree and certificate programs. (See “The Murphy Institute in Brief,” below.)

Establishment of the new M.A. in Urban Studies will not only serve the needs of individual students, it will support the broader, service-oriented goals of CUNY, the School of Professional Studies, and its Murphy Institute. These goals include the intellectual development of current and future leaders to help our communities and our social institutions meet the challenges ahead. The CUNY School of Professional Studies was created to meet current career needs of working professionals. The new program adds to SPS’ growing number of professional programs. Directed specifically at public-sector and civil service workers, it will allow SPS to serve a new and diverse group of working professionals, the majority of whom are underserved populations. The new program will reflect the SPS mission in other ways, including flexibility in programming and individualized student services (see sections on curriculum, course scheduling, and student services).

In addition to the broad purposes cited above, the proposed degree is designed to achieve these specific objectives:

- Help students achieve career objectives in the urban public sector as well as in non-profit institutions
- Provide students with advanced knowledge and skills in the areas of urban policy and policy-making as well as in the administration and delivery of social services

¹ Counting the quasi-independent New York City authorities—the Metropolitan Transit Authority, the New York City Housing Authority, and the Health and Hospitals Corporation—New York’s public sector employees 400,000 workers, making it the fourth largest employer in the United States. For details, see “Municipal Employee Compensation in New York City,” winter, 2011, pg. 8. Authored by Frank Braconi, the report was issued by the New York City Comptroller’s Office, Budget and Policy Bureau.
• Give students the tools to be effective advocates for policy innovation and organizational responsiveness in their workplaces, communities, unions, and other organizations through study in specialized areas
• Expand higher education opportunities for students with a B.A. in Urban Studies and in related social science disciplines
• Provide students with a deepened understanding of contemporary social, political, and economic problems—especially as they affect urban populations

(Individual syllabi in the Appendix will indicate how these objectives are met by each course.)

New York City is the most highly unionized urban center in the country, with nearly 23% of its resident workers represented by labor organizations. The majority of organized workers in the city are municipal employees—71% of those working in city agencies belong to unions. Because the new degree is designed for them (among others), it is relevant for broad sectors of New York City’s workforce, including those who work for private, non-profit organizations under contract to city, state, or the federal government.

Most of the students served by JSMI have been public sector workers, employed in New York City’s many agencies and government offices. These women and men are front-line public service providers, daily addressing the complex problems and concerns of New Yorkers. Like most workers, they want to excel in their jobs, develop new skills, and advance professionally. The new M.A. degree proposed by the School of Professional Studies will give them—and others who aspire to public service careers—the tools to become more effective administrators and service providers and will prepare them to participate more fully in the policy-making process. The degree will also provide them with an important professional credential for career advancement. The creation of this new M.A. degree in Urban Studies is particularly timely and responsive to documented trends in higher education.

According to education writer, Laura Pappano, the Master’s degree has grown exponentially in the last 20 years and is currently the fastest-growing degree in the U.S. As Pappano also points out, it is now the preferred and often required degree for entry-level positions as well as for more advanced jobs in all professional sectors. The value of a Master’s is borne out in the public sector, where those with an M.A. or other professional degree earn, on average, 24% more than those with a Bachelor’s degree. This differential is likely to increase for public sector jobs at every level, according to recent statistics published by the Department of Labor.

Among the varieties of Master’s degree programs currently available, the most desirable and useful, Pappano suggests, combine applied learning with theory and broad liberal education. The inter-disciplinary curriculum of the proposed M.A. in Urban Studies is purposefully designed along those lines, providing opportunities for experiential learning along with a focus on advanced conceptual, analytical, and critical-thinking skills. An Urban Studies degree of this nature can make the difference for those seeking advancement in the public sector. To take but one example: The general category, Administrative Staff Analyst, covering a range of non-managerial as

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3 Laura Pappano, “The Master’s as New Bachelor’s,” in The New York Times Education Life supplement, July 24, 2011, pg. ED16. Pappano shows that the number of M.A. degrees awarded has more than doubled since the 1980s.

4 See “Municipal Employee Compensation in New York City,” Table 4, pg. 10. The average wage for municipal workers with a B.A. degree is $56,442 compared to $70,148 for those with the M.A.


6 See Pappano, “The Master’s as New Bachelor’s.”
well as managerial positions in New York City agencies, requires a Master's degree. Current job listings in this category include Urban Studies in a spectrum of preferred social science Masters', including sociology, political science, and public administration.\(^7\) (See Appendices for actual job postings in this and other categories.)

The proposed M.A. in Urban Studies has the strong support of JSMI’s Labor Advisory Board, which represents 22 unions in New York’s public and private sectors.\(^8\) Leaders of these unions are committed to supporting the educational goals of their members and to serving the interests of New York City’s working-class populations. Because the new degree will meet these dual criteria in direct ways, unions will continue to provide tuition support to those who enroll in the new degree program. They recognize that education is an all-important benefit for workers seeking professional advancement and a better quality of life for themselves and their families. They also know that the future of organized labor depends to a considerable extent on an educated workforce. For these reasons, the JSMI Labor Advisory Board is actively engaged in the development and implementation of new recruitment strategies to draw students to SPS/JSMI programs.

The academic rigor and integrity of the new program will be assured by SPS/JSMI’s distinguished full-time and consortial faculty, noted for inter-disciplinary research interests and scholarship.\(^9\) Among the faculty are several with expertise in Urban Studies. These include John Mollenkopf, Director of The Center for Urban Research at CUNY’s Graduate School and University Center and Distinguished Professor in its Political Science Ph. D Program; Mimi Abramovitz, Bertha Capen Reynolds Professor at Hunter’s School of Social Work; Distinguished Professors Frances Fox Piven and Stanley Aronowitz of the Graduate Center; and Juan Battle, Professor of Sociology at the Graduate Center.

Others teaching in the program will have the Ph.D. or Master’s degree and/or extensive professional experience and demonstrated expertise in areas related to course offerings in the new degree. Such additional faculty will be drawn from a pool of adjuncts and practitioners who have taught in Urban Studies and Public Administration certificate programs at the Murphy Institute for many years.

**Need and Justification**

With more than eight million inhabitants speaking 170 different languages, New York is the most populous and diverse city in the country and certainly among the most complex in social and political organization. While New York is admired for its vitality and hailed as a cultural and financial world capital, it is also well-known for wide disparities between the rich and poor. Indeed, income inequality is greater in New York than in any other major U.S. city.\(^10\) Persistent unemployment continues, especially among African-Americans and Latinos as well as immigrant populations, who are concentrated in low-wage, low-skill jobs.\(^11\) Most New Yorkers, including the middle-class, cope with high costs for housing, transportation, and health care and rely on public education and other critical public services to maintain a decent quality of life for themselves and their families. Communities, in

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7 For examples of current and recent public-sector job postings, see [www.nyc.gov/dcas](http://www.nyc.gov/dcas), the website for Department of Citywide Administrative Services. Follow links to employment opportunities in DCAS itself and in other NYC agencies.

8 JSMI’s Labor Advisory Board includes representatives of District Council 37, New York City’s largest and most influential public sector union, as well as Communications Workers of America, Local 1180, which has been the biggest source of students at the Institute for more than 26 years.

9 SPS/JSMI’s full-time faculty includes Ruth Milkman, Stephanie Luce, Penny Lewis, and Ed Ott. Half-time and consortial faculty include John Mollenkopf, Joshua Freeman, Frances Fox Piven, Stanley Aronowitz, Juan Battle, Mimi Abramovitz, and Stephen Brier.


11 At the end of December 2010, the overall unemployment rate in New York City was 8.9, with Blacks and Latinos accounting for three-quarters of the total.
the meantime, vie for their fair share of services. Under these circumstances, the welfare of the city and the management of its affairs require a giant infrastructure, with a wide array of inter-connected social and government services. The effectiveness of this network depends on a well-educated workforce of policy-makers, administrators, service providers, and support personnel who understand the nature of urban social problems and have the intellectual as well as the technical capacity to address those problems. In recurrent economic downturns, workers and poor populations have greater needs; and service providers are regularly called upon to create new ways of achieving more with limited resources. The new degree is proposed with these challenges in mind.

Development of the Field: Response to Urban Problems and Urban Needs

The city itself has been an object of study for millennia, but modern forms of urban study emerged only in the mid-nineteenth century, when the Industrial Revolution brought great numbers of people into cities. One classic in the literature of this period is Friedrich Engel’s The Condition of the Working Class in England in 1844, which described in detail the dreadful conditions in the textile mills and overcrowded slums of Manchester. Since then, many other economists, sociologists, political theorists, and reformers have called attention to the problems of urban life (poverty and inequality, inadequate housing, poor education, insufficient health care, and unsafe working conditions, among others). More recently, urban social scientists have studied the unique social and political networks that characterize urban life and enhance its vitality, especially in ethnic enclaves and communities. Over the years, a broadly inter-disciplinary body of work has emerged, including literary and artistic depictions and commentary on city-life.

The University of Chicago established the first urban sociology program in the U.S. in 1913. This program, which came to be known as “The Chicago School,” used the City of Chicago as a laboratory to attract and train leading urban scholars in the study of the urban environment and the social and political organization of the city. The Chicago School and the sub-field of urban sociology flourished through the 1940s, producing theories of urban ecology and ground-breaking studies of ethnic urban enclaves. Later, as cities evolved into metropolitan areas after World War II, urban theorists, planners, designers, and activists, such as Lewis Mumford, Jane Jacobs, and Kevin Lynch, were widely read. More recently, scholars like Manuel Castells, John Mollenkopf, and Saskia Sassen have examined the political economy of urban life and the development of cities in the contexts of advancing technologies and globalization.

Despite a considerable volume of scholarship and research, Urban Studies did not appear as a distinct focus of academic work in U.S. universities until the 1960s and 70s. The discipline emerged in response to interconnected urban problems, including economic crisis, unemployment and under-employment, racial tensions, class inequality, struggles over social welfare and public services, and, later, deterioration in the environment. Urban Studies developed as an interdisciplinary social science, drawing on the methodologies of

12 Included among the reformers of the late nineteenth and early 20th centuries are Jane Addams, Jacob Riis, and the photographer, Lewis Hine.

13 See Robert E. Park, Ernest W. Burgess, and R.D. McKenzie, The City. Originally published by the University of Chicago in 1925, this study identified competition for scarce resources as the driving factor in urban ecology, resulting in concentric zoning. See also Louis Wirth, The Ghetto, about Jewish immigrants adapting to urban life in the U.S., first published by the University of Chicago in 1928; and E. Franklin Frazier, The Negro Family in the United States, originally published by the University of Chicago in 1939.


15 The first professional association for scholars in the field—the Council of University Institutes for Urban Affairs—was established in 1969.

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sociology, political science, economics, anthropology, and cultural studies. The problems that spurred its development are with us today, including economic crisis and unemployment, along with shifting patterns of immigration and changes in the nature of work. Arguably, the need for urban study is as great or greater today than ever before.

More than 40 universities and colleges in the U.S now offer graduate degree programs in the field, including programs in Urban Planning and Urban Affairs. Approximately 120 schools also offer undergraduate degrees or specializations in the field—including professional schools of architecture and urban design. For details on several of these graduate programs, see Competitive Analysis Worksheet, located in the appendices. These programs examine such diverse topics as the history of cities (urban history), their spatial organization (urban geography), the changing composition of their populations (urban demography), their built form (architecture), their environmental dynamics (ecology), how they produce and distribute goods and services (urban economics), who does that work (labor markets) the ways in which they govern themselves (urban politics), how they confront their problems (public policy), how they serve the public (public administration), and how they prepare for the future (urban planning).

The City University of New York offers several urban-related specializations at the graduate level, including Applied Urban Anthropology, Sustainability in the Urban Environment, and Urban Design, all at City College (for professional architects, landscape architects, and urban designers). Brooklyn College offers an M.A. in Political Science with a concentration in Urban Policy and Administration. John Jay offers an M.A. in Public Administration designed for those in the uniformed services and related professions. The Graduate Center offers a Ph.D. in Urban Education. Queens College offers an M.A. in Urban Affairs. Hunter College offers a Master’s in Urban Planning (MUP) as well as an M.S. in Urban Affairs, oriented toward urban planning.

As suggested earlier, the proposed M.A. in Urban Studies is distinct from both the Hunter College and Queens College programs in several ways:

- The curriculum is designed to reflect the intersections between Urban and Labor studies
- The program provides a specialization track in urban workforce issues
- The program specifically targets adults and union members already employed in the public sector
- The Murphy Institute’s Labor Advisory Board provides unique access to this target population
- SPS has an existing education pathway, providing opportunities for students to move between SPS degree programs and certificate programs specializing in Public Administration and Public Policy as well as Health Care Administration and Policy, all housed at the Murphy Institute

**An SPS Degree in Urban Studies**

The proposed SPS degree has a broad policy and urban-service orientation as well as an emphasis on the use of social science in understanding and responding to policy problems, as opposed to professional programs oriented toward urban planning, urban design, and physical planning. The curriculum will provide a strong foundation in public policy and administration for students with career objectives in public-service professions. It will also enable students to understand the economic, political, and cultural forces that shape the character and conditions of contemporary urban life, especially for workers and the urban poor. As the program develops, the proponents intend to expand the inter-disciplinary reach of the program, adding courses that provide literary, historical, and cultural perspectives on urban life. This vision of a multi-disciplinary Urban Studies in part reflects discussion with current JSMI students, who have expressed their desire for a broader viewpoint on urban life, even as they prepare for career opportunities.

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The Murphy Institute in Brief: A Quarter Century of Experience

While the Murphy Institute has been a part of the School of Professional Studies since 2005, it has a 26-year history—and a strong record—of serving students pursuing degrees in Urban Studies. The Institute has its roots in the Labor Education and Advancement Project (LEAP), established at Queens College in 1984. Its primary purpose then was to serve the higher education needs of public-sector workers pursuing a bachelor’s degree in Urban Studies. The program began with 52 students. Currently, the Institute serves over 1,400 students in a variety of subject areas. This number includes 127 students enrolled in SPS certificates in Public Administration and Policy and Health Care Administration and Policy. In addition, 110 graduate and 59 undergraduate students are enrolled in the Queens College Urban Studies and Urban Affairs programs at the Institute. Another 41 Murphy Institute students are enrolled in the program on the Queens College campus.

The Institute is the product of collaboration between CUNY and New York City unions. In July 2005, the Murphy Institute became part of CUNY’s School of Professional Studies at the Graduate School and University Center, through which it offers access to an array of education and support services, including:

- SPS certificate and degree programs in Labor Studies. These include undergraduate and graduate certificate programs in Labor Relations and Labor Studies, as well as an M.A. degree in Labor Studies.
- Courses and programs in Urban Studies. These include SPS undergraduate and graduate certificates in Public Policy and Administration and Healthcare Policy and Administration, as well as undergraduate and graduate degrees in Urban Studies/Affairs offered by Queens College at JSMIS’s mid-Manhattan facility.
- Worker education programs developed in collaboration with other units of the City University. Programs include courses and degrees in both liberal arts and technical fields.
- Academic support services, counseling and advisement, and extra-curricular programs to enhance the intellectual development and technical skills of its student body.

Through its Center for Labor, Community and Policy Studies, the Institute conducts research, organizes conferences and monthly forums, and publishes a national journal.

Most of JSMI’s 1,400 students are working adults who receive tuition support from one of the 22 public- and private-sector unions represented on the Institute’s Labor Advisory Board. City and State workers represent the largest constituency in the student body. While most students at JSMI are working adults, the Institute also serves traditional-aged college students, primarily through Union Semester, a 12- to 16-credit study and internship program that draws students from colleges and universities nationally as well as internationally.

Going Forward: Expectations and Outcomes

SPS, including the Murphy Institute and its labor partners, are committed to providing college degree programs that meet high academic standards while serving the needs and interests of adult learners, full-time workers, and union members. Thus, students in the new M.A. program will be expected to read widely, engage fully in class discussions, complete writing assignments and research projects, and engage in field-based learning. As a result, they are expected to acquire an extensive body of theoretical and practical knowledge in the interdisciplinary field of Urban Studies, leading to deeper understanding of the social, political, and economic problems confronted by urban workers in particular and an increasingly diverse urban population in general.

Students will gain a deeper appreciation for the impacts of race, gender, class, and sexual identity and will understand the relationship of these factors to social and economic inequality. Individual courses in the curriculum will allow students to acquire new administrative skills necessary to participate more effectively in the management of city agencies and the delivery of public services and to conceptualize new forms of advocacy and activism to address urban problems. By selecting a track, students will hone skills in areas of special interest, including the urban workforce.
Through class discussion, writing assignments, review of drafts, and class presentations, students will develop graduate-level conceptual, critical thinking, and analytic skills as well as sophisticated oral and written communications skills.

**Student Interest and Enrollment**

**Students**

The majority of students applying to the program will be adult learners, employed full-time in government agencies and non-profit employment sectors. Others will include community advocates and union leaders with particular interests in urban workforce issues and problems. Those who meet admissions requirements will be admitted to the program and will have full access to student services and resources.

**Admissions Requirements**

To qualify for admission, applicants must have a baccalaureate degree with a grade point average (GPA) of 3.0. Those with a lower GPA may be admitted only at the discretion of the Academic Director. As part of the admissions process, applicants must submit a brief statement of purpose, describing their personal, academic, and professional background as well as their interests in Urban Studies and their objectives in seeking the degree. In addition, they must submit a 5-8 page writing sample. They must also submit two letters of recommendation from academics, professional colleagues, or practitioners in the field. All University policies regarding graduate admissions, grading, transfer credit, residency, and degree completion will apply.

An admissions committee of faculty members and academic counselors will review all applications and recommend admissions to the School of Professional Studies. An interview may be required at the discretion of the admissions committee.

**Support Services and Resources**

Students admitted to the M.A. program in Urban Studies will receive full support in their efforts to successfully complete the program. JSMI and SPS will work within existing infrastructures for student intake, student services, and instructional needs. Likewise, SPS will continue to leverage existing administrative and technological infrastructures from within the University to support admissions and financial aid. In addition, the Murphy Institute has a full-time academic skills specialist and a student services unit that provides support to students from the inquiry stage through admissions, registration, and progress to degree. As a result, students in the new degree program will have access to one-on-one academic advisement and counseling, tutoring, and academic workshops designed by faculty and student services staff. (See individual services, described below.)

The Murphy Institute is a self-contained facility at 25 West 43rd Street in Manhattan, with 10 classrooms, including two computer classrooms and a conference room. To accommodate adult learners who are also full-time workers, classes are scheduled at this site in the evening and on weekends. In addition to services housed at the Murphy site, students have full access to SPS services, including access to Baruch’s Newman Library, which serves all SPS students.

**Academic Advising**

The Murphy Institute has a full-time counseling and outreach staff, currently working with students enrolled in Queens College Urban Studies and Urban Affairs programs and in SPS Public Administration certificate programs. These outreach counselors assist students from the pre-admissions process through registration, completion of degree, and graduation. It is anticipated that faculty in the proposed M.A. program will provide additional academic advising.
Library

The School of Professional Studies partners with Baruch College’s Newman Library to deliver state-of-the-art access to online and in-person services. Through this partnership, the Newman Library provides SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via a “text chat,” is available 24 hours a day, seven days a week. In addition, the Murphy Institute maintains a 12,000-volume library at its 43rd Street site, staffed by a part-time librarian and including an adjoining computer lab for students. The Institute library owns several special collections donated by prominent labor and social science scholars, including Philip Foner, Sumner Rosen, Art Shostak, and Adina Back. Students also have access to other libraries across the CUNY system.

Writing Support and Tutoring

JSMI’s student services staff includes a writing skills specialist who provides one-on-one tutoring support to students. In addition, SPS/JSMI faculty design and implement a range of writing and academic skills workshops as well as faculty development workshops that are available to graduate students and instructors throughout the academic year. Online writing and tutoring support in a wide array of subject areas is provided to SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

Career Services

The School of Professional Studies’ Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.

Technology and Technology Support

It is anticipated that faculty will utilize available technologies, including E-reserve, Blackboard, and software for research. The SPS Help Desk is available from 8am until 9pm weekdays, and all day on Saturdays, to help students and faculty with any issues or problems that may arise from the use of such technologies. More than simply addressing problems as they arise, the Help Desk takes a proactive stance toward support by providing students with how-to guides and training videos, workshops, and regular updates about technology changes.

Recruitment and Marketing Plan

It is anticipated that the majority of students in the new M.A. program will be unionized workers, employed in New York’s public sector, already noted as the nation’s fourth largest employer. The M.A. degree in Urban Studies gives these workers a distinct advantage in achieving career mobility and is often a requirement for it. A recruitment and marketing campaign for this target population and others working in the non-profit sector will emphasize the proven value of a Master’s degree in pursuing career objectives. (See statistics on trends and
earnings, documented elsewhere in the proposal.) The new program will also attract students with particular interests in public policy and community organization. For this group as well, the degree will be marketed as an important credential, representing both intellectual and professional development.

JSMI will recruit students from municipal unions, including the Communications Workers of America, Local 1180, representing mid-level city managers, and District Council 37 of AFSCME, representing entry-level municipal employees. Students will also be recruited from other New York unions in the public and private sectors, especially those represented on the Murphy Institute Labor Advisory Board. The Department of Citywide Services (DCAS), a partner in SPS’ Public Administration Certificate program, will list the new M.A. in Urban Studies in its education catalogue and will include application information for the program on its website. (It is worth noting that the DCAS website and course catalogue include job public-sector postings that indicate higher education requirements.)

In recruiting new students, special attention will be paid to alumni of undergraduate programs housed at the Murphy Institute as well as public-sector workers with Baccalaureate degrees from other institutions. Other target populations will include those who do, or wish to do, public advocacy and policy analysis work in community and non-profit organizations; those interested in city politics and urban services; and social science students with particular interests in urban issues. A recruitment and marketing plan to reach these groups and others in the target population will be developed and implemented by the SPS/JSMI outreach and marketing team. The plan will include outreach to CUNY students and alumni, social science professional associations, and activist organizations concerned with urban issues and problems.

The SPS marketing team will provide its full support and resources, including website access and social networking capabilities. The recruitment and marketing plan will include a calendar of activities and events, including information sessions; mailings; site visits; and advertising in appropriate venues. Additionally, the outreach team will conduct workshops each semester to help students enrolled at JSMI make a transition from advanced certificate and B.A. programs to the M.A. program in Urban Studies.

In addition to benefitting from existing marketing and outreach structures that have proven successful, the Institute will place a high priority on developing innovative strategies for generating new contacts and reaching new student populations. Such initiatives will include:

- Student and alumni referral systems and outreach campaigns
- Workplace and union referral systems and outreach campaigns
- Pay-per-click advertising via Google Adwords
- Print ads in selected publications in the New York City area and beyond
- Online campaigns that utilize social media opportunities
- Material that promotes the entire Institute and its variety of courses and programs
- Handouts and giveaways that invite calls and drive Web traffic

The Murphy Institute will continue to position itself in the public eye through participation in public events and highly visible academic activities and by soliciting media opportunities. In projecting its academic strengths, the Institute will highlight its full-time faculty, which includes scholars of national and international reputation.

To aid in the development of a customized recruitment and marketing strategy, a “Competitive Analysis Chart” has been developed to identify graduate programs in Urban Studies or Urban Affairs that may be comparable in some respects to the proposed SPS program (located in appendices). This analysis will help the SPS/JSMI marketing team differentiate the proposed program from others in the field.

Projected Enrollment, Years 1-5

It is anticipated that the majority of applicants to the program will be part-time adult students, employed full-time. Thus, the program is expected to begin with approximately 55 part-time and three full-time students for a total of
58 in the first year. Enrollments over five years are expected to increase to approximately 95 by the end of the fifth academic year. Five-year enrollment projections are presented in Table 8 in the appendices.

**Curriculum**

**Overview and Degree Requirements**

The curriculum is interdisciplinary in nature, drawing on the literature and methodologies of the social sciences—sociology, economics, political science, and anthropology. Issues of urban social identity and urban culture will be incorporated across the curriculum. While the curriculum is traditional in terms of its rigor—its extensive reading and writing assignments, its focus on theory and critical analysis—it will also provide innovative forms of practical and experiential learning through field-based research projects and the development of specializations. Through these forms of study, students will have opportunities to use New York City as a “laboratory,” examining the operation of city agencies and local governments as well as social institutions, including labor and community organizations. The ability of adult learners to reflect on their own work experiences will constitute an important asset for the quality of the program and the courses being offered.

The curriculum is designed to meet growing educational aspirations in particular constituencies:

- Public-sector workers with a baccalaureate degree who are employed in a range of agencies and government departments, especially those in middle-management positions who wish to acquire advanced knowledge and skills in fields related to public-sector employment
- Public-sector union leaders and union activists with a B.A. who desire advanced knowledge and new skills in order to become more effective advocates for urban workers and their families
- Graduates of B.A. programs in Urban Studies and Labor Studies, including programs housed at the Murphy Institute’s Manhattan site, as well as graduates of other social science B.A. programs, offered by the School of Professional Studies
- Students with a B.A. who have completed SPS advanced certificate programs in Public Administration and Policy, Public Health Administration and Policy, or Labor Studies
- Workers in non-profit organizations delivering public services who wish to develop their leadership potential and vocations in the fields of public administration and public policy
- Community leaders and neighborhood advocates whose work addresses urban problems ranging from health care to housing, education, employment, criminal justice, and the environment
- Those working with coalitions of labor, community, immigrants rights, and political organizations to address urban issues
- Undergraduate and graduate students with urban interests, including urban political economy, social and cultural diversity, immigration and globalization, labor and community organizations

To receive the degree, students must successfully complete 10 three-credit courses (a total of 30 credits), distributed as follows:

- Five required core courses (15 credits), including a Capstone course;
- Three courses (9 credits) in a track
- Two courses (6 credits) in elective courses.

A maximum of 12 transfer credits may be accepted from other CUNY colleges and/or other accredited institutions at the discretion of the Academic Director.
Course Descriptions

Required Core Courses

*Indicates existing SPS course

Classical Approaches to Urban Studies – URB 600 (3 credits)
Prerequisite: None
This course is designed to familiarize students with central ideas and debates in the field of Urban Studies. Students will do close readings of classic critical texts and will write response papers of varying types and lengths. In this process of reading and responding, students will advance their understanding of the literature and will enhance their analytic skills. As they "write across texts"—analyzing differing concepts, theories, and arguments—they will identify and evaluate various research methods used by scholars in the field. In this writing-intensive course, students will also hone their ability to develop reasoned, defensible arguments about critical questions related to a range of urban topics, including the effects of globalization and immigration on the contemporary city and its workforce. Students will make class presentations and critique one-another's work, including periodic drafts of a final research paper.

Social and Economic Policy in the United States* - PADM 611 (3 credits)
Prerequisite: None
This course will explore the economic and political aspects of critical social issues, discussing a range of policies and policy alternatives that address these issues at both the national and local levels. To provide a framework for these discussions, we will examine the relationship between government, the economy, and the variety of policy approaches historically employed to address social issues. Students in the course will focus on specific urban issues such as poverty; welfare; housing; health-care; public education; and urban crime. The course will conclude with an analysis of the public-sector labor force and the future of municipal unions. While the main focus of this course is on municipal issues and policies, students will examine both federal and local policies for economic growth, seeking to understand the relationships between national and local economic policy.

Research Methods in Urban Studies – URB 610 (3 credits)
Prerequisite: Classical Approaches to Urban Studies. The prerequisite may be waived by permission of the Academic Director.
This course examines research methods used to produce and analyze accurate data on a range of urban issues. Students will learn how to frame research questions; which methodologies can be employed to answer them and why and when to use them; and what tools of research are available and how to use them. They will learn how to analyze data to produce research reports with conclusions supported by reliable data. Students will discuss the theoretical and operational issues critical to doing urban research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific urban research studies and will make presentations, posing questions for group discussion. Finally, students will become familiar with statistical programs for data analysis. One week of class sessions will be scheduled in a Computer Lab for basic SPSS training. For their final project, students will work in groups to prepare a proposal for an urban research project. The topic must be approved in advance by the instructor. Drawing upon material from the course, groups will outline the research question (or questions); develop hypotheses; explain the methods used to investigate the question and test hypotheses; and justify the use of particular methodologies. In addition to submitting the proposal, each group will make a brief class presentation.

Urban Public Management – URB 601 (3 credits)
Prerequisite: None
This course examines the scope and range of urban public management, with the aim of defining and evaluating how services are delivered through local government and nonprofit agencies. The focus will be on government managers, public-sector employees, and public-sector unions. Topics will include the difficulties of providing human services through street level bureaucracies, theories and styles of leadership, strategies for making organizational change, and how to achieve innovation in government and the nonprofit sector. These subjects will be considered in both an historical and contemporary context, with special emphasis on the effect of the
political climate on the management of public organizations. Using a case-study approach, students will learn what public managers actually do and will analyze and evaluate the effectiveness of differing practices in leadership and decision-making. Through case simulations, they will develop decision-making skills necessary for working effectively in public agencies, government departments, and nonprofit organizations.

**Capstone Course – URB 699 (3 credits)**
Prerequisite: To be completed in the student’s last semester
This course is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Urban Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student’s command of subject matter and literature covered in the courses. The project may take various forms, including independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and an analytic essay. Classroom sessions will alternate with independent supervised research and project development, including periodic submission of drafts.

**Tracks** (three courses required in each track)

**Track 1. Public Policy and Administration**

**Public Administration** – PADM 601 (3 credits)
Prerequisite: None
This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for “reinventing” government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff. Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as “post-bureaucratic” models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff-development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly literature discussed in the course.

**Policy Analysis** – PADM 621 (3 credits)
Prerequisite: None
This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect “delivery” of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

**Practices in Public Administration** – PADM 701 (3 credits)
Prerequisite: None
This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal, and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of
this course, students will analyze and practice models of conflict-resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.

**Urban Public Finance – URB 620 (3 credits)**  
Prerequisite: None  
This course explores theories, principles, practices, and problems of public financing in the context of urban economics. Focusing on the City of New York and its budget process, students identify and analyze sources of public revenue, including taxation, as well as types of public expenditures and how they are administered. In studying the budget process, students examine the factors that determine how public funds are allocated, including the impact of national socio-economic policy, problems of social and economic inequality, the role of state and local governments, the political actors and the influence of various constituencies and interest groups. During the term, each student will make a class presentation, utilizing a case study from recent New York City history that illustrates a controversial or problematical issue in public financing or public budgeting. The student’s case study will be the basis for a final paper, analyzing the issues in debate and arguing for a resolution based on sound principles of public financing.

**Delivery of Urban Public Services – URB 621**  
(3 credits)  
Prerequisite: Classical Approaches to Urban Studies  
This course examines concepts and theories of social welfare and the development of social welfare policy, focusing on the scope and variety of contemporary human services and the urban institutions that deliver those services. The course combines both theoretical and practical learning, allowing students to draw on their own experiences as service providers in New York City or as recipients of public services. Students analyze the nature and function of public-service bureaucracies and evaluate how they meet the needs of a diverse and multi-faceted client population. In addressing this question, students consider the broad political and socio-economic context and the impact of social inequality, the role of government and regulatory bodies, and the movement toward privatization of public services. A central topic of this course is the role of social-service professionals, the range of legal and ethical questions they confront, and the array of technical and professional skills required to function effectively as a service provider in a complex urban environment. Students will complete final group projects that examine a selected urban public service provision sector and site. They will outline the service’s function regarding social welfare, historical development as a public service, and its place within larger bureaucratic structures. They may conduct interviews with practitioners; engage in observation of the service delivery site; and apply their own experiences as practitioners. Based on this research and course readings, students will produce an analytic paper, and make a presentation, summarizing their conclusions, including an assessment of management practices and ethical dilemmas for practitioners.

**Track 2. Health Care Policy and Administration**

**Health Care Administration* - HCA 600**  
(3 credits)  
Prerequisite: None  
This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. Students will analyze theoretical questions of health care administration and will address the real-world experience of health care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends in health care human resources, including: evaluation of employee performance and motivation of employees; health care financing, including the impact of managed care and the role of third party payers; union-management relations and collective bargaining; quality improvement in health care; training and staff-development; the nursing shortage; organizational justice; and diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course to develop a research proposal that addresses an administrative challenge relevant to their work.
Health Disparities* - HCA 601 (3 credits)
Prerequisite: None
This course will examine in detail the manifestations of health disparities and inequities in the U.S., with particular reference to their relevance to health care policy and practice in New York City. Evidence of inequities will be presented with regard to major health indicators, including: incidence and prevalence of disease; differential screening, diagnosis, treatment, and outcome; exposures to risk factors and preventive measures; access to and utilization of health care services; issues relating to the clinical encounter; biases in health research; and health of selected populations. Disparities will be studied through the lenses of race, class, gender, age, residence, and sexual orientation, as well as through the interactions of these factors. A variety of theoretical frameworks will be critically evaluated for their contribution to the explanation of the existence and distribution of health disparities. Although the course will focus on contemporary health disparities, some historical issues will be presented, particularly as these relate to the development of a contemporary research agenda free from the biases of the past. Within each area, strategies and policies for reducing or eliminating the particular health disparity and inequity will be discussed and analyzed. At the end of the course, an analysis and evaluation of broader policy issues will be presented.

The Politics of Health Care* - HCA 602 (3 credits)
Prerequisite: None
This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major stakeholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and disease prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate how politics actually works in the practice of setting health care policy will be presented.

Evaluation of Health Care Policy* - HCA 603 (3 credits)
Prerequisite: None
This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will examine policies that have been enacted or promulgated to address each of these issues as well as present alternative policies that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels; regulations and guidelines issued by agencies at each governmental level; and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.

Track 3. The Urban Workforce

Labor and the Economy* - LABR 607 (3 credits)
Prerequisite: None
This course is designed to give students of contemporary labor an essential knowledge of micro- and macroeconomic theories that explain conditions of work, workers, and labor institutions. The course provides an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will consider classical, neo-classical, and neo-Marxist theories and will explore the role of production and profits: competition and concentration; wages and work; technology; and control and conflict at the workplace. The operation of markets will be examined through the paradigms of supply and
demand, competition, coordination, and market failures and limitations. Macroeconomic issues will be evaluated in terms of the "Keynesian Revolution," its challenges to the paradigms of economic thought, and the subsequent rise of government regulation of the economy through taxation, monetary policy, and government spending. Students will examine contemporary issues of particular concern to workers and unions, including inflation, trade, internationalization, and globalization. They will examine how unions affect wages, productivity, and profitability. Special attention will be given to the political economy of discrimination and inequality, seeking to explore how disparities of income and the distribution of wealth are affected by race, gender, and class.

**Labor and Immigration** - LABR 614 (3 credits)
Prerequisite: None
This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the "push" and "pull" factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.-born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of "illegal" immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently, and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

**Labor-Management Relations** - LABR 603 (3 credits)
Prerequisite: None
This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include the rise of contract unions, industrial relations in an era of unionization and collective bargaining, the crisis resulting from increased competition and globalization, and the subsequent transformation of American labor-management relations. Students will develop a comparative and international perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will consider the future of labor-management relations, exploring the potential for adversarial or cooperative relationships and considering alternative models of worker representation.

**Labor and Politics** - LPOL 601 (3 credits)
Prerequisite: None
This course will examine contemporary approaches to political action employed by unions, including comparative studies of relationships between unions and political parties in the U.S. and Europe. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements, labor-party initiatives, independent politics, and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States with reform labor unionism and syndicalism. Students will discuss conservative principles of "pure and simple" unionism and "pure and simple politics" as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor's continuing alliance with the Democratic Party, starting with the New Deal and continuing to the present.

**Elective courses**
Students may select two courses from tracks other than the one they choose as their specialization, or they may select from the following:
Urban Social Identity – URB 630 (3 credits)
Prerequisite: None
This course will identify and examine multiple and often overlapping forms of social identity, including race, gender, ethnicity, and sexuality. Through readings, films, and other forms of cultural expression, students will explore the ways in which social identities are shaped and informed by the urban environment and – conversely – how the design and function of cities have been influenced by factors of social identity. In considering both cultural and economic aspects of urban social identity, students will address a number of key questions: How do the various factors of social identity intersect and how do they relate to class and class relations in the urban environment? How is social identity reflected in the nature, function and design of cities? How are public and private space defined and organized by factors of race, gender, sexual identity and class? How is social identity expressed or encountered in the workplace? How do social and government services address the needs of differing social groups and constituencies? In answering these questions, students will consider the relationship of urban social identity to issues of equality and discrimination, poverty and affluence, and power relations in the political, social, and work lives of urban inhabitants.

Community Organization – URB 635 (3 credits)
Prerequisite: None
This course will examine the historical development and contemporary practice of community organizing. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services, to acquire resources for development, and to improve their quality of life. Students will develop a historical and theoretical perspective on community organizing and will explore the range of issues around which communities organize. They will acquire practical knowledge and skills for effective grassroots organizing, including coalition-building and alliances between community organizations and labor. Through readings and presentations by guest speakers, they will gain familiarity with various models and strategies of community organizations in New York City. Following each presentation by a guest speaker, students will submit a 1-2 page paper, reflecting on a key theoretical or practical concept in the presentation.

The course is divided into three parts: I. History and Theory of Organizing, II. Organizing Tools and Techniques, and III. Issues and Case Studies. As a final project, students will work in groups to design a grass-roots campaign to address a particular issue or problem. Each group will make a presentation and submit a written report, summarizing the project and its desired outcomes. In doing so, students should utilize class readings and discussions and refer to historical, theoretical, and political models and examples.

Fieldwork – URB 639 (3 credits)
Prerequisite: Permission of the Academic Director
- Class meets for a total of 16 instructional hours.
- A minimum of 6 hours per week of faculty approved internship is required.
Prerequisite: Permission of the Academic Director
Students in this course will combine a 15-week internship with readings and analysis appropriate to the mission and practices of the host organization. Host organizations could include municipal administrative agencies, government offices, unions, community organizations, and other urban-based institutions. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected urban issues. Through a combination of field work and scholarly analysis, students will explore the relationship between urban theory and practice, and will acquire multiple perspectives on administrative structures and urban policy, including the policy-making process and the role of interest groups and various urban constituencies and communities.

Special Topics – URB 651 (3 hours/ 3 credits)
Prerequisite: Permission of the Academic Director
This course will offer qualified students the opportunity to study special topics within the scope of Urban Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; comparative studies of urban regions; examinations of urban working-class experience; demographic research; neighborhood environmental
problems; urban coalitions with labor and other advocacy groups; case studies of particular community or political mobilizations for urban justice.

Independent Study – URB 649 (3 hours/ 3 credits)
Prerequisite: Permission of the Academic Director
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Cost Assessment

Facilities and Equipment

1. Space: The Murphy Institute is a self-contained facility at 25 West 43rd Street in Manhattan, with 10 classrooms, including two computer classrooms and a conference room. To accommodate adult learners who are also full-time workers, classes are scheduled at this site in the evening and on weekends. In addition to services housed at the Murphy site, students have full access to SPS services, including access to Baruch’s Newman Library, which serves all SPS students.

2. Instructional Technology: The SPS Help Desk is available to help students and faculty with any technology issues that may arise from 8 am until 9 pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides, training videos and face-to-face programs, as well as regular updates on technology changes.

Other support services include admissions and advisement, registration, and grade reporting, which are all available online or in-person. Web-based tools like LivePerson and GoToAssist complement this support structure.

Other non-instructional resources are available for students, including academic advisement, registration, writing tutoring, and access to library resources. Students are provided with campus email accounts, personal advisors, and program orientation. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. Expenses other than personnel include the library, equipment, software and services, laboratories, marketing, supplies, and capital expenditures. The majority of library costs are shared over all SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

Budget Tables
Budget information is contained in the appendices as follows:

- **Table 5**: New Resources
- **Table 6**: Projected Revenue
- **Table 7**: Five-Year Financial Projections Worksheet
- **Table 8**: Five-Year Revenue Projections Worksheet
Evaluation

Governance and Oversight

The program will follow the governance plan of the School of Professional Studies. Ongoing oversight of the program will be led by the Dean of the School of Professional Studies, the Associate Deans, the Academic Director, and appointed faculty for the program. The Academic Director, along with a Program Development Committee for the new M.A., will maintain general oversight of the new program and its faculty.17

All degree programs are required to identify program goals and objectives, which include student learning competencies. Consistent with the requirements of regional accreditation agencies, the new M.A. program will adopt objective measures to evaluate outcomes. In its first five years, the program will be monitored closely. Program and faculty evaluation will be conducted by full-time faculty, supervised by the Academic Director. In determining the quality and effectiveness of the program, faculty will develop assessment criteria to be used in peer classroom observations and regular reviews of the overall program, including its retention and graduation rates. Faculty will meet regularly to identify problems and concerns, including such matters as students’ academic progress, issues of academic integrity, and pedagogical practice. A Faculty Curriculum Committee will make recommendations as necessary for curriculum changes or additions and other improvements required to maintain standards of the degree. Other evaluation procedures will include student mid-term and final evaluations and input from instructors through regular faculty meetings. A system for data collection, reflecting key program outcomes and institutional history, will be developed for the program by SPS/JSMI operations staff and student services professionals.

In tracking their own progress, students may use ePortfolios to maintain records of their academic work. These records can serve as a basis for course- and career-planning as well as advisement. The final Capstone course will provide a summary assessment of students’ knowledge of the Urban Studies field.

External Evaluation

External evaluations have been conducted by the following individuals. Their evaluations are located in the appendices.

- Peter Dreier, E.P. Clapp Distinguished Professor of Politics and chair, Urban and Environmental Policy Department, Occidental College.
- Michael Leo Owens, Associate Professor of Political Science and Senior Faculty Fellow, Office of University-Community Partnerships, Emory University.

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17 The Program Development Committee is headed by John Mollenkopf and includes Stanley Aronowitz and Mimi Abramovitz.
Course Syllabi
Program: MA in Urban Studies

Course Name and Number: Classical Approaches to Urban Studies (URB 600)

Type of Course: Required course

Credits: 3 graduate credits

Prerequisite: None

Course Description
This course is designed to familiarize students with central ideas and debates in the field of Urban Studies. Students will do close readings of classic critical texts and will write response papers of varying types and lengths. In this process of reading and responding, students will advance their understanding of the literature and will enhance their analytic skills. As they “write across texts”—analyzing differing concepts, theories, and arguments—they will identify and evaluate various research methods used by scholars in the field. In this writing-intensive course, students will also hone their ability to develop reasoned, defensible arguments about critical questions related to a range of urban topics, including the effects of globalization and immigration on the contemporary city and its workforce. Students will make class presentations and critique one-another’s work, including periodic drafts of a final research paper.

Course Learning Objectives:
At the end of this course, students will be able to:
• Demonstrate, through written and oral presentations, a grasp of the concepts, analytical frameworks, and issues presented in this course
• Engage more thoughtfully and coherently in current debates about urban issues and social problems
• Respond critically to analytic and theoretical questions raised in the course
• Hone graduate-level writing skills required for sophisticated analysis of key topics in the field of Urban Studies
• Demonstrate an ability to evaluate and critically analyze differing theories of, and perspectives on, urban development, planning and social life.

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course provides a historical and contextual framework for the development of urban theories and the emergence of key debates in the field of Urban Studies. It will also provide students with a deepened understanding of contemporary social, political, and economic problems—especially as they affect urban populations.

Through extensive reading, writing, and discussion, it requires students to sharpen critical-thinking and analytic skills. To meet these objectives, students will be expected to participate fully in all class discussions, based on weekly readings (100-150 pages). Each student will be responsible for one in-class presentation on assigned readings. The presenter must provide an outline and list of discussion questions for the class. Students will be required to write a mid-term essay and a final paper. A prospectus for the final paper must be approved in advance by the instructor.

Students will be graded as follows:
Class participation: 10%
Class Presentation: 15%
Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

Midterm essay: 30%
Final Paper: 45%

Required Texts:

Bridge, Garry and Watson, Sophie eds., The Blackwell City Reader (Malden, MA: Wiley-Blackwell, 2010)


Additional Readings, Provided in Course Packet, are listed in weekly sessions.

Course Outline:

Week 1
Early Encounters with the Modern City
  Industrialization and emergence of the modern city
  Industrial development in New York
  Reactions to industrialization and urban poverty


Week 2
The Chicago School and the “Fordist” City
  Chicago as urban paradigm
  The concentric model
  Social transformation in the US industrial city


Week 3
City and Suburb: Inequality in the Postwar City
Social progress in modernist planning
Post-war decentralization
Disinvestment and its consequences


Week 4
The Rediscovery of Urban Community
Uncovering the “ballet of the street”
Robert Moses and modernist planning orthodoxy
The planning and poetics of mixed use


______________, "Part One: The Peculiar Nature of Cities," The Death and Life of Great American Cities, pp. 27-140


______________, "To Power in the City," The Power Broker, pp. 347-367


Week 5
Urban Community and its Limits
Discovering incivility in community life
Rethinking the role of place
Neighborhood attachment and displacement


______________, “The Italians on the West End: Place, Class, Culture and Social Structure” The Urban Villagers: Group and Class in the Life of Italian Americans, pp. 17-44

______________, “Postscript to Chapters 13 and 14,” The Urban Villagers: Group and Class in the Life of Italian Americans, pp. 378-395

Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012
Week 6
Politics and the City
Urban social movements
Political power and social change
Political inequality as urban inequality


Week 7
Power, Policy, and Urban Service Delivery
Difficulties of bureaucrat/client relations
Inclusions and exclusions in policy creation
Contemporary challenges to public services


Week 8
The Political Economic Turn
Capital accumulation and “creative destruction”
The city as growth machine
Redevelopment and growth coalitions
Harvey, David. “The Urban Process under Capitalism,” in Garry Bridge and Sophie Watson eds., The Blackwell City Reader, pp. 32-39


Week 9
Race and Segregation in US Cities
   Public policy and spatial segregation
   Class and race in the American “ghetto”
   Neighborhood effects


Week 10
Defining and Re-defining the Ghetto
   The ghetto and its epistemology
   The emergence of the American “hyperghetto”
   Contesting the ghetto’s historic and institutional specificity


Week 11
**Gentrification and Urban Reinvestment**

The displacement of working-class populations  
The dynamics of race and class in neighborhood change  
Eviction or voluntary relocation?


Week 12
**Economic Development in the Post-Industrial City**

Tourism and urban branding in economic development  
The concept of the “creative class”  
Labor and union struggles in the post-industrial city


Week 13
**Labor and the Global City**

Globalization and city hierarchies  
City networks and global flows of information  
Labor and organizing in a global context


Weeks 14
Immigration and the City
  Incorporating immigrants
  Urban citizenship and rights
  Immigrants and organized labor


Week 15
The consequences of inequality
  Rethinking urban theory
  The “just” city


Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
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Program: MA in Urban Studies

Course Name and Number: Research Methods in Urban Studies (URB 610)

Type of Course: Required

Credits: 3 graduate credits

Prerequisite: URB 600 (The pre-requisite may be waived by permission of the Academic Director)

Course Description:
This course examines research methods used to produce and analyze accurate data on a range of urban issues. Students will learn how to frame research questions; which methodologies can be employed to answer them and why and when to use them; and what tools of research are available and how to use them. They will learn how to analyze data to produce research reports with conclusions supported by reliable data. Students will discuss the theoretical and operational issues critical to doing urban research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific urban research studies and will make presentations, posing questions for group discussion. Finally, students will become familiar with statistical programs for data analysis. One week of class sessions will be scheduled in a Computer Lab for basic SPSS training. For their final project, students will work in groups to prepare a proposal for an urban research project. The topic must be approved in advance by the instructor. Drawing upon material from the course, groups will outline the research question (or questions); develop hypotheses; explain the methods used to investigate the question and test hypotheses; and justify the use of particular methodologies. In addition to submitting the proposal, each group will make a brief class presentation.

Course Learning Objectives:
At the end of this course, students will be able to:

- Demonstrate an understanding of how to frame research questions effectively
- Describe, explain, and utilize different research methodologies, including a variety of quantitative and qualitative methods
- Evaluate which methodologies can/should be employed to answer particular questions.
- Critique and evaluate specific urban research studies and their methodological choices.

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

The course in Research Methods will provide students with advanced knowledge and skills, including the tools to analyze data on urban issues and policy; develop research questions and proposals; and put data of various sorts to use in examining, creating, and evaluating public policy. These skills will help them achieve career objectives in the urban public sector as well as in non-profit institutions.

To meet the objectives of the program and this course, students are expected to participate fully in all class discussions, based on weekly readings (100-150 pages). They are expected to learn —and practice—the use of statistical programs and other technologies for producing research reports. They will apply knowledge and skills gained in the course by developing an original research proposal.

Students will be graded as follows:
Attendance: 10%
Class Participation: 10%
Weekly Reading Responses: 10%
Midterm Exam: 25%
Final Project: 45%

**Required Texts:**

Additional readings, available in course packet, are indicated in weekly sessions.

**Course Outline:**

**Week 1: Research Agenda for Urban Studies**
Overview
Social Science Research
Issues in Urban Research


**Week 2: Philosophies of Research for Urban Studies**
Fundamentals of Practice
Styles of Research
Ethics in Research


Visit [https://www.citiprogram.org/](https://www.citiprogram.org/) Register as Social and Behavioral Investigator; read section on IRB history/purpose.

Guest Speaker: Representative of CUNY’s Institutional Review Board
Week 3: Research Process and Design
Steps in the Process
Developing Research Questions
Considerations in Research Design


Week 4: Data Collection: Methodological Overview
Selecting Methodologies
Mixing Methodologies
Data Collection Processes


Week 5: Quantitative Methods: Survey Design
Quantitative Analysis
Survey Design
Applications of Survey Research


Week 6: Quantitative Methods: Using SPSS
Terminologies
Employing Methods
Available Datasets


**Week 7: Quantitative Methods: Literature of Social Research**

- Applied Quantitative Methods
- Survey of Applied Literature
- Evaluating Methods


**Week 8: Qualitative Methods: Collecting Data**

- Focus Groups
- Interviews
- Ethnography


**Week 9: Qualitative Methods: Literature of Social Research**

- Applied Qualitative Methods
- Survey of Applied Literature
- Evaluating Qualitative Methods


Week 10: Action Research and Participant Observation
Action Research Methodology
Methods of Participant Observation
Advocacy and Activism in Research

McNiff, Jean, and Jack Whitehead. 2005. All You Need to Know about Action Research, Ch.1 (What is Action Research?), Ch. 3 (The Underpinning Assumptions of Actions Research), and Ch. 7 (Contributing to New Theory). Thousand Oaks: Sage Publications.


Week 11: Computer Mapping Methods
Urban Mapping Methods
Problems in Urban Mapping
Comparative Analysis


Week 12: Policy Research Methods
Policy Analysis
Evaluation
Case Studies


Week 13: Measuring Accuracy: Key Debates
The Research Agenda
Reliability of Statistical Data
Manipulation of Data


Week 14: Urban Research Reports; Final Project Presentations
Report Formats
Conclusions
Class Presentations


Week 15: Presentation of Final Project, Continued
Program: MA in Urban Studies

Course Name and Number: Urban Public Management (URB 601)

Type of Course: Required

Credits: 3 graduate credits

Prerequisite: None

Course Description
This course examines the scope and range of urban public management, with the aim of defining and evaluating how services are delivered through local government and non-profit agencies. The focus will be on government managers, public-sector employees, and public sector unions. Topics will include the difficulties of providing human services through street level bureaucracies, theories and styles of leadership, strategies for making organizational change, and how to achieve innovation in the public and non-profit sector. These subjects will be considered in both a historical and contemporary context, with special emphasis on the effect of the political climate on the management of public organizations. Using a case-study approach, students will learn what public managers actually do and will analyze and evaluate the effectiveness of differing practices in leadership and decision-making. Through case simulations, they will develop decision-making skills necessary for working effectively in public agencies, government departments, and non-profit organizations.

Course Learning Objectives:
At the end of this course, students will be able to:
- Demonstrate a grasp of the concepts, analytical frameworks, and issues presented in this course and will develop an understanding of the theoretical concepts underlying different perspectives on public management
- Demonstrate, through written assignments, oral presentations, and essay exams, an ability to evaluate and critically analyze differing theories and perspectives on public management
- Engage more thoughtfully and coherently in discussions of current issues and debates concerning public management.
- Develop greater professional competencies for public- and non-profit sector employment.

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

The course in Public Management will help students achieve career objectives in the urban public sector as well as in non-profit institutions. It gives students a broad understanding of, and specific knowledge about, how urban services are delivered through a range of government agencies and bureaucracies as well as non-profit organizations, including unions. The knowledge acquired in this course is essential for any student wishing to advance in public-sector employment and/or to acquire managerial and supervisory skills. To meet the objectives of the program and this course, students are expected to participate fully in all class discussions, based on weekly readings (100-150 pages). Each student will be responsible for one in-class presentation on assigned readings. The presenter must provide an outline and list of discussion questions for the class. Students will be required to write a mid-term essay and a final paper. A prospectus for the final paper must be approved in advance by the instructor.

Students will be graded as follows:
Class participation: 15%
Class Presentation: 20%
Midterm essay: 20%
Final Paper: 45%

Required Texts:


Osborne, Steven and Brown, Kelly. *Managing Change and Innovation in Public Service Organizations*, (New York: Routledge, 2005)


Additional Readings:

Additional readings, available in a course reader, are noted in weekly sessions. Case studies are available for download on Electronic Hallway at the University of Washington: http://hallway.evans.washington.edu/

Course Outline:

**Week 1**

**Overview of Public Organizations**
- Key elements of an organization
- What makes public management unique?
- Challenges in public management


**Week 2**

**Decision-Making**
- Incrementalism in decision-making
- Decision-making and the political process
- The interplay of politics and policy


Case Study: “The Seattle Commons”

Week 3
Leadership and Organizational Change
Managing change
Dealing with entrenched organizational culture
Creating new organizational culture


______, “Organizational Culture and Managing Change in Public Service Organizations,” Managing Change and Innovation in Public Service Organizations, pp. 74-88

______, “Implementing Change in Public Service Organizations,” Managing Change and Innovation in Public Service Organizations, pp. 89-113

Case Study: “Ellen Schall and the Department of Juvenile Justice”
Case Study: “Change of Leadership at the Local Education Authority”

Week 4
Leadership in Times of Crisis
Crisis as constant
Thriving during difficult times
Leading in a time of cutbacks


Cohen, Steven et al. “Surviving and Thriving in Public Service,” The Effective Public Manager, 4th edition, pp. 323-344


Case Study: “Managing Cutbacks at the Department of Social and Health Services”
Case Study: “A Career Manager and the Budget Process”
Week 5
Effective Personnel Practices
- Hiring and sustaining a workforce
- Maintaining positive employee relationships
- Understanding behavior and motivation


Case Study: “Improving Decision Making and Patron Service in the King County Library System”

Week 6
Professional Development
- Managers as trainers
- Learning in organizations
- Assessing staff development programs


Week 7
Workplace Diversity
- Affirmative action
- Gender and sexual orientation
- Workplace harassment


Week 8
Performance Management
Measuring and evaluating performance
Performance tracking
Rewarding performance


_____, “Performance Measurement,” Performance Management in the Public Sector, pp. 54-75


Week 9
Labor Relations and Collective Bargaining
Public-sector bargaining
Labor-Management cooperation
Unions and the delivery of public services


**Week 10**

**Creating and Achieving Organizational Goals**

The importance of organizational goals
Approaches to goal-setting
Goals for urban service delivery


**Week 11**

**Encouraging Innovation**

Innovation in public service
Fostering employee creativity
Unions and workplace re-design


______, “Developing and Supporting Innovators in Public Service Organizations,” *Managing Change and Innovation in Public Service Organizations*, pp. 169-183

______, “Managing the Process of Innovation in Public Services,” *Managing Change and Innovation in Public Service Organizations*, pp. 184-216


**Week 12**

**Making Government More Competitive**

Re-inventing government
Public-private partnerships
Best business practices


Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

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### Week 13

**Critiques of Competitive Government**
- Privatizing public services
- Applying the business model
- Misjudging the problem


**Case Study: “Labor Intensive Politics”**

### Week 14

**Effective Communication**
- Communication with the public
- Communication with the media
- Crisis communication

Cohen, Steven et al. “Communicating with the Public, the Media and Stakeholders,” *The Effective Public Manager*, 4th edition, pp. 287-322


Berry, Sharon. “We have a Problem...Call the Press!” *Public Management*, Vol. 81, no. 4, (1999), pp. 4-9


**Case Study: “Fraud, Abuse, and Waste at HEW”**

### Week 15

**Budgeting and Cost-effectiveness**
- Basics of financial management
- State and local budgets
- The politics of budgeting


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Case Study: “Budget Reorganization in the Urbanopolis Human Resources Department”
Program: MA in Urban Studies

Course Name and Number: Capstone (URB 699)

Type of Course: Required course

Credits: 3 graduate credits

Prerequisite: To be completed in the student’s last semester

Course Description
Prerequisite: To be completed in the student’s last semester
This course is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Urban Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student’s command of subject matter and literature covered in the courses. The project may take various forms, including independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and an analytic essay. Classroom sessions will alternate with independent supervised research and project development, including periodic submission of drafts.

Course Learning Objectives:
Students who complete the course will be able to:
- Demonstrate familiarity with the body of literature in Urban Studies
- Develop and support intellectual arguments
- Analyze and critique theoretical concepts
- Apply research skills acquired through courses in the program
- Reflect on, and synthesize, knowledge and skills acquired across the M.A. curriculum
- Demonstrate writing proficiency

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course will give students the opportunity to demonstrate a deepened understanding of contemporary social, political, and economic problems—especially as they affect urban populations. It will also give students the opportunity to demonstrate advanced knowledge and skills in the areas of urban policy and policy-making as well as in the administration and delivery of social services.

Course Readings and Other Materials:
In addition to review of readings and other materials from a range of courses in the program, the Capstone may require additional readings to be determined by the instructor depending upon the nature and format of the Capstone project.
Program: MA in Urban Studies

Course Name and Number: Urban Public Finance (URB 620)

Type of Course: Elective – Public Policy and Administration Track

Credits: 3 graduate credits

Prerequisite: None

Course Description
This course explores theories, principles, practices, and problems of public financing in the context of urban economics. Focusing on the City of New York and its budget process, students identify and analyze sources of public revenue, including taxation, as well as types of public expenditures and how they are administered. In studying the budget process, students examine the factors that determine how public funds are allocated, including the impact of national socio-economic policy, problems of social and economic inequality, the role of state and local governments, the political actors and the influence of various constituencies and interest groups. During the term, each student will make a class presentation, utilizing a case study from recent New York City history that illustrates a controversial or problematical issue in public financing or public budgeting. The student’s case study will be the basis for a final paper, analyzing the issues in debate and arguing for a resolution based on sound principles of public financing.

Course Learning Objectives:
At the end of this course, students will be able to:

- Discuss urban public financing in the United States from both a historical and theoretical perspective
- Develop a sophisticated understanding of budgeting, taxation, revenue, and spending in U.S. urban contexts
- Understand how various political practices influence policy decisions in urban finance.
- Demonstrate the ability to critically analyze a particular aspect of public financing in New York City through independent research and documentation

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course provides an advanced understanding of urban public financing, a fundamental administrative function of city government and an essential underlying factor in determining the allocation of resources and services to urban communities and populations. The course will allow students to identify stake-holders in the budget process and to examine the political and social factors that determine allocations to urban communities and populations. Mastery of the course material will help students achieve career objectives in the urban public sector as well as in non-profit institutions.

To meet program and course objectives, Students will be expected to participate fully in all class discussions, based on weekly readings; complete a mid-term essay examination; and a final paper on a topic of their choice. A detailed outline and reference list for the final paper must be approved in advance by the instructor. The paper should include critical analysis and a well-documented argument, based on an evaluation of scholarly literature in the field. Each student will also be responsible for one in-class presentation on the topic chosen for the final paper. The presenter must provide an outline and list of discussion questions for the class.

Students will be graded as follows:
Class participation: 10%
Class Presentation: 15%
Midterm essay: 25%
Outline and reference list for final paper: 10%
Final Paper: 40%

Required Texts:


Additional course readings are listed by week in the course outline.

Course Outline:

Week 1:

**Historical Overview of Urban Economics**
- Emergence of American Cities
- Specificity of Cities as Economies
- Urban Growth


Week 2:

**Politics of Urban Public Finance**
- What gets financed? What doesn’t?
- The Role of Government
- Incentives, Implications and Consequences


**Week 3:**

**Public Budgeting**

- Federalism
- Infrastructure
- Public Works


**Week 4:**

**Sources of Revenue**

- Taxes
- Elasticity
- Federal Grants

Rubin, Irene S. The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing. 6th ed. Washington DC: CQ Press. 2010: Ch. 2 - Revenue Policies, Ch. 3 - Politics of Process, and Ch. 4 - Dynamics of Changing Budget Processes


**Week 5:**

**Balancing the Budget**

- Politics
- Execution
- Implementation
Rubin, Irene S. *The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing.* 6th ed. Washington DC: CQ Press. 2010: Ch. 5 – Expenditures, Ch. 6 – Politics of Balancing the Budget, Ch. 7 – Budget Execution, Ch. 8 – Budget Implementation and Control, and Ch. 9 – Budgetary Decision Making.

**Week 6:**

**Expenditures**
- Spending Politics
- Regulatory Policy
- Deficits


**Week 7:**

**Fiscal Crises**
- Strain Indicators
- Management Problems
- Social Consequences


**Week 8:**

**Crises Reconsidered**
- The Case of New York City
- The Machine/Reform Dialectic
- Limits to Growth


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Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

52
Week 9:
Financing Urban Space
   Land Use and Markets
   Housing
   Segregation


Week 10:
Public Works
   Social Services
   Housing Policy
   Urban Renewal


Week 11:
Place Matters
   Urban Spaces
   Economic Segregation
   Sprawl


Week 12:
Place Still Matters
   Poverty
   Regionalisms
   “Metropolicies”


Week 13:
Urban Decay and Uneven Development
   Poor Neighborhoods
Acquiring Resources
Marxist Perspectives


Week 14:
Work and Private Financing

Informal Economies
Welfare and Workfare
Privatization


Week 15:
Looking Forward
   Neoliberal Effects
   “Globalization”
   Alternative Futures

Course Name and Number:  Delivery of Urban Public Services (URB 621)

Type of Course:  Course in Public Administration track, elective

Credits:  3 graduate credits

Prerequisite:  URB 600

Course Description:
This course examines concepts and theories of social welfare and the development of social welfare policy, focusing on the scope and variety of contemporary human services and the urban institutions that deliver those services. The course combines both theoretical and practical learning, allowing students to draw on their own experiences as service providers in New York City or as recipients of public services. Students analyze the nature and function of public-service bureaucracies and evaluate how they meet the needs of a diverse and multi-faceted client population. In addressing this question, students consider the broad political and socio-economic context and the impact of social inequality, the role of government and regulatory bodies, and the movement toward privatization of public services. A central topic of this course is the role of social-service professionals, the range of legal and ethical questions they confront, and the array of technical and professional skills required to function effectively as a service provider in a complex urban environment. Students will complete final group projects that examine a selected urban public service provision sector and site. They will outline the service’s function regarding social welfare, historical development as a public service, and its place within larger bureaucratic structures. They may conduct interviews with practitioners; engage in observation of the service delivery site; and apply their own experiences as practitioners. Based on this research and course readings, students will produce an analytic paper, and make a presentation, summarizing their conclusions, including an assessment of management practices and ethical dilemmas for practitioners.

Course Learning Objectives:
At the end of this course, students will be able to:
- Demonstrate an understanding of the varying theoretical, historical, and political concepts underlying urban public service delivery.
- Explain and analyze various models, strategies, and examples of service delivery in urban areas.
- Understand the economic, political, and social factors that combine to create inequalities in access to public services.
- Engage more thoughtfully and critically in discussions of current issues and debates concerning public service delivery, based on an understanding of service delivery history, theory, and techniques.

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course provides students with advanced knowledge and skills in the areas of urban policy and policy-making as well as in the administration and delivery of social services. It will help students achieve career objectives in the urban public sector as well as in non-profit institutions by giving them the tools to be effective advocates for policy innovation and organizational responsiveness in their workplaces, communities, unions, and other organizations through study in specialized areas. Specifically, it allows students to examine and analyze concepts and theories of social welfare and the development of social welfare policy, with an emphasis on contemporary human services and institutions that deliver those services. The course also allows students to explore the nature and function of public-service bureaucracies and the role of public service professionals, including legal and ethical questions they confront. To meet the objectives of the
program and this course, students are expected to participate fully in all class discussions, based on weekly readings (100-150 pages) and to complete a final project that analyzes and evaluates how a particular social service is delivered through an urban agency within a larger bureaucracy.

**Students will be graded as follows:**
- Attendance: 10%
- Class Participation: 10%
- Weekly Reading Responses: 10%
- Midterm Exam: 25%
- Final Project: 45%

**Required Texts:**

Additional readings, available in course packet, are indicated in weekly sessions.

**Course Outline:**

**Week 1: An Overview**
- Defining Public Service
- Recipients of Urban Services
- Models of Service Delivery
  - Woodside and McClam. *An Introduction to Human Services*, Ch. 1 (Defining Human Services), Ch. 2 (A History of Helping), Ch. 3 (Human Services Today); Ch. 4 (Models of Service Delivery).

**Week 2: The Historical Context**
- Responses to Human Need
- Development of the Welfare State
- Welfare Policy Today
Week 3: Concepts and Theories of Social Welfare
Ethics and Values
Political Theories
International Perspectives


Week 4: Public-Service Bureaucracies
Government and Public Service
Bureaucratic Structures and Administration
Analyzing Organizations


Week 5: Mechanics of Service Delivery
Design and Scope of Service Systems
Funding Public Services
Individuals in the System


Week 6: Privatization and Public-Private Partnerships
Contracting for Public Services
Types of Public-Private Partnerships
The Challenge of Privatization


Week 7: Non-Profit Providers
Government-Nonprofit Partnerships
Faith-based organizations
Volunteer Services


Week 8: The Social Service Professional
Mission and Ethics in Social Service
Social Service Administration
Professional Practice and Government Policy


Woodside and McClam. An Introduction to Human Services, Ch. 6 (The Human Service Professional), Ch. 7 (The Helping Process), Ch. 8 (Working Within a System).


**Week 9: The Impact of Cultural Difference**

Multiple Populations
Cultural Competency
Managing Difference


Film: *Childhood in Translation: A Documentary about Overcoming Language Barriers*. Winn, Robert. 2008. Sojourn Filmworks

**Week 10: Unequal Access**

Race
Class and Economic Position
Gender and Sexual Orientation


**Week 11: Housing and Education**

Homelessness
School Reform
Case Studies
Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012


Panel Discussion: Guest Speakers from NYC Dept. of Homeless Services and NYC Dept. of Education

**Week 12: Child Welfare and Children’s Services**
Administration of Services
Human Resources
Case Study in Child Welfare Service Delivery


Guest Speaker: NYC Administration for Children’s Services

**Week 13: Healthcare**
Administration of Services
Human Resources
Case Study in Healthcare Service Delivery


Panel Discussion: Guest speakers from NYC Health and Hospitals Corporation and NYC Dept. of Health and Mental Hygiene

**Week 14: Evaluation of Service Delivery; Begin Final Project Presentations**

Methods in Evaluation
Problems in Evaluation
Applied Evaluation Studies


**Week 15: Complete Final Project Presentations**
Program: MA in Urban Studies

Course Name and Number: Urban Social Identity (URB 630)

Type of Course: Elective

Credits: 3 graduate credits

Prerequisite: None

Course Description:
This course will identify and examine multiple and often overlapping forms of social identity, including race, gender, ethnicity, and sexuality. Through readings, films, and other forms of cultural expression, students will explore the ways in which social identities are shaped and informed by the urban environment and – conversely – how the design and function of cities have been influenced by factors of social identity. In considering both cultural and economic aspects of urban social identity, students will address a number of key questions: How do the various factors of social identity intersect and how do they relate to class and class relations in the urban environment? How is social identity reflected in the nature, function and design of cities? How are public and private space defined and organized by factors of race, gender, sexual identity and class? How is social identity expressed or encountered in the workplace? How do social and government services address the needs of differing social groups and constituencies? In answering these questions, students will consider the relationship of urban social identity to issues of equality and discrimination, poverty and affluence, and power relations in the political, social, and work lives of urban inhabitants.

Course Learning Objectives:
At the end of this course, students will be able to:
- Discuss the intersections of urban social identities from multiple historical, theoretical and empirical perspectives
- Describe and explain the relationships between cities and social identity
- Demonstrate a critical understanding of the production of culture in urban contexts
- Analyze(s) in depth one or more aspect(s) of urban social identity, through independent research in New York City and a final written report

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course provides students with a deepened understanding of contemporary social, political, and economic problems—especially as they affect urban populations. It allows them to examine and analyze concepts and theories of social identity, emphasizing the ways in which identity is shaped by the urban environment and, conversely, how the urban environment reflects factors of race, class, gender, ethnicity, and sexual orientation. In defining social identity, the course encourages students to consider the overlapping and intersectional nature of social identity and asks students to evaluate the role of government and public agencies in addressing the needs of various urban populations. To meet the objectives of the program and this course, students are expected to participate fully in all class discussions, based on weekly readings (100-150 pages) and to complete all written assignments, including a final paper on a topic of their choice. An outline and bibliography for the final paper must be approved in advance by the instructor.

Students will be graded as follows:
- Class participation: 10%
- Class Presentation: 15%
Midterm essay: 25%
Outline and reference list for final paper: 10%
Final Paper: 40%

Required Texts:


Additional readings in a course packet are listed in weekly sessions.

Course Outline:

Week 1:
The Concept of Social Identity
  How is knowledge “constructed”?
  Constructing and deconstructing identities
  Racial formation


Week 2:
Formation of Urban Identity
  Urbanism
  Migration
  Transforming identities


Lawrence, Jacob. The Migration Series: http://www.phillipscollection.org/migration_series/index.cfm
Week 3:
**Urban Enclaves**
- Elite enclaves
- Working-class enclaves
- Concepts of the ghetto


Week 4:
**Urban Political Economy**
- Contested terrain
- Party machines and political entrepreneurs
- Struggles for political control


Week 5:
**The Culture Wars**
- Whose culture?
- Popular culture
- Cultural resistance


Week 6:
**Identity and the Workplace**
- Conflicting interests
- Race, class, and gender inequality
- Out at work

“Public Schools: Strike’s Bitter End” Time, Nov. 29, 1968
http://www.time.com/time/magazine/article/0,9171,841534,00.html


**Week 7:**

**Native Son**


**Week 8:**

**Black in Urban America**

- Black neighborhoods
- Multiplicity of cultures
- Racism and its consequences


**Week 9:**

**Race and Space**

- White privilege
- Social difference
- Gentrification


**Film:** *Do The Right Thing*. Dir. Spike Lee. Universal Studios, 2010.

**Week 10:**

**Immigrants in the City**
Shaping the urban environment
The urban sweatshop
Immigrant resistance


Week 11:
Women, Work, and City life
Gender identity
Women and workplace struggle
Women and public space


Week 12:
Sex and the City
Sexual identity and public space
Intersections with race and class
Organizing sex workers


Week 13:
What’s Class Got To Do with It?
- The mosaic of race, class and gender
- Young adults
- A new urban working class


Week 14:
Coherence and Conflict in Cultural Identity
- Race, ethnicity, and religion
- Communities in conflict
- Dual identities


Week 15:
A Case Study: 9/11 and the Muslim Community
- Construction of “The Terrorist”
- Urban crisis
- Post-9/11 New York


Program: MA in Urban Studies

Course Name and Number: Community Organizing (URB 635)

Type of Course: Elective

Credits: 3 graduate credits

Prerequisite: None

Course Description:
This course will examine the historical development and contemporary practice of community organizing. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services, to acquire resources for development, and to improve their quality of life. Students will develop a historical and theoretical perspective on community organizing and will explore the range of issues around which communities organize. They will acquire practical knowledge and skills for effective grassroots organizing, including coalition-building and alliances between community organizations and labor. Through readings and presentations by guest speakers, they will gain familiarity with various models and strategies of community organizations in New York City. Following each presentation by a guest speaker, students will submit a 1-2 page paper, reflecting on a key theoretical or practical concept in the presentation.

The course is divided into three parts: I. History and Theory of Organizing, II. Organizing Tools and Techniques, and III. Issues and Case Studies. As a final project, students will work in groups to design a grass-roots campaign to address a particular issue or problem. Each group will make a presentation and submit a written report, summarizing the project and its desired outcomes. In doing so, students should utilize class readings and discussions and refer to historical, theoretical, and political models and examples.

Course Learning Objectives:
At the end of this course, students will be able to:

- Demonstrate an understanding of the varying theoretical, historical, and political concepts underlying community organizing
- Describe, explain, and analyze various models, strategies, and examples of community organizations in New York City and other urban areas
- Engage more thoughtfully and coherently in discussions of current issues and debates concerning community organizing.
- Apply acquired knowledge and skills to an organizing project

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course provides students with a deepened understanding of contemporary social, political, and economic problems—especially as they affect urban populations. It gives them the tools to be effective advocates for policy innovation and organizational responsiveness in their workplaces, communities, unions, and other organizations. It offers students an opportunity to explore in detail particular issues of concern to urban communities and constituencies; to understand the dynamics of urban diversity; and to study a range of strategies and tactics for effective organizing and mobilization of urban communities.

To meet the objectives of the program and this course, students are expected to participate fully in all class discussions, based on weekly readings (100-150 pages), and participate in an applied final project to design a grass-roots community campaign.
Students will be graded as follows:
  - Attendance: 10%
  - Class Participation: 10
  - Reflection Papers: 10%
  - Midterm Exam: 25%
  - Final Project: 45%

Required Texts:


Additional readings, available in course packet, are indicated in weekly sessions.

Course Outline

**PART I: History and Theory**

**Week 1: Why Organize?**


**Week 2: History and Traditions of Organizing**


Sen, R. *Stir it Up*, Introduction (“Community Organizing – Yesterday and Today”), Ch. 1.

**Week 3: Social Inequality and Power Relations**


**Week 4: Participatory Democracy and Organizing**


**PART II: Tools and Techniques**

**Week 5: Organizing Strategies: Successes and Limitations**


**Week 6: Creating Community**

Sen. Stir it Up. Ch. 2


Review Restaurant Opportunities Center-NY website ([http://www.rocny.org](http://www.rocny.org)); formulate one question concerning diversity and coalition-building in ROC

*Guest Speaker: Restaurant Opportunities Center United

**Week 7: Diversity and Coalition-Building**

Sen. Stir it Up, Ch. 7


Review “About Us” section of Domestic Workers United website (http://www.domesticworkersunited.org/aboutus.php); formulate one question dealing with diversity in Domestic Workers United

*Guest Speaker: Domestic Workers United

Week 8: Leadership and Organizational Structure
Sen. Stir it Up, Ch. 5.


Week 9: The Media: Telling Stories


Review “Press” section of Make the Road New York website (http://www.maketheroad.org/press.php); formulate one question about Make the Road’s use of narratives and the media.

*Guest Speaker: Make the Road New York.

PART III: Issues and Case Studies

Week 10: Economic Inequality and Discrimination

Hill, Isabel. 2007. Brooklyn Matters. Documentary Film

Week 11: Health, Education, and the Environment

Week 12: Labor-Community Links


Week 13: Campaign Outcomes: Successes and Shortcomings


Week 14: Lessons from Organizers; Final Project Presentations


Final Project Presentations

Week 15: Final Project Presentations, Continued
Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

The City University of New York
School of Professional Studies

Program: MA in Urban Studies

Course Name and Number: Fieldwork (URB 639)

Type of Course: Elective

Credits: 3 graduate credits

Prerequisite: Permission of the Academic Director

Course Description
- Class meets for a total of 16 instructional hours.
- A minimum of 6 hours per week of faculty approved internship is required.

Prerequisite: Permission of the Academic Director

Students in this course will combine a 15-week internship with readings and analysis appropriate to the mission and practices of the host organization. Host organizations could include municipal administrative agencies, government offices, unions, community organizations, and other urban-based institutions. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected urban issues. Through a combination of field work and scholarly analysis, students will explore the relationship between urban theory and practice, and will acquire multiple perspectives on administrative structures and urban policy, including the policy-making process and the role of interest groups and various urban constituencies and communities.

Course Learning Objectives:
Students in this course will:
- Acquire first-hand experience of daily operations at a host organization
- Apply prior experience and new skills to work at the host organization
- Gain practical as well as theoretical perspectives on public policy and implementation as well as on the delivery of public service
- Understand administrative structures and procedures
- Reflect on the relationship between urban theory and practice

Program Learning Objectives
The learning objectives of the program are to produce graduates who are well-informed about urban issues and social problems; who understand these issues and problems in a historical and political context; and who have the analytic, administrative, and technical skills to provide effective services and participate in the policy-making process.

This course will help students achieve career objectives in the urban public sector as well as in non-profit institutions by giving them hands-on, practical experience and the opportunity to develop skills in a field-based setting. Through direct observation and participation in a field placement, students will have opportunities to acquire advanced knowledge and skills in areas of urban policy and policy-making as well as in the administration and delivery of social services.

Course Readings and Other Materials:
The course will include reading assignments for eight weekly sessions, to be determined by the instructor. Readings will be appropriate to a graduate-level course.
Program: MA in Urban Studies

Course Name and Number: Independent Study (URB 649)

Type of Course: Elective

Number of Credits: 3 Graduate Credits

Prerequisite: Permission of the Academic Director.

Course Description:
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Course Learning Objectives:
Students in the Independent Study will have latitude to design and implement individualized and creative academic projects, under the supervision of an instructor. Students will:

- Have opportunities to do individual research in specialized areas of Urban Studies
- Be able to develop original projects for learning and/or application in the field
- Exercise judgment in developing their own intellectual objectives and learning tools
- Have flexibility as well as wider options in exploring topics of interest

Course Readings and Other Materials:
These will vary, depending on the topic, and will meet standards for graduate-level study.
Program: MA in Urban Studies

Course Name and Number: Special Topics (URB 651)

Type of Course: Elective

Number of Credits: 3 Graduate Credits

Prerequisite: Permission of the Academic Director.

Course Description:
This course will offer qualified students the opportunity to study special topics within the scope of Urban Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; comparative studies of urban regions; examinations of urban working-class experience; demographic research; neighborhood environmental problems; urban coalitions with labor and other advocacy groups; case studies of particular community or political mobilizations for urban justice.

Course Learning Objectives:
Students in the Selected Topics Course will have the opportunity to study important issues related to urban life and experience that may not be covered, or fully covered, in other courses in the curriculum. Students will:
- Have opportunities to explore specialized areas of Urban Studies
- Be able to study emerging issues and problems in a timely fashion
- Have more flexibility and wider options in the field of study

Course Readings and Other Materials:
These will vary, depending on the topic, and will meet standards for graduate-level study.
### Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type: X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

#### Term: Fall 1:

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>Classical Approaches to Urban Studies</td>
<td>3</td>
<td>x</td>
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</tr>
<tr>
<td>Social an Economic Policy in the United States-PADM 611</td>
<td>3</td>
<td></td>
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<tr>
<td>Public Administration –PADM 601</td>
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<tr>
<td>Labor Management Relations- LABR 603</td>
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<tr>
<td>Health Care Administration- HCA 600</td>
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**Term credit total:** 15

#### Term: Spring 1:

<table>
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<th>Course Number &amp; Title</th>
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<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Approaches to Urban Studies</td>
<td>3</td>
<td>x</td>
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<tr>
<td>Social an Economic Policy in the United States-PADM 611</td>
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<td>Urban Public Management</td>
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<td>Research Methods in Urban Studies</td>
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<td>Classical Approaches to Urban Studies</td>
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<td>Policy Analysis – PADM 621</td>
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<td>Health Disparities - HCA 601</td>
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<td>Labor and Politics –LPOL 601</td>
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**Term credit total:** 24

#### Term: Fall 2:

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<td>Classical Approaches to Urban Studies</td>
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<tr>
<td>Social an Economic Policy in the United States-PADM 611</td>
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<tr>
<td>Urban Public Management</td>
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<tr>
<td>Research Methods in Urban Studies</td>
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<td>Labor and Immigration –LABR 614</td>
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<td>Urban Public Finance</td>
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<td>Evaluation of Healthcare Policies- HCA 603</td>
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<td>Urban Social Identity</td>
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**Term credit total:** 27

#### Term: Spring 2:

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<th>Course Number &amp; Title</th>
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<td>Classical Approaches to Urban Studies</td>
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<tr>
<td>Social an Economic Policy in the United States-PADM 611</td>
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<td>Urban Public Management</td>
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</tr>
<tr>
<td>Research Methods in Urban Studies</td>
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<td>x</td>
<td>Classical Approaches to Urban Studies</td>
</tr>
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<td>The Politics of Healthcare- HCA 602*</td>
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<td>Labor and the Economy – LABR 607*</td>
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<td>Delivery of Urban Public Services</td>
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<td>Community Organization</td>
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<tr>
<td>Capstone</td>
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**Term credit total:** 27

#### Program Totals:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:</th>
<th><strong>The capstone</strong> is the culminating course.</th>
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<tbody>
<tr>
<td>30</td>
<td><strong>New</strong>: indicate if new course X</td>
<td><strong>Prerequisite(s)</strong>: list prerequisite(s) for the noted courses</td>
</tr>
</tbody>
</table>
**Table 2: Full-Time Faculty**

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Milkman, Professor of Sociology, CUNY Graduate School and University Center; Academic Director, Murphy Institute programs, School of Professional Studies</td>
<td>Social and Economic Policy in the United States</td>
<td></td>
<td>Ph. D, Sociology, University of California/Berkeley</td>
<td>Extensive research; numerous publications. See CV in Appendix</td>
</tr>
<tr>
<td></td>
<td>Labor and Immigration</td>
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<tr>
<td></td>
<td>Special Topics</td>
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</tr>
<tr>
<td>Stephanie Luce, Associate Professor, Labor Studies, CUNY School of Professional Studies at the Murphy Institute</td>
<td>Labor and the Economy</td>
<td></td>
<td>Ph. D, Sociology, University of Wisconsin; M.S, Industrial Relations, University of Wisconsin; B.A. Economics, University of California/Davis</td>
<td>Extensive research; numerous publications. See CV in Appendix.</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
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<tr>
<td></td>
<td>Social and Economic Policy in the United States</td>
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<tr>
<td>Penelope (Penny) Lewis, Assistant Professor, Labor Studies, CUNY School of Professional Studies at the Murphy Institute</td>
<td>Community Organizing</td>
<td></td>
<td>Ph. D, Sociology, CUNY Graduate School and University Center</td>
<td>Research, publications, and presentations. See CV in Appendix</td>
</tr>
<tr>
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<td>Capstone</td>
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<tr>
<td>Edward (Ed) Ott, Distinguished Lecturer, Labor Studies, CUNY School of Professional Studies at the Murphy Institute</td>
<td>Labor and Politics</td>
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</table>

Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012
Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Mollenkopf, Distinguished Professor, Political Science, and Director, Center for Urban Research, CUNY Graduate School and University Center</td>
<td>Classical Approaches to Urban Studies</td>
<td>Ph. D, Harvard University, Department of Government</td>
<td>Numerous Publications, affiliations, and awards. See CV in Appendix</td>
</tr>
<tr>
<td></td>
<td>Research Methods in Urban Studies; Delivery of urban Public Services</td>
<td>DSW, Columbia University School of Social Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban Public Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mimi Abramovitz, Bertha Cappen Reynolds Professor of Social Work, Hunter College, CUNY</td>
<td>Social and Economic Policy in the U.S.</td>
<td>Ph. D, Sociology, Union Graduate School</td>
<td>Numerous publications, affiliations and awards; past experience as a practitioner in labor and community field organizing. See CV in Appendix</td>
</tr>
<tr>
<td></td>
<td>Policy Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delivery of Urban Public Services; Fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Topics; Independent Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanley Aronowirz, Distinguished Professor, Sociology, CUNY Graduate School and University Center Director etc;</td>
<td>Classical Approaches to Urban Studies</td>
<td>Ph. D, Sociology, Union Graduate School</td>
<td>Numerous publications, affiliations and awards; past experience as a practitioner in labor and community field organizing. See CV in Appendix</td>
</tr>
<tr>
<td></td>
<td>Social and Economic Policy in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Topics; Independent Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joshua Freeman, Professor of History, CUNY Graduate School and University Center and Queen College</td>
<td>Special Topics</td>
<td>PhD, History, Rutgers University</td>
<td>Numerous publications and affiliations. See CV in Appendix</td>
</tr>
<tr>
<td>Frances Fox Piven</td>
<td>Social and Economic Policy in the U.S.</td>
<td>Ph. D, Social Science, University of Chicago M.A. City Planning, University of Michigan</td>
<td>Numerous publications, affiliations, and awards. See CV in Appendix</td>
</tr>
<tr>
<td></td>
<td>Policy Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juan Battle, Professor of Sociology, CUNY Graduate School and University Center</td>
<td>Research Methods in Urban Studies; Urban Social Identity</td>
<td>Ph. D, Sociology, University of Michigan</td>
<td>Numerous publications and affiliations. See CV in Appendix</td>
</tr>
<tr>
<td></td>
<td>The Politics of Health Care; Evaluation of Health Care Policy Health Disparities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May Ying Chen, Adjunct Faculty, CUNY School of Professional Studies at Murphy Institute</td>
<td>Community Organizing</td>
<td>M.A., Education, UCLA</td>
<td>Expert practitioner in labor and community organizing; numerous affiliations and</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
<td></td>
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</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitty Krupat, Associate Director Murphy Institute, CUNY School of Professional Studies</td>
<td>Independent Study</td>
<td>M. Phil (A.B.D.), American Studies, New York University</td>
<td>Adjunct at CUNY and NYU; practitioner in labor field; publications and affiliations. See CV in Appendix</td>
</tr>
<tr>
<td>Gregory Mantsios, Director Murphy Institute, CUNY School of Professional Studies</td>
<td>Urban Social Identity, Fieldwork, Independent Study</td>
<td>Ph. D, Sociology, Union Institute and University</td>
<td>Extensive teaching experience; numerous publications. See CV in Appendix</td>
</tr>
<tr>
<td>Peter Pepper, Alternate Labor Member, NYC Board of Collective Bargaining; Lecturer, Baruch College, CUNY</td>
<td>Labor-Management Relations</td>
<td>M.S, Industrial and Labor Relations, Cornell University/Baruch College</td>
<td>Expert practitioner; numerous affiliations. See CV in Appendix</td>
</tr>
<tr>
<td>Justin Laird, Assistant Director, Center for Student Wellness, Columbia university Medical center; Adjunct Faculty, CUNY School of Professional Studies at Murphy Institute</td>
<td>Public Administration, Delivery of Urban Services, Practices in Public Administration, Research Methods</td>
<td>M.S, Education, Baylor University</td>
<td>Expert practitioner; numerous affiliations and presentations. See CV in Appendix</td>
</tr>
<tr>
<td>Jagadisa-devari Dacus, Fellow Hunter College Center for Urban and Community Health; Senior Director, Training and Capacity Building Program, Ham Reduction Coalition, NYC; Adjunct Faculty, CUNY School of Professional Studies at Murphy Institute</td>
<td>Health Care Administration</td>
<td>MSW, Columbia School of Social Work</td>
<td>Expert practitioner; numerous affiliations. See CV in Appendix</td>
</tr>
<tr>
<td>Michael McNeil, Interim Director, Alice! Health Promotion Program; Adjunct lecturer, School of Professional Studies at Murphy Institute</td>
<td>Health Disparities, The Politics of Health Care, Special Topics in Health Education</td>
<td>Ed. D, Higher Education Administration, Nova Southeastern University, M.S, Health Education, Florida State University</td>
<td>Experienced practitioner in areas of health education and training. See CV in Appendix</td>
</tr>
</tbody>
</table>
**Table 4: Faculty to be Hired**

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
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<tbody>
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Table 5: New Resources

<table>
<thead>
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<tbody>
<tr>
<td>Full Time Faculty [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty [3]</td>
<td>$63,630</td>
<td>$67,872</td>
<td>$84,840</td>
<td>$89,082</td>
<td>$97,566</td>
</tr>
<tr>
<td>Part Time Staff [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Equipment</td>
<td>$1,500</td>
<td>$1,545</td>
<td>$1,591</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$32,500</td>
<td>$27,725</td>
<td>$27,957</td>
<td>$23,195</td>
<td>$23,441</td>
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<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other [5]</td>
<td>$10,000</td>
<td>$13,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$17,000</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$153,843</strong></td>
<td><strong>$157,918</strong></td>
<td><strong>$170,095</strong></td>
<td><strong>$169,915</strong></td>
<td><strong>$191,573</strong></td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[5] Specify what is included in "other" category, (e.g., student financial aid).
Table 6: Projected Revenue

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue[3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$161,438</td>
<td>$217,970</td>
<td>$274,128</td>
<td>$262,364</td>
<td>$293,315</td>
</tr>
<tr>
<td>03. Total</td>
<td>$161,438</td>
<td>$217,970</td>
<td>$274,128</td>
<td>$262,364</td>
<td>$293,315</td>
</tr>
<tr>
<td>State Appropriation[6]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources [5]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>06. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue[7]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources [5]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total[8]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$161,438</td>
<td>$217,970</td>
<td>$274,128</td>
<td>$262,364</td>
<td>$293,315</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[4] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
[5] New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
### Table 7: Five-Year Financial Projections for Program Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td><strong>DIRECT OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Replacement Costs (list separately)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (33.0%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Adjunct Faculty</td>
<td>$63,000</td>
<td>$67,200</td>
<td>$84,000</td>
<td>$88,200</td>
<td>$96,600</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (10%)</td>
<td>$630</td>
<td>$672</td>
<td>$840</td>
<td>$882</td>
<td>$966</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Faculty on Table 6 - New Resources)</strong></td>
<td>$63,630</td>
<td>$67,872</td>
<td>$84,840</td>
<td>$89,082</td>
<td>$97,566</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Academic Director (@ 50% of time)</td>
<td>$45,755</td>
<td>$47,303</td>
<td>$49,215</td>
<td>$51,126</td>
<td>$53,035</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td>$456</td>
<td>$473</td>
<td>$492</td>
<td>$511</td>
<td>$530</td>
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<tr>
<td><strong>Total (Links to Full-Time Staff on Table 5 - New Resources)</strong></td>
<td>$46,213</td>
<td>$47,776</td>
<td>$49,707</td>
<td>$51,637</td>
<td>$53,565</td>
</tr>
<tr>
<td><strong>DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
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<tr>
<td>Graduate Assistants</td>
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<tr>
<td>Student Hourly</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>Total (Links to Part-Time Staff on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>LIBRARY</strong></td>
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<td>Library Resources</td>
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<tr>
<td>Library Staff Full Time (List Separately)</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
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</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
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<td></td>
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</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total (Links to Library on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
# Proposal to Establish a Master of Arts in Urban Studies

**CUNY School of Professional Studies**

Approved by the School of Professional Studies Curriculum Committee, December 8, 2011

Approved by the School of Professional Studies Governing Council, January 5, 2012

<table>
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<th>EQUIPMENT</th>
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<tr>
<td>Computer Hardware</td>
<td>$1,500</td>
<td>$1,545</td>
<td>$1,591</td>
<td>$1,639</td>
<td>$1,688</td>
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<td>Office Furniture</td>
<td></td>
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<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Equipment on Table 5 - New Resources)</strong></td>
<td>$1,500</td>
<td>$1,545</td>
<td>$1,591</td>
<td>$1,639</td>
<td>$1,688</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>LABORATORIES</th>
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<td>Laboratory Equipment</td>
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<tr>
<td>Other (list separately)</td>
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</tr>
<tr>
<td><strong>Total (Links to Laboratories on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

<table>
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<tr>
<th>SUPPLIES AND EXPENSES (OTPS)</th>
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<td>Consultants and Honoraria</td>
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<td>Office Supplies</td>
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<tr>
<td>Instructional Supplies</td>
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<td>Faculty Development</td>
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<td>Travel and Conferences</td>
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<td>Membership Fees</td>
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<td>Advertising and Promotion</td>
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<td>Computer Repair and Maintenance</td>
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<td>Equipment Repair and Maintenance</td>
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<td><strong>Total (Links to OTPS Expenses on Table 5 - New Resources)</strong></td>
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<td>Facility Renovations</td>
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<td>Classroom Equipment</td>
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<td>Other (list separately)</td>
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<td>Intellectual Property</td>
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### Table 8: Five-Year Revenue Projections for Programs Worksheet

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<tr>
<th>TUITION REVENUE</th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>Total</td>
<td>50</td>
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<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

| Cohort #5       |          |          |          |          |          |
| PT              | 3        | 3        | 2        | 2        | 2        |
| PT              | 21       | 21       | 14       | 14       | 14       |
| Total           | 24       | 24       | 16       | 16       | 16       |

| Total Head Count| 50       | 50       | 50       | 50       | 50       |

| Tuition         | 4,105    | 4,105    | 4,105    | 4,105    | 4,105    |
| ET Fees         | $100     | $100     | $100     | $100     | $100     |
| Full-Time Revenue| $42,999  | $42,999  | $42,999  | $42,999  | $42,999  |
| PT Seats (average) | 1       | 1       | 1       | 1       | 1       |
| PT Tuition Per Seat | $1,035  | $1,035  | $1,035  | $1,035  | $1,035  |
| PT Fees         | $140     | $140     | $140     | $140     | $140     |
| Part Time Revenue| $54,525  | $54,525  | $54,525  | $54,525  | $54,525  |
| Revenue Per Term| $77,510  | $77,510  | $77,510  | $77,510  | $77,510  |

| TOTAL YEARLY TUITION REVENUE | $161,438 | $217,970 | $274,128 | $262,364 | $293,315 |

### Assumptions (list assumptions):

- Tuition based on Spring 2011 rates with a 2% annual increase.
- Full-time students will complete the program in 2 to 3 terms; Part-time students will complete the program in 6-8 terms. 60% of each cohort will complete the program within these timeframes.
- Enrollment increases by 2.5% each fall from the previous fall and by 2.0% each spring from the previous spring.
- Retention rates are as follows: 1 term = 60%, 2 terms = 75%, 3 terms = 85%, 4 terms = 80%, 5 terms = 60%, 6 terms = 60%, 7+ terms = 30%
Letters of Support
Proposal to Establish a Master of Arts in Urban Studies

CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

ARThUR CHERITES
President

John Mogulescu
Dean, School of Professional Studies, CUNY
535 East 80th street
New York, N.Y.

November 14, 2011

Dear Dean Mogulescu:

As President of the Communications Workers of America, Local 1180 and Chair of the Murphy Institute Labor Advisory Board, I write to strongly support the proposal for a new M.A. degree in Urban Studies. Our union represents nearly 10,000 workers in the public sector. Over the past 25 years, several hundred of our members have enrolled in graduate and undergraduate degree programs, provided through the Murphy Institute. These programs have served our members well, and we anticipate exciting opportunities presented by a new M.A. degree, offered by the School of Professional Studies.

Students in Murphy Institute programs have been supported by generous tuition coverage provided by the union and its Education Fund. This benefit—full tuition payment for up to 24 credits—represents 75% of tuition for a 30-credit Master's program. While this benefit is a powerful incentive for members to enroll in college, it is also the single most important resource that allows them to stay the course and complete the program successfully. We have provided this benefit to members enrolled in Murphy Institute programs because the Institute has supported our members with an array of student services and academic counseling. The proposal for an SPS degree in Urban Studies promises to maintain this level of support for our members. We, therefore, we will continue to offer this benefit to members enrolled in the new SPS M.A. program.

The leadership of CWA Local 1180 and the trustees of its Education Fund are committed to providing higher education opportunities for union members. We are well aware that the Master's degree is quickly becoming a requirement for career advancement in the public sector. In a tightening economy and ever more competitive job market, our members need the advantage of an M.A. degree. Moreover, our union as a whole stands to benefit from the support of a well-informed and highly skilled membership and leadership.

Our long experience with the Murphy Institute has shown that adult learners do best in an environment that combines academic excellence with dedicated student services. We anticipate that the new M.A. degree will also provide this environment. We support the development of this program and will encourage eligible members and staff to apply for an M.A. degree offered by SPS through the Murphy Institute.

Sincerely,

Arthur Cherites
Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
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Faculty Curriculum Vitae

This section contains the first two pages of the Curriculum Vitae for the following faculty:

- Mimi Abramovitz
- Stanely Aronowitz
- Juan Battle
- May Ying Chen
- Jagadisa-devasri Dacus
- Joshua B. Freeman
- Kitty Krupat
- Justin M. Laird
- Penny Lewis
- Stephanie Luce
- Gregory Mantsios
- Michael Patrick McNeil
- Ruth Michele Milkman
- John Hull Mollenkopf
- Edward F. Ott
- Peter B. Pepper
- Frances Fox Piven
MIMI ABRAMOVITZ, DSW  
395 Riverside Drive, Apt. 4A  
New York City 129  
New York, 10025  
(212) 866-2429  

Hunter School of Social Work  
East 79th. St.  
New York, N.Y. 10021  
(212) 452-7106  

(212) 866-2429  

MIMI ABRAMOVITZ, DSW  
395 Riverside Drive, Apt. 4A  
Hunter School of Social Work  
New York City 129  
New York, 10025  

Approved by the School of Professional Studies Curriculum Committee, December 8, 2011  
Approved by the School of Professional Studies Governing Council, January 5, 2012  

EDUCATION:
1981 - Columbia University School of Social Work, Doctorate in Social Work
1967 - Columbia University School of Social Work, Masters in Social Work
1963 - University of Michigan, Bachelor of Arts in Sociology

EMPLOYMENT:
Academia
1981-pres-Professor, Masters Program, Hunter School of Social Work, CUNY
1988-pres-Doctoral Program in Social Welfare, Graduate Center, City University of NY
1986-1988-Associate Professor, Hunter College School of Social Work, NY
1981-1985-Assistant Professor, Hunter College School of Social Work, NY
1979-1981-Adjunct Assistant Professor, Fordham School of Social Services, NY
1978-1979-Adjunct Lecturer, New York University School of Social Work, NY
1976-1977-Adjunct Lecturer, Hunter College School of Social Work, NY

Research (prior to academic employment)
1976-1977-Project Research Director, Inst. for Education and Research on Women and Work, NY Office, Cornell School of Industrial & Labor Relations, NY
1972- 1974 -Research & Planning Associate, Office of Regional Activities, Yale University School of Medicine, New Haven, CT.

Practice
1963 -1965 - Caseworker, Connecticut State Welfare Department, New Haven, CT.

HONORS
1967 - MSW, Columbia University School of Social Work, With Distinction
1963 - P h Beta Kappa,
1963 BA, University of Michigan, With High Honors and Distinction
1962 - Phi Kappa Phi
1960 - Alpha Lambda Delta;
1960-William J. Branstom Freshman Prize

AWARDS
2007 Inducted into Columbia University School of Social Work Alumni Hall of Fame 4/19
2006 Faculty of the Year Award, New York State Social Work Educators Association, November 17.
1999 Recognition Award (Research), Chancellor City University of New York. October,
1995 National Association of Social Workers, New York City Chapter, PACE, Award for Significant Contributions to Social Services and Political Activism, April 27.

VISITING SCHOLAR
2006 Visiting Scholar Ryerson, York and McMaster Universities, Toronto, Canada March 22-24
2005 Visiting Scholar, University of Washington, Seattle; University of Washington/ Tacoma, May 3-5.
1999 Scholar In Residence, Miami University of Ohio, Oxford Ohio, October 5-9.

SPECIAL RECOGNITION
2006 One of 25 CUNY researchers featured in the brochures "Research at CUNY" published by the Office of Academic Affairs, CUNY Fall 2006 Selected by Office of the President of Hunter College to participate in Hunter College Roosevelt House Urban Policy, Interdisciplinary Seminar Weekly September to December.
2004 Invited to be a Fellow of the New York Academy of Medicine, Social Work Section, 2004 to present
2004 Invited to be a Fellow at Brookdale Center for the Aging, Hunter College, 2004 to present

Social Science Citation Index, Cited more than 500 times in a wide range of social science journals, including 215 in social work journals, 77 in women's studies journal, 46 in sociology journals, 37 in law journals and 22 in political science

BOOKS

POLICY RESEARCH REPORTS
2002 In Jeopardy: The Impact of Welfare Reform on Non-Profit Human Service Agencies in New York City, NYC Chapter ,National Association of Social Workers and United Way of New York City, February
Curriculum Vitae
STANLEY ARONOWITZ

1 Washington Square Village (212)505-8248
New York, New York 10012

City University of New York
Graduate Center
Doctoral Program in Sociology and Doctoral Program in Urban Education
365 Fifth Avenue
New York, New York 10016

Current Position
Distinguished Professor of Sociology, Graduate Center, City University of New York, 1983

Education
Union Graduate School, Ph.D. (Sociology), 1975
New School for Social Research, B.A. (Sociology), 1968

Prior Positions
Professor of Social Science and Comparative Culture, University of California at Irvine, 1977-1982
Associate Professor of Community Studies The City University of New York, College of Staten Island, 1972-1976
Director, Park East High School, 1970-1972
Associate Director, Mobilization for Youth Organization, 1968-1970
Supervisor of Community Employment Programs, Manpower and Career Development of New York
Director of Organizing of Northeast Region, Oil, Chemical and Atomic Workers, 1964-1967
Field Director, Amalgamated Clothing Workers, 1960-1964
Steelworker, Driver-Harris Corporation, 1955-1960
Lathe Operator, Worthington Corporation, 1952-1955

Visiting Professorships
University of Wisconsin-Sociology, Fall, 1996
University of Paris, American Studies, Spring 1988
Columbia University, Political Science, 1979-1981
City College, CUNY- 1982-1983
University of California- Irvine, History, 1976-1977
University of Paris, American Studies, Spring 1976
University of California in San Diego, Literature, Winter, 1976

University Service
Chair, Faculty Committee New Visions in Undergraduate Education, City University of New York, 1993-present
Co-Principal Investigator- Planning Group, PhD program in Intercultural Studies 1994-2000
Chair, Interdisciplinary Studies-PSC Faculty Grants 1995-96
Director, Center for Cultural Studies, City University of New York, 1987-present
Member, Executive Committee, Ph.D. Program in Sociology, City University of New York, 1985-1991/1997-
Chair, Curriculum Committee, Center for Worker Education, City College of New York, 1982-1986
Director, Graduate Studies- School of Social Sciences, University of California in Irvine, 1977-1979

Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
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Approved by the School of Professional Studies Governing Council, January 5, 2012
93
Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
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Editorial Boards
Labor in Crisis (Book Series - General Editor - Temple University Press - 2001-present
Cultural Critique, Advisory Board, 1987-present
American Culture (series of twenty five volumes), University of Minnesota Press, 1986-1998
Social Text, Founder and Editor, 1979-1990; Editorial Board - 1990-present

Professional Associations
Member, American Sociological Association
Member of the Council, Sociology of Culture Section(1990-1992)

Grants
Rockefeller Foundation-Centers Program “The Privatization of Culture”
CUNY Collaborative Incentive Grant Award 1996-98 “Changes in the Accounting Profession”
US-Mexico Foundation for Culture 1996-98 “Privatization of Public Universities”
Aaron Diamond Foundation, New Visions in Undergraduate Education 1994-1998 “Faculty-Based Academic Planning”
Ford Foundation, Planning for Intercultural PHD Program 1993-96
Rockefeller Foundation, Interamerican Conference on Cultural Studies, 1993
City University of New York, Chancellor’s Grant for the Development of Cultural Studies Center, 1988-1992
Fund for the Improvement of Postsecondary Education, Development of Youth and Community Studies Program, College of Staten Island, 1972-1975

PUBLICATIONS

Books

Just Around the Corner: The Paradox of the Jobless Recovery (Temple University Press, 2005)
Critical Writings on C. Wright Mills - Editor with an Introduction (Four volumes, Sage, 2004)
How Class Works: Power and Social Movement (Yale University Press, 2003)
Implicating Empire edited with Heather Gautney (Basic Books, 2003)
Paradigm Lost- edited with Peter Bratsis (University of Minnesota Press, 2002)
The Last Good Job in America: Work and Education in the New Global Technoculture (Rowman and Littlefield, 2001)
The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning (Beacon, 2000)
Post Work edited with Jonathan Cutler (Routledge, 1997)
Death and Rebirth of American Radicalism (Routledge, 1996)
Technoscience and Cyberculture edited, with Barbara Martinsons and Michael Menser (Routledge, 1996)
EDUCATION

PROFESSIONAL EXPERIENCE

RECENT SCHOLARLY PUBLICATIONS


Battle, Juan (Guest Editor). 2006. Race, Class, & Gender – Journal Special Issue on Intersectionality. New Orleans: Southern University at New Orleans & University of New Orleans.


AREAS OF SPECIALIZATION & TEACHING INTERESTS

Race  *  Sexuality  *  Social Justice

RECENT COURSES TAUGHT (PhD LEVEL)

<table>
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<td>Introduction to Africana Studies</td>
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<td>LGBTQ Communities and Movements</td>
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PROFESSIONAL ASSOCIATION MEMBERSHIPS

Association of Black Sociologists (A.B.S.)
American Sociological Association (A.S.A.)
National Gay and Lesbian Task Force (N.G.L.T.F.)
Center for Lesbian and Gay Studies (C.L.A.G.S.)
May Ying Chen
75 Montgomery Street #16A • New York, NY 10002
Home (212) 233-5231 • Mobile (347) 234-9387
E-mail: chenmayy@gmail.com

EMployment

Adjunct Professor & Asia Projects Coordinator (2009-present)
CITY UNIVERSITY OF NEW YORK (CUNY), School of Professional Studies, Joseph S. Murphy Institute

International Union Vice President (2009)
WORKERS UNITED/SEIU, New York

International Union Vice President (1999-2009)
UNITE HERE, New York
• Member of the union’s General Executive Board responsible for overall union governance, budget review, national and international campaigns, political action, and organizing strategies; Immigration Committee and Manufacturing, Retail and Distribution Sector Committee.

Local 23-25 Manager and New York Metropolitan Area Joint Board Secretary-Treasurer (2004-2009)
UNITE HERE, New York
• Responsible for administration of local unions representing apparel and allied workers in the New York metropolitan area, supervision of staff, union finances and reporting, collective bargaining, benefits issues, economic and political issues affecting low-wage workers and the apparel industry, education and mobilization projects, union-community relations.

Education

University of California Los Angeles
Masters in Education, 1972

Harvard/Radcliffe College
A.B. in East Asian Studies, 1970

Previous Professional Experience

1997-2004
Assistant/Associate Manager
UNITE HERE, Local 23-25, New York

1989-1997
Assistant Director and Director, Education Department
UNITE HERE, Local 23-25, New York

1984-1989
Assistant Director, ILGWU Immigration Project
UNITE HERE, Local 23-25, New York

1982-1984
Group Leader and Teacher
Art Resources for Teachers and Students (ARTS, Inc.), New York

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97
1980-1982
Organizer
Local 6 HERE, New York

1970-1979
Teacher, Adjunct Professor (Los Angeles)
UCLA Asian American Studies Program
University of Southern California Ethnic Studies Program
California State University, Long Beach, Asian American Studies Program
Pasadena Alternative School
Los Angeles Unified School District, Continuation High School (Service for Asian American Youth)
Los Angeles Unified School District, Adult Education Program
Chinatown Service Center, Vocational Training Program (CETA)
Little Friends Community Day Care Center

CURRENT BOARD AFFILIATIONS

Commissioner, White House Initiative on Asian Americans and Pacific Islanders
NY Chapter Board Member, Asian Pacific American Labor Alliance, (APALA), AFL-CIO
Board Member, International Labor Rights Forum, Washington, DC
Board Treasurer, New York Civic Participation Project/La Fuente, Inc., New York
President, New York State Immigrant Action Fund, New York (www.nysiaf.org)
Board Member, UNION (UNITE HERE) Health Center, New York

PUBLICATIONS


AWARDS

Recognition Award, NYC Chapter of LCLAA (Labor Coalition for Latin American Advancement), January 26, 2007
Bridge Builders Award, New York Civic Participation Project, June, 2005
Community Excellence Award, Organization of Chinese Americans (OCA), NY Chapter, September 24, 2004
Distinguished Services Award, New York City Central Labor Council, 1999
Ethnic Labor Coalition Award, New York State AFL-CIO, May 21, 1997
Jagadisa-devasri Dacus, LMSW
746 St. Nicholas Avenue, #47
New York, NY 10031
Phone: 646-228-4894
Email: blkbbuddha@hotmail.com

EDUCATION

1999 Master of Science in Social Work
Columbia University School of Social Work
New York, New York
Method: Advanced Generalist Practice and Programming

1994 Bachelor of Arts in Social Work
University of California at Berkeley
Berkeley, California

1994 Bachelor of Arts in Spanish
University of California at Berkeley
Berkeley, California
Focus: Literature and Linguistics

PROFESSIONAL EMPLOYMENT

July 2009 – Present
Fellow, Hunter College City University of New York – Center for Community and Urban Health, Research in HIV Intervention: Skills for the Community, New York, New York
Minority Researcher Skills in Youth, Community, Family and HIV (National Institute of Mental Health, R25MH083602)
Research interest is focused on identifying, examining, and analyzing the strategies and tactics that non-IDU seronegative Black MSM aged 21 and over report they employ to stay negative.

June 2007 – Present
Senior Director of Training & Capacity Building Programs, Harm Reduction Coalition, New York, New York
Provide administrative and programmatic oversight of all regional and national training and capacity building programs of The Institute at the Harm Reduction Coalition: Anti-Stigma Project; Buprenorphine Project; CDC-funded Capacity Building Assistance Programs – African American Capacity Building Initiative (AACBI), CBA for CBOs, and CBA for Communities; Harm Reduction Training Institute; Hepatitis C Prevention Project; Lesbian, Gay, Bisexual, and Transgender Capacity Building Program; National Syringe Access Project; and Opioid Overdose Prevention Project – Skills & Knowledge on Overdose Prevention (SKOOP).

Develop and implement administrative protocols and communication systems for integrated program services. Develop and implement evaluation systems and program protocols. Develop and implement process for collecting, reviewing, and revising performance measures.
Serve as lead and/or master trainer and technical assistance provider on evidence based HIV prevention interventions that are part of the CDC’s Diffusion of Evidence Based Intervention Project (DEBI): d-up!, Healthy Relationships, Holistic Health Recovery Program+, Popular Opinion Leader, PROMISE, Real AIDS Prevention Project, Safety Counts, Street Smart, and VOICES/VOCES.

May 2004 – June 2007
**Director of the African American Capacity Building Initiative (AACBI), Harm Reduction Coalition, New York, New York**

Provided administrative and programmatic oversight of CDC-funded capacity building assistance program aimed at strengthening the capacity of community based organizations, local and state health departments, and other community stakeholders that provide comprehensive HIV prevention interventions and other social services to African American and Black communities in the Northeast Region and the U.S. Caribbean Territories.

Developed and implemented: administrative protocols and communication systems for coordinated systems approach to delivering structured CBA services; evaluation systems and program protocols; process for collecting, reviewing, revising, and submitting program performance measures to CDC. Coordinated, supervised, and trained full-time staff of AACBI Program and its consultants. Developed evaluation, and needs assessments for program use. Developed curricula and education and training materials for program use. Provide technical assistance, consultation, and training on skills-building activities. Functioned as lead and/or master trainer and technical assistance provider for multiple DEBI.

January 2003 – May 2004 (Contract Position)
**Clinical Supervisor Consultant, Jersey City Connections, Jersey City, New Jersey**

Provided direct oversight of Transgender Outreach Program and clinical supervision of program staff. Developed staff training, outreach modules, and program protocols. Provided crisis intervention and consultation, as needed. Collaborated with an interdisciplinary team and consults with program director as clinically indicated. Provided appropriate and clinically indicated support and direct services to clients, as needed.

August 2003 – May 2004 (Contract Position)
**Training Consultant, Youth Development Institute (YDI) – Fund for the City of New York, New York, New York**

Developed training modules and curriculum for New York City Department of Education (NYCDOE) Parent Coordinators’ training intensive and facilitated training NYCDOE Parent Coordinators. Participated in evaluation of training intensive with YDI staff.

April 2003 – September 2003 (Contract Position)
**Mental Health Clinical Consultant, TEACH Program – Gay Men’s Health Crisis, New York, New York**

Identified and provided short-term counseling and concrete services to TEACH interns and developed and facilitated Personal & Professional Development Track trainings related to Mental Health and Holistic Health & Wellness. Facilitated short-term support groups for TEACH interns as needed. Facilitated weekly TEACH clinical case conferences. Provided ongoing clinical and training supervision to TEACH interns.
JOSHUA B. FREEMAN

25 Indian Road, #5C
New York, New York 10034
212 569-4942

Department of History
Queens College, CUNY
Flushing, New York 11367

Emploiement:
2009- : Professor of History, Queens College, Graduate Center, and Joseph S. Murphy Labor Institute, City University of New York

2003-2009: Executive Officer (chair) and Professor, Ph.D. Program in History, Graduate Center, City University of New York; and Professor of History, Queens College, City University of New York

2000-2003: Professor of History, Queens College and the Graduate Center, City University of New York; and Director, Labor Studies, Queens College

1997-2000: Associate Professor of History, Queens College and the Graduate Center, City University of New York

1990-1997: Associate Professor of History, Columbia University

1986-1990: Assistant Professor of History, Columbia University

1984-1986: Senior Research Scholar, Graduate Center of the City University of New York; staff member, American Social History Project

1980-1983: Instructor/Assistant Professor, American Studies Program, College at Old Westbury, State University of New York, Old Westbury, N.Y.

1978-1979: Visiting Instructor and Guest Fellow (college seminar program), Yale University

1977-1980: Instructor (part-time), Metropolitan Studies Program, New York University

Editorial Positions:
Co-editor, *International Labor and Working-Class History*, 1999-2003; editorial board member, 1997-

Consulting editor, *New Labor Forum*, 1998-


Editorial Board, *Saothar* (Ireland), 2001-

Editor, "Newsnotes" section, *Labor History*, 1987-90

EDUCATION:

Rutgers University, Ph.D., History, May 1983

Rutgers University, M.A., History, June 1976

City College of New York, CUNY: Masters Program in History, September 1973-June 1974

Harvard University, B.A., June 1970

AWARDS AND FELLOWSHIPS:

John Commerford Labor Education Award, New York Labor History Association, 2006

Queens College President's Grant for Innovative Teaching Projects, 2000

American Council of Learned Societies Fellowship, 1996

National Endowment for the Humanities, Fellowship for University Teachers, 1995

Phillip and Ruth Hettleman Award for Junior Faculty, Columbia University School of General Studies, 1989

Hibernian Research Award, Cushwa Center for the Study of American Catholicism, Notre Dame University, 1985
Ki

ty Krupat
35 West 92 St., Apt. 11 D
N.Y.C., N.Y. 10025
(212) 666-3935; Office: (212) 827-0200; e-mail addresses: kitty.krupat@mail.cuny.edu

Education: New York University, American Studies Program: (A.B.D.) M.Phil, 2009; M.A., 1998; B.A., 1961, New York University (Honors in English)

CURRICULUM VITAE

Academic Positions: 1979-Present

December 2002-Present: Joseph S. Murphy Institute for Worker Education and Labor Studies, CUNY (formerly Queens College-CUNY Worker Education Program)

Title: Associate Director, Center for Worker Education, and Contributing Editor to New Labor Forum, journal published by the JSMI Center for Labor, Community and Policy Studies

2001-2002: New York University Gallatin School of Individualized Study

Title: Auxiliary Advisor

1979-1989: Hofstra University-District 65/UAW Institute of Applied Social Science (joint union-university BA program for members and staff of District 65/UAW)

Title: Co-Director

Courses Taught: 1995-Present

Queens College Urban Studies/Urban Affairs departments (“Work, Class and Culture”; “New York City Culture and Politics”)

New York University Metropolitan Studies and Expository Writing programs, (“Urban Culture and Social Identity”; “Crisis of the Modern American City”; Expository Writing, I and II)

Cornell University, New York State School of Industrial and Labor Relations (“History of Working Women in America”; basic writing skills seminars)

Publications and Films


“This Sporting Life” (review of Million Dollar Baby and Friday Night Lights), New Labor Forum, fall 2005

“Writing the ‘Labor Question’ Back into History” (review of Nelson Lichtenstein’s State of the Union), Radical History Review, winter, 2004


“Re-thinking the Sweatshop: A Conversation about United Students against Sweatshops,” in International Labor and Working Class History, spring, 2002

With Laura Tanenbaum, “A Network for Campus Democracy: Reflections on NYU and the Academic Labor Movement,” in Social Text, spring, 2002


“Dispatches from the NYU Polls,” in New Labor Forum, fall 2000

Editor with Patrick McCreery, Out Front: Lesbians, Gays and the Struggle for Workplace Rights, a collection of essays in Social Text, 61, winter, 1999

“Out of Labor’s Dark Age: Sexual Politics Comes to the Workplace,” in Social Text 61, winter, 1999

“GSOC-UAW v NYU: Case No. 2-RC-22082,” in Workplace, fall, 1999


Films: Assisted in editing and production of:

Sewing Our Future, film produced by “We Do the Work,” aired PBS, 1993
ILGWU: Unite and Fight, film produced for ILGWU by AndersonGold Productions, 1992
It’s about Jobs, film produced for ILGWU by AndersonGold Productions, 1991

Papers/Seminar Participation


2005: Cornell University, Summer School for Union Women: “Strategies for Re-building the Labor Movement: Women in Union Leadership”
EDUCATION
University of Texas at Austin (2001), Ph.D. in Health Education
Dissertation Title: An Interactive Qualitative Analysis of Health and Student Development in College Freshmen

Baylor University (1996), M.S.Ed. in Health, Human Performance and Recreation

University of Oklahoma (1994), B.S. in Health & Sports Science - Health Studies

EXPERIENCE
Assistant Director, Center for Student Wellness, Columbia University Medical Center
August 2010 - present

Responsibilities include:
Lead, direct, and manage comprehensive outreach programming and health promotion services through the Center for Student Wellness, the health promotion arm of the CUMC Student Health Service. Provide individualized health promotion counseling services to students particularly in the areas of stress reduction, time management, communication skills development, conflict resolution, and nutrition/fitness.

Senior Health Promotion Specialist, Columbia University – Alice! Health Promotion Program, Health Services at Columbia
June 2007-August 2010

Responsibilities included:
Leading several initiatives related to the prevention/intervention of high risk drinking and the coordination of health promotion efforts related to fitness, nutrition, and sexual and reproductive health.

Assistant Professor, State University of New York – Department of Health Science
August 2001-May 2007

Responsibilities included:
Undergraduate:
HLP 302 Foundations of Health Education
HLS 301 Principles of Healthful Living
HLS 312 Mental Health
APS 100 Academic Planning Seminar
Graduate:
HLS 645 Applied Education Strategies in Health Education
HLS 641 Health Education Organization in the School and Community Setting
HLS 604 Mind/Body Health
HLS 640 Program Planning
Served as academic advisor for 70+ undergraduate and 5 graduate students each semester

Instructor, University of Texas - Department of Health Education
January 2000 – May 2001
Responsibilities included:
Introduction to Health Promotion
Techniques of Health Promotion

Research Assistant - 3M Wellness
January 1997 – 2001

Responsibilities included:
Maintaining daily facilitation of 3M Wellness Department serving 2 sites and 2,000 employees:
fitness center orientation and instruction, coordination of wellness seminars, internal marketing
of programs and services, individual consultations, integration in business units, energy
breaks, health fairs, massage therapy program, data entry, program evaluation and
improvement.

Teaching Assistant, University of Texas - Department of Health Education
August 1997 - December 1999

Responsibilities included:
Child and Adolescent Health
Introduction to Health Promotion
Epidemiology

Field Experience Supervisor, University of Texas, Department of Health Education
January – May 1999

Responsibilities included:
Supervised eight undergraduate students in the completion of their Sport Management field
experience requirements. Duties included facilitating bi-monthly meetings, grading journals
and written assignments, and ensuring students met all requirements.

Adjunct Instructor, University of Oklahoma, Department of Education Leadership and
Policy Studies
August - December 1999

Responsibilities included:
Educational Decision Making - a course intended to provide undergraduate students with skills
necessary to find careers.

Graduate Teaching Assistant, Baylor University - Department of Health, Human Performance, and
Recreation
August 1994 - May 1996

Responsibilities included:
Responsible for syllabus design and facilitation of course goals and objectives through the use
of lecture and in-class activities for undergraduate Introduction to Health course. Topics
include physical, mental, emotional, social, sexual, spiritual, and occupational health.
Experience includes - 14 sections of course over 2-year period.

Intern, Norman Regional Community Hospital - Community Services Department
August - December 1996
Penny Lewis  
20 Plaza Street East, #D9    Brooklyn, NY 11238  
718.788.2098     pennywlewis@gmail.com

Current Employment
Assistant Professor of Labor Studies, Joseph S. Murphy Institute, CUNY
Courses Taught: Issues in Organizing, New York City Work, Culture and Politics, Labor History, Capstone Seminar

Education
Graduate School and University Center, City University of New York  
Ph. D., Sociology, February 2009  
Dissertation: “A Rich Man’s War and a Poor Man’s Fight? Historical Memory and the Class Dynamics of the Vietnam Antiwar Movement”

M. Phil, Sociology, 2003  
Oral Examinations Fields: Labor Strategy and History, Social Movement Theory, Environmental Sociology

Brown University, Providence, RI  
B.A., Semiotics, Honors, magna cum laude, 1993

Publications


Papers Presented


“The Constraints of Class Culture: The Early Years of the Vietnam Antiwar Movement and Implications for Movement Reach,” Politics and Protest Workshop, CUNY Graduate Center, April 2009


“Teaching Class,” Working Class Studies Conference, Youngstown, Ohio, 2005

“Collective Memory of Vietnam Antiwar Protest,” Alternative Futures and Popular Protest, Manchester Metropolitan University, 2005


“The World’s Other Superpower? Revisionist Framing of the Vietnam Antiwar Movement,” Center for Place, Culture and Politics, CUNY Graduate Center, 2004


“Labor’s Response to War,” Center for Place, Culture and Politics, CUNY Graduate Center, 2002


**Invited Talks**

“Youth Organizing,” Union of Radical Political Economics, St. Francis College, Brooklyn, October 2011


Curriculum Vitae

STEPHANIE LUCE

The Murphy Institute
City University of New York
25 W. 43rd Street, 19th Floor
New York, NY 10036

email: stephanie.luce@mail.cuny.edu
(212) 642-2034 (telephone)
(212) 827-5955 (fax)

CURRENT POSITIONS

Associate Professor, The Joseph S. Murphy Center for Worker Education, City University of New York (Beginning 2010).

Research Associate, Political Economy Research Institute, University of Massachusetts-Amherst (1999 to present).

EDUCATION

Ph.D. Sociology
University of Wisconsin at Madison, August 1999.

M.S. Industrial Relations
University of Wisconsin at Madison, January 1991.

B.A. Economics, with High Honors.
University of California at Davis, June 1988.

PUBLICATIONS AND PAPERS

Books


Book Chapters


“Capital Mobility and Job Loss in Massachusetts: A Look at Corporate Restructuring, Production Shifts, and Outsourcing” (with Kate Bronfenbrenner). In Tom Juravich, ed. The Future of Work in Massachusetts. Amherst, MA: University of Massachusetts-Amherst Press. 2007.


ARTICLES


Gregory Mantsios

Education
Dec. 1977 Ph.D. Sociology, Union Institute and University
June 1973 M.A. Urban Studies, Queens College, CUNY
June 1972 B.A. Sociology, Queens College, CUNY

1984 – Present
Founder and Director, Joseph S. Murphy Institute for Worker Education and Labor Studies, School of Professional Studies and the Graduate School and University Center, City University of New York (formerly Queens College LEAP Program, CUNY)
- Responsible for the development and oversight the Center for Worker Education. The Center offers undergraduate and graduate degrees and certificates in Labor Studies and Urban Studies and includes a university-wide initiative developing union-sponsored educational programs for working adult students throughout the CUNY system.
- Responsible for the development and oversight of the Center for Labor, Community, and Policy Studies. The Center conducts research, organizes public forums and conferences, publishes educational material, and offers an array of leadership development programs.
- Publisher and founding editor of the Institute’s national journal—New Labor Forum: a journal of ideas, analysis and debate.

1979 – 1983
Director, Labor Studies
Empire State College, State University of New York
- Directed all academic and administrative functions in a degree program for over 1,500 apprentices in the IBEW Local Union 3 (electrical workers union). Hired and supervised a part-time faculty of 65 and a full-time faculty and staff of 10.

Instructor of Sociology
William Paterson College of New Jersey
9/74 – 9/76
- Taught introductory and advanced sociology courses; also served on a number of departmental and college-wide committees (curriculum, advisement, labor studies development, student-faculty relations).

Coordinator of Community Services
Astoria Community Union (a non-profit community corporation)
5/73 – 9/74
- Administered a multi-faceted community service program.

Community Organizer
University Year for ACTION, Queens College, CUNY
5/72 – 5/73
- Build and developed a grassroots community organization in Astoria, N.Y.

Additional Teaching
Cornell University (Metropolitan District), Queens College, Empire State College, Fairleigh Dickerson University.

Courses Taught
In the Public Interest: Debunking the Myths about Government, Government Workers, and Unions” a 32 page illustrated popular education booklet published by City Works, 2011.


“Learning and Living” in Liberating Memory, Janet Zandy, editor, Rutgers University Press: 1995. (Also reprinted in Race, Class, and Gender in a Diverse Society, Diana Kendall, editor, Allyn and Bacon, 1997.)

Curriculum Vitae

Michael Patrick McNeil, MS, CHES, FACHA

CONTACT INFORMATION:

538 W. 149th Street, Apt 3
New York, NY 10031
(212) 854-5453 daytime
(917) 288-3498 mobile
mm3117@columbia.edu

EDUCATION & CERTIFICATIONS:

Ed.D., Higher Education Administration, Nova Southeastern University, expected 2010
  ABD (as of April 2009) “Academic Preparation of Health Promotion Professionals in Higher Education:
  A Case Study Exploring the Alignment of Job Skills and Learn Outcomes.

M.S., Health Education, Florida State University, 1997
  “A Comparison of Alcohol and Drug Use Behaviors among Peer Educators and General College Students.”

B.A., Sociology, University of Central Florida, 1994

CHES, Certified Health Education Specialist, #15581

EMPLOYMENT HISTORY:

Columbia University, New York, NY
Interim Director, Alice! Health Promotion Program (October 2009 – Present)
Assistant Director, Alice! Health Promotion Program (September 2006 – Present)

Temple University, Philadelphia, PA
Coordinator, Temple Health Empowerment Office (THEO) (July 2003 – August 2006)
Adjunct Instructor, Department of Public Health (January 2004 – June 2006)

Oswego State University of New York, Oswego, NY
Interim Coordinator, LifeStyles Center (August 2002 – July 2003)
Health Promotions Coordinator (August 1999 – July 2003)
Adjunct Faculty, Department of Health and Physical Education (August 2000 – June 2003)

American College Health Association, Baltimore, MD
Education Coordinator (January 1998 – August 1999)

Students Against Destructive Decisions, Marlborough, MA
Consultant, Coordinator for the National Conference (November 1997 – September 1999)

Florida Department of Health, Tallahassee, FL

DISC Village, Inc., Tallahassee, FL  
Coordinator, The AIDS Project (September 1996 – March 1997)

University of Central Florida, Orlando, FL  
Coordinator Assistant, REACH Peer Education (January 1996 – May 1996)  

Valencia Community College, Orlando, FL  
Coordinator, Peer Education Program (February 1995-December 1995)

COURSE & PROGRAM DEVELOPMENT:

American College Health Association, College Students in High Risk Situations Program Trainings  
(Peer Education, Peer Theatre, Social Marketing, Technology in Health Promotions)

DISC Village, HIV Prevention for Adolescent Men

Florida Department of Health, SAFE KIDS Leon County

Florida Department of Health, Injury Surveillance Report

Greadington & Associates, Community Education Center

Oswego State University, Responding & Referring Survivors of Violence

Oswego State University, Peer Health Education (GST 303/HSC 399/HSC 499)

Oswego State University, Health Promotion Program Planning (HSC 448)

Oswego State University, Human Response to Stress (HSC 333)

Students Against Destructive Decisions, Comprehensive Conference Program

Temple University, Comprehensive Resident Assistant Training, Sexual & Reproductive Health

Temple University, Health Teaching Techniques for Peer Health Education (PH 206)

Temple University, Introduction to Health Professions (HRP 100)

University of Central Florida, Peer Approach to Health Education

Valencia Community College, Peer Health Education

SELECTED GRANTS & CONTRACTS

American Association of Colleges & Universities  
2005 – 2006 HIV Education & Leadership Project $1,500

Florida Department of Health  
1995 – 1996 Peer Health Education $20,000

National Collegiate Athletic Association  
2002 – 2005 Building Oswego Pride Through CHOICES $30,000

New York State Department of Health  
2003 – 2004 Alcohol Campus & Community Coalition $10,000

New York State Department of Health  
2006 – 2007 Underage Drinking Prevention Grant $3,000

Pennsylvania Department of Health  
2005 – 2007 PA Tobacco Plan $140,000

Philadelphia Department of Public Health  
2004 – 2006 College Tobacco Pilot Project/PA SWAT $160,000

Temple University  
2005 Applying Technology in Health Promotion $6,000
Curriculum Vitae

RUTH MICHELE MILKMAN

Sociology Program  voice:  (212) 642-2042
CUNY Graduate Center  fax:  (212) 827-5955
365 Fifth Avenue  mobile:  (310) 871-3055
New York, NY 10016-4309  email: rmilkman@gc.cuny.edu

EDUCATION

(second major: Comparative Literature)
1977  M.A., Sociology, University of California, Berkeley
1981  Ph.D., Sociology, University of California, Berkeley.

ACADEMIC POSITIONS

1981-88  Assistant to Associate Professor of Sociology, Queens College and the Graduate Center, City
University of New York
1986  Visiting Lecturer in American Labor History, Centre for the Study of Social History, University of
Warwick (England)
1990  Visiting Professor, Department of Sociology, University of Sao Paulo (Brazil)
1991  Visiting Research Scholar, Department of Sociology, Macquarie University (Australia)
1988-94  Associate Professor of Sociology, University of California, Los Angeles
1993  Visiting Research Associate, Groupe d'Études sur La Division Sociale et Sexuelle du Travail, Institut de
Recherche sur les Sociétés Contemporaines, CNRS, Paris
2006; 2010  Visiting Professor, Labor Studies Program, University of Massachusetts, Amherst
1994--  Professor of Sociology, University of California, Los Angeles
2010--  Professor of Sociology, City University of New York Graduate Center

ADMINISTRATIVE EXPERIENCE

1994-95  Chair, Advisory Panel on Technology, Productivity and Jobs in the Service Sector,
Office of Technology Assessment, Congress of the United States
1994-96  Executive Board, Industrial Relations Research Association (elected)
1993-99  Chair, Women's Studies Program Advisory Committee, UCLA
1992-99  Vice Chair and Undergraduate Affairs Director, UCLA Sociology Department
1990-92  Macrosociology Area Program Director, UCLA Sociology Department
2003-04  Chair, Section on Labor and Labor Movements, American Sociological Association
2001-04  Director, University of California (statewide) Institute for Labor and Employment
2001-08  Director, UCLA Institute for Research on Labor and Employment (formerly the
Institute of Industrial Relations)
2010--  Academic Director, Murphy Institute for Worker Education and Labor Studies, CUNY

EDITORIAL ACTIVITIES

1981-95  Editorial Board, Feminist Studies
1984-90  Editorial Board, Politics & Society
1989-91, 1996-98  Consulting Editor, American Journal of Sociology
1989-92  Advisory Editor, Gender & Society
1987-93, 2000-  Editorial Adviser, Work, Employment and Society
1991--  Board of Reviewers, Industrial Relations
1992--  Consulting Editor, International Labor and Working-Class History
1994--  Editorial Board, Gender, Work and Organization (Manchester, UK)
1994--  Consejo de Redacción, Sociología del Trabajo (Madrid)
1996-2004 Editorial Board, *British Journal of Industrial Relations*
2000-2003 Editorial Board, *ASA Rose Series in Sociology*
1996-2011 Editorial Board, *Work & Occupations*
2002-04 Editor, *The State of California Labor*
1995-97, 2009-11 Editorial Board, *Contemporary Sociology*
2008-- Editorial Board, *Industrial Relations Journal* (Leeds, UK)
2009-- Consulting Editor, *New Labor Forum*
2011-- Editorial Board, *Industrial and Labor Relations Review*

SELECTED HONORS AND AWARDS

1975 Phi Beta Kappa; College Honors
1976-79 Graduate Fellow, National Science Foundation
1979 Mabelle McLeod Lewis Grant-in-Aid of Scholarly Work
1979 Graduate Fellow, Danforth Foundation
1981 Woodrow Wilson Dissertation Award in Women's Studies
1981 Dissertation Award in Employment and Training, Social Science Research Council
1983 Mellon Foundation Faculty Development Fellowship
1986 Feminist Book Fortnight (UK) - *Women, Work and Protest* selected as one of the year's top 20 feminist books
1987 Joan Kelly Memorial Prize in Women's History awarded to *Gender at Work* by the American Historical Association
1989 Finalist, American Sociological Association Distinguished Scholarly Publication Award (for *Gender at Work*)
1990 National Science Foundation Research Planning Grant
1997 Honorable Mention, Distinguished Publications Committee, SSSP Labor Studies Division (for *Farewell to the Factory*)
1997 Princeton University Industrial Relations Section, *Farewell to the Factory* selected as a Noteworthy Book in Industrial Relations and Labor Economics
2004-05 Visiting Scholar, Russell Sage Foundation
2006 Princeton University Industrial Relations Section, *L.A. Story* selected as a Noteworthy Book in Industrial Relations and Labor Economics
2007 Finalist, C. Wright Mills Award, Society for the Study of Social Problems (for *L.A. Story*)
2007 Honorable Mention, 2007 Sociology of Labor Book Award (for *L.A. Story*)

DISSERTATIONS CHAIRED (UCLA)

Benita Roth (1998) Binghamton University
Ellen Reese (1998) University of California, Riverside
Susan Markens (1998, co-chair) Fordham University
Jerry Kimery (2002) non-academic employment
Rachel Cohen (2005, co-chair) University of Warwick (UK)
Kristen Schilt (2006) University of Chicago
Daisy Rooks (2007) University of Montana
Veronica Terrriquez (2009, co-chair), University of Southern California
Gwen McEvoy (2011, co-chair), Nazarbayev University (Kazakhstan)

EXTRAMURAL RESEARCH GRANTS RECEIVED (2003-present)

Sloan Foundation, $45,000, 7/1/03-6/30/04; “Effects of Paid Family and Medical Leave on California Employers”
National Institute for Child Health and Development, $364,000, 10/01/03-12/31/05; “Paid Family and Medical Leave in California”
Rockefeller Foundation, $40,000, 1/06-12/06; “Documenting Unregulated Work: A Survey of Workplace Violations in Three Cities”
JOHN HULL MOLLENKOPF

Center for Urban Research 174 Eighth Avenue
CUNY Graduate Center Brooklyn, New York 11215
365 Fifth Avenue Home: 718-788-7139
New York, NY 10016 Office: 212-817-2046
jmollenkopf@gc.cuny.edu Fax: 212-817-1575

Education

B.A. Carleton College, Northfield, Minnesota (1967)

Employment


1991-1993 Program Director, Urban Initiatives, Social Science Research Council. (On leave from CUNY Graduate Center).

1981-1991 Associate Professor, Ph.D. Program in Political Science, CUNY Graduate Center.

1980-1981 Director, Economic Development Division, Department of City Planning, City of New York. Chairman’s designate to the Industrial and Commercial Incentive Board, the Industrial Development Authority, and the Development Funds Steering Committee.


1973-1977 Assistant Professor of Urban Management, Public Management Program, Graduate School of Business, and by courtesy, Department of Political Science, Stanford University. Chairperson, Committee on Urban Studies.

1972-1973 Visiting Assistant Professor, Department of Political Science, Stanford University.

1971 Visiting Instructor, Political Science Department, MIT.

Academic Research Awards (recent personal)


Honors and Awards

Distinguished Book Award, American Sociological Association (2010), best book in the discipline written within the previous two years. (For Inheriting the City.)

Thomas and Znaniecki Award, best book in 2008, International Migration section of the American Sociological Association (2009). (For Inheriting the City.)


Michael Harrington Award, best book in 2001, New Politics Section, American Political Science Association (2002). (For Place Matters.)


Related Activities

Member, MacArthur Foundation Research Network on Building Resilient Regions (2006-present).

Member, Social Science Research Council Study Group on Designing Research on Mixed-Income Housing, commissioned by the MacArthur Foundation (2007-present).


Member, Selection Committee, New Americans Fellowship, Paul and Daisy Soros Foundation, (2006-2009).


Member, Scientific Committee, The Integration of the European Second Generation Study, Institute for Migration and Ethnic Studies, University of Amsterdam, (2003-present).

Member, Advisory Committee, “Worlds in Motion” doctoral fellowship program, Zeit Stiftung, Hamburg, Germany (2007-present).

Courses Taught

PROFESSIONAL EXPERIENCE

2006- Present Executive Director
New York City Central Labor Council
New York City, NY

1996-2006 Director of Public Policy & Worker Education
New York City Central Labor Council
New York City, NY

1990-1996 Political Director
Communications Workers of America – Local 1180

1989-1990 Mt. Sinai Occupational Health Center, Labor Liaison


1985-1989 Political Director
Public Employees Federation

1981-1985 Vice President
Oil Chemical & Atomic Workers Union (OCAW), Local 8-149

1974-1976 Organizer
1199P Hospital Workers Union
(served on organizing Committee from 1970-1974)

ACADEMIC TEACHING EXPERIENCE

1981-1985 Empire State Labor College (adjunct)
State University of New York (SUNY)
Courses Taught:
Labor and Politics, Contemporary Labor Issues

1990 Queens College (team taught)
City University of New York (CUNY)

1990 Hofstra University (adjunct)

SELECTED PRESENTATIONS

- Columbia University, Revson Fellowship Program, “Contemporary Labor Issues”
- NYU Business School, “Labor in the Global Economy”
- Cornell University, Global Labor Initiative, “International Labor Standards”
• Milano New School for Management & Urban Policy at NYU, “Labor and the Green Economy”
• Numerous radio and television commentaries and interviews

COMMISSIONS & BOARDS OF DIRECTORS

Current
• Mayor’s Sustainability Commission, Member
• City Council Speaker Taskforce on Affordable Housing, Member
• Urban Agenda, President – Board of Directors
• Work Force Investment Board, Member
• CUNY Labor Advisory Board, Member
• NYC Apollo Alliance, Chair – Steering Committee
• Consortium for Worker Education, Board Member
• National Labor Museum, Botto House, Board Member
• Wagner Archives, Board of Advisors, Member
• Working Families Foundation, Board of Directors, Member
• New Labor Forum Journal, CUNY, Editorial Board, Member

National AFL-CIO Boards & Committees
• Central Labor Council Advisory Committee
• Committee on Immigration
• Committee on Health Care

AWARDS
• Progressive Leader Award, Citizen’s Action
• Hubert Humphrey Humanitarian Award, The Association of Teachers of Social Studies
• Vision Award, City Limits/Center for the Urban Future
• Outstanding Service Award, New York City Council
• Recognition Award, A. Philip Randolph Institute
• Man of the Year Award, Mt.Sinai Occupational Health Center
• Recognition Award, New York Committee for Occupational Safety & Health
• Sol Stetin Award, The American Labor Museum, Botto House
• Recognition Award, Labor Council for Latin America
• Recognition Award, Restaurant Opportunities Center of NYC
• Community Activist Award, United Autoworkers Regional
• Civil Rights Council
• Appreciation Award, New Era Veterans
• Recognition Award, United College Employees of the Fashion
• Institute of Technology

EDUCATION
1968-1969 Lehman College, Bronx, New York, NY
1976-1977 Empire State Labor College, New York, NY
Curriculum Vitae

FRANCES FOX PIVEN

Distinguished Professor of Political Science and Sociology
Graduate School and University Center
The City University of New York
365 Fifth Avenue
New York City, New York 10016
212/817-8674

Home: 35 Claremont Avenue, New York, NY 10027  212/316-2027
Summer: Box N, Millerton, N.Y. 12546   518/789-3525

EDUCATION

BA    University of Chicago, 1953
MA    University of Chicago, 1956 (city planning)
Ph.D University of Chicago, 1962 (social science)
Honorary Doctor of Humane Letters, Adelphi University, 1985

BOOKS


1987  The Mean Season. Pantheon Books. (Co-authored with Fred Block, Richard A. Cloward and Barbara Ehrenreich)


1993  Updated Edition of Regulating the Poor.


2002 Welfare, Work and Politics, edited by Frances Fox Piven, Joan Acker, Margaret Hallock and Sandra Morgen, University of Oregon Press.


February 2009 Keeping Down the Black Vote: Race and the Demobilization of American Voters, co-authored with Lorraine Minnite and Margaret Groarke, New Press.

BOOKS IN PROGRESS


INTERNATIONAL AND NATIONAL ACADEMIC AWARDS AND HONORS

Book and Article Awards

1972 Regulating the Poor received C. Wright Mills Award, Society for the Study of Social Problems.

1986 The Eugene V. Debs Foundation awarded the Bryant Spann Memorial Prize for my two-part article on voter registration, "Trying to Break Down the Barriers" and "How to Get Out the Vote in 1988," published in The Nation on November 2 and November 23, 1985. The prize recognizes "published work which evidences social vision and commitment to social justice."

Lifetime Achievement Awards

1991 Founders Award, Society for the Study of Social Problems. This award is conferred for career-long "distinguished contributions to the study and solution of social problems."

1995 First recipient of the Lifetime Achievement Award offered by the Political Sociology Section of the American Sociological Association.

1998 Lepper Award for academic achievement and public service, Women's Caucus of the American Political Science Association.

2000 Distinguished Career Award for the Practice of Sociology, American Sociological Association.

2001 Lifetime Achievement Award in Social Work Education, Council of Social Work Education.

2002 Inauguration of the Annual Frances Fox Piven and Richard A. Cloward Award by the New Political Science Section of the American Political Science Association.

2003 Award for the Public Understanding of Sociology, American Sociological Association.

2004 Charles E. McCoy Lifetime Achievement Award, New Political Science Section, American Political Science Association.
EXPERIENCE:

2007 – Present  
**Alternate Labor Member – New York City Board of Collective Bargaining (“BCB”)** Designated by New York City’s Municipal Labor Committee and appointed by New York City Mayor, Michael Bloomberg. The BCB, one of two adjudicative boards of New York City’s Office of Collective Bargaining, and pursuant to NYCCBL § 12-309(a), determines questions concerning improper practices, the arbitrability of grievances, the scope of bargaining, determination of impasses in collective bargaining, and appeals from impasse panel awards.

2006 – Present  
**Labor Consultant**
Services range from bargaining table and behind-the-scenes role in negotiation of contracts, to research and discussions over bargaining strategies, review of contract language and financial implications. In addition, provides training in contract administration for union officers and stewards.

1997 - Present  
**Lecturer - Baruch College - City University of New York**
Instructor in Graduate courses in Labor Relations, Collective Bargaining, Union Behavior and Labor Union History. Seminar class entitled “State of the Unions” presents labor leaders and government officials to discuss issues that impact labor. Curriculum development, facilitation of mock arbitrations and labor negotiations.

1999 - 2006  
**Board Agent - National Labor Relations Board, Region 29 Brooklyn, New York**
Conducted investigations of unfair labor practice charges in order to facilitate determination of potential violations of the NLRA. Responsibilities included collection of evidence and legal research, concluding in written positions and/or agenda presentations. In addition, conducted hearings and elections in representational cases, which at times included complex issues and the monitoring and controlling of parties.

1993 - 1999  
**Labor Consultant**
Behind-the-scenes role in negotiation of contracts. Involvement encompassed research and discussions over bargaining strategies, review of contract language, and financial implications. Developed and administered surveys of membership.

1999  
**Field Representative - Public Employee Federation**
Represented state supervisory employees at several facilities. Monitored existing collective bargaining agreement. Interaction on labor-management committees. Grievance and arbitration filings, negotiation and settlements of disputes through negotiation. Filing of improper practice charges on behalf of Union with NYSPERB.
1994 - 1997  
**U.A. Plumbers Local No. 2, New York**
Union placed in trusteeship by its National. Lead role in the payment of benefits to funds by contractors/employers. Filing of NLRB charges. Resolution of membership issues, including the monitoring of the Union’s out-of-work list.

1992 - 1994  
**Labor Arbitrator - New York State Employment Relations Board.**
Pro Bono Arbitrator of labor relations’ disputes. Managed arbitration proceedings, issued opinions and awards.

1986 - 1996  
**KNAMFP, INC., New York**
President, Real Estate Holding Co.

1974 – 1986  
**Racquet Sports, Inc. (dba the Racquet Shop) New York**
Founder retail sporting goods stores in midtown Manhattan. Managed all aspects of the business, including supervision of staff, merchandising, and finances.

**EDUCATION:**

**Cornell University/Baruch College**

**New York State Employment Relations Board**
Certificate - Arbitration Training Program, March 1992

**Baruch College, City University of New York**
Bachelor of Business Administration, January 1971, *Who's Who in College America*

**Stuyvesant High School, New York City**
Graduated in June 1965

**AFFILIATIONS:**

**The Workmen’s Circle/Arbeter Ring** – Democratically elected International President of 109 year-old, member-driven, not-for-profit organization rooted in the labor movement, Yiddish language and Jewish culture. Lay leader with hands on involvement in restructuring of operations, negotiation of contracts, sale of building assets, and extensive travel. Chair of the organization’s forty-nine member National Executive Board.

**The Forward Association, Inc.** – Past Officer and Member of Executive Board of Directors; Member, Strategic Planning Committee

**Professional Staff Congress** - Member. Baruch College, New York, NY
External Evaluations
External Evaluation Report Form for Proposed Programs

Institution:  City University of New York, School of Professional Studies

Evaluator:  Peter Dreier, E.P. Clapp Distinguished Professor of Politics and chair, Urban and Environmental Policy Department, Occidental College

Program Title:  Master's Degree in Urban Studies

Degree Title:  M.A.

Date of Evaluation:  November 14, 2011

I. Program

1. Assess the program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

a) Purpose:  In operation, this M.A. degree in Urban Studies will serve an important underserved constituency, providing an advanced degree to union members and other adult learners, particularly those who work in the non-profit and public sectors. Tailoring an urban studies program to meet the needs of this constituency fills a huge gap. The focus on policy and administration is completely in sync with the needs of the proposed students. Because these are mostly students in mid-career, the program will help improve the efficiency and effectiveness of these two key sectors of New York City's economic and civic life. Students of this type bring a great deal to the classroom and will enrich the learning environment.

b) Structure and requirements:  This is well-rounded program includes a common core shared by all students along with electives and options, including experiential learning, that allow students to develop proficiencies in the subjects that interest them. Because the students will be coming from a variety of places, professions, and cultural/ethnic backgrounds, the common core requirements are important not only in having a baseline of information and competencies but in giving students a set of shared experiences. Given New York City's rich urban diversity, the general electives will provide students with a remarkable laboratory for exploring significant aspects of urban policy, culture, and social conditions. Electives like Urban Social Identity and Community Organizing combine practical and theoretical knowledge. The fieldwork elective gives students hands-on experience.
c) **Program Administration and Monitoring:** CUNY’s Murphy Institute, the program’s host and sponsor, has a well-deserved international reputation in the fields of labor and urban studies. It has considerable experience working with a student body notably diverse in terms of age, experience, socio-economic background, and ethnic/racial/cultural background. Despite budget cuts that have impacted the entire CUNY system, the Murphy Institute has a solid reputation for its first-rate academic programs and for its administrative capacity, including in the area of student services like advising and counseling. The faculty of the School of Professional Studies and the Murphy Institute is first-rate by any standard, including practical experience and academic expertise, as indicated by publications and reputation. Their operation is overseen by CUNY and by the Labor Advisory Board, guaranteeing that useful synergy between the academic program and the job market into which its graduates will be heading.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

Most graduate programs in urban studies lean toward the academic/theoretical side or the practical/vocational side. The CUNY proposal has exactly the right balance of the two. It is intended not only to provide students with stronger technical/professional skills but to strengthen their critical thinking and analytic skills in ways that transcend particular disciplines or occupations. Its focus on administration and policy is tailored to the needs of mid-career students from the nonprofit and public sectors in New York. More and more jobs in these sectors require graduate-level study and degrees. This will be a much-welcomed program that will provide graduates with an advantage in the job market.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The program’s founders are smart to start small and expand gradually as it attracts more students, and can assess the program’s strengths and weaknesses with the first cohorts of students, allowing for mid-course corrections. Urban Studies is an inherently interdisciplinary subject. CUNY’s strengths in sociology, political science, economics, and related areas put the program on a strong initial footing. Students can draw on a wide variety of existing courses, but the program’s Special Topics and Independent Study options will provide students with significant flexibility to choose a number of personalized directions from day one.

4. Assess available support from related programs.

5. (Only for programs requiring master plan amendment) What is the evidence of need and demand for this program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

According to the proposal, the program will serve students from New York City and the surrounding area, but primarily individuals working in the city’s public sector. This is a huge pool of potential students, given the size of the municipal government. Also, as
indicated above, the changing job market is such that an advanced degree will be a prerequisite for a growing number of public and nonprofit sector jobs.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition of the field.

As the proposal indicated, the faculty who will be associated with this program include some of the most distinguished scholars and teachers in the nation. Individually and collectively, they represent a diverse and experienced group of scholars with international reputations and a commitment to the core tenets of serving the needs of this identified student constituency. For example, historian Joshua Freeman, political scientists John Mollenkopf and Frances Fox Piven, sociologists Ruth Milkman and Stanley Aronowitz, and social work scholar Mimi Abramowitz are among the most respected scholars in their respective fields. The CUNY faculty associated with the proposed program also includes a younger cohort of scholars and teachers, such as Stephanie Luce, Penny Lewis, and Juan Battle, who already have strong reputations who can carry on the program when the older cohort retires.

The faculty also includes distinguished scholar-practitioners, such as Ed Ott, who have national reputations for their work and expertise. What makes this program particularly exciting and unique is its ability to draw on the wealth of practitioners in the area’s public and nonprofit sectors who can be recruited as adjunct faculty and teach specialized courses to complement the offerings of the full-time faculty members. Some of these practitioner faculty have already taught at the Murphy Institute and this new program will provide opportunities to expand that net.

7. Assess the faculty in terms of size and qualifications. What are the plans for future staffing?

There are currently sufficient numbers of full-time and part-time faculty to carry out the program in its initial phases. As the program expands and recruits more and more students, there will be a need to expand the number of full-time and part-time faculty, although the ability to draw on existing faculty and courses is a key strength that will continue.

8. Evaluate credentials and involvement of adjunct and support faculty.

Based on the CVs submitted by adjunct faculty, their quality is outstanding in terms of academic credentials and both teaching and non-teaching practical experience.
III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practical and internship sites; and support services for the program, including use of resources outside the institution.

Murphy Institute’s site in Manhattan has all the necessary classrooms, computer facilities, and social science library to meet the students’ needs. Students in the program will also have access to the CUNY libraries, which in combination are an outstanding resource. As noted earlier, the Murphy Institute provides on-site student services and counseling, which are supplemented by the School of Professional Studies’ own student and technology services. The unions affiliated with the Murphy Institute have pledged to help students identify opportunities for high-quality internships at public agencies, nonprofit organizations and even the unions themselves.

10. (Only for programs requiring master plan amendment) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload?

The proposal indicates that CUNY, the School of Professional Studies, and the Murphy Institute are all committed to making this program a success.

IV. Summary of Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

a) Strengths:

- The Murphy Institute is a visible, valuable, and distinguished organization with a great reputation and a history of providing CUNY programs in Urban Studies and working closely with public sector unions.
- The proposed M.A. degree in Urban Studies is particularly well-suited to adult public-sector workers, the majority in the target population for this program.
- The proposal faculty is highly distinguished in terms of experience, research, publications, and teaching.
- The balance of theory and practical knowledge is ideal for the students expected to participate in the program in terms of academic and practical emphases.
- The students will benefit from experiential and field-based learning that is a core of the program.
- The curriculum has a common core but also offers different areas of concentration.
- The program has a “natural” constituency, or pool of potential students, given the Murphy Institute’s long connections with the area’s labor unions.
Internships will be a key component of the program and the Murphy Institute has the necessary connections to create these internships with the many nonprofit and public organizations it has collaborated with over many years.

b) Weaknesses

- Because the program has not yet started, it is impossible to predict how quickly it will grow and thus how many additional faculty members, full-time and part-time, will be needed in the second, third, and subsequent years. Much depends on the “word of mouth” about the program in terms of growth in applications and students. The program will definitely need additional urban studies full-time professors, but how many and how quickly cannot be ascertained now. This is not unusual, however, for new programs and the assumption is that the program, with CUNY’s cooperation, will be able to meet this need when it arises.

- Similarly, it is too early to know how quickly and how much the student enrollment will increase after the first year. Additional staff for administration and student services will be needed as the program expands.

- The program founders have a good idea of the future trajectory of the program, but they are wise to adopt a wait-and-see attitude regarding which specific additional course offers and areas of specialization will be needed.

In summary, this program is a great idea. There is a clear need for an M.A. degree in Urban Studies in New York City with these elements. It is academically rigorous and reflects an understanding of the changing labor market in New York City and builds on CUNY’s existing core strengths. Without any reservations, I recommend adoption of this program.
External Evaluation Report Form for Proposed Programs

Institution: City University of New York, School of Professional Studies

Evaluator: Michael Leo Owens, Associate Professor of Political Science and Senior Faculty Fellow, Office of University-Community Partnerships, Emory University (CV enclosed)

Program Title: Master’s Degree in Urban Studies

Degree Title: M.A.

Date of Evaluation: November 27, 2011

I. Program

1. Assess the program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

a) Purpose: The purpose of the program is to provide post-collegiate education in the interdisciplinary and growing field of urban studies. In particular, its purpose is to educate employed adults, especially unionized workers, in metropolitan New York. Most of the students who will enroll in the program are likely to seek advancement within their careers and they will want to acquire knowledge and training to become better problem solvers for their employers and communities. Additionally, given that the program intends to blend theory and practice, a benefit of the target population for enrolments should be greater opportunities for faculty to deepen, expand, and enhance their scholarship and teaching about urban issues.

b) Structure and requirements: The design of the program is sound. It includes an adequate number of courses, including extant and new courses. It also will allow students a choice of concentrations (i.e., tracks) and offer them an appropriate set of electives within urban studies. That is, students will have options and true choices about what they want to explore and learn in the field. Additionally, the program intends to provide students with courses that will increase their quantitative literacy. Furthermore, the program will allow students the option of observing and testing theory in applied settings through a fieldwork elective. This should be a great draw for students. Such an elective will offer them the chance to combine the theoretical concerns of the program with the practical concerns of communities. This may result in better theory and increased urban problem solving.

c) Program Administration and Monitoring: From the materials it seems that the Murphy Institute is an ideal intellectual space for the proposed master’s degree program in urban studies. Its scholars are regarded well in their disciplines. Also, the institute has demonstrated a commitment to urban studies at the undergraduate level. Plus, the Institute is moving in a direction that is rare (and soon to be talked about) in the field of urban studies: It is developing the much-needed intersection of labor and urban studies. According to the materials, the Institute expects to be able to offer adequate human resources to develop, implement, and administer the proposed program in a way that will meet student needs and leverage their capacities for advanced study in the field of urban studies. As for monitoring of the program, I assume that the program will receive observation and oversight equal to extant programs in the
School of Professional Studies. Given that the master’s program in urban studies is making an investment in unionized workers and labor professionals, it is heartening and good that the program anticipates and encourages supplemental oversight by a Labor Advisory Board.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The program intends to advance the knowledge, performance, and careers of unionized workers, as well as other students. The emphasis on unionized workers is important and worthy, particularly in light of the demographics of that group and transformations in municipal workforces. Furthermore, the program has a well-conceived design of courses, a solid sense of how to correctly intersect urban studies and labor studies, and an appreciation for (and scholars with experience at) getting students into the applied world to question and perhaps improve it. Additionally, the proposed degree program will provide students with a comprehensive set of skills that should enhance their careers and employment options within the public and nonprofit sectors.

3. Comment on the plans and expectations for continuing program development and self-assessment.

Truly good programs grow and improve from development and introspection. One should expect (and require) it from the proposed program in Urban Studies. At a minimum, one should see the program over time revisit its course offerings, especially after it has a few cohorts of graduates to evaluate in terms of their careers and trajectories. Another expectation is that the proposed program will assess its efforts to be truly multidisciplinary and interdisciplinary.

4. Assess available support from related programs.

The materials did not provide sufficient information to address this question.

5. (Only for programs requiring master plan amendment) What is the evidence of need and demand for this program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The proposed program comes at the right time not only to help shape the future of the field but the future supply of capable knowledge workers. Urban Studies is one of the most dynamic fields in the academy. It is a growing field, especially as universities recognize that students increasingly seek interdisciplinary educations and experiences. Also, there is recognition among many informed observers that the future will be an urban one across the globe. The public sector, as well as the nonprofit and market sectors, will require program and services analysts who understand the development and transformations of urban (and metropolitan) spaces and how they influence democratic governance, vibrant economies, and sustainable communities.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition of the field.
A distinguished set of scholars and scholar-practitioners in the field of urban studies and relevant academic disciplines will lead the program. It includes some of the most celebrated and cited scholars of urban studies, rivaling faculty in some of the most elite programs in the field. What stands out about the proposed faculty is a serious commitment to sustaining and energizing the field. This is demonstrated by the scholarly productivity and innovations the proposed faculty brings to the field and their own disciplines. This is true of both the senior and junior faculty. Additionally, many of the current professors have demonstrated a respect for theoretically informed applied research and public service. This suggests that the faculty, collectively and individually, possess the training, experience, and commitment to contribute to the proposed program. There are no reasons to doubt their competence. Students will receive a truly fine education in urban studies.

7. Assess the faculty in terms of size and qualifications. What are the plans for future staffing?

From the materials it appears that the program will initially consist of a core faculty of four full-time professors, one part-time professor, and a few other contributors to the curriculum. What is important is that the named faculty consists of highly capable scholars and teachers. What also matters is that the program develops in a sound and strategic way. That means a small core faculty is appropriate at the start of the program. But, if the program is to achieve its full potential it will require growth in the size of its faculty. Moreover, it will need to recruit and retain some of the best junior and emerging scholars in urban studies and associated fields (e.g., sociology, urban planning, urban anthropology, political science, public policy, and economics). Plus, the program, especially given the expected diversity of its students, will need to invest in recruiting and retaining scholars—senior, junior, and emerging—who can effectively mentor students from diverse backgrounds. Nonetheless, as stated, the current plan for growth seems thoughtful and flexible.

8. Evaluate credentials and involvement of adjunct and support faculty.

Like those of the core faculty, the preparation, skills, and experiences of the adjunct and support faculty are more than appropriate for the success of the program. There are no reasons to judge them as anything other than capable to contribute at the highest levels in terms of teaching and mentoring in the program.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practical and internship sites; and support services for the program, including use of resources outside the institution.

The scale of the proposed program seems in line with the scale of the current resources of the physical plant. Extant resources should be more than adequate for the initial few years of the program. The library and computer services should not experience any stress due to the initiation and development of the proposed program. Additionally, the linkages of the public and private sectors to and connections through the program, especially through the Murphy Institute, Labor Advisory Board, and faculty (and their former students), hold the potential to provide an adequate set of applied experiences that will be essential to the field elective of the
program. They also have the potential to create new career pathways, as well as channels for funneled outstanding students into the program.

10. (Only for programs requiring master plan amendment) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload?

The materials suggest that there will be sufficient support from key stakeholders to develop an exciting and valuable master's degree program in urban studies.

IV. Summary of Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

a) Strengths:

- Some of the most outstanding scholars of urban studies will lead the proposed program;
- Its focus on unionized workers (and its association with the Murphy Institute and an incredible mix of labor organizations) will set the program apart from its peers within and beyond the CUNY system;
- The proposed program will give its targeted students an excellent education in the field of urban studies, one that allows individualization via concentrations and tracks and that inks theory and practice in ways that will better prepare them contribute to the resolution of urban problems; and
- Recruitment and retention of students (and distinguished faculty) are more likely to succeed because of the association with and involvement of the Murphy Institute.

b) Weaknesses

- The proposed size of the faculty will only be adequate in the short run, if the school is serious about developing a world-class and emulated master's degree in urban studies (i.e., a sustainable program will require a commitment of resources to recruit and retain a more full-time faculty hired specifically to contribute to urban studies in terms of teaching, mentoring, and research); and
- The proposed program needs to figure out how to involve more junior faculty in the degree program to prevent disruptions in course offerings due to likely retirements by senior faculty in the coming years.

In sum, the proposed master's degree in urban studies is sound. It has elements necessary to offer a strong and clear curriculum to its target population. Without question, I endorse and recommend the development and implementation of this program.
## Competitive Analysis Worksheet

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Program Title</th>
<th>Tuition /credit*</th>
<th>Target audience</th>
<th>Online/In person</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNY— Queens College</td>
<td>Flushing, New York</td>
<td>M.A. in Urban Affairs</td>
<td>$345</td>
<td>Professionals in urban administration, organization and policy, particularly in the public and non-profit sectors.</td>
<td>In person</td>
<td>Credits, 30</td>
<td>10</td>
</tr>
<tr>
<td>CUNY— Hunter College</td>
<td>New York, New York</td>
<td>M.S. in Urban Affairs</td>
<td>$345</td>
<td>Some recent graduates and many working adults and mid-career professionals who plan or are pursuing careers in the public and non-profit sectors.</td>
<td>In person</td>
<td>Credits, 36</td>
<td>12</td>
</tr>
<tr>
<td>CUNY — Hunter College</td>
<td>New York, New York</td>
<td>Masters in Urban Planning (MUP)</td>
<td>$345</td>
<td>A day-time program for students desiring careers in urban planning and development as well as in such areas as land-use and environmental sustainability</td>
<td>In person</td>
<td>Credits, 54</td>
<td></td>
</tr>
<tr>
<td>New School University— Milano The New School for Management and Urban Policy</td>
<td>New York, New York</td>
<td>M.S.- Urban Policy Analysis and Management</td>
<td>$1,255</td>
<td>For professionals and managers committed to improving the quality of life for urban communities and their residents.</td>
<td>In person</td>
<td>Credits, 42</td>
<td>14</td>
</tr>
<tr>
<td>Fordham University</td>
<td>Bronx, New York</td>
<td>M.A. in Urban Studies</td>
<td>$1,230</td>
<td>Professionals already working on urban issues who may want to earn a master’s degree and students seeking careers in the public and private sectors</td>
<td>In person</td>
<td>Credits, 36</td>
<td>12</td>
</tr>
<tr>
<td>Long Island University-Brooklyn</td>
<td>Brooklyn, New York</td>
<td>M.A. in Urban Studies</td>
<td>$790</td>
<td>Professionals, part-time and full-time students interested in administration, economics, government, history, housing, management, planning and sociology.</td>
<td>In person</td>
<td>Credits, 36</td>
<td>12</td>
</tr>
<tr>
<td>Rutgers University— The Edward J. Bloustein School</td>
<td>New Brunswick, NJ</td>
<td>Master of City and Regional Planning (M.C.R.P.)</td>
<td>$600</td>
<td>A professional degree that prepares students for practice in planning, policy and program development.</td>
<td>In person</td>
<td>Credits, 48</td>
<td>16</td>
</tr>
</tbody>
</table>
Evidence of Current Jobs
## Job Vacancy Notice

**Civil Service Title:** Administrative Staff Analyst  
**Level:** M4  
**Title Code No:** 10026  
**Salary:** $125,000 - $160,000  
**Office Title:** Executive Director, NYCAPS Central  
**Work location:** 59 Maiden Lane  
**Division/Work Unit:** Human Capital/NYCAPS Central  
**Number of Positions:** 1  
**Hours/Shift:** 35 Hours/ Day

### Job Description

The Department of Citywide Administrative Services (DCAS) seeks to hire an Administrative Staff Analyst to serve as Executive Director of NYCAPS Central. NYCAPS is the New York City Automated Personnel System. This position will report to the Chief Human Capital Officer and will be responsible for the on-going administration of NYCAPS Central which performs centralized HR and benefit functions, transaction analysis, NYCAPS user support and project communication. This person will be responsible for developing and maintaining policies, procedures, reporting, analytics, and service level agreements. The candidate will oversee the development, utilization, and evaluation of internal processes to ensure efficient operations and customer service satisfaction and develop metrics to assess effectiveness and success of service delivery; build and maintain relationships with stakeholders across the City; foster collaboration and communication to ensure attainment of goals and keep on top of changes in programs/policies of Human Capital activities; work with the Human Capital team to help provide strategic direction of Human Capital service delivery and Human Capital Technology platform(s); gather best practice and benchmarking data; deliver Human Capital programs, methodologies and services (Staffing, Compliance, Project Management, HRIS, and Benefits Admin); partner with the Human Capital Business Partners and Human Capital Centers of Excellence (COEs) groups to understand customer needs and provide efficient processes, systems and policies; develop and provide continuously improved Human Capital metrics to reduce operational costs and improve process efficiencies, enable COEs to focus on strategic issues, and improve service quality; direct and develop efficient processes, systems and policies to support agency and Human Capital strategic goals; direct the development and continuous improvement of self-service tools including partnering with IT to leverage self-service and other tools.

### Qualification Requirements

1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
2. A baccalaureate degree from an accredited college and four years of professional experience in the areas described in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above.
City of New York  
DEPT OF CITYWIDE ADMIN SVCS  
Job Posting Notice

Civil Service Title: ASSOCIATE STAFF ANALYST  
Level: 00

Title Code No: 12627  
Salary: $59,536 - $88,649 Annually

Office Title: Associate Staff Analyst  
Work location: 1 Centre Street

Division/Work Unit: Office Fleet Administration  
Number of Positions: 1

Job Description
The Department of Citywide Administrative Services (DCAS) seeks to hire an Associate Staff Analyst to work within the Line of Service. The candidate’s duties will be to:

- Support the Director and other managers of the Office of Fleet Administration (OFA), which is responsible for assisting agencies in operating and using the City’s motorized fleet. This involves developing, implementing and enforcing policies that govern the ordering, maintenance, and disposal of City vehicles
- Assist the Director of OFA with the administration of the accident management program which includes researching past accident management expenditures and generating requests for accident management contracts and related procurement purchase orders; administering the authorization of individual work orders by comparing the appraisal amounts with the shop estimates; and advising management when vendors are late in completion of work
- Conduct life cycle replacement studies to determine the proper timeframe to replace City motor vehicles and equipment and make recommendations on the life cycle replacement period
- Conduct economic cost benefit analysis studies and generate annual buying plans for DCAS and the Mayor's Office and citywide procurements of green initiatives under PlaNYC
- Obtain information for the monthly fleet indicators, post the information in Excel and send the results to DCAS’s management for publication in PBViews or its replacement software
- Input vehicle requisition information, including the vehicle identification numbers of vehicles promised for relinquishment and ensure that agencies relinquish those promised vehicles upon the receipt of new vehicles; generate monthly reports as required to support this process and interface with agency fleet managers on the relinquishment of alternative vehicles
- Assist the Director of OFA in maintaining records of authorized fleet ceilings and monitoring agencies actual fleet size and in enforcing the Clean Fleet Transition Plan designed to reduce vehicle GHG emissions
- Work with DCAS’s Division of Energy Management (DEM), DCAS’s PlaNYC Steering Committee and the Mayor’s Office regarding the development and implementation of strategies to reduce greenhouse gases
- Assist in administering the Citywide GASCARD program that allows City vehicles/users to obtain fuel at privately owned gas stations throughout the New York City metropolitan area and around the country
- Assist in the development and administration of contracts to provide vehicle accident appraisal and repair services for the DCAS-managed fleet and other agency fleets
- Input all DCAS managed fleet vehicles into the Maintenance Control Management System (MCMS) and the maintenance management vendors’ database
- Recommend productivity and environmental improvements and cost reduction initiatives
- Perform other duties as assigned by the Director.

Only permanent Associate Staff Analysts and those who took the written examination will be considered.

Minimum Qualification Requirements
1. A master’s degree from an accredited college or university, accredited by regional, national, professional or specialized agencies recognized as accrediting bodies by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA) in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and one year of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; or in management or methods analysis, operations research, organizational research or program evaluation; or in personnel or public administration, recruitment, position classification, personnel relations, labor relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area; or 2. A baccalaureate degree from an accredited college or university, accredited by regional, national, professional or specialized agencies recognized as accrediting bodies by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA) and three years of satisfactory full-time professional experience in the areas described in #1” above.

Proposal to Establish a Master of Arts in Urban Studies  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011  
Approved by the School of Professional Studies Governing Council, January 5, 2012  
138
Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

HRA/DEPT OF SOCIAL SERVICES
Job Posting Notice

Job ID: 94824 # of Positions: 1

Business Title: DIRECTOR, HOUSING EMPLOYMENT PROGRAMS

Civil Service Title: ADMINISTRATIVE STAFF ANALYST

Title Code No: 1002A Level: 00

Proposed Salary Range: $56,937.00 - $88,649.00 (Annual)

Work Location: 180 Water Street

Division/Work Unit: Administrator/Commissioner

Return to Previous Page

Job Description
The Family Independence Administration (FIA)/Employment & Contracts are recruiting to fill one (1) Administrative Staff Analyst (NM), to function as the Director of Housing Employment Programs, who will be:

• Responsible for all aspects of implementation and maintenance of Jobs-Plus, a nationally recognized employment model for residents in public housing, including launch of new Jobs-Plus sites at approximately 8 locations in New York City Housing Authority (NYCHA) developments, through an innovative project that is funded by Mayor Bloomberg's Young Men's Initiative.
• Serve as operations liaison for HRA with current and future Jobs-Plus sites, vendors, and NYCHA staff, particularly around things like performance payment, systems-related issues, and efficient workflows.
• Optimize the collection of all Jobs-Plus program data and participant information and manage generation of reports that are accurate and reflect strong accountability for job placement and retention.
• Work closely with Jobs-Plus partners to implement program design and ongoing management for employment, retention, work support, and rent-based incentives; produce innovative policy which finds new ways to increase employment for public housing residents, creating a culture of work.
• Design and implement strategies/best practices for HRA-contracted employment vendors (through the Back to Work program) to improve and expand incentives that aid homeless shelter clients in finding and keeping employment.
• Lead policy and operations planning efforts for employment services and program model for subsidized housing and homeless clients under new Back to Work employment contracts.
• Utilize reports and conduct data analyses to monitor progress toward program benchmarks and goals for Jobs-Plus participants and BTW subsidized housing and homeless clients, providing employment technical assistance if programs are not performing to par.
• Create strong collaborations and coalitions that are employment-focused with high-level administrators at New York City Housing Authority (NYCHA), New York City Department of Homeless Services (DHS), and City Hall.
• Oversee and manage professional development for one (1) Analyst.

Minimum Qual Requirements
1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
2. A baccalaureate degree from an accredited college and four years of professional experience in the areas described in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above.
Job ID: 94232

Business Title: Associate Staff Analyst
Civil Service Title: ASSOCIATE STAFF ANALYST

Title Code No: 12627
Level: 00

Proposed Salary Range: $59,536.00 - $88,649.00 (Annual)

Work Location: 1 Centre St., N.Y.

Division/Work Unit: DMSS/Fleet Administration

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**Job Description**

The Department of Citywide Administrative Services (DCAS) seeks to hire an Associate Staff Analyst to work within the Line of Service. The candidate’s duties will be to:

Support the Director and other managers of the Office of Fleet Administration (OFA), which is responsible for assisting agencies in operating and using the City’s motorized fleet. This involves developing, implementing and enforcing policies that govern the ordering, maintenance, and disposal of City vehicles.

Assist the Director of OFA with the administration of the accident management program which includes researching past accident management expenditures and generating requests for accident management contracts and related procurement purchase orders; administering the authorization of individual work orders by comparing the appraisal amounts with the shop estimates; and advising management when vendors are late in completion of work.

Conduct life cycle replacement studies to determine the proper timeframe to replace City motor vehicles and equipment and make recommendations on the life cycle replacement period.

Conduct economic cost benefit analysis studies and generate annual buying plans for DCAS and the Mayor's Office and citywide procurements of green initiatives under PlaNYC.

Obtain information for the monthly fleet indicators, post the information in Excel and send the results to DCAS’s management for publication in PBViews or its replacement software.

Input vehicle requisition information, including the vehicle identification numbers of vehicles promised for relinquishment and ensure that agencies relinquish those promised vehicles upon the receipt of new vehicles; generate monthly reports as required to support this process and interface with agency fleet managers on the relinquishment of alternative vehicles.

Assist the Director of OFA in maintaining records of authorized fleet ceilings and monitoring agencies actual fleet size and in enforcing the Clean Fleet Transition Plan designed to reduce vehicle GHG emissions.

Work with DCAS’s Division of Energy Management (DEM), DCAS’s PlaNYC Steering Committee and the Mayor’s Office regarding the development and implementation of strategies to reduce greenhouse gases.

Assist in administering the Citywide GASCARD program that allows City vehicles/users to obtain fuel at privately owned gas stations throughout the New York City metropolitan area and around the country.

Assist in the development and administration of contracts to provide vehicle accident appraisal and repair services for the DCAS-managed fleet and other agency fleets.

Input all DCAS managed fleet vehicles into the Maintenance Control Management System (MCMS) and the maintenance management vendors’ database.
Recommend productivity and environmental improvements and cost reduction initiatives

Perform other duties as assigned by the Director.

Only permanent Associate Staff Analysts and those who took the written examination will be considered.

**Minimum Qual Requirements**

1. A master’s degree from an accredited college or university, accredited by regional, national, professional or specialized agencies recognized as accrediting bodies by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA) in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and one year of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; or in management or methods analysis, operations research, organizational research or program evaluation; or in personnel or public administration, recruitment, position classification, personnel relations, labor relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area; or

2. A baccalaureate degree from an accredited college or university, accredited by regional, national, professional or specialized agencies recognized as accrediting bodies by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA) and three years of satisfactory full-time professional experience in the areas described in “1” above.
HRA/DEPT OF SOCIAL SERVICES
Job Posting Notice

Job ID: 89113 # of Positions: 1

Business Title: BUYING/PROCUREMENT DIRECTOR

Civil Service Title: ADMINISTRATIVE STAFF ANALYST

Title Code No: 10026 Level: M4

Proposed Salary Range: $68,238.00 - $176,074.00 (Annual)

Work Location: 180 Water Street

Division/Work Unit: Administrator/Commissioner

Job Description
The Office of Support, Accountability and Value-Enhancement (SAVE) within the Office of the Deputy Mayor of Health and Human Services was created to share capacity in small purchasing and other administrative operations among the health and human service agencies. These agencies are the Human Resources Administration, the Administration for Children’s Services, Department for the Aging, Department of Correction, Department of Health and Mental Hygiene, Department of Homeless Services, and the Department of Probation. SAVE is seeking an experienced Buying/Procurement Director.

The Buying/Procurement Director will oversee a unit of four to six staff and will manage the buying activity of upwards of $400 million of goods and services. The range of goods and services include food and food supplies, equipment, and professional services. The Procurement Director will:

• Establish unit direction and priorities and communicate effectively to management team.
• Build strong vendor partnerships.
• Negotiate buying terms with vendors (price, quantity, delivery terms) and maintain agreement accountability.
• Manage vendor performance to maximize savings and achieve financial objectives.
• Develop financial plans, including savings target.
• Complete accurate forecasts evaluating financial components based on trends and knowledge of future events.
• Recruit, mentor, and develop members of the purchasing unit.
• Profile health and human services agencies to ensure client satisfaction.

Minimum Qual Requirements
1. A master’s degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
2. A baccalaureate degree from an accredited college and four years of professional experience in the areas described in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above.
Job ID: 94788  # of Positions: 1
Business Title: DIRECTOR, EMPLOYMENT PERFORMANCE
Civil Service Title: ADMINISTRATIVE STAFF ANALYST
Title Code No: 1002A  Level: 00
Proposed Salary Range: $56,937.00 - $88,649.00 (Annual)
Work Location: 180 Water Street
Division/Work Unit: Administrator/Commissioner

Job Description
The Family Independence Administration (FIA) is recruiting for one (1) Administrative Staff Analyst (NM), to function as the Director of Employment Performance in the Back to Work (BTW) Program, who will:

• Manage/coordinate the activities of the Employment Vendor Analysts who conduct management studies on contracted vendors engaged in placing Cash Assistance participants in jobs/training programs and assess/determine vendors’ abilities.
• Provide direction to the analysts/employment vendors in interpreting State and Federal regulations/proposed laws impacting on contracted services.
• Coordinate the preparation of statistical reports evaluating the performance of the employment services and placement vendors.
• Evaluate the vendor’s implementation of contract provisions, via verification of vendor stat and weekly/monthly reports.
• Provide technical assistance to enhance vendor performance and troubleshoot problems encountered by the vendors.
• Create written procedures/corrective action memos and letters for the BTW vendor programs; and create new directives, changes in codes, new Center referral letters, and training documents for the Outstationed Workers at the BTW vendors.

Minimum Qual Requirements
1. A master’s degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
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Job Description
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• Responsible for all aspects of implementation and maintenance of Jobs-Plus, a nationally recognized employment model for residents in public housing, including launch of new Jobs-Plus sites at approximately 8 locations in New York City Housing Authority (NYCHA) developments, through an innovative project that is funded by Mayor Bloomberg’s Young Men’s Initiative.
• Serve as operations liaison for HRA with current and future Jobs-Plus sites, vendors, and NYCHA staff, particularly around things like performance payment, systems-related issues, and efficient workflows.
• Optimize the collection of all Jobs-Plus program data and participant information and manage generation of reports that are accurate and reflect strong accountability for job placement and retention.
• Work closely with Jobs-Plus partners to implement program design and ongoing management for employment, retention, work support, and rent-based incentives; produce innovative policy which finds new ways to increase employment for public housing residents, creating a culture of work.
• Design and implement strategies/best practices for HRA-contracted employment vendors (through the Back to Work program) to improve and expand incentives that aid homeless shelter clients in finding and keeping employment.
• Lead policy and operations planning efforts for employment services and program model for subsidized housing and homeless clients under new Back to Work employment contracts.
• Utilize reports and conduct data analyses to monitor progress toward program benchmarks and goals for Jobs-Plus participants and BTW subsidized housing and homeless clients, providing employment technical assistance if programs are not performing to par.
• Create strong collaborations and coalitions that are employment-focused with high-level administrators at New York City Housing Authority (NYCHA), New York City Department of Homeless Services (DHS), and City Hall.
• Oversee and manage professional development for one (1) Analyst.

Minimum Qual Requirements
1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
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Proposal to Establish a Master of Arts in Urban Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, December 8, 2011
Approved by the School of Professional Studies Governing Council, January 5, 2012

HRA/DEPT OF SOCIAL SERVICES
Job Posting Notice

Job ID: 94824 # of Positions: 1

Business Title: DIRECTOR, HOUSING EMPLOYMENT PROGRAMS

Civil Service Title: ADMINISTRATIVE STAFF ANALYST

Title Code No: 1002A Level: 00

Proposed Salary Range: $ 56,937.00 - $ 88,649.00 (Annual)

Work Location: 180 Water Street

Division/Work Unit: Administrator/Commissioner

Return to Previous Page

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1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
2. A baccalaureate degree from an accredited college and four years of professional experience in the areas described in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above.
Civil Service Title: Administrative Staff Analyst
Office Title: Associate Director of CityTime Services and TimeKeeping (Adm. Staff Analyst, M-II)
Bureau: (FIN.3) Bureau of Controller
Location: Queens
JVN #: 816-12-141896
Salary Range: $54,740 - $146,276 (Full-time)
Number of Positions: 1

Job Summary:
The Division of Finance and Planning (F&P) has central responsibility and authority for policy analysis, program development, performance tracking and improvement, financial management, resource maximization, and technical assistance. F&P helps to ensure that programs and administrative operations have the information, analysis, funding and technical capacity to deliver critical services effectively and meet DOHMH's objectives.

Under direction and supervision of the Director of Payroll, with wide latitude for independent judgment and initiative, the Administrative Staff Analyst, M-I directs all operations of the department’s automated timekeeping function to ensure that 6,000 employees are correctly compensated.

The City of New York uses two systems to manage employee salary and benefit operations; the Payroll Management System (PMS) and the CityTime automated personnel management system. The management of the agency's CityTime system will be the responsibility of the incumbent candidate:

CityTime is used as a city-wide tool to manage the daily tracking of employee time and leave usage with these key features:

-- Oversee the agency's timekeeping and benefits functions for all employees.
-- Manage agency inquiries and ad-hoc requests.
-- Ensure compliance with all oversight agencies (e.g., NYC Office of Payroll Administration, Office of the Comptroller and FISA) directives, policies and procedures regarding payroll matters.
-- Prepare monthly statistical reports.
-- Participate in agency emergency management events.
-- Participate in conferences with auditors from federal, state and city agencies regarding all payroll matters.
-- Respond to management requests.
-- Track employee arrival and departure times.
-- Facilitate approvals of annual and sick leave.
-- Track and log employee hours worked.
-- Serve as a conduit for employee work and wage related information.
-- Automate contractual wage and benefit related information.
-- Provide usage reports of employee timekeeping and benefits.

Preferred Skills:
Knowledge of the NYC Payroll Management System (PMS); knowledge of and ability to interpret city-wide policies and procedures issued by the NYC Office of Payroll Administration, Department of Citywide Administrative Services, Office of Labor Relations and Office of the Comptroller; knowledge of public sector accounting procedures and systems; ability to manage and interact with staff, co-workers and management; excellent verbal and written communication skills; knowledge of CityTime, RMDS, CHRMS, Excel.

Experience Required:
1. A Master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget
administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or

2. A Baccalaureate degree from an accredited college and four years of professional experience in the areas described in (1) above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in (1) above.
Civil Service Title: Administrative Staff Analyst (Non-Managerial)
Office Title: Business Analyst/Adm (Adm. Staff Analyst, NM)
Bureau: (HCA.0) Health Care Access and Improvement Administration
Location: Queens
JVN #: 816-12-142495
Salary Range: $56,937 to 88,649 (Full-time)
Number of Positions: 1

Job Summary:
The Division of Health Care Access and Improvement was created to promote the availability of quality health care services for all New Yorkers, particularly for disparity populations. This is being accomplished by creating mechanisms and tools to promote access to quality health care for the uninsured, underinsured, and for inmates housed in NYC correctional system; overseeing the roll-out of electronic health records to NYC providers, oversight and evaluation of health insurance programs and health services to ensure high quality and maximum access for targeted populations, including those with special needs; promoting a general awareness and understanding of available health services; and providing leadership to health care and human services community in planning and developing programs that support the mission of the Division. This exciting Division is a national leader in health information technology and Correctional Health, and has been the recipient of prestigious awards like the HIMSS Davies Award for Public Health. The selected candidate should be able to use strong financial analyst and project management skills to plan, analyze and/or oversee key financial and operational initiatives in an exciting and fast-paced environment.

Under the direction of the Assistant Commissioner for HCAI, the Administrative Staff Analyst/ Business Analyst will provide support to strategic initiatives and will act as the Assistant Commissioner' liaison for assigned projects. Specific responsibilities will include conducting analyses and identifying challenges and opportunities, preparing communications for presentation to the Agency's senior leadership, leading strategic initiatives to enhance performance across the Division, and evaluating project accomplishments, deficiencies, team synergies and resources. In addition, the Business Analyst will provide the Assistant Commissioner with regular updates on current projects by gathering information from project managers and leaders, prompting them for any necessary actions and documentation progress. The Business Analyst will also be responsible for collecting and documenting the Assistant Commissioner's tasks, providing weekly updates on items that need completion.

PREFERRED SKILLS:
The ideal candidate must have critical thinking skills and be able to digest and interpret information quickly in this highly visible role. Critical skills include knowledge of project management; business process analysis skills and knowledge of methodologies; outstanding interpersonal, writing and computer skills; and operational experience in both administrative functions and human services.

Experience Required:
1. A Master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analyst, operations research organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or

2. A Baccalaureate degree from an accredited college and four years of professional experience in the areas described in (1) above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in (1) above.
Civil Service Title: Administrative Staff Analyst
Office Title: Deputy Director Quality Improvement & Compliance Monitoring (Admin. Staff Analyst, MII)
Bureau: (HCA.5) Bureau of Correctional Health Services
Location: Queens
JVN #: 816-12-142178
Salary Range: $54,740 to $70,000 (Full-time)
Number of Positions: 1

Job Summary:
The Bureau of Correctional Health Services (CHS) coordinates comprehensive medical, mental health and dental services for inmates in New York City’s correctional facilities. CHS provides for quality care 24 hours a day/7 days a week. This is accomplished through the direct provision of care as well through contracted provider services. Within CHS, the Office of Performance Monitoring and Quality Improvement (PMQI) administers a Quality Improvement Plan that establishes a quality improvement committee structure, with committees being responsible for the undertaking of quality improvement projects to improve the provision of health care to patients and enhance the operation of the jail clinics. PMQI is also responsible for the monitoring of compliance with the settlement in the Brad H case, a federal lawsuit concerning discharge planning services provided to mentally ill patients.

The Division of Health Care Access and Improvement, Bureau of Correctional Health Services (CHS), Office of Quality Improvement and Compliance Monitoring, has a vacancy for a Deputy Director, Quality Improvement and Compliance Monitoring, reporting to the Director of Quality Improvement and Compliance Monitoring.

Responsibilities include:

1) Assisting in the production of Quarterly CHS QI reports for presentation to the Quality Improvement Executive Council (QIEC);
2) coordinating QI meetings and activities, including follow-up items and meeting minutes with CHS and Prison Health Services staff;
3) overseeing Brad H monitoring activities, including monthly performance indicator reports and appropriateness reviews as well as the supervision of staff;
4) participating in Brad H QA and concordance studies of the Brad H database and electronic health record;
5) working with Forensic Behavioral Health Services (FBHS) to coordinate QI/QA efforts for improving and monitoring Brad H compliance of discharge planning services; and
6) developing methodologies, monitoring tools and spreadsheets/databases, analyzing data and preparing ad-hoc reports aimed at evaluating and improving patient care.

Preferred Skills
At least three years experience with correctional and/or public health administration, or program evaluation/or analysis, and/or with discharge planning or quality assurance/improvement administration; excellent organizational skills and be able to work on multiple projects at the same time and meet deadlines with a minimum of supervision; able to direct others in routine and ad-hoc assignments and adapt to changing priorities; excellent writing and oral communication skills; strong quantitative skills and attention to detail; excellent knowledge of Microsoft Office (Word and Excel); knowledge of Access and SPSS is a plus; knowledge of discharge planning methodologies is a plus.

Experience Required:
1. A Master’s degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or

2. A Baccalaureate degree from an accredited college and four years of professional experience in the areas described in (1) above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in (1) above.
City of New York  
DEPARTMENT OF FINANCE  
Job Vacancy Notice

<table>
<thead>
<tr>
<th>Civil Service Title: Administrative Staff Analyst</th>
<th>Level: NM</th>
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<tr>
<td>Title Code No: 1002A</td>
<td>Salary: $49,510.00/$56,937.00-$88,649.00 Frequency: Annual</td>
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<tr>
<td>Office Title: Project Analyst</td>
<td>Work location: City of New York</td>
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<td>Division/Work Unit: Tax Policy &amp; Planning – Property/Quality Assurance Unit</td>
<td>Number of Positions: One (1)</td>
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<td>Hours/Shift: Unless otherwise indicated, all positions require a five-day workweek.</td>
<td>Agency Tracking #: 836-2012-95183</td>
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**Job Description**

The Property Quality Assurance Unit is seeking a highly motivated individual to perform research and analysis related to property assessment operations. Reporting to the Director, Quality Assurance, the selected candidate’s responsibilities will include, but are not limited to:

- Perform complex research and data analysis regarding property valuation.
- Produce analytical reports on trends and outliers of assessed property values.
- Work with assessor supervisors, assessors, team leaders and other Quality Assurance staff to implement quality assurance measures in the valuation process.
- Assist in development of qualitative and quantitative work performance metrics to test accuracy of assessment roll, and consistency of application of guidelines and policies.
- Review and analyze operational data, business practices and procedures.
- Document existing and proposed technical reports and procedures.
- Respond to ad hoc data and reporting requests.
- Identify data inconsistencies for further investigation.
- Prepare statistical information and narrative materials for presentations.

**Qualification Requirements**

1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or

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City of New York
CONSUMER AFFAIRS
Job Vacancy Notice

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<tr>
<th>Civil Service Title: ASSOCIATE STAFF ANALYST</th>
<th>Level: 00</th>
</tr>
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<tbody>
<tr>
<td>Title Code No: 12627</td>
<td>Salary: $59,536.00/$68,466.00*-75,000.00</td>
</tr>
<tr>
<td></td>
<td>*minimum with two years of continuous city service</td>
</tr>
<tr>
<td>Office Title: Deputy Director of Human Resources</td>
<td>Work location: 42 Broadway, N.Y.</td>
</tr>
<tr>
<td>Division/Work Unit: Human Resources</td>
<td>Number of Positions: 1</td>
</tr>
<tr>
<td>Hours/Shift: 9:00 AM - 5:00 PM</td>
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Job Description
As the first municipal agency of its kind, the New York City Department of Consumer Affairs (DCA) has ensured that consumers and businesses benefit from a fair and vibrant marketplace for over 40 years. Today, DCA regulates over 55 industries and licenses almost 80,000 businesses throughout the five boroughs. In addition, the Department mediates thousands of consumer complaints and enforces the City’s landmark Consumer Protection Law, and other related City and State law, by performing 80,000+ inspections each year and bringing litigation again rule-breaking businesses. As a small agency with a big mission, every staff member at DCA plays a critical role in ensuring success. It is the dedication and hard work of our Human Resources Division that guarantees we are hiring, developing and supporting the finest talent. Reporting to the Director, the Deputy Director of Human Resources will provide high-level support and oversee the operational functions of the Division. Responsibilities include, but are not limited to: identifying areas for improvement and streamlining HR processes; ensuring effectiveness and efficiency within the Division; preparing Planned Action Reports (PARs); managing cross-agency documentation; overseeing agency timekeeping; and performing quality assurance of the Payroll Management System (PMS) and the New York City Automated Personnel System (NYCAPS). In addition, the Deputy Director will serve as the manager of the Worker’s Compensation program, and the coordinator of special events.

Qualification Requirements
1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and one year of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management, or in a related area; or 2. A baccalaureate degree from an accredited college and three years of satisfactory full-time professional experience in the areas described in "1" above.
City of New York  
CONSUMER AFFAIRS  
Job Vacancy Notice

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