

**In The Matter Of:**  
*BARNARD COLLEGE and*  
*BARNARD COLLEGE FACULTY, UAW,*  
*LOCAL 2110*

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*Vol. 4*  
*June 25, 2015*

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BEFORE THE  
NATIONAL LABOR RELATIONS BOARD

In the Matter of:

BARNARD COLLEGE,

Employer,

Case No. 02-RC-154022

And

BARNARD CONTINGENT FACULTY,  
UAW, LOCAL 2110,

Petitioner.

The above-entitled matter came on for hearing pursuant to Notice, before MORIAH BERGER, Hearing Officer, at The National Labor Relations Board, Region 2, 26 Federal Plaza, New York, New York on Thursday, June 25, 2015, at 9:30 a.m.

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## I N D E X

WITNESS	DIRECT	CROSS	REDIRECT	RECROSS	VOIR DIRE
Linda Bell	(prev.)	483	564	--	532
Pamela Corbin	568	--	--	--	--

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## E X H I B I T S

EXHIBIT NUMBER	IDENTIFIED	RECEIVED
Employer's:		
E-12	581	596
E-13	596	601
E-14	601	602
Petitioner's		
P-2(a) through (d)	530	530
P-3	532	w/d
P-4	554	555

## P R O C E E D I N G S

(Time Noted: 9:56 a.m.)

HEARING OFFICER BERGER: On the record.

Whereupon,

LINDA BELL

Having been previously sworn, was recalled as a witness and testified as herein follows:

## CROSS EXAMINATION

BY MR. LEVINE:

Q Good morning, Provost Bell.

A Good morning.

Q Would it be fair to say that the primary job responsibility of most professors of professional practice is teaching courses?

A No. It would not be fair to say.

Q Why not?

A Professors of professional practice are evaluated very similarly to tenured faculty -- to tenure track faculty. And so the expectations for them is very similar. At every stage of their review process, the third year review, their review from assistant to associate professor of professional practice and from associate to full professor of professional practice, at each one of those reviews if you look the requirements for continuing, basically for reappointment and promotion, they are very similar to the requirement for tenure track faculty.

1 Which means that if you were ask me that question is it fair to  
2 say that the primary responsibility of your tenured line  
3 faculty is to teach, I would say it's -- you know, it's one of  
4 their key responsibilities, but professors of professional  
5 practice are expected to have and maintain very active  
6 scholarly or artistic profiles. And in fact they won't get  
7 reappointed, and they won't get promoted and they won't be  
8 allowed to continue unless they do that.

9 Q Well, I'm not asking you about whether there are other job  
10 responsibilities. I'm asking here at Barnard, at an  
11 undergraduate institution, whether or their primary  
12 responsibility is teaching students?

13 A And I would say the answer is no, as I understand the word  
14 primary.

15 Q Okay. And so you would tell me that in posting for  
16 example that's not what's highlighted in terms of job duties  
17 when you post for POPPES?

18 A Yes, that's correct. That is not what's highlighted. So  
19 POPPES are hired with respect -- as are tenure line faculty,  
20 with respect to specialization. And like tenure line faculty  
21 POPPES are expected to come in and to develop their own sort of  
22 set of criteria and curriculum, around which, you know, they  
23 confer with the department chair or with other colleagues in  
24 the department. And so a POPP needs to have established a kind  
25 of scholarly record upon hire -- scholarly/artistic record upon

1 hire, which they have to continue to grow, in order to continue  
2 at the college.

3 Q Right. I understand. You want people who are competent  
4 in their field.

5 A It's not a competency requirement. It's an excellence  
6 requirement.

7 Q Excellence in terms of their field, which would be true,  
8 would it not, for -- to one degree or another for everybody  
9 that you're hiring to educate the students at Barnard?

10 A No, I don't think that's true. I mean I think that there  
11 is a really important distinction here between professors of  
12 professional practice on the one hand, and other sort of  
13 faculty appointed as lecturers and associates on the other hand  
14 and adjuncts, adjunct faculty on the -- you know, on the third  
15 hand, if we had three hands, because, you know, they are really  
16 very different. There's just no comparison. The criteria and  
17 the evaluation and what's expected is just different.

18 An adjunct faculty member is evaluated based on his or her  
19 teaching and is hired based on some record of performance on  
20 the teaching front. But the P-O-P-P faculty are really  
21 equivalent, very, very similar to tenure line faculty and I  
22 would never say I hire tenure line faculty on the basis of  
23 teaching. That's just --

24 Q Well, I didn't --

25 A -- not accurate.

1 Q -- ask you if people are hired on the basis of teaching.

2 A You asked if teaching was the primary responsibility and I  
3 continued to say teaching is not the primary responsibility of  
4 --

5 Q That's true, but --

6 A -- P-O-P-P faculty.

7 Q -- then I went on to ask you wasn't it true that you  
8 wanted people who were excellent in their fields at all levels,  
9 because that what you addressed when you were talking about the  
10 POPPES.

11 Q And when I -- what I understand to be all levels contorts  
12 the criteria for adjunct faculty, because for adjunct faculty I  
13 want excellence in teaching.

14 Q I'm going to revisit what it is you look for adjuncts,  
15 because that is something that you addressed yesterday, but  
16 concentrating still on the POPPES, thinking about the amount of  
17 time that they spend on your -- the premises of Barnard  
18 College, at the Employer's premises, wouldn't it be true to say  
19 that most of the time spent by the POPPES at Barnard is spent  
20 on teaching and teaching related duties?

21 A No, that would not be true.

22 Q Okay. And can you explain why that wouldn't be true if  
23 you're teaching two courses?

24 A Oh, it's easy to explain. Because POPPES, like tenure  
25 line faculty, engage in all kinds of scholarship which is

1 conducted on Barnard's campus, because they engage with  
2 students in research projects, because they advise, as do all  
3 sort of, of our full time faculty and because most of our --  
4 all of our full time faculty and because they are involved in  
5 really extensive service commitments, including chairing  
6 departments. So it's absolutely not true. I mean it's  
7 actually far from true. I think some of our POPPES wish it  
8 were true that they had more time, but it's just not true.

9 Q And is working with students on a project teaching  
10 related?

11 A Working with students on projects may be teaching related,  
12 it may be related to the faculty member's, you know, own sort  
13 of scholarly or artistic endeavor. So they may hire students,  
14 which is part of learning. Constantly at a liberal arts I  
15 always say that learning happens both in the classroom and  
16 outside of the classroom. And so is it related to teaching, in  
17 the structure of a course? No, not always and --

18 Q So --

19 A -- maybe not even most of the time.

20 Q So if you're looking at a POPP in say music, or theater or  
21 one of the artistic departments, what is the research that  
22 they're involved on at the Barnard campus typically?

23 A Well, you know, I could point to a POPP in architecture  
24 for example.

25 Q But I was asking you not about the practical arts, but

1 about the performing arts departments.

2 A I could point to a POPP in the dance department, who is no  
3 longer at the dance department, but who I had engaged with  
4 thoroughly. She had had a long history as an artistic dancer.  
5 She had an acclaimed career in that capacity. Very well known  
6 in the dance community.

7 She was consolidating that through various kinds of  
8 engagements in which she contacted people so that students  
9 could perform, so that she could create venues for student  
10 performance, so that she could attract guest artists to come to  
11 the dance department. She wrote articles that were related to  
12 dance and dance theory. She -- you know, that was her artistic  
13 portfolio. All of our POPPES, every single one of them, could  
14 go down the list, has an artistic or a scholarly portfolio,  
15 which is a significant part of who they are at Barnard, how  
16 they interact with students at Barnard and how they're  
17 evaluated by someone like the provost at Barnard.

18 Q And that profile often is reflected in the work that  
19 they're in the performance world outside of Barnard isn't it?

20 A Sometimes. Most of the time when someone takes a full  
21 time appointment as a professor of professional practice they  
22 are sort of doing what so many of us do in our professional  
23 lives, which is to sort of walk the balance between doing  
24 something that is -- defines you as a scholar or an artist and  
25 then doing something that defines you as a member of a

1 community and an outstanding teacher or pedagogue. And those  
2 conflicts are real. I mean you have to sort of figure out the  
3 time structure. One of the reasons we have the sabbatical  
4 policy and the leave policy we have is to give faculty the  
5 opportunity to grow sort of outside of Barnard, as they  
6 continue to pulled inside Barnard, based on all their varied  
7 responsibilities.

8 Q So again let's change our focus to associates. With the  
9 understanding that there may be associates that have heavy or  
10 lighter service commitments, did you say that it would not be  
11 fair to say that the primary responsibility of most associates  
12 is teaching?

13 A I think the primary responsibility of most associates is  
14 teaching.

15 Q And what about the primary responsibility of most  
16 lecturers?

17 A The lecturer category I would say is more similar to the  
18 P-O-P-P category in some ways and more similar to the associate  
19 in other ways. I mean let's just describe what the difference  
20 is and let's remember that everyone who we're talking about,  
21 sort of my answers are being framed in some part by the people  
22 who are occupying those positions and how I think of them. You  
23 know, I walked into this structure. I didn't create it.

24 And an associate faculty member now is someone who does  
25 not hold a terminal degree. So based on that criteria, it is

1 very difficult to maintain an active scholarly profile as an  
2 associate, because you don't have the same access. That  
3 wouldn't mean that you're not as engaged, or interesting or  
4 whatever, but you just don't have the same traditional --  
5 access to traditional modalities. So you're not in the loop  
6 for conferences, you don't know the editors of key journals,  
7 you don't know that or are less likely to do something.

8       So -- and I say that recognizing that there are exceptions  
9 all across the board. I mean some -- there are associates  
10 currently on staff at Barnard who are very active scholars.  
11 That's one. I just want to finish. I know it's a long answer,  
12 but I really --

13 A     That's fine.

14 Q     -- think it's important --

15 A     Okay, go ahead.

16 Q     -- that you understand. On the contrast, lecturers are  
17 people who are appointed with terminal degrees. So in order to  
18 hold the position of lecturer you have to have a Ph.D, or you  
19 have to have an MFA or you have to have whatever, you know, a  
20 JD, theoretically. I mean you have to have whatever your  
21 discipline considers to be the terminal degree.

22       Those people, those faculty have different points of  
23 access. They typically have sort of greater connections in the  
24 academic world or in their disciplinary world. And therefore  
25 the criteria in which we judge -- they tend to be more engaged

1 and active -- continually engaged and active in all kinds of  
2 interesting ways as scholars and as -- and in varied ways, but  
3 they -- but the criteria are somewhat diminished on the  
4 scholarly side or somewhat diminished from the P-O-P-P line.

5 Now, I want to say one other thing, which is associates  
6 and lecturers to succeed, in addition to showing excellent  
7 teaching, which they do have to show, the teaching are very  
8 high, they have to show outstanding service. And the service  
9 criteria is very rigorous on review. So they have to  
10 demonstrate that not only are they really effective in the  
11 classroom, but they're effective in the community and that they  
12 place a central role in the governance of the community. And  
13 that's evaluated very carefully by the Committee on Tenure and  
14 Promotion.

15 Q But it's true isn't it that many of them don't serve on  
16 committees?

17 A I don't think that's true at all. Well --

18 Q We have those documents.

19 A -- based on -- you may have that, but based on what I have  
20 said regarding the Tenure and Promotion Committee, in order to  
21 be reappointed and promoted you need to have active service.

22 Q Both associates and lecturers are required to teach three  
23 courses per semester, is that correct?

24 A Yes, unless they receive course releases for various  
25 reasons.

1 Q And when you teach a course, obviously there are other  
2 duties related to that outside of the classroom, correct? You  
3 need to write a syllabus, you need to plan your lessons, you  
4 need often to develop evaluative tools and to either grade  
5 exams or evaluate students. Those sorts of things.

6 A I mean you don't just walk in and teach a class, or if you  
7 do you're not a very effective instructor.

8 Q Okay. I was waiting, because obviously when you nod the  
9 court reporter can't record that. Do you have -- are you  
10 familiar with the concept of a multiplier that's used in a lot  
11 of universities where there's a rough calculus given to how  
12 many hours it takes to teach a course relative to the actual in  
13 class hours?

14 A I am not familiar with it. I've never been employed in a  
15 university that used that kind of a multiplier.

16 Q What's the primary business that Barnard is involved in?

17 A Barnard is involved in creating an environment of academic  
18 excellence to educate young women to be leaders in the world.

19 Q So it's providing an excellent education to undergraduate  
20 woman?

21 A I said -- yes, it has to provide an excellent education,  
22 but I used the term academic excellence.

23 Q And would it be fair to say, in hiring full time  
24 lecturers, senior lecturers, associates, senior associates and  
25 POPPES, that you're looking for individuals who are current in

1 their field?

2 A Absolutely, but let me clarify one other thing, which is  
3 if you go down the list of lecturers, senior lecturers,  
4 associates, etc, many -- the original motivation for these  
5 positions, in a world in which most -- you know, sort of the  
6 modality was the tenure model, was that in certain disciplines  
7 you need what are called sort of pedagogues; people who have  
8 techniques -- modern techniques that enable them to teach the  
9 most effectively as possible. So if you go down the list of a  
10 lot of our lecturers and associates, the weights that are used  
11 in evaluating them reflect their -- sort of their scholarship  
12 is in pedagogy. And scholarship and pedagogy is not to be  
13 underestimated in disciplines like math for example.

14 Those first courses in calculus, in disciplines like  
15 writing, in laboratory disciplines, in which students are  
16 working for the first time with real -- you know, real -- in  
17 not just hazardous conditions, but in condition in which  
18 they're faced with things they haven't faced before. And so  
19 when I look through that list of -- when I try to rationalize  
20 that list -- because again, I didn't create it. I didn't hire  
21 the majority of the associates and lecturers. I didn't hire  
22 them into those positions. But what I'm really looking for, in  
23 terms of the rationale for those -- the institutional rationale  
24 for those positions, is that they are providing something very  
25 unique across the board, in terms of what they're offering to

1 our students.

2 Q So I'm trying to fit that into the question that I  
3 actually asked you. Are you saying that when you hire these  
4 individuals you're looking for people who are current, both in  
5 the knowledge of their field as well as in pedagogical methods?

6 A Yes. I think both are true. And again, all these  
7 individuals -- and, you know, they're a small enough number  
8 that you could name them by name and go through their  
9 attributes. But when you think of each of these individuals  
10 there is heterogeneity in what -- in the way in which we define  
11 what they do beyond teaching, but they all are doing  
12 significant things for this college beyond teaching, really  
13 significant things.

14 Q Now, I had asked you the question about what you look for  
15 when you hire people. So I'm going to now move to what you  
16 seem to be primarily addressing, which is reevaluation. To the  
17 extent that Barnard requires scholarship of full time  
18 lecturers, senior lecturers, associates, and senior associates  
19 and POPPES, is this because you want those individuals who are  
20 teaching Barnard students to show that they scholars who are  
21 actively engaged in their fields and the pedagogy of their  
22 fields?

23 A So I mean you -- I don't know. I'm sure you've seen the -  
24 - actually, it was entered as exhibit whatever yesterday; the  
25 personnel procedures exhibit. That lays out the dossier

1 requirements for each of the sort of reviews at each level.  
2 And we just spent two years sort of in analysis trying to come  
3 up with a quote/unquote sort of objective criteria for  
4 evaluation.

5 We all know that the criteria need to be specified  
6 objectively in such a way that still allows for decisions at  
7 the margin, that still allows for you to weight things in an  
8 overall picture of an individual as a citizen, as a scholar, as  
9 a teacher of the university, of the college. And so when you  
10 look at those criteria, in each case for associates at each  
11 level, for lecturers at each level and then for P-O-P-Pes at  
12 each level, there is a specification for demonstrative  
13 teaching, demonstrative service and demonstrative scholarship  
14 of some form.

15 The relative weights to each of those categories in those  
16 personnel procedures, which we just finalized, are such that  
17 for the P-O-P-Pes the criteria on scholarship, or performance  
18 or artistic endeavor is weighted slightly more, but all three  
19 categories of employees have all three criteria. And in order  
20 to succeed, to be hired, to be reappointed, to be promoted,  
21 you're expected to engage in all three areas.

22 Q Okay. So I don't think you've answered my question. So  
23 I'm going to ask it again. You testified, and I may be  
24 paraphrasing, that when you hire people you look for people who  
25 are current in their fields as well as the pedagogy of their

1 fields. I'm asking you about the rationale for the  
2 reevaluation criteria and whether that rationale is based on  
3 the fact that you want to have people continue in your  
4 employment who continue to be highly qualified, and current in  
5 the fields and in the pedagogy of their fields?

6 A I think I answered your question, but I will respond by  
7 saying that it's our goal -- if you -- you asked me what's the  
8 goal of Barnard College. I said academic excellence. In order  
9 to have academic excellence, in order for me to go home at  
10 night and say I am building an institution that is excellent, I  
11 need to have faculty who are engaged in all three ways; in  
12 scholarship, in teaching and in service to the community.

13 Because we're not a university. We're a liberal arts  
14 college. We are a community thereby. And we need to have  
15 excellent teachers, because there's close student-faculty  
16 interaction of all kinds and we need to have people be current  
17 in their fields.

18 Q Okay. Now, without asking you whether the standards may  
19 or may not be different for adjuncts and for other  
20 classifications, which you've already addressed, in hiring  
21 adjuncts you testified yesterday that Barnard looks for people  
22 who are highly qualified and teach well. Do you recall that?

23 A Absolutely.

24 Q And what would make an adjunct highly qualified?

25 A Again, so I also testified yesterday that the hiring

1 process for adjuncts is completely different.

2 Q But I'm not asking you about that.

3 A Well, it's related to my answer. So I do not review  
4 adjunct hires. Adjunct hiring is done decentralized at the  
5 department level.

6 I rely on my chairs to tell me, to shoot me information  
7 about who they're hiring. I don't know what process they used,  
8 I don't know how they found who they found, I don't know --  
9 typically know much about the individual. I don't always see  
10 their CV.

11 The professor -- the chair of the department is expected  
12 to -- upon hiring the individual, is expected to -- you know,  
13 to have done the due diligence to know that the individual is  
14 qualified to teach at Barnard. And I also testified that very  
15 often these appointments are made so -- you know, as opposed to  
16 the sort of very systematic process of hiring associates,  
17 lecturers, P-O-P-Pes, assistant, associate and full professors,  
18 these hires are made -- really have to be made quickly very  
19 often. We need to fill gaps, not always but very often.

20 And so I will be shot an email in the middle of the summer  
21 saying someone is going to be out and we don't have someone to  
22 cover this course. Do I have approval to hire this person? I  
23 run to my budget person, I check that adjunct budget, I say is  
24 it okay? And I say fine, find someone.

25 And the way in which they find someone is they call their

1 colleague at Columbia. The colleague at Columbia may have a  
2 grad student who is available. They may know of someone who's  
3 taught a course for Columbia, a much larger university. That's  
4 usually the first route.

5 Then they look in the local community. They ask faculty  
6 at NYU, they ask faculty everywhere and they find someone to  
7 fill in and teach that course. I -- you know, and then they  
8 need to proforma, you know, inform me when they've found  
9 someone. Sometimes, particularly depending on what they -- if  
10 they have any concerns, they'll shoot me a CV and I'll review  
11 the CV with them. But that's the way in which that's done.

12 They're expected absolutely to be excellent teachers.  
13 There's no question about that. I mean part of excellence is -  
14 - you know, is excellence in instruction in the classroom. And  
15 that's -- that is the primary requirement; that they be  
16 effective in the classroom.

17 Q To be effective in the classroom, isn't it true that you  
18 need to be current in whatever field it is that you are  
19 teaching?

20 A I mean that's a argument that's been debated in the  
21 scholarly world. We -- I mean there -- if you Googled that  
22 question you'll find tons of articles on that question. I --  
23 you know, there is no definitive answer to that that I can  
24 give.

25 I mean in an ideal world -- you know what? Even in an

1 ideal world I would answer no. I think that there are like --  
2 you know, I think back on my education, I think back on some of  
3 those men in bow ties who taught me classes and they were like  
4 incredibly inspirational. They changed my life.

5 Had they published an article in 25 years? No. But I can  
6 name them for you. So I don't know what the real answer to  
7 that question is. I suspect there's a balance that's the  
8 truth. But, you know, there can no doubt be outstanding  
9 teachers who've changed students lives who haven't engaged in  
10 scholarship in a considerable period.

11 Q It's not necessary to engage in scholarship necessarily to  
12 be current in your field, just have to be aware of what other  
13 people are publishing and discussing.

14 A I think -- so I think I'll keep -- I'll stick with my  
15 answer, which is I think it's possible to be inspired by  
16 someone who's actually not current in their field.

17 Q Are there areas such as the sciences where it would be  
18 more necessary to be current on the scholarship in your field  
19 and what's being published and new discoveries?

20 A I mean you could take that to the next level. There are  
21 disciplines in which technology is changing so rapidly that  
22 what you know today and what you prepare in your syllabus this  
23 summer is no longer relevant for what you're going to be  
24 teaching in the fall. So yes, some disciplines move faster  
25 than others and therefore the kinds of the criteria that we use

1 to evaluate effectiveness are going to be different. But I'm  
2 not a scientist. Within the scientists -- sciences, I would  
3 bet that there is core learning that isn't related to the speed  
4 of movement of the discipline, that still -- you know, that  
5 still would allow for someone to be excellent at what they do  
6 inside the classroom without necessarily being current.

7 Q You've discussed a lot of the hiring of adjuncts to fill  
8 in for people who are on leaves. It's true isn't it that many  
9 of the adjuncts at Barnard have been there for many, many  
10 years?

11 A Absolutely.

12 Q And many of them teach the same course year after year?

13 A Correct.

14 Q And would it be fair to say that many of the adjuncts  
15 teaching in the arts departments are actively engaged in the  
16 arts professions that they are teaching about? So if you're an  
17 adjunct in dance that you might be a professional dancer or if  
18 you're teaching performance theater that you might be a  
19 professional actor.

20 A I'm going to defer, because without -- I assume and I  
21 would imagine there's quite a bit of heterogeneity. And  
22 because again, I am not involved in the hiring of adjuncts, my  
23 answer would be -- would risk being incorrect. So I don't  
24 know. I could easily look at the criteria. I could easily  
25 look at the list of people in dance and look at their, you

1 know, performance histories and their CVs and tell you  
2 something, but I haven't done that in preparation.

3 Q So let me ask you this, as the chief academic officer at  
4 Barnard, would you want people who are teaching performance  
5 arts to be engaged in their professions outside of Barnard,  
6 whether or not they're adjuncts?

7 A Again, I think there's a mix and balance. I really do.  
8 First of all, our dance department at Barnard has a very strong  
9 theoretical component. We have two faculties who are amazing  
10 scholars. They're not dancers. They're scholars of dance.

11 Our program was just reviewed as one of the finest  
12 programs in the country. So can I imagine that there would be  
13 an adjunct that's hired who's a theoretician? Absolutely.  
14 Actually, we're doing it.

15 So that's why I need to look through this sort of list of  
16 adjuncts in order to really answer your question. I mean if  
17 you're hired to teach dance, should you have been a dancer?  
18 You know, maybe, unless maybe you're someone who studied  
19 movement of bodies. You know, maybe you know how to use those  
20 techniques and that -- and those kinds of movement labs that  
21 happen.

22 But straight shot down the middle, should you know how to  
23 dance? Yeah, probably you should know how to dance. But if  
24 you're hired to teach, you know, Aztec -- the history of Aztec  
25 dancing, then you don't need to know how to dance. You need to

1 know the history of dance.

2 Q Right. Certainly that's true. I had asked you about  
3 performance courses. Moving to another topic, now you were  
4 asked questions yesterday about the code of academic freedom  
5 and tenure?

6 A Yes.

7 Q Can you tell me why those two issues are addressed in a  
8 single document?

9 A No, I can't. I didn't write the document. I have no  
10 idea. I don't. I have no idea for why we call it the academic  
11 code.

12 I would not have known it's called the academic -- I mean  
13 except that I look at it. But when -- in -- on campus we call  
14 it the academic code. I didn't write it, I didn't have  
15 anything to do with it.

16 If you interviewed me -- if you cross examined me five  
17 years from now I will have written a new academic code along  
18 with my colleagues. And then -- I don't know what we're going  
19 to call it, but I don't have an answer for you.

20 Q As the chief academic officer of Barnard are you familiar  
21 with some of the key documents at least stating views on the  
22 profession that have been promulgated by The American  
23 Association of University Professors?

24 A I don't -- I mean I'd ask you for more specifically what  
25 you're referring to. But let me just tell you something about

1 my background. I was the chair of the committee on  
2 compensation for The American University -- American  
3 Association of University Professors. It's called -- when I  
4 did it, it was called Committee Z.

5 So I did it for four years. I chaired that committee,  
6 which meant that I had all the compensation for all the  
7 faculty. I wrote the annual report.

8 I chaired the committee. I went down to the AAUP, you  
9 know, three times a year to work with colleagues there at the  
10 AAUP to figure out what to write on. So I'm very familiar with  
11 the AAUP. I just don't know what you're referring to.

12 Q Okay. Let me ask you another way. Can you tell me what  
13 the relationship is, in your view, between tenure and academic  
14 freedom if any?

15 A Of course I think that the traditional view, which is  
16 increasingly under challenge, is that the institution of tenure  
17 permits faculty to engage in scholarship of varied sorts.  
18 Protects them in some sense. And so, you know, provides an  
19 umbrella of what we would all -- the widest umbrella of what we  
20 would call academic freedom.

21 Q And could you tell us again why it is that Barnard does  
22 not typically grant tenure to professors in the artistic areas  
23 and instead chooses to use this professor of professional  
24 practice title?

25 A As -- I don't know the answer to that, but as I understand

1 it, it is related to -- and again, this is one of those things  
2 I inherited, all those things. It is related to the fact that  
3 in other institutions, Columbia being among them, there are  
4 professors of professional -- there have historically been  
5 appointments at the professor of professional practice rank and  
6 there have not been tenured appointments in those departments  
7 and in those disciplines.

8 Now, I believe that Columbia has changed -- is beginning  
9 to change its policy and I suspect that, you know, other  
10 institutions -- Columbia is a leader -- will change as well,  
11 but I haven't honestly spent a great deal of time thinking  
12 about that question, but I think it's an interesting question.  
13 I don't know the history of it at Barnard other than I've been  
14 told that it's because that's the way it's done at other  
15 prominent places.

16 Q It's true however that there are many colleges and  
17 universities in which professors teaching in the arts are  
18 granted tenure, isn't that the case?

19 A Yeah and also -- I mean also at Barnard. So there are  
20 dance professors who are tenured, there are architecture  
21 professors who are tenured, there are -- so we don't prevent it  
22 theoretically, it's just -- it's a construct, that as I  
23 understood it, was used to comport with Columbia. And remember  
24 that the tenure process at Barnard involves first being tenured  
25 at Barnard -- we didn't even talk about this yet -- and then

1 you need to sort of march the dossier across the street and  
2 you're reviewed by a Columbia University committee of 13  
3 people, including medical doctors and dentists.

4 And so the thinking is, I think, that -- you know, that  
5 it's very -- because there's so much heterogeneity involved in  
6 the evaluation across disciplines that it's like the degree of  
7 heterogeneity that would be involved in evaluating a dancer  
8 let's say and her or his artistic record would be so great as  
9 to, you know, create unfairness. So I imagine that that's the  
10 history for the P-O-P-P line.

11 I want to say one other thing about the P-O-P-P line. We  
12 established, when we rewrote the personnel procedures, that  
13 post review for a full professor of professional practice. So  
14 remember that they're appointed at assistant level, then they  
15 go to associate then they go to full, just like tenure line  
16 faculty. Post that, the review process, we did not remove it  
17 entirely. So every seven years they're reviewed. But we  
18 substantially down -- we made it a review that is -- does not  
19 require any longer outside letters or anything like that,  
20 because it's our understanding that at -- you know, that at  
21 some point it's -- it is not necessary. And so that's why it  
22 was sort of written that way.

23 Q You mentioned the fact that Columbia needs to review and  
24 sign off on tenure decisions and there has been testimony at  
25 this hearing about that. So is one of the distinctions that

1 you don't need that, you have move autonomy when you're hiring  
2 a POPP or continuing a POPP --

3 A Again, I don't -- I can't answer that with full accuracy.  
4 My -- what I've been told is we have POPPES because that's the  
5 way the appointments worked at Columbia and at other similar  
6 institutions.

7 Q But is it true that Columbia doesn't need to sign off on  
8 the P-O-P-P positions?

9 A No, they don't. The tenure ends at Barnard. It is  
10 relevant that -- since I've been provost that's what I know of  
11 the universe. And the new system at Columbia is also, I think,  
12 timed almost exactly to me, my arriving. So it's like three  
13 years old. It might be four years old. Might have started a  
14 year before me.

15 But since I've been provost every case that got through  
16 our promotion and tenure committee got through Columbia's  
17 promotion and tenure committee. So although it's one more  
18 hurdle, I don't consider it a -- it's a hurdle in theory. I  
19 don't really consider it a hurdle in practice.

20 Q Why doesn't Barnard -- Barnard, excuse me, offer tenure to  
21 senior lecturers?

22 A I -- you know, I think it's a good question. It -- again,  
23 I inherited the system. Every university, as you know, has  
24 full time faculty on these sort of what we traditionally had  
25 called off ladder positions. I think it has to do with the

1 weight and the balance of the weight as between teaching  
2 scholarship and service and the expectation therefore for the  
3 weight that's placed on scholarship.

4 You know, at a -- at universities it's often said that you  
5 can get tenure if you're a lousy teacher but a great  
6 researcher. That's not true at Barnard, but because we go  
7 through the Columbia you can get tenure at Barnard if you're a  
8 great researcher and a great teacher.

9 So I always tell the young faculty who come in, who  
10 interview with me, who I see during the recruitment process  
11 that it's a hard job at Barnard, because you have to be a  
12 scholar of the first order, in order to get university tenure  
13 at Columbia. And you also have to be an amazing teacher. So  
14 you need to understand that the next seven years are intense  
15 like mad. And -- but it's worth it. I think it is worth it.

16 Q So as to associates I assume the answer would be two fold.  
17 Tell me if I'm wrong. That it would be essentially the same  
18 answer, but that also they wouldn't qualify for tenure because  
19 they don't have Ph.D's, is that accurate?

20 A Yeah. I think that for -- so the question is why aren't  
21 associates tenured? Yeah.

22 Q And obviously --

23 A So --

24 Q -- the lack of the Ph.D is one --

25 A -- I think the lack of a terminal degree --

1 Q Okay.

2 A -- is what we should call it.

3 Q I just want to clear up. I think you misspoke a moment  
4 ago when you were talking about the P-O-P-P'es and you referred  
5 to the fact that the tenure process stopped at Barnard, but  
6 there's no a tenure process or P-O-P-P'es, correct?

7 A No, there is not. There is the promotion -- the seven  
8 year promotion from assistant to associate P-O-P-P is a  
9 promotion and is a reappointment and promotion process. It's  
10 not a tenure process, however rigorous it may be, and it is  
11 very rigorous.

12 Q You testified yesterday that Barnard can't honor all  
13 departmental requests for creations of new full time positions.  
14 Do you remember that?

15 A Yes.

16 Q And when you were asked whether the failure to grant such  
17 a request might lead to the hiring adjuncts to meet curricular  
18 needs, and I'm paraphrasing, I think your answer was  
19 essentially no, because when you requested a position you were  
20 really looking at the horizon. It would take at least a year,  
21 even if you got approval for that position, to be created and  
22 filled, is that correct?

23 A Yes.

24 Q So if a department is requesting a position and they're  
25 looking at their curricular needs going out a year or more and

1 they're not granted that request, might they hire adjuncts a  
2 year out to fill those needs that they perceive they have?

3 A I mean every -- hypothetically, absolutely. No question  
4 that might happen that way. But I think the operational  
5 question is really one, and I think it's important everybody  
6 understands, the timing issue.

7 We have a budget that happens and is approved every June.  
8 We sort of know our budget by March. We get right back to  
9 faculty department chairs in early June about what they're  
10 approved for and what they're not approved for.

11 The request for positions is a request for a position for  
12 a search. The search is a year long process. The actual  
13 hiring of the faculty member happens in the subsequent year, if  
14 the search succeeds. If it doesn't succeed it may take more  
15 time.

16 In addition, it's not really fair to say that the search  
17 for a full time faculty member, that is all about the courses  
18 they teach. It isn't. It's about the discipline, and their  
19 scholarship and the sort of profile of the curriculum within  
20 the department.

21 It's a -- it's -- in order to get a position approved it  
22 can't be a simple we want someone to teach this, this and this  
23 because they're required courses. It has to be we need someone  
24 like this who does scholarship in this area to fill out our  
25 curriculum, because someone left, the discipline has changed,

1 our new priorities are in this direction. It's a very nuanced  
2 request for a position.

3 So you have two things -- two important things going on.  
4 One is the timing doesn't line up. It is absolutely not fair  
5 or accurate to say that if someone does not get a search  
6 request then they'll hire adjuncts. That's not how it works.

7 It's wrong, because the timing and it's also wrong because  
8 when we're hiring full time faculty into these positions --  
9 long term positions, we are hiring with respect to a vision for  
10 a curriculum. And the chair has to articulate that. And  
11 that's simply not true about the hiring of adjuncts. The  
12 hiring of adjuncts are really to fill an immediate need.  
13 They're to fill the need to have certain courses taught.

14 Q So as you've testified they may in fact teach those  
15 courses year after year for many years?

16 A That's right.

17 HEARING OFFICER BERGER: Do you have an explanation for  
18 why that is?

19 THE WITNESS: I have several explanations. And again, it  
20 depends on really the individual, and the criteria and the  
21 course, etc. So a lot of our longer term adjuncts are in sort  
22 of two areas. One is in the first year English and the other  
23 is in the artistic disciplines.

24 And when I say a lot I mean I did this calculation for  
25 something else maybe half a year ago. I want to say, you know,

1 the majority. And that's -- don't remember what the numbers  
2 are. I didn't prepare those.

3 So in the case of the artistic disciplines, an adjunct is  
4 hired primarily because they can offer something unique to a  
5 particular course or to a particular -- or can fill a certain  
6 technique for us that may be missing from the curriculum.  
7 There's some sense that longevity could be good, but you also  
8 have the flexibility to bring in new talent. That kind of  
9 thing.

10 In the -- in first year English, you know, the program was  
11 established I think -- and, you know, we've just done a  
12 curriculum review. We would like to have more participation of  
13 our full time faculty, but they are -- you know, the first year  
14 English instructors are really mounting the curriculum for that  
15 program by teaching those single courses that they teach. And  
16 when they're good, you know, they're allowed to continue.

17 So it just -- you know, it depends. I mean part of it is  
18 honoring the adjuncts. It's -- it would be -- in New York City  
19 it would be kind of easy to replace adjuncts every -- you could  
20 put into the requirements of the college, you know, a  
21 termination -- a terminal thing for adjuncts. We don't do  
22 that, because I think it honors the fine contributions to allow  
23 adjuncts who are good to continue to contribute a course here  
24 and there.

25 And then there are some -- you know, there are some people

1 who are adjuncts who are -- you know, have had established  
2 careers that have taken them in other places who still add to  
3 the curriculum and do so for long periods of time. At  
4 Haverford College I hired an adjunct who was an attorney who  
5 taught a course for 20 years without (indiscernible). And, you  
6 know, there was no reason not to continue to use the services  
7 of that person the students loved. And so --

8 HEARING OFFICER BERGER: So in the first example of long  
9 term adjuncts the artistic departments, what is Barnard looking  
10 for in those types of adjuncts?

11 THE WITNESS: I think that, you know, the contribution of  
12 adjuncts in dance -- and again, it's -- it is -- I imagine --  
13 and I'd have to look at the data, but I imagine there is a mix  
14 between people who come and go -- the large number of adjuncts.  
15 So people who come and go are newly hired, teach once, leave,  
16 teach twice, meaning one semester each fall for a couple years,  
17 and leave and then there are some people who teach sort of  
18 longer term. I imagine that. I don't know what it actually  
19 looks like.

20 But, you know, you could look at that and say it's kind of  
21 inconsistent. Why do you have some -- why do you have a lot of  
22 turnover of people teaching this thing? I mean -- and I think  
23 what you're really looking for is in the long term -- people  
24 who have taught long term a single course, you want to feel a  
25 sense that they have contributed positively. And so, you know,

1 I think that you want to know that they are -- that they're  
2 adding value in the classroom.

3 And -- but disciplines change and needs change --  
4 department needs change. And, you know, adjuncts -- the  
5 adjunct, their requirements change. They -- some of them start  
6 doing other things. So it's a really -- it's a cherished  
7 relationship at Barnard; the relationship between adjuncts and  
8 the institution. It really is.

9 We're in New York City and in disciplines like dance, and  
10 music, and architecture and -- you know, it just -- it adds  
11 such tremendous value. There's no question about that. But  
12 the flexibility also adds value. So the appointment process is  
13 idiosyncratic for adjuncts. It's relational, it's -- you know,  
14 it's based on department chairs, you know? And chairs change,  
15 so adjuncts might change.

16 HEARING OFFICER BERGER: So then the --

17 THE WITNESS: Curriculum might change.

18 HEARING OFFICER BERGER: Is it fair to say for adjuncts  
19 that while their initial hire may be based primarily on filling  
20 an immediate need, their continued service to Barnard is not  
21 necessarily based on filling an immediate need?

22 THE WITNESS: I think that regardless of what happens -- I  
23 mean I know the budget process. So regardless of what happens,  
24 department chairs have to convince me that they fill a need,  
25 because, you know, the adjunct budget is the adjunct budget and

1 I can't go -- you know, so imagine a situation where, you know,  
2 a department changes seven -- you know, two people in the  
3 department are going to be out on leave, right? And you have a  
4 set of adjuncts teaching one thing, but you really need to  
5 cover those other courses for the people on leave. It's fully  
6 appropriate for me to go to the department, and I do, and I  
7 say, you know, you've spent X on adjuncts last year. You can  
8 really only spend X on adjuncts this year.

9 So therefore you've got to figure it out. You've got to  
10 mix it around. If you really need those courses taught you're  
11 going to have to not teach other courses. And that's what I  
12 do.

13 So there's not a lot of give in our budget. So where it  
14 happens -- I assume where long term hiring on the adjunct front  
15 happens, I assume -- I have trust in chairs that it happens  
16 because people are, you know, effective in what they're doing  
17 and they're filling a need. And that's the message that's  
18 communicated to chairs.

19 HEARING OFFICER BERGER: Okay. Sorry for the  
20 interruption.

21 MR. LEVINE: Not at all.

22 CONTINUED CROSS EXAMINATION

23 BY MR. LEVINE:

24 Q Isn't it true that at times people other than adjuncts  
25 also teach first year English?

1 A Yes, I think so.

2 Q Why is it that the course load for tenure track and  
3 tenured faculty is four courses versus the six courses required  
4 of associates and lecturers?

5 A There's -- as in most things at Barnard, there's a history  
6 there. So I -- again, predates me. It's -- you know, very  
7 soon I won't be able to say these things -- I'm not responsible  
8 for these things, but right now I can.

9 Which is that I believe the narrative is that when the --  
10 Debora Spar became president, she -- you know, one of her goals  
11 was to enhance the -- you know, the reputation of the college,  
12 obviously. Probably her primary goal. And when some kind of  
13 study was done of peer institutions it was determined that  
14 tenure line faculty at other institutions were -- comparable  
15 institutions were teaching -- or aspirational institutions were  
16 teaching four courses, that Columbia University faculty were  
17 teaching three or four courses and so there was a desire to  
18 reduce the teaching load. And I guess it was done for -- so it  
19 used be five and six and then it was done just for the  
20 assistant, associate and full professor tenure line ranks.

21 Q You also talked about the progression. I think you were  
22 talking about P-O-P-P'es and their assistants, associates and  
23 full P-O-P-P'es.

24 A Yes.

25 Q That's true for other non-tenure track ranks as well,

1 isn't it?

2 A No. So the other non-tenure line ranks are lecturer,  
3 senior lecturer, associate, senior associate --

4 Q But for the adjuncts, aren't there assistant adjuncts,  
5 associate adjuncts and adjunct professors?

6 A Yes, there are.

7 Q And what is the progression based on for the adjuncts?

8 A There is no progression for the adjuncts.

9 Q So is it based on you're hired into one and you stay  
10 there?

11 A Yes.

12 Q And what's that based on? What's that decision based on?

13 A So it's based on sort of where they are in the life cycle  
14 of their careers. Where they -- you know, what -- so you look  
15 at the CV, you look at if they've ever held an academic title  
16 before. If they terminated their academic title at the  
17 assistant level, they'll be called an adjunct assistant.

18 If they never held an academic rank before, then under the  
19 system I instituted they would be appointed as a adjunct  
20 lecturer, even if they had a terminal degree. If they're more  
21 advanced and they had held an associate level position, they'd  
22 be appointed -- at some point they would be appointed adjunct  
23 associate. If they're a former full professor of some sort,  
24 they would be appointed adjunct associate. But there's no  
25 method for progressing beyond that initial appointment and

1 title.

2 In fact, we didn't change some of the titles that are --  
3 don't align with the methodology I've just given you, because -  
4 - in deference to not changing things for people that have been  
5 here for some time. But all the new hires of -- on adjuncts  
6 follow exactly that methodology.

7 Q In the past did people move between those ranks within the  
8 adjunct ranks?

9 A I don't know. Not that I'm -- you know, I don't know. Is  
10 it possible? Absolutely. It's also possible that they moved  
11 between those ranks erroneously, because of system glitches  
12 between the appointments, payroll and HR. I mean I just -- I  
13 don't know the answer to that, but I just know how we're doing  
14 it now.

15 Q Isn't it true, if you know, that many adjuncts have  
16 terminal degrees?

17 A Is it -- I'm sorry, answer (sic) the question --

18 Q Isn't it true, if you know, that many of the adjuncts have  
19 terminal degrees in their fields?

20 A Yes, they do.

21 Q And that many of them are engaged in scholarship?

22 A I don't know about their scholarship -- their current  
23 scholarship at all. It never comes to me.

24 Q Okay. So you just don't know one way or the other?

25 A I don't know one way or the other. And the way I know --

1 the answer to your first question is, as I've described, in  
2 certain cases, but not in all cases, it's not a requirement, a  
3 chair will sent me a CV for an adjunct faculty member so I can  
4 weigh in on titling, or compensation or something like that.

5 Q Are you familiar with any cases where a term professor was  
6 hired into another rank at Barnard after completing five years?

7 A A term professor was hired into another rank after  
8 completing five years. I'm trying to think. I am not certain,  
9 but I imagine -- I can imagine that that happened.

10 Can I say -- I mean term professors -- if you look at the  
11 list of term professors -- and again, this is a kind of  
12 sensibility I've tried to introduce. I'm not sure that it  
13 wasn't there, but I know it's there now. Which is that the  
14 large bulk of term professors are term assistant professors.  
15 The really large bulk.

16 And we're really seeing that as opportunities for young  
17 scholars to come who -- you know, the field is really  
18 tightening up. So these are all people with Ph.D's, these are  
19 all people who want to be academics. They didn't -- I presume  
20 they didn't get full time tenure line academic appointments.

21 So they come for a period of time. They are sort of given  
22 all kinds of benefits being at the institution, including  
23 hanging out with scholars, and having access to the conferences  
24 at Columbia and at Barnard and interactions with all kinds of  
25 people. They teach. They get good teaching experience.

1           And then they go back onto the market. And our success  
2 story is that those term faculty become full time tenure line  
3 faculty someplace else. That's our success story, if that  
4 happens.

5           So could it have happened where someone from inside  
6 Barnard, you know, does really well and then applies for a  
7 position that ultimately is allocated and -- you know,  
8 hopefully. Hopefully. That would be a real success.

9       Q     I mean theoretically again, which is what you're talking  
10 about, that could happen to people in any of the ranks  
11 including adjuncts, correct? That they --

12       A     That any -- you know, these are open -- as I've described,  
13 the search process for tenure line, you know, searches, these  
14 are open processes that anyone can apply for.

15       Q     Does Barnard ever use the title visiting term professor?

16       A     I am sure the answer is yes. It has to be yes, so  
17 therefore yes.

18       Q     Okay. Just give me one moment. And have you ever heard  
19 of the term, term senior lecturer being used?

20       A     Yeah.

21       Q     What does that mean? I thought we had either term  
22 professors or lecturers and senior lecturers.

23       A     Oh, no. So I actually -- I sort of answered that for you  
24 with the adjunct question. If someone held a Ph.D, but did not  
25 have a kind of -- did not intend to have a kind of academic

1 profile, so nothing on their CV showed that they were -- had  
2 any kind of academic background, no published papers, no -- you  
3 know, they had not been on the job market for a full time  
4 appointment or whatever, they might be appointed a term  
5 lecturer. So they hold a Ph.D, but don't have the traditional  
6 profile of someone who's likely to be a candidate for a tenure  
7 track position.

8 Q Okay. And in this case I'm might ask about term senior  
9 lecturer --

10 A So --

11 Q -- what would the distinction be there?

12 A I guess, you know, using the same logic, it would be  
13 someone who had held a non-tenure track position elsewhere.  
14 Never held a tenure track position, but held -- but had a Ph.D,  
15 who was appointed for a terminal period of time.

16 Q Okay. They would still be under the rules for  
17 reappointment that are associated with term professors. They'd  
18 still be there for either exceptional circumstances, a one year  
19 prior with your approval, or else for a three year renewable  
20 for a two year period?

21 A Yeah. So yes and no. So again all new hires fit -- are -  
22 - we're trying to structure new hires so that they fit. So  
23 modality -- modally speaking, if you look at the pool of term  
24 professors, the first thing is that most of them are hired for  
25 three year renewable terms.

1           So that all faculty in those positions are hired for one  
2 year, and they're reappointed for three years and then they're  
3 reviewed and appointed for an additional two years. But within  
4 there there's -- there are exceptions. So someone will  
5 identify someone who wants to be at the college for only two  
6 years.

7           And so they'll come to me and say can you approve a two  
8 year appointment? You know, they'll submit to FPPC, the  
9 committee that evaluates that, and they'll request a two year.  
10 We'll go back to them and say our standard appointment is for  
11 three years, renewable for an additional two. Is that what you  
12 want? And they'll say no, we really just want two.

13           So, you know, occasionally we'll approve a two year, as  
14 opposed to that standard. So -- but you got it right, which is  
15 that most terms are appointed for up to five years either for  
16 like a single year approved by the provost or for a multiyear  
17 three year plus two year renewal.

18 Q       And so if you're a term senior lecturer --

19 A       Right.

20 Q       -- because there's been a lot of testimony concerning the  
21 differences between term professors and lecturers -- you're  
22 rights and responsibilities would be those of a term professor  
23 and not of a lecturer?

24 A       That's correct.

25 Q       Are you familiar with a Linda Cole-Taylor?

1 A Yes.

2 Q And she, I believe, has that title visiting -- well, she's  
3 a visiting director and also a term senior lecturer, is that  
4 correct?

5 A Yes.

6 Q Do you know why she holds the visiting title?

7 A Yes, because she's occupying a chair. So she -- she's -  
8 she is a chair of the program. So this is a very special  
9 program that was established and solidified through the work of  
10 Lee Ann Bell.

11 And Lee Ann Bell is the holder of the Horowitz Chair.  
12 When she was retiring -- there are two other more junior  
13 faculty in that department. One was recently tenured and the  
14 other is a off ladder appointment at the lecturer rank. And  
15 there was no one to really chair the education program.

16 The education program has a lot of state requirements.  
17 You know, you've got to file a lot of documents. You're  
18 accredited each year. So we needed someone with experience.  
19 And we -- the department was not -- excuse me. I feel like --  
20 for the first time I might add.

21 But, you know, so the department was not accredited to --  
22 I mean the department was not in a position to decide what they  
23 wanted to search for right away. So we decided to hire -- I  
24 consulted pretty extensively with Lee Ann Bell on this and I  
25 interviewed Linda Cole-Taylor as well as the other candidates.

1           We wanted someone who was experienced, but would also hold  
2 the chair. But we had to designate this as a temporary  
3 appointment. She came from Yale. So -- the Yale education  
4 program.

5           So we just -- you know, she holds two titles, because  
6 she's a -- we needed someone who held the chair title for  
7 accreditation purposes and we had just made her senior lecturer  
8 -- visiting senior lecturer or whatever you said. I think --  
9 whatever her title is. I can't remember.

10 Q       She's listed as -- in the documents we were given, as a  
11 term senior lecturer and visiting director.

12 A       Right. So she is the visiting director, because we're  
13 intending to hire a director who will not have the visiting  
14 title. And she is a term senior lecturer, because she never  
15 held a position of greater rank elsewhere.

16 Q       Now, I'm still trying to understand. First, let me  
17 clarify one small point. As a director, that's because --  
18 you've used the term department and chair, but in fact that's a  
19 program, which is why she's a director. It's not actually --

20 A       Yes.

21 Q       -- a department?

22 A       Exactly.

23 Q       And I'm still trying to understand the visiting. So the  
24 visiting title doesn't mean that she retains her position at  
25 Yale, does it?

1 A I don't think she does. I'm not sure. She may. She may  
2 have. I don't know what her arrangements were, but she may  
3 have. She -- it's possible she went on leave. You know, was  
4 able to receive a leave year. I think it's very possible  
5 actually. So I'm not certain.

6 Q What I have to say is not evidence, but I did go on the  
7 website this morning and her name is not listed in the  
8 directory of Yale --

9 A Uh-huh.

10 Q -- University.

11 A Well --

12 Q That wouldn't surprise you?

13 A I don't -- I actually don't know.

14 MR. D'GIOVANNI: Excuse me. Can we have that last part  
15 stricken from the record? I understand he said it's not  
16 evidence, but he sort of just read something into her  
17 testimony. We don't think it's a proper foundation for  
18 evidence to be in the record.

19 HEARING OFFICER BERGER: Are you making a motion to have  
20 that stricken from the record?

21 MR. D'GIOVANNI: That one specific sentence, yes.

22 MR. LEVINE: I have no objection and I will rephrase it as  
23 a question.

24 HEARING OFFICER BERGER: Sure. Why don't we do that? Go  
25 ahead.

1 BY MR. LEVINE:

2 Q If I told you that her name was not listed at the Yale  
3 University website would that surprise you?

4 A No. It would not surprise me.

5 Q You --

6 A Even if she were returning, it wouldn't surprise me. I  
7 mean I would take -- if I were current on my website -- and  
8 that's a if, right, because institutions are often not current  
9 on their website. But if I were current on my website and  
10 someone left for another institution -- and it happens -- but  
11 went on leave, I would take them off of the website for that  
12 academic year.

13 Q So you're saying if you were current, and you're not sure  
14 if you are, the procedures are in place that if a --

15 A I think it's best practice.

16 Q -- Barnard faculty went on a sabbatical you would remove  
17 them from the Barnard directory?

18 A Not sabbatical. That's different than visiting.

19 Q Okay. But --

20 A I mean I'll give you an example, which is our faculty  
21 member -- one of our faculty members went to -- took another  
22 position, but requested a two year leave of absence, which  
23 every faculty member can get a two year leave of absence if  
24 they're in good standing. It's in -- you know, it's in our  
25 documents. Once they accept another position it's kind of at

1 the discretion of the provost, but if you really want the  
2 faculty member to come back, you say yes usually.

3 And so in this case, you know, if that -- in exactly that  
4 scenario, if our website were up to date I would remove that  
5 faculty member from the list of faculty in the department.  
6 Why? Because, you know, that list is intended to give students  
7 and outsiders a sense of the profile of the current department.

8 Q But removing them from the directory would be a little  
9 different, right?

10 A Yeah, I wouldn't remove them from the directory.

11 Q You testified that you meet with all candidates for full  
12 time positions?

13 A I meet with -- if my schedule permits, I meet with all  
14 candidates for full time positions.

15 Q And why do you do that?

16 A Because it's my responsibility.

17 Q To meet with them or to --

18 A It's my responsibility to insure that our, you know, full  
19 time faculty meet certain threshold requirements, to weigh in  
20 on my view on the strength of various candidates, to have full  
21 knowledge if there were disputes at the committee level so that  
22 I can help to adjudicate and help to lead a -- reach a  
23 consensual agreement about the best candidate, so that I have  
24 some sense of their portfolio, in terms of the overall  
25 curriculum, which I have to structure, which I'm in charge of

1 structuring. There's a whole host of reasons why it makes  
2 sense for me to meet and interview candidates that come  
3 through. And if I'm not available to meet, because I'm  
4 travelling or otherwise engaged, the associate provost will  
5 meet in my absence. But I would say I meet 85-90% of all the  
6 candidates that come through. And meet and interview. It's  
7 also an interview --

8 Q Right, right. Isn't it true that there are lecturers who  
9 have over seven years of seniority at Barnard who are still in  
10 that rank?

11 A I -- you know, again we just updated the personnel  
12 procedures in a way that suggests that lecturers need to be  
13 reviewed in their seventh year. They're reviewed and promoted  
14 to a senior lecturer. If there are cases of individuals like  
15 that, my -- thank you.

16 My guess would be that that happens for any number of  
17 reasons. One, there are clerical errors in my office. Two,  
18 that -- and I'm saying if that happens. Two would be that  
19 there's been a clock stop for some reason, which can occur if  
20 an individual is ill, or needs to care for a disabled parent,  
21 or there are child issues that are negotiated with the provost,  
22 or the individual needs to take leave without pay to finish  
23 studies or maternity. I mean there's any host of reasons which  
24 would create a clock stop for that individual.

25 Q And isn't it true that there also associates who have

1 remained in that title for over seven years without becoming  
2 senior associates?

3 A And I would answer again that our newly revised personnel  
4 procedures, which don't -- which clarify exactly the terms of  
5 those appointments, suggests that if that were to occur and  
6 currently does occur, that it fits in one of those categories  
7 either as a clerical error in my office on timeline or as a --  
8 you know, a determined clock stop.

9 Q Does your office or the HR department maintain records  
10 showing the seniority dates of current faculty members?

11 A What do you mean by that?

12 Q Showing the dates -- original dates of hire.

13 A Yeah, we have -- again, I inherited a -- what we -- what  
14 was called a faculty tracker system. And I updated that  
15 faculty tracker system in my first year in employment -- of  
16 employment at Barnard. I put it on the computers. And it  
17 lists hire dates, it lists the date that the individual is  
18 eligible for a sabbatical, it lists the year in which the  
19 individual can take SFRL, senior faculty research leave, the  
20 year in which the individual is eligible, if they're off  
21 ladder, for a professional development leave, it lists the year  
22 in which they're supposed to be reviewed, all those kinds of  
23 things. So for every associate lecturer, senior associate,  
24 senior lecturer, P-O-P-P at all ranks and every assistant  
25 associate and full professor, I have a faculty tracker.

1 Q Okay. And if you know, does the provost's office or the  
2 HR department maintain those records for adjuncts?

3 A I don't know. The provost's office does not maintain  
4 those records for adjuncts.

5 Q Would it surprise you if I told you that there are many  
6 current lecturers and associates who have worked under multiple  
7 one year appointments?

8 A Multiple one year appointments. Yeah, I would -- that  
9 would surprise me. I'll say -- you know, I'll say again what  
10 I've been saying consistently, which is that there is a --  
11 there is an enhanced discipline that's being exhibited in the  
12 appointment process under my tenure as provost. I would be  
13 very surprised if that's true, as I think through the list.

14 MR. LEVINE: I've marked a document as Union exhibit 2.

15 BY MR. LEVINE:

16 Q And I'll ask you to look at -- it's actually three  
17 documents. So let's mark them as Union exhibit 2(a), 2(b) and  
18 2(c). And I'll ask you if you recognize these documents, after  
19 you've had a chance to look at them.

20 MR. D'GIOVANNI: Sorry. We have four. So it (a), (b),  
21 (c) and (d) or is it --

22 MR. LEVINE: Yes, that's right.

23 MR. D'GIOVANNI: Okay. No, no, I just wanted to make  
24 sure.

25 MR. LEVINE: No, I appreciate that.

1 MR. D'GIOVANNI: Yeah.

2 THE WITNESS: Alright.

3 BY MR. LEVINE:

4 Q Okay. So can you identify these documents?

5 A Yes, these are posting for various positions in various  
6 departments.

7 (Petitioner's P-2(a) through (d) identified)

8 Q At Barnard?

9 A At Barnard College.

10 MR. LEVINE: I move for their admission.

11 HEARING OFFICER BERGER: Any objection?

12 MS. MUNOZ: No objection.

13 HEARING OFFICER BERGER: Union exhibit 2 is received.

14 (Petitioner's P-2(a) through (d) received in evidence)

15 BY MR. LEVINE:

16 Q I want to ask you specifically about something in Union  
17 exhibit 2(a), the top document. Under the job description  
18 summary it refers to renewable three year appointment.

19 A Yes.

20 Q And this is a posting that was posted this year for a  
21 position that commences in 2016?

22 A Yes.

23 Q Is that contrary to the appointment and reappointment  
24 schedule that you testified to earlier?

25 A No.

1 Q So the initial --

2 A That is consistent with the --

3 Q -- appointment is three years?

4 A Yes, but it's expected to be -- I mean we appoint -- most  
5 institutions, and I've been at four of them, appoint faculty  
6 for a period of time up to their first review and then will  
7 reappoint thereafter. So when we're interviewing candidates  
8 the initial appointment is three years, they're reviewed --  
9 remember, that's the third year review. They're reviewed and  
10 then they're reappointed for an additional four years, in which  
11 case their reviewed in their seventh year.

12 So that's what that means. It's a standard language we've  
13 adopted on the P-O-P-P. It doesn't mean anything. They're put  
14 there -- I mean it means what it means, but it -- the  
15 expectation is those appointments will run through their  
16 seventh year review and --

17 HEARING OFFICER BERGER: So --

18 THE WITNESS: -- in fact they always have.

19 HEARING OFFICER BERGER: -- just to be clear then on this  
20 document, renewable is modifying appointment not three year?

21 THE WITNESS: Yes, renewable is modifying appointment.

22 HEARING OFFICER BERGER: Okay.

23 THE WITNESS: It's an initial three year, they are  
24 reviewed and then they're reappointed and then they can be  
25 renewed.

1 BY MR. LEVINE:

2 Q I believe you testified yesterday that you need to approve  
3 job ads that are sent out for full time faculty?

4 A I do, yes.

5 MR. LEVINE: Marking another document as Union exhibit 3.

6 BY MR. LEVINE:

7 Q I apologize, I don't have an extra copy for you, but as  
8 we've done in past days you can collect one subsequently. So  
9 I'll ask you to look at this and tell if you can -- you know  
10 what? It looks like I do have an extra. Excuse me. Can you  
11 identify this document?

12 A It's a job ad for an assistant professor -- a visiting  
13 assistant professor in urban studies.

14 (Petitioner's P-3 identified)

15 MR. LEVINE: I move for the admission of Union 3.

16 HEARING OFFICER BERGER: Any objection?

17 MS. MUNOZ: May I ask a question?

18 VOIR DIRE EXAMINATION

19 BY MS. MUNOZ:

20 Q Did you review this job ad?

21 A I don't -- I mean is this the HR posting?

22 Q No.

23 A No? Yeah, I don't know where this is from. This is what  
24 was printed, based on the text in this publication called Jobs.

25 MR. LEVINE: This was pulled off the web from a site. I

1 didn't pull it off. Marked at the bottom, called H-Urban.

2 THE WITNESS: Yeah. So just to clear, what I do is I take  
3 -- I -- my responsibility is to make sure that the position  
4 that's being posted, the ad reflects what was approved in FPPC.  
5 So the subject area and specialization as approved in FPPC.  
6 And then I then refer the chairs to HR, who subsequently works  
7 on the sort of standard Barnard language for a lot of these  
8 positions. So I don't -- and I approve where they'll be  
9 posted. I mean the budget around where they'll be posted. So  
10 --

11 HEARING OFFICER BERGER: Do you recognize these web  
12 addresses?

13 THE WITNESS: The web addresses?

14 HEARING OFFICER BERGER: [www.h-net.org/jobs?](http://www.h-net.org/jobs?)

15 THE WITNESS: No, I don't. No, because this is just --  
16 it's just a website for academic jobs I assume. I mean, you  
17 know, it was pulled off, because someone in the -- you know,  
18 Kim Johnson, who's the chair of Urban Studies, though that that  
19 was a -- she was given a budget for where to post and she  
20 thought that was a good place to post.

21 HEARING OFFICER BERGER: Would this have been posted  
22 there, had it not been reviewed and approved as the posting for  
23 this position?

24 THE WITNESS: It's never posted without the follow  
25 process, which is I make sure that the substance of the job ad

1 comports with the position that's been approved. And HR, I  
2 think, is supposed to look it over, and make sure and get final  
3 approval for its posting.

4 HEARING OFFICER BERGER: Okay.

5 CONTINUED VOIR DIRE EXAMINATION

6 BY MS. MUNOZ:

7 Q I'm just going to ask one more time, can you tell us  
8 whether or not you reviewed this job posting?

9 A I never saw this, as it's currently placed.

10 MS. MUNOZ: Okay. Then I will make the objection to its  
11 admission. Just there's no foundation. She hasn't seen it.  
12 She said she reviews them. She said she hasn't reviewed. And  
13 so --

14 HEARING OFFICER BERGER: So then do you have any idea how  
15 this came to be posted on this job posting website if you  
16 hadn't reviewed it?

17 THE WITNESS: Through -- I mean I assume that the chair  
18 then, after discussion with me, and an understanding that the  
19 search would be in this area, went to work with HR to discover  
20 -- to help decide what the best places were to post this or to  
21 colleagues deciding where the best placed were to post it and  
22 then someone in HR actually helped to facilitate the posting.

23 HEARING OFFICER BERGER: Do you have any reason to believe  
24 this wasn't posted by someone at Barnard College?

25 THE WITNESS: Well, the visiting assistant professor is

1 kind of a weird title, because it's a term assistant professor.  
2 So the title is weird. The start date is weird, because we  
3 don't start August 1. We start July 1.

4 MS. MUNOZ: If I may, could I just draw her attention to  
5 exhibit Union 2?

6 HEARING OFFICER BERGER: Can you --

7 MS. MUNOZ: Well, it's related to that. That's why.

8 HEARING OFFICER BERGER: Okay.

9 MS. MUNOZ: Okay.

10 CONTINUED VOIR DIRE EXAMINATION

11 BY MS. MUNOZ:

12 Q Exhibit 2(c) I think it is.

13 A Yeah, C.

14 Q Do you recognize Union exhibit 2(c)? I'm sorry, let me  
15 rephrase the question. Did you approve the job posting in  
16 Union exhibit 2(c)?

17 A That's the one that says term assistant professor urban  
18 studies --

19 Q Correct.

20 A Yeah, I mean that I have to approve, because that's on our  
21 HR website. So in order for it go through and get posted, I  
22 have to give my approval. It's electronic.

23 MS. MUNOZ: I --

24 HEARING OFFICER BERGER: So what's your point? I'm sorry,  
25 I'm not following.

1 MS. MUNOZ: Well, I --

2 THE WITNESS: I think her point is without the -- oh, go  
3 ahead --

4 BY MS. MUNOZ:

5 Q No, that's fine. I guess my question is if there -- if  
6 you look at the titles, you've got a term assistant professor  
7 with visiting. You pointed out -- I believe your testimony  
8 was it's kind of odd, because it says visiting assistant  
9 professor, but it's for a term assistant professor position.  
10 It's in the same time period; 2014. So I'm trying to establish  
11 which of these is the one that was officially approved by the  
12 college and which was not.

13 HEARING OFFICER BERGER: Well, and the other oddity she  
14 pointed that beginning August 1, 2014 appears on both of them.  
15 So maybe that's not such an oddity --

16 MS. MUNOZ: But if this --

17 HEARING OFFICER BERGER: -- either.

18 MS. MUNOZ: If she didn't -- well, except to the extent  
19 that one is the official college posting and one is not. If  
20 she didn't approve it --

21 HEARING OFFICER BERGER: No, but --

22 MR. LEVINE: I'll make this easy. In this case they  
23 appear to be the exact same language. So I don't think there's  
24 a need for Union 3.

25 MR. D'GIOVANNI: Okay.

1 MS. STEPHEN: That's fine.

2 MR. D'GIOVANNI: That's fine. So is it withdrawn?

3 MR. LEVINE: I will withdraw --

4 MR. D'GIOVANNI: Okay.

5 MR. LEVINE: -- Union 3.

6 CONTINUED CROSS EXAMINATION

7 BY MR. LEVINE:

8 Q But I --

9 HEARING OFFICER BERGER: Okay.

10 MR. LEVINE: -- will ask however, when you say that you  
11 approve ads --

12 THE WITNESS: Yes.

13 BY MR. LEVINE:

14 Q -- for jobs what does that mean?

15 A That means that there is a process. I discuss with the  
16 chairs exactly what they are -- the specialty that they're  
17 approved to search for. I see some language or have a  
18 discussion regarding the language concerning that position and  
19 posting. It then goes to HR and formally I have to sign off on  
20 the HR search engine on anything that's posted on our website  
21 in my area.

22 Q So actually you're saying you sign on the posting itself -  
23 -

24 A Yes.

25 Q -- as opposed to the -- and that's what you're referring

1 to as the ad?

2 A Yeah, I mean I often see the ad, the final ad. It's  
3 usually sent to me. But I always have discussion with the  
4 chair regarding the substantive nature of what goes in the ad  
5 and then I refer them to HR so that we get the correct  
6 language.

7 MR. LEVINE: Off the record?

8 HEARING OFFICER BERGER: Sure.

9 (Whereupon, a brief recess was taken)

10 HEARING OFFICER BERGER: On the record.

11 BY MR. LEVINE:

12 Q Provost Bell, are you familiar with any of the major  
13 websites where job posting for academic positions are normally  
14 posted?

15 A A few of them. I mean in my own discipline, Job Openings  
16 for Economists, I'm familiar with that.

17 Q And what are the major sites that you're familiar with in  
18 that connection?

19 A It's called Job Openings for Economists. It's JOE.  
20 Economists are very efficient, you know? It's all there.  
21 That's the place you post.

22 We post at The Chronicle for Higher Education, we post at  
23 some of the diversity journals for -- there's a -- there -- the  
24 name is escaping me now, but we -- it is standard to post at  
25 the diversity sites, at The Chronicle site and then the others

1 are idiosyncratic to the discipline. So I'm most familiar with  
2 the one in my own discipline.

3 Q Are you familiar with a site called HigherEdJobs?

4 A No, not myself, no. I've never posted to HigherEdJobs in  
5 my capacity as a department chair or in my capacity as provost.

6 Q You were asked yesterday about whether votes were taken in  
7 department meetings and if so who could vote. Do you remember  
8 that?

9 A Yes.

10 Q But you also testified that there was a lot of variation  
11 in practice and procedures between departments.

12 A It's my understanding, yes

13 Q Do you know for a fact that all full time faculty are  
14 allowed to vote on non-personnel matters in all departments?

15 A I don't know for a fact. I've never -- I mean I wouldn't  
16 have really the ability to know for a fact.

17 Q And do you know that on personnel matters all departments  
18 allow non-tenured faculty to vote on the position being  
19 considered as in a lower rank than theirs?

20 A Do I know for -- yes, I do know that.

21 Q And do you know that because that's the policy?

22 A The policy. That is the policy. All departments vote.  
23 The policy, and it's in the procedures guideline, is everyone  
24 of a -- for lecturers, associates -- I was very careful  
25 yesterday. I want to be careful today. For lecturers,

1 associates, professors of professional practice of all ranks,  
2 assistant professors, associate professors and full professors,  
3 they have -- they are part of the voting members of the faculty  
4 for cases of lower rank.

5 Q But do you know for a fact that that policy is followed in  
6 all departments or you're assuming that they're following the  
7 policies --

8 A I --

9 Q -- they're supposed to be following?

10 A I would testify that I know, you know, with a fair degree  
11 of certainty, because remember that part of -- that every  
12 department, when it submits at any stage, the third year stage,  
13 the seven year stage, for both tenure line and non-tenure line  
14 appointments, it has to -- the department chair has to submit a  
15 letter that summarizes the basis for the case. And within that  
16 letter it is often, though not compulsory, that the results of  
17 the vote are given and the voting members' names are listed.  
18 So I certainly understand it to be common practice. I don't  
19 know for a fact that it's always followed, but I assume it is.

20 Q How about on the voting for chairs? Is that something  
21 that might -- the practice might vary by department who gets to  
22 vote for the chair?

23 A I don't think there's voting for chairs. I think it's  
24 like -- so first of all you have to understand that to be a  
25 chair is not all it's cracked up to be. So when I was

1 appointed chair my mother and father were incredibly proud of  
2 me.

3 And I remember thinking you have no clue. No one else  
4 would be willing to do this job. I agreed to do it under much  
5 duress.

6 So, you know, our chairs are -- I mean we're -- we are a  
7 small community. So I imagine that most of the deliberate --  
8 and in fact I've been involved in some when people say, you  
9 know, I'll chair maybe, but it would be better if I could chair  
10 for two years and this person could then chair for one year, or  
11 alternatively maybe this person will chair, but then, you know,  
12 I'll come in a year early.

13 I mean there's a negotiation that goes on. And I hear  
14 when people are unhappy and I hear when people want input, but  
15 I don't -- my sense is that at the departmental level people  
16 don't really vote for chairs. They -- someone assumes the role  
17 of chair, rises up, takes on -- agrees to take on the  
18 responsibility.

19 Q And similarly would it surprise you to know that in many  
20 departments most other decisions are made just through a  
21 process of discussion and consensus rather than through taking  
22 formal votes?

23 A Yeah, I would think so. I would think so. I mean and  
24 again, but what I testified to yesterday is that in some  
25 departments either by historic precedent or because they're

1 departments in which there's a -- you know, there's not as much  
2 of a -- there's not as warm of a collegiality, that certain  
3 things are voted on rather than discussed and affirmed kind of.

4 Q Just so the record is clear, because I asked if you would  
5 be surprised and you said I would think so, when you were  
6 saying you would think so you were saying that you think that  
7 that would be process; that there would often be informal  
8 decision making?

9 A No, you -- I think you were drawing reference to the  
10 personnel procedures. The personnel procedures are prescribed.

11 Q Oh, no, no. I'm sorry, I was not. I'm now talking about  
12 other decision making in the department.

13 A In the sense of other decision making I would not be  
14 surprised if it's done by consensus.

15 Q Okay, good. I'm glad that's clarified. By the way, is it  
16 true if you know that the only lecturers or associates serving  
17 as chairs are actually serving as co-chairs?

18 A Let me think. Well, not historically for sure and I can  
19 give you examples. So historically the chair of the dance  
20 department was Mary Cochran, who was I believe a -- I know to  
21 be a professor of professional practice.

22 The chair of urban studies was Flora Davidson, who I  
23 believe was a senior lecturer maybe. That's what I believe was  
24 her title. The chair of architecture was Karen Fairbanks and  
25 currently is Kadambari Baxi.

1 Q And their titles?

2 A Their titles are P-O-P-P. They're both P-O-P-P.

3 Q Okay. So you referred to --

4 A Kadamari Baxi --

5 Q -- one senior lecturer --

6 A Kadamari Baxi --

7 Q Sorry.

8 A -- is back there. So I can't help. She's --

9 MS. BAXI: Actually, Karen is the chair right now and  
10 she's professor of practice (sic).

11 THE WITNESS: Okay. So she's still the current chair or  
12 she --

13 MS. BAXI: I was the acting chair --

14 THE WITNESS: She was the acting chair. So this is  
15 exactly the arrangement I was talking about.

16 HEARING OFFICER BERGER: So just to be clear, audience  
17 participation --

18 THE WITNESS: Is not allowed.

19 HEARING OFFICER BERGER: -- and assisting witness  
20 testimony is not acceptable.

21 THE WITNESS: Sorry.

22 HEARING OFFICER BERGER: So I think that there's no  
23 dispute about who these people are, and what their titles are  
24 and the positions that they hold, but please refrain from  
25 assisting the witness --

1 THE WITNESS: I'm sorry, I'm sorry.

2 HEARING OFFICER BERGER: -- as she testifies.

3 THE WITNESS: This is where, you know, academics, you know  
4 -- this is --

5 HEARING OFFICER BERGER: But for the record though, could  
6 you identify who you are the information that you just shared?

7 MS. BAXI: Okay. I'm Kadamari Baxi and I'm professor of  
8 practice (sic) in architecture. And I served as the acting  
9 chair last year for the architecture department.

10 HEARING OFFICER BERGER: Okay. Thank you.

11 CONTINUED CROSS EXAMINATION

12 BY MR. LEVINE:

13 Q You referenced one senior lecturer and you were saying  
14 historically. Is that someone who's no longer a chair?

15 A She retired and she's --

16 Q Okay. So again the question was whether anyone currently  
17 serving as a chair who's a lecturer --

18 A Let me think.

19 Q -- or an associate, is not a co-chair.

20 A So --

21 Q I think there may be one or two co-chairs.

22 A -- the current chair of architecture is Karen Fairbanks.  
23 She is a single chair and she's a professor of professional  
24 practice. The -- and you don't care about directors of  
25 programs?

1 Q I didn't ask --

2 A Okay. I'm just trying to think. So just give me a  
3 second, because I'm going through the chairs list in my head.  
4 Well, the current chair in -- just give me a sec.

5 The current chair of music is Gail Archer. And Gail  
6 Archer is a -- I think a P-O-P-P. I think so. I don't know.  
7 No, Gail Archer is a P-O-P-P, I believe, professor of  
8 professional practice. So that's music. Dance has a co-chair  
9 who is a senior associate I believe, Katie Glasner.

10 Q And who was the co-chair with her?

11 A The co-chair with her is Lynn Garafola, who is one of the  
12 theoretical people. She's a professor.

13 Q She's a tenured faculty member?

14 A She's a full tenured --

15 Q Yeah.

16 A -- professor. Just give me a moment. The current acting  
17 chair of the Slavic department is a term professor. And that's  
18 just by necessity. That's not best practice.

19 Q How many --

20 A There was a death --

21 Q -- full time --

22 A -- in the department.

23 Q -- faculty are in the Slavic department?

24 A There are currently no full time faculty in the Barnard  
25 Slavic --

1 Q Other than --

2 A -- department.

3 Q -- the acting chair?

4 A There's an acting chair and another term appointment.

5 There was death and there's a vacancy. There was a death this  
6 academic year -- unforeseen death.

7 Q And if you know, how many --

8 A Oh, one other thing. In French the co-chair is a senior  
9 lecturer.

10 Q Along with?

11 A Along with a co-chair who -- actually, I -- she may be the  
12 sole chair. I'm not certain, you know? She may be the sole  
13 chair and she is a co-chair -- if she's a co-chair she's a co-  
14 chair with a -- someone who's now a full professor.

15 Q Do you know how many tenured professors there are in  
16 architecture?

17 A Currently there are no tenured professors in architecture.

18 Q How about in music?

19 A No tenured professors in music.

20 Q And in dance you mentioned one who's the co-chair. Are  
21 there any others?

22 A Yes.

23 Q How many?

24 A There is one additional tenured member in the department  
25 of dance.

1 Q Okay. Was it your testimony that lecturers, senior  
2 lecturers, associates, senior associates and P-O-P-P'es are all  
3 required to serve on committees?

4 A Can you repeat the question? I'm sorry, I was still  
5 thinking about dance, how many tenured faculty --

6 Q I'm going to actually ask it a little bit differently.

7 A Okay.

8 Q I'm going to back up a little bit. It has been your  
9 testimony that all lecturers, senior lecturers, associates,  
10 senior associates and P-O-P-P'es are required to perform  
11 service for Barnard?

12 A What I said is our -- that's not exactly what I said, no.

13 Q Oh, okay. So please correct me.

14 A What I said is they're expected to perform service for  
15 Barnard and that their review and reappointment depends on  
16 their having performed service for Barnard.

17 Q And that service could be through committee service,  
18 correct?

19 A Yes.

20 Q Does it been to be through committee service?

21 A No.

22 Q It could be through advising, correct?

23 A Yeah, through senior advising in particular.

24 Q Separate and apart from who can vote at faculty meetings -  
25 - all faculty meetings, meaning Barnard-wide faculty meetings,

1 who can attend those meetings?

2 A I am actually not certain who can attend, but I assume  
3 it's -- I mean I assume it's, you know, all of those faculty  
4 that we've been speaking about. And I assume that visitors,  
5 and visiting faculty, term faculty and adjunct faculty are  
6 welcome, but I don't recall where it's written --

7 Q Okay. Do you -- so if I asked you whether the adjuncts  
8 were invited to attend would you know the answer?

9 A I should know the answer, but I'm not sure. The way I  
10 should know the answer is that call for -- you know, I don't  
11 know who that email goes to with the agenda and the materials  
12 for faculty meeting. We send out an email through my office.  
13 My assistant does. And we have several lists of faculty and I  
14 don't know to whom that email list goes, but I think to the  
15 extent that adjuncts receive that email list, that would  
16 constitute an invitation. You know, I just don't know which  
17 list it actually goes to.

18 Q Okay. And you -- do you attend all faculty meetings  
19 unless --

20 A I preside --

21 Q -- you have a specific conflict?

22 A No, I've only missed one faculty meeting. Faculty  
23 meetings are really top priority in my agenda. I'm expected to  
24 preside and chair the faculty meeting. I take that very  
25 seriously.

1 Q So when you attend faculty meetings have you -- do you  
2 recall seeing individuals there that you know as adjunct  
3 faculty?

4 A I recall one occasion where an adjunct -- I believe an  
5 adjunct faculty member spoke at a faculty meeting. But I'm not  
6 -- you know, I'm not -- I don't know a large majority of the  
7 adjunct faculty.

8 Q You say you chair those meetings or you --

9 A Yeah.

10 Q Okay. And if an adjunct faculty attended and wanted to  
11 speak, would that be a problem?

12 A Again, I recall an instance in which I imagine a faculty  
13 member did speak. So, no.

14 HEARING OFFICER BERGER: Do you remember what that adjunct  
15 spoke about at that particular meeting?

16 THE WITNESS: No, I don't, actually. I just remember  
17 asking who it was and being told who it was.

18 HEARING OFFICER BERGER: Okay.

19 BY MR. LEVINE:

20 Q Is attendance taken at those meetings?

21 A No.

22 Q Isn't it true that many adjuncts were, at least until  
23 recently, considered voting members of the faculty?

24 A Not to my knowledge.

25 Q Okay. So I want you to look at -- I don't know if there's

1 a copy up there -- Union exhibit 1, which is the faculty guide  
2 at Barnard College 2012-2013. I only have one copy here.

3 A Do you need it for yourself?

4 HEARING OFFICER BERGER: Go ahead. That's fine.

5 THE WITNESS: He has it.

6 BY MR. LEVINE:

7 Q And --

8 A This says exhibit number 4.

9 Q -- this document you've testified to previously.

10 HEARING OFFICER BERGER: Oh, no, that's U.

11 THE WITNESS: Oh, okay.

12 HEARING OFFICER BERGER: U-1 --

13 THE WITNESS: Okay.

14 MR. LEVINE: And if you would turn to page four?

15 THE WITNESS: Page four.

16 BY MR. LEVINE:

17 Q And specifically Roman two, subsection B, membership. So  
18 two is the faculty definition and B is membership. And if you  
19 turn actually to page five and look at this first sentence that  
20 begins on that page there is a sentence that says "to be  
21 eligible for voting membership in the faculty, part time  
22 faculty must satisfy one of the following requirements". And  
23 it lists four. Are you familiar with that language?

24 A No. I mean it's in the faculty guide. So to the extent  
25 that it's in the -- I think I previously testified that the

1 faculty guide is inconsistent with the practice in many areas.  
2 So one of the areas in which it's inconsistent with our own  
3 statutes document is in this area.

4 So -- and that's problematic. So that's one of the  
5 reasons why -- there are many such reasons. Some more  
6 important than others. But here's one of the interesting ways  
7 in which it is. It's also -- you know, it's also -- so I don't  
8 -- I think that's one of --

9 Q Okay.

10 A -- the issues --

11 Q So this is not an accurate reflection of who is or is not  
12 a voting member of the faculty or your testimony is, at least  
13 at this time, this is not correct?

14 A I also -- yeah, and I also testified that this has -- the  
15 way -- my understanding of the way this was -- in which this  
16 was put together is this is a guide. It was prepared by the  
17 provost's office. The provost -- the previous provost would  
18 add to it, subtract to it and change it. A new one was  
19 published each year.

20 It didn't go through committees, it didn't go through the  
21 board of trustees, it didn't go through the, you know, sort of  
22 standard methods. So one of the reasons we wanted to -- one of  
23 the reasons I set aside to make this consistent with all our  
24 other documents is precisely for these kinds of irregularities.

25 Q So if this was ever the policy you weren't aware of it and

1 you don't know when it changed?

2 A No, I absolutely was not.

3 Q You also testified that the board of trustees needs to  
4 approve changes to the code of academic freedom and tenure --

5 A Yes.

6 Q -- is that correct?

7 A That's my understanding.

8 Q Yet apparently the length of appointments reflected in  
9 that document have been changed in practice without such  
10 approval, is that correct?

11 A Yeah. So a couple of things. The length -- I did -- that  
12 document does not change the length of appointments. The  
13 current practice that I inherited was a seven year length  
14 process. It just updates the document to reflect practice.

15 The previous provost extended the length of time to seven  
16 years. There was an assumption that that was -- I assume that  
17 that was going to be brought to the board of trustees. I can  
18 assure you that the personnel procedures -- the board was  
19 informed about the change through the Academic Affairs  
20 Committee. And that they were informed that we intend to  
21 update the code with all the current procedures, you know, as  
22 soon as possible. We're working on it now.

23 Q Right. But I believe you testified that they were  
24 informed, but they haven't actually voted on those changes yet?

25 A No, they haven't. And, you know, we had a discussion -- I

1 had a discussion with ATP, the Committee on Tenure and  
2 Promotion (sic) and with the General Counsel about what kind of  
3 limbo that places us in institutionally, with respect to review  
4 procedures. And which is the best way to go.

5 So I inherited a system in which the review process was  
6 extended to seven years. I could either have stepped back to a  
7 renewal process, we could have -- which didn't make sense,  
8 given that it had been seven years for some time. So we  
9 codified the existing practice. We informed the board of the  
10 change.

11 We suggested that we would be working on the -- we  
12 actually agreed to work on the academic code documents to  
13 update them. And we're in limbo. Along with the consultation  
14 with General Counsel, we agreed to use the procedures manual  
15 currently adopted by the faculty, informed by the board. That  
16 document, we agreed to use that as the current document for our  
17 procedures. So we're a little bit out of synch with our own  
18 procedures right now on that, but with every good intent to  
19 sort of rectify that as soon as possible.

20 Q And I realize you say you inherited a certain procedure,  
21 but if you know when that procedure was changed to reflect the  
22 current procedure would that have been approved by the Advisory  
23 Committee on Appointments, Tenure and Promotion?

24 A Yes. For sure. And again, that's speculation, but it's  
25 the best -- you know, it's what I would expect.

1 Q You testified that you are primarily responsible for  
2 making salary determinations for officers of instruction -- I'm  
3 paraphrasing -- within the constraints of the overall budget,  
4 is that correct?

5 A Yes. And specifically I think what I made clear is that  
6 my salary recommendations -- my specific salary recommendations  
7 pertain to faculty at the rank of associate, lecturer and  
8 professor of professional practice, assist associate, and full  
9 professors and that of term professors. And that decisions  
10 regarding the visiting scholar or the idiosyncratic  
11 appointments we talked about last time as well. That -- but  
12 that decisions regarding adjuncts are largely disaggregated to  
13 the department chairs. And on -- with the condition that I  
14 need to approve. I approve any changes or modifications to  
15 current practice.

16 Q Okay. Thank you. I've marked a document as Union exhibit  
17 4. Have you seen this document before?

18 A Yes.

19 Q And this is a document that was created by the college?

20 A Yes.

21 (Petitioner's P-4 identified)

22 MR. LEVINE: Okay. I would move for its admission.

23 HEARING OFFICER BERGER: Any objection?

24 MS. MUNOZ: No.

25 HEARING OFFICER BERGER: Union 4 is received.

1 (Petitioner's P-4 received in evidence)

2 BY MR. LEVINE:

3 Q There was testimony that all full time faculty member --  
4 may not have been from you, but at this hearing there's been  
5 testimony that full time faculty members are eligible for  
6 healthcare and retirement benefits, is that accurate?

7 A Yes. All full time employees.

8 Q Isn't it true -- strike that. And those benefits include  
9 a contribution made by the college to any retirement accounts?

10 A Yes.

11 Q Does that contribution vary depending on job title or  
12 rank?

13 A Yes, it does.

14 Q And is the contribution made for tenured faculty different  
15 than that made for other full time ranks?

16 A Geez. I think there are several variations. One is based  
17 on when you join the college, because we changed our policy.  
18 And actually in the faculty guide what's currently listed as  
19 the contribution is inaccurate. So -- because this is another  
20 example of an inaccuracy, something that wasn't updated.

21 But across the college it's based on your rank. You're  
22 given some grade. And I believe for faculty -- I'm not  
23 entirely sure, I confess. It's based on where your salary  
24 level cuts maybe; the contribution. I'm really not sure about  
25 the portion of the college's contribution to TIAA-CREF and how

1 it varies across faculty rank.

2 Q Okay. But it's your belief --

3 A I --

4 Q -- that there is some variation by rank?

5 A I -- I'm not -- I'm actually not certain. I really am.  
6 I'm not certain.

7 Q What is the process for creating new ranks or job titles  
8 for officers of instruction?

9 A New ranks or job titles.

10 Q So for example how as the title distinguished fellow  
11 created?

12 A So the title distinguished fellow was created after  
13 consultations with the president, with the department --  
14 sponsoring departments. We wanted a title. I'll tell you what  
15 my thinking was, because I was involved in that. And I don't  
16 think we have Leymah Gbowee's full title as distinguished  
17 fellow.

18 In fact, I'm sure we don't. I'm not sure what the full  
19 title -- I can't remember now what the full title is, but we  
20 wanted something that showed distinction, that honored her  
21 contribution, that honored her status in the world. And we  
22 wanted something that we could replicate, so we could use  
23 again, that was different enough to distinguish it from other  
24 things that we had. And so that's how we came up with it. I  
25 think it's something -- there's something -- there's some other

1 part of her title.

2 Q This title did not exist previous to it being filled by  
3 the current incumbent?

4 A I don't think so.

5 Q And did the creation of this title have to go through any  
6 kind of review other than discussion between you and the  
7 president?

8 A No. No, but the discussion was more extensive than that.  
9 It was discussion between me, and the president and the person  
10 who's holding the position, and between the person who was  
11 funding the position and between the department's who were  
12 sponsoring the position.

13 Q Especially given the fact that there's at least some hope  
14 or expectations the title might continue and be applied to  
15 other people, in creating the title was any kind of written job  
16 description created?

17 A No. No, there was a description of what this particular  
18 person who holds the title will do.

19 Q Right.

20 A And there is this considerable back and forth in trying to  
21 figure out where her large contributions would be most strongly  
22 felt at the college. And it was tailored, in fact, to her  
23 particular needs. So to her travel schedule, to her speaking  
24 schedule, to her strengths as a public speaker, to her  
25 strengths in working closely with students.

1 I would argue that -- honestly that these positions should  
2 remain idiosyncratic. I use the term the term opportunistic.  
3 I mean that in all the best way. I think we should have these  
4 abilities to position people who are adding such tremendous  
5 value to the college on these kinds of -- you know, in this  
6 kind of honorific way. These are honorific, in some sense,  
7 appointments.

8 Q I believe you testified that that position was renewable  
9 or potentially renewable year by year?

10 A You know, we always -- we didn't specify a term on the  
11 position. It doesn't fit into one of the boxes. I'll say --  
12 you know, I'll say it a hundred times, it does not fit into a  
13 box; that position. And I really want to -- I really hope that  
14 you'll understand that.

15 And it was never intentioned to fit into a box. It was  
16 intentioned to fit an individual who, by virtue of, you know, a  
17 helicopter drop, what we call in economics, came on our  
18 doorstep and was willing and able to work at Barnard College.  
19 So --

20 Q I understand.

21 A -- we created a position that would fit her.

22 Q So how would the decision be made whether to renew? So  
23 she has a one year contract or agreement, is that --

24 A She worked for one year under certain conditions. She  
25 agreed to a second year under different conditions. And she --

1 that was the '14-'15 academic year. And she will be moving on  
2 from the college.

3 Q Okay. When you testified concerning the distinguished  
4 artist in residence you said that this would be or you hoped it  
5 would be a rotating chair. And I just wanted to clarify for  
6 the record you were talking about an endowed chair as opposed  
7 to something equivalent to a departmental chair.

8 A Yeah, this is an endowed chair.

9 Q And that as an endowed chair we're talking about a faculty  
10 position that is funded as opposed to somebody who serves a  
11 supervisory function within a department?

12 A Yes, this is a endowed, another honorific chair. It's  
13 rotating by design so that it allows for the kind of people who  
14 we want to bring into the institution to come and make an  
15 impact and then go on and do what they're going to do.

16 Q And did this position exist prior to it being filled by  
17 Ms. Tharp?

18 A No.

19 Q By the way, Ms. Tharp is a member of the board of  
20 trustees, is that correct?

21 A That's correct.

22 Q And --

23 A Just for the record she was appointed to this position  
24 before she was appointed a member of the board of trustees.  
25 And she's an alum of Barnard College.

1 Q And a wonderful dancer, but, again, I'm not allowed to put  
2 evidence into the record. Was the process by which this title  
3 was created also, would you say, idiosyncratic and didn't  
4 follow any of the particular rules that would otherwise apply?

5 A Yeah, I would say that, opportunistic.

6 Q And again, was it created by consultation between you, the  
7 president and maybe other senior officers of the college?

8 A Yes.

9 Q And would the same be true for the Anna Quindlen position?

10 A Yes.

11 Q And is the current incumbent of that position the first  
12 person in that position?

13 A Yes, she is.

14 Q Can you tell us how the visiting artist title was created?  
15 That position in dance.

16 A I -- it was -- it predates me, so I'm not certain how it  
17 was created or how the titling was done. I do know that these  
18 -- the three folks that we've touched on at yesterday's hearing  
19 are contributing to parts of courses. They sort of -- it's a  
20 kind of they come in and they contribute various things, you  
21 know, techniques maybe.

22 They teach a particular technique or they contribute a  
23 couple of classes to an overall semester long course sequence.  
24 And they have an affiliation to advise students. Not formally  
25 advise, but to help and assist students in various methods of

1 dance.

2 HEARING OFFICER BERGER: Are we talking about the guest  
3 artists?

4 THE WITNESS: Yes.

5 HEARING OFFICER BERGER: You referred to them as visiting  
6 artists. Just want to be clear.

7 THE WITNESS: Yeah --

8 BY MR. LEVINE:

9 Q It's the three people in dance. What's the title?

10 A Guest artist.

11 HEARING OFFICER BERGER: Guest artist.

12 MR. LEVINE: Guest artist. Okay. Thank you for that  
13 correction and clarification.

14 BY MR. LEVINE:

15 Q To your knowledge has that title been used in other  
16 departments?

17 A To my knowledge it hasn't.

18 Q If I were to say -- ask you whether in fact these  
19 individuals are people who typically come in and choreograph  
20 and direct student productions, would you know whether that was  
21 true or not?

22 A I would not know whether it's true or not, but I would not  
23 be surprised if it were true.

24 Q And if I were to ask you whether the students who then  
25 participate in those productions get credit for doing so, would

1 you know the answer to that?

2 A I do know that the guest artists are not the officers of  
3 instruction on record for any course.

4 Q So is your testimony that currently when adjuncts are  
5 hired there's an action form as opposed to an appointment  
6 letter, is that correct?

7 A Yes, I believe so.

8 Q And that action form is a new creation, isn't that true?

9 A What do you mean by a new creation?

10 Q Over the last academic year it was implemented?

11 A I don't think that's true. I think you're confounding the  
12 HR process with the way in which adjuncts are appointed.

13 Q In the past, have you ever signed faculty appointment and  
14 payroll forms for adjuncts?

15 A No, I never did. Faculty payroll forms?

16 Q Right. Or appointment letter stating --

17 A I think I signed payroll forms. I never signed an  
18 appointment letter.

19 Q Any documents that were given to the adjuncts to confirm -  
20 -

21 A I think through proxy my office signed payroll forms,  
22 although I'm not certain.

23 Q And might they have signed your name on your behalf?

24 A You know, I don't know. And I may have signed payroll  
25 forms --

1 Q That --

2 A -- but --

3 Q -- would have been sent to the adjuncts?

4 A So when I came in we were in the process of reorg. I was  
5 hired into an organization that was being reorganized. And HR  
6 was taking on certain functions that my office had previously  
7 taken on.

8 My office, since I've been there three years, has  
9 completely turned around in staff. So some of the functions  
10 that previously were done a certain way are now done another  
11 way. I have very little to do, like I said, with adjunct  
12 hiring, other than to approve them on budget.

13 So I mean I sign a ton of forms. So I may have signed  
14 payroll forms, but I -- there are no appointment letters that  
15 ever went out, to the best of my knowledge, through my office.  
16 And when you described the process as new, my understanding was  
17 the process was just centralized now through HR.

18 Q Not that the actual form sent to adjuncts were changed?

19 A Yeah, I didn't know that. If in fact that's the case, I  
20 don't --

21 Q Are you --

22 A -- know that.

23 Q -- aware of any change in the timing of which the adjuncts  
24 receive whatever forms they receive?

25 A No, I don't know that.

1 MR. LEVINE: I may be done. I'll need to have a brief  
2 conference.

3 HEARING OFFICER BERGER: Okay. Let's go off the record.

4 (Whereupon, a brief recess was taken)

5 HEARING OFFICER BERGER: On the record.

6 REDIRECT EXAMINATION

7 BY MS. MUNOZ:

8 Q Provost Bell, do you hire the guest artists?

9 A No.

10 MS. MUNOZ: Okay. I don't -- she's going to be able to --

11 BY MS. MUNOZ:

12 Q You're -- does Barnard have a classification in the  
13 faculty referred to as guest artist?

14 A Yes.

15 Q Is that a full time position?

16 A No.

17 Q Okay. Do you know who appoints guest artists?

18 A The chair of dance.

19 Q Okay. And do you know how they are compensated?

20 A I have access to their compensation, yes. I have their --  
21 I know what they're compensated. I don't know as I sit here  
22 today --

23 Q Do you know the method of compensation? Is it -- or the  
24 type of compensation? Is it -- I don't want to like feed you  
25 answers, but -- I'm sorry. Let me sit nearer the mic. Do you

1 know whether or not guest artists are eligible for benefits?

2 A Yes.

3 Q Okay.

4 HEARING OFFICER BERGER: Yes, they are or yes you know?

5 THE WITNESS: Yes, I know and they're not. Thank you.

6 MS. MUNOZ: Do you know how long they served as a guest  
7 artist?

8 THE WITNESS: They serve per semester. Their appointments  
9 are for a particular semester.

10 BY MS. MUNOZ:

11 Q Okay. And do you know the -- are guest artists  
12 reappointed?

13 A I don't know whether the guest artists have been  
14 reappointed. Whether they're new each semester or whether  
15 they're reappointed from previous semesters.

16 HEARING OFFICER BERGER: Do you know the nature of their  
17 compensation? Is it a lump sum for the semester, is it --

18 THE WITNESS: I --

19 HEARING OFFICER BERGER: -- per credit hour?

20 THE WITNESS: -- believe that they receive a lump sum for  
21 their role. And I believe it's -- I mean I think I know what  
22 it is, but I could easily, you know, get on my phone or on my  
23 computer and find out what it is. I believe it's -- whatever.

24 HEARING OFFICER BERGER: And that lump sum comes from what  
25 part of the college's budget? Do you know that?

1 THE WITNESS: I am not certain right now where it comes  
2 from.

3 MR. LEVINE: I'm sorry, what was the answer?

4 HEARING OFFICER BERGER: Not certain where it comes from.

5 THE WITNESS: I -- you know, I don't -- what I don't know  
6 if it's in the department's hands, since it doesn't come  
7 through me, or it comes through the -- where it's part of their  
8 adjunct offering.

9 HEARING OFFICER BERGER: Do you know whether the guest  
10 artist positions are -- if a petition is filed with the Budget  
11 and Planning Committee, as was --

12 THE WITNESS: Oh, absolutely not.

13 HEARING OFFICER BERGER: Okay.

14 THE WITNESS: No. No, so what I know about them -- I mean  
15 let's just say what I know about them, because otherwise I'm  
16 saying what I don't know about them. So what I know about them  
17 is that they are part time appointments, they are for  
18 individuals who are not on record as the primary officer of  
19 instruction in the class, they contribute various things in the  
20 way of contributions to the curriculum within dance, they do  
21 not come with benefits and that they're single semester  
22 appointments.

23 HEARING OFFICER BERGER: Do you know if they're  
24 contributing to more than one particular class?

25 THE WITNESS: I don't know for sure. I think they are,

1 because I don't think they're class-assigned. They're just  
2 contributing to the curriculum as the department chair sees  
3 fit.

4 HEARING OFFICER BERGER: And do you know how they're  
5 recruited for the position?

6 THE WITNESS: I think, you know, the dance performance  
7 world is a pretty close world. So I think that they're  
8 recruited by knowledge of availability, and technique, and  
9 skill and reputation.

10 HEARING OFFICER BERGER: Do you want to pursue this any  
11 further Petitioner counsel?

12 MR. LEVINE: No.

13 HEARING OFFICER BERGER: Okay. So you are excused. And  
14 we --

15 THE WITNESS: Thank you.

16 HEARING OFFICER BERGER: -- will go off the record.

17 (Whereupon, at 12:52 p.m. a luncheon recess was taken)

18

## A F T E R N O O N        S E S S I O N

(2:35 p.m.)

HEARING OFFICER BERGER: Does the Employer have additional witnesses?

Whereupon,

PAMELA COBRIN

Having been first duly sworn, was called as a witness herein and testified as follows:

HEARING OFFICER BERGER: Have a seat. What's your name?

THE WITNESS: Pam -- Legal name or the name I use at work?

HEARING OFFICER BERGER: How you would like to be identified.

THE WITNESS: Pam Cobrin. C-o-b-r-i-n.

## D I R E C T   E X A M I A T I O N

BY MS. MUNOZ:

Q Good afternoon, Ms. Cobrin. How are you?

By whom are you employed?

A Barnard College.

Q And, what is the title of your current position?

A Senior lecturer in the Department of English, Director of Writing and Speaking Program.

Q And, how long have you held that position?

A Director of Writing and Speaking Programs or senior lecturer?

Q Start with senior lecturer.

1 A I've held that position since -- I just had my seven year  
2 review, so seven years.

3 Q So, seven years from 2015.

4 A Yes.

5 Q 2008?

6 A Yeah. That sounds about right.

7 Q How long have you held the Director of Writing and  
8 Speaking Programs position?

9 A I believe I've held that for about four years, when the  
10 speaking program -- when I started the speaking program.  
11 Before that, I was director of Writing Programs for the past  
12 seven years.

13 Q Okay. So, that leads to my next question. Have you held  
14 any other positions at Barnard?

15 A Yes.

16 Q And, what are those positions?

17 A I was a lecturer before I was a senior lecturer. I was  
18 director of the Writing Center. I was acting director of the  
19 Writing Center. I was acting director of the Writing Program.

20 Q And how long were you a lecturer in the Department of  
21 English?

22 A Seven years.

23 Q Seven years? And, that's seven years before 2008?

24 A Yes. I believe so. I would have to look at a document.  
25 I think that's about it.

1 Q Okay. And, how long were you the acting director of the  
2 Writing Program?

3 A The director of the Writing Program would go on leave each  
4 spring, so I would hold that each spring from the time I was  
5 director of the Writing Center. Then, the year of the search  
6 for the director, I was the acting director while a national  
7 search was going on.

8 Q You also said you were associate director of the Writing  
9 Program?

10 A When I -- Yes. When I was director of the Writing Center,  
11 I was also associate director of the Writing Program.

12 Q Okay. If you would, could you describe what the Writing  
13 Center is?

14 A Sure. The Writing Center is physically a group of two  
15 rooms where students peer tutor other students. That's the  
16 physical act. Students work in the Writing Center for a  
17 certain number of hours per week working with other students on  
18 their writing. Then, there's also -- Part of what I did at  
19 that time also was -- part of my job responsibilities of being  
20 director of the Writing Center was also to oversee any writing  
21 programs or writing issues that concerned struggling writers or  
22 students for whom English was not a first language.

23 Q Could you describe what the Writing Program is?

24 A The Writing Program encompasses the Writing Center,  
25 oversees the programs that work with students who are

1 struggling writers or for whom English is not a first language.  
2 It also includes students working with other students within  
3 the classroom environment. So, the Writing Center is a  
4 location students come to to bring writing. It's voluntary.  
5 The Writing Fellows Program in the classroom, all students who  
6 have a Writing Fellow attached to the class are required to  
7 work with students -- required to work with Writing Fellows on  
8 drafts of writing.

9 Q That latter is a writing program itself.

10 A That latter is a writing program. Part of that also, part  
11 of the job responsibilities of that is overseeing writing  
12 across the curriculum at Barnard. So, thinking about writing  
13 in a larger sense across the curriculum.

14 Q Okay. And, was that your responsibility?

15 A As director of the Writing Program, yes.

16 Q Okay. Have you held any other positions at Barnard?

17 A Yeah. I was an adjunct for a semester before I applied  
18 for the job for the Writing Center.

19 Q Do you recall when you were an adjunct?

20 A The spring of -- It was spring of 2002.

21 Q Okay. To the best of your recollection it was 2002?

22 A Yes.

23 Q Okay. Let me back up for one second. You said that you  
24 were acting director, could you explain why the title acting,  
25 what's the significance of that?

1 A The director of the Writing Program would take a leave  
2 every single spring. So, she only worked -- She worked one  
3 semester each year, thus in the spring there was no director  
4 for the Writing Program. So, part of the responsibility I had  
5 during the year was to direct the Writing Center and, then, in  
6 the spring also serve as acting director of the Writing  
7 Program.

8 Q How long were you the acting director?

9 A The entire time up to the national search for the Writing  
10 Program director. The entire time I was employed full time.

11 Q That was following the time you served as an adjunct or?

12 A Yeah. When I was an adjunct, I taught one class, that was  
13 it.

14 Q So, do you recall -- Did you have to apply to become an  
15 adjunct?

16 A Apply?

17 Q Mm-hm.

18 A No.

19 Q Okay. Could you describe for us how you became an  
20 adjunct?

21 A I was at NYU teaching writing while I was getting my Ph.D.  
22 for six or seven years. While I was in that program, there was  
23 someone else from NYU getting her Ph.D. in English. We met  
24 each other through the Writing Program. She got the job at  
25 Barnard. She had called me maybe two or three years in a row

1 saying she needed someone to teach Essay Writing in the spring,  
2 would I do it. I had said no two or three times in a row and  
3 the third time she asked me, I said sure, I'll try it.

4 Q So, did you have to submit any type of documentation?

5 A No.

6 Q Did you complete and application?

7 A No.

8 Q Were you interviewed?

9 A No.

10 Q Okay. I think you touched on this. How long -- I believe  
11 it was your testimony, you did not apply. Was there any type  
12 of process before you became an adjunct at Barnard?

13 A Any formal process?

14 Q Yes.

15 A No.

16 Q Okay. And, you testified it was in the spring of 2002?

17 A It was in the spring. I'm almost positive it was 2002.

18 Q If you would briefly describe for us what your duties were  
19 as an adjunct.

20 A To teach essay writing that particular spring.

21 HEARING OFFICER BERGER: This colleague who brought you on  
22 board from NYU, do you know what her title was at Barnard when  
23 she asked you to be an adjunct?

24 THE WITNESS: Yes. She was director of the Writing  
25 Center.

1 HEARING OFFICER BERGER: Okay.

2 THE WITNESS: And, acting director of the Writing Program.

3 HEARING OFFICER BERGER: Okay.

4 MR. D'GIOVANNI: Could you just repeat that one more time  
5 what her title --

6 THE WITNESS: Director of the Writing Center, acting  
7 director of the Writing Program.

8 BY MS. MUNOZ:

9 Q So, you taught one course?

10 A Mm-hm.

11 Q Okay. And, were you at that time required to perform any  
12 scholarship?

13 A No.

14 Q Were you performing a scholarship?

15 A I was in the midst of writing my dissertation at NYU and  
16 teaching at NYU, so most of my time and my primary  
17 responsibilities were not at Barnard. I would show up, I'd  
18 teach my class and I went back to NYU. I mean I'd hold an  
19 office hour also and I was supposed to meet with students.

20 Q When were your office hours, do you recall?

21 A There's a -- There's a set amount of hours you have to --  
22 that I was told I had to provide for each hour I taught in  
23 class. The class was two hours. I think it might have been an  
24 hour a week.

25 Q And, did you have your own office?

1 A No.

2 Q Did you have an office?

3 A Yeah. I had an office to go to, it wasn't my own office.

4 Q Did you share that office with anyone?

5 A Yeah.

6 Q With whom did you share that office?

7 A I shared the office with one, two -- about four or five  
8 people. We organized -- We were told what hour you could be  
9 there and when it would be free and that's what we did.

10 Q When you met with students, what did you meet with them  
11 about?

12 A About the writing and essay writing course.

13 Q Did you advise them?

14 A On other than their writing and the essay writing course?  
15 Not that I remember.

16 Q On anything else?

17 A No. I was there for a brief amount of time and you had  
18 time to work on your writing program.

19 Q As an adjunct were you required to perform any service for  
20 the college?

21 A No.

22 Q Were you performing service?

23 A No.

24 Q As an adjunct, I don't know if you'd know this, but if you  
25 do, do you know whether or not you had to undergo a review

1 process?

2 A No. I did not undergo a review process.

3 Q Okay.

4 A Nor was I ever told I would need to undergo a review  
5 process.

6 Q I believe it was your next position and if I get these out  
7 of order, correct me. But, when you became the -- Was the next  
8 position you held acting director of the Writing Program?

9 A The next position I held there was a one year non-  
10 renewable contract. At the end of the semester I was teaching  
11 the person who hired me, the director of the Writing Center,  
12 her husband got a job in Philadelphia and they had to move.  
13 So, they needed someone to fill her space -- her position  
14 immediately. So, she had asked if I would be interested in  
15 that position. It was brought to the Chair. I interviewed  
16 with the director of the Writing Program and the Chair of the  
17 English Department for a one year non-renewable contract.

18 Q So, was there any type of search?

19 A No.

20 Q It was one year?

21 A Yeah.

22 Q And, it was not renewable.

23 A It was not renewable.

24 Q Okay. Was this a promotion?

25 A From?

1 Q From adjunct.

2 A It was a better job than being an adjunct, but it was not  
3 a promotion directly related to me being an adjunct.

4 Q Do you know if the fact that you were an adjunct gave you  
5 any type of preference for this position?

6 A I would like to believe that if Marylou had not gotten me  
7 to teach that semester and that position had opened, she would  
8 have called me to ask me to come in. She called me three  
9 different times because she thought my teaching was excellent.

10 Q So, for this position, for the acting director position,  
11 did you have to complete -- was there an application process?

12 A Not a formal application process.

13 Q How long did you serve in that position?

14 A One year. During that year they were running a search for  
15 the position.

16 Q While you were in the acting director position, could you  
17 describe what your responsibilities were?

18 A Sure. It was running the Writing Center, overseeing the  
19 students who worked in the Writing Center, arranging the day-  
20 to-day of making sure that there were enough hours, enough  
21 students to fill those hours, overseeing the sign-up sheets  
22 that students use when they sign up for hours in the Writing  
23 Center, handling questions, concerns or any problems in the  
24 Writing Center between the students and their work in the  
25 students that work here. Dealing with faculty who sent

1 students to the Writing Center and I taught -- I can't remember  
2 what the teaching and what the releases were. I believe it was  
3 two courses in the fall with the release for -- two courses in  
4 the Writing Center in the fall. And, in the spring it was one  
5 course and two releases for running the Writing Program as  
6 acting director and one course release for running the Writing  
7 Center.

8 Q What is a course release?

9 A A course release is an exchange, so that instead of  
10 teaching a course, the hours that you would have dedicated to  
11 that are exchanged for service to a program.

12 Q So, the program in this case was the Writing Program.

13 A That's right.

14 Q So, what were you teaching that year?

15 A In the fall I taught the Writer's Process which is a  
16 course that is required of students chosen to be in the Writing  
17 Fellows Program and Essay Writing.

18 Q Were you performing --

19 A I'm sorry. In the fall I was teaching the Writer's  
20 Process and Studies in Writing, which was a course for students  
21 who were struggling with -- who were struggling writers or for  
22 whom English was not a first language, who had something in  
23 their applications to Barnard that flagged them as students who  
24 would benefit from the more intensive writing course when they  
25 came into the college. And, then in the spring, I taught Essay

1 Writing.

2 Q Okay. Were you performing any other service during that  
3 year?

4 A During that year?

5 Q Mm-hm.

6 A No.

7 Q And, were you advising students in your capacity as  
8 lecturer?

9 A In terms of approving programs and such? No.

10 Q In what capacity were you advising students?

11 A Only in the capacity as Writing Center director for the  
12 students that I was supervising in the Writing Center, within  
13 the context of the jobs they were supposed to do as Writing  
14 Fellows.

15 Q Okay. Were you performing any type of scholarship?

16 A Finishing my dissertation, but that was scholarship that  
17 was in relationship to finishing my degree.

18 Q Okay. And, at the end of the one year, you remained with  
19 Barnard?

20 A I did.

21 Q And, in -- How did that come about?

22 A During that year, there was a national search for a  
23 Writing Center director.

24 Q And, you participated in that search?

25 A I participated in that search. Yes.

1 Q Could you describe that search?

2 A Sure. I submitted an application. I knew that the  
3 position required somebody have a Ph.D. in hand, so I was  
4 making sure that I was finishing my Ph.D. so I would be  
5 qualified for it. I forwarded all the scholarship I had done  
6 at NYU around writing pedagogy. I submitted a teaching  
7 statement and my teaching evaluations from NYU and from Barnard  
8 were submitted. Then, I got outside letters of recommendation  
9 from directors at NYU, directors in the Writing Program at NYU  
10 and I think maybe someone from my home department at NYU.

11 Q Did anyone at Barnard give you a letter?

12 A No.

13 Q Would you have been able to get a letter from someone at  
14 Barnard?

15 A Would I have been able to? No. I don't -- No. It was --  
16 The people I knew at Barnard were participating -- were in the  
17 department I was applying to. They would not have written me a  
18 letter of recommendation.

19 Q Okay. How much time do you estimate that process took?

20 A Putting together the documents?

21 Q Yes.

22 A It took a long time. Just writing the teaching statement  
23 that I felt would best represent my teaching took me weeks on  
24 end. The process took a long time. The application went in,  
25 then there was a narrowing down of the applicants to some kind

1 of smaller pool. There was the phone interview. So, although  
2 I was on campus full time, I had to go some place where I could  
3 phone in my interview because the other seven applicants were  
4 phoning in their interviews. Then, that pool was narrowed down  
5 to three, I believe. All three of us came to Barnard for a  
6 full day of interviews with the faculty, with students, with  
7 the provost and with the search committee.

8 Q Again, just to clarify, what was the title, the specific  
9 search title?

10 A Director of the Writing Center.

11 Q Okay. Did you get this position?

12 A I did.

13 Q Do you remember approximately when that happened?

14 A I guess the year of 2002 to 2003, maybe.

15 (Employer's E-12 identified.)

16 BY MS. MUNOZ:

17 Q I'm going to show you what's marked as Employer 12. Do  
18 you recognize this document?

19 A Yes.

20 Q How do you recognize it?

21 A It was the letter that was given to me when I accepted the  
22 job at Barnard.

23 Q And, the job, again?

24 A Director of the Barnard Writing Center, Associate Director  
25 of the Writing Program and Lecturer in the Department of

1 English.

2 Q Okay. So, could you explain for us the three different  
3 titles and you were discussing one search? Could you explain  
4 the significance of the three different titles?

5 A Director of the Barnard Writing Center was overseeing the  
6 day-to-day operations and larger vision of what the Writing  
7 Center did in terms of the Barnard writing community.

8 The Associate Director of the Writing Program was that I  
9 was second in command to Nancy Piori who was the director of  
10 the Writing Program at the time and also, translated to acting  
11 director in the spring because I was associate director all  
12 year. The Associate Director of the Writing Program also had  
13 the added responsibilities of working with ESO students and  
14 writing across the curriculum at that time, but only in the  
15 context of helping faculty in programs, manage or negotiate  
16 writing with struggling student writers. So, running faculty  
17 workshops, consulting with faculty and at times, consulting  
18 with students from different departments that faculty needed  
19 assessed in terms of their writing ability.

20 Q And, it also says that you were a lecturer in the English  
21 Department or Department of English?

22 A Right.

23 Q Okay. What were your duties as a lecturer?

24 A As a lecturer, aside from the teaching, after the first  
25 year I was required -- I was told that it was part of my

1 responsibility to assume advisees first and second year and  
2 major advisees and service. The very first service I did I  
3 believe was in my first year. I can't remember the year, but  
4 on Honor Board. I was immediately put on Honor Board.

5 Q Who told you it was your duty to advise majors?

6 A The English Department Chair. I believe the Provost in  
7 the interview told me -- we spoke about what responsibilities  
8 were.

9 Q And, who put you on, as you said, on the Honor Board?

10 A The Faculty Governance Committee. Every spring all full  
11 time faculty members receive a committee preference form that  
12 reminds us that we are required to serve on committees and,  
13 then, you're asked to rank your top three.

14 Q And, Honor Board was on your top three?

15 A Honor Board was my number one.

16 Q I'm going to come back to Honor Board. But if I could,  
17 you mentioned in addition to the teaching load, what was your  
18 teaching load at this time?

19 A The teaching load for my position was three three with  
20 course releases for administrative responsibilities.

21 Q Those administrative responsibilities were?

22 A Running the Writing Center in the fall and in the spring.  
23 Running the Writing Center and standing in for the director in  
24 the spring.

25 Q So, how many courses did you end up teaching?

1 A Three for the year.

2 Q Three for the year. Okay.

3 And, did you set your own teaching methods?

4 A Yes.

5 Q Create your own syllabi?

6 A Yes.

7 Q What grading standards did you apply, do you recall?

8 A What grading standards did I apply?

9 Q Mm-hm.

10 A I'm not sure I understand the question.

11 Q I don't know if you were here. There's been some  
12 testimony, I think it might have been Tuesday, we were  
13 discussing college-wide grading standards and A minus equals  
14 this, A equals this. I'm just asking if you -- Let me rephrase  
15 the question.

16 Did you set your own grading standards?

17 A Yes.

18 Q And, how did you do that?

19 A How did I do that?

20 Q Mm-hm.

21 A Based on my years of experience and what consisted the  
22 norm at Barnard.

23 Q Okay. All right. And, were you required to hold office  
24 hours?

25 A Yes.

1 Q How many were you required to hold?

2 A Required to hold two office hours per week.

3 Q And, do you recall how many you actually held?

4 A That first year, actually every year since I worked there,  
5 I'm there five days a week, so I'm in my office quite a bit. I  
6 spend most of my week at Barnard, so I have office hours but I  
7 see students because of the Writing Program because of other  
8 responsibilities at the college, I see students at various  
9 times. But, I always -- There's always at least two hours that  
10 are reserved for office hours.

11 Q Okay. And, I saw you looking at the letter. Does the  
12 document accurately describe what your duties were in this  
13 position?

14 A Yes.

15 Q Were you -- The second paragraph down it says,  
16 Expectations the standards with respect to teaching scholarship  
17 and service. Were you required then to perform scholarships?

18 A Yes.

19 Q Would you be able to describe your scholarship during this  
20 time period?

21 A When I was in the role full time?

22 Q Yes.

23 A Sure. I started working on scholarship related to the  
24 program itself and on pedagogy, which eventually resulted in a  
25 chapter on Writing Centers and Students with Disabilities. I

1 also -- As per the director of the Writing Program, I was told  
2 part of my responsibilities would be to represent Barnard at  
3 conferences and such and make sure we had a presence in the  
4 larger communities, so I started joining -- I started going to  
5 the yearly meeting of the Ivy League Writing Consortium, which  
6 I eventually became a steering committee of -- I eventually  
7 joined the Steering Committee of that and ran two different  
8 yearly conferences for the Ivy League Writing Consortium. I'm  
9 trying to think. It's a long time ago.

10 I published -- I became -- I joined the Editorial Board of  
11 a periodic journal called Women in Performance. I co-edited  
12 the journal during that time. I need to see my CV to remember  
13 everything. But, I went to conferences, published articles in  
14 that first period of time and put together a chapter of a book  
15 on Writing Center Disability. I did a talk at a theater  
16 because that's the other thing that's huge in scholarship.  
17 Contributed a chapter to another book called the Encyclopedia  
18 Theater and Culture.

19 Q You weren't bored.

20 A No. My dissertation was done by then.

21 Q All right. Let's turn to your service on the Honor Board.  
22 What is the Honor Board?

23 A The Honor Board is a body made up of three faculty  
24 members, three full time faculty members and a group of  
25 students. I don't remember how many students, it might be

1 five. And, then, the Dean of Studies sits on and chairs it.  
2 The Honor Board oversees issues of academic honesty and  
3 dishonesty, that might include issues around publicity, how do  
4 we let students know what the honor code is, how do we let them  
5 know how to avoid plagiarism, those kinds of things, publicity  
6 and informational. But, then, really, the most important part  
7 of the Honor Board's job is that if there are cases of  
8 plagiarism, suspected plagiarism and a student -- if the  
9 student after being sent to the dean of Studies still claims  
10 innocence it comes to the Honor Board where we hear evidence  
11 and come to a decision as to the guilt or innocence and, then,  
12 we decide the punishment for the student.

13 Q When you say three full time faculty members served on the  
14 committee, do you recall the make up? Are they tenured, non-  
15 tenured faculty members?

16 A I remember exactly who it was. One tenured member from  
17 Political Science. One tenured track from Psychology and  
18 myself.

19 Q How long did you serve on the Honor Board?

20 A I believe the term is two or three years.

21 Q Is that an appointed committee?

22 A Yes. It's an appointed committee.

23 Q Were you on any other committees?

24 A Yes.

25 Q What are they?

1 A I was on the ADA Disability Accessible -- Accessibility  
2 Committee that was chaired by the Director of Office of  
3 Disability Services and that was a committee that looked at  
4 accessibility issues on campus. The third committee I was on  
5 has changed names, so I don't know what it was called then.  
6 It's now called ASEP and I served on that continually since  
7 I've been at Barnard pretty much. It's the Academic Success  
8 and Enrichment Programs. Those are the programs that supports  
9 students from under represented populations at the college.

10 Q What were the -- Were these also appointed committees?

11 A Yes.

12 Q What was the make up of these committees? Who served on  
13 these committees with you?

14 A The ADA was administrators. I might have been the only  
15 faculty member on that, there might have been one other and the  
16 Director of ODS, Office of Disability Services. The make up of  
17 ASEP was whoever the director of HEOP, the Higher Education  
18 Opportunity Program. And, then, anyone who was supporting or  
19 working with a program that would oversee students in the  
20 situation covered by ASEP.

21 Q You said you believe you've been on that latter committee  
22 continually since you've been at Barnard.

23 A Yes. It's changed names but I've been on some version of  
24 it.

25 Q How long were you on the ADA committee?

1 A Four years? Three year? Three or four years.

2 Q Have you served on any other committees?

3 A Since I've been at Barnard?

4 Q Sure. Let's focus on that time period, while you were a  
5 lecturer and director -- I guess you're still director.

6 A In that period on committees, I'm not sure -- The kind of  
7 committees that FPG oversees, I think that would be it. I'm  
8 not sure if I'm missing any. But there are also less formal  
9 committees that I served on. There was a departmental  
10 committee to review the Essay Writing course and see if it was  
11 supposed to be -- if it should be counted towards English  
12 credit, English major credit or not. The Chair told me that I  
13 was chairing that, so that was a committee made up of those  
14 people who were teaching or had taught Essay Writing where we  
15 looked at the various syllabi. I collected student  
16 evaluations. We looked at the kind of students who were served  
17 by the course. We looked at the English major and thought  
18 about how the course did or didn't fit. I made the argument  
19 that it fit into the English major, so it was counted toward  
20 English Department credit.

21 Q And, when you say it was comprised of those who taught  
22 Essay Writing, did that include adjuncts?

23 A It did. The committee didn't include adjuncts. The  
24 information we gather was from adjuncts. The committee  
25 included only full time people who were at Barnard. So, we did

1 collect teaching evaluations from adjuncts, but the people  
2 teaching Essay Writing at the time are Ann Schneider, who --  
3 who were on the committee was Ann Schneider, who was a dean,  
4 Peggy Elsberg (ph.), who was in the English Department full  
5 time and Jim Rensdorf (ph.), who was also a dean and teaching  
6 Essay Writing. But we collected syllabi from all people who  
7 taught.

8 Q Okay. Did you perform any other service during this time  
9 period?

10 MR. LEVINE: Can I ask her a clarifying question? This  
11 time period, we're talking about this one year?

12 MS. MUNOZ: I'm sorry.

13 THE WITNESS: I was talking from the time I was appointed  
14 lecturer till I was -- the first seven years.

15 MR. LEVINE: Okay. That wasn't clear.

16 THE WITNESS: Yeah. I couldn't have done that all in one  
17 year.

18 BY MS. MUNOZ:

19 Q Any other service for the college?

20 A Yeah. Dorothy Denburg, who was the dean at the time sent  
21 me to present a paper and chair a panel at CHAS, a consortium  
22 on high achievement in scholarship. I can't remember the exact  
23 name. That's a conference to talk about how to support under  
24 represented students in various majors. I went to that -- I  
25 think my very first full year, I went to that and I went twice

1 more, so three times to CHAS conferences.

2 I'm trying to think if there's anything else for Barnard  
3 in particular. I might work on the Ivy League Consortium which  
4 reflected back on Barnard, but that wasn't committee service  
5 for Barnard.

6 Q And, during -- In the seven-year time period while you  
7 were -- you also held the title of lecturer, did you receive  
8 any funding from the college for any of this, any of this  
9 service?

10 A Funding, I'm not sure what you mean.

11 Q To support your service. You testified about going to  
12 conferences.

13 A Oh, yes. I mean, I didn't get additional salary. It was  
14 expected that I was going to do this as part of my job  
15 description. But when I did go to conferences all of that was  
16 funded.

17 Q By the college?

18 A By the college. If it was for service or if I was giving  
19 a paper at a conference, it was funded.

20 Q Okay. And, did you have to apply for that funding?

21 A I didn't have to apply for the funding when I was sent to  
22 CHAS conferences because it came directly from the Provost  
23 because I was doing it at the request of the Provost. For the  
24 other conferences, the budget for my program because it's  
25 expected also has money for travel to go to conferences in

1 support of scholarship.

2 Q That's the Writing Program?

3 A Yeah.

4 Q All right. Let's discuss your role -- Let's start with  
5 your role as lecturer.

6 A Yes.

7 Q Was there a review process?

8 A Yes.

9 Q Could you describe that process for us?

10 A Well, the review process, at the end of the three years I  
11 was there, I met with the director of my program, Nancy Piori  
12 and the Chair of the English Department to talk about what was  
13 happening in my job and the way I was performing it and what I  
14 could or couldn't do moving on towards the six year review. In  
15 the first seven years, I think that might have been the one  
16 formalized review moment at the three year mark, but I can't --

17 Q You were talking about the three year -- Just to clarify.  
18 We're talking about the three-year period review or are you  
19 talking about the seven year review?

20 A The three year.

21 Q Okay. So, the three-year review you met with the director  
22 and Chair, you had a discussion. Did you do anything to  
23 prepare for that meeting?

24 A Just gathered all my materials of what I had been doing up  
25 until that point, so it was in one place. I don't know -- I

1 don't remember exactly what the process was. I'm not sure if  
2 the Chair had to submit that to the Provost office, but I had  
3 to just gather my materials. I don't know what happened to the  
4 materials.

5 Q What did the materials consist of?

6 A Scholarship, service, a listing of all contributions I've  
7 made to the department, to the program, to the college.

8 Q How long did that process -- the gathering of that  
9 information take?

10 A I don't remember. Maybe a few weeks just to get  
11 everything together.

12 Q After the three year, you testified that there was a seven  
13 year?

14 A I was in an unusual situation when I was coming up for the  
15 year of my review, the director of the program left.

16 Q The Writing Program?

17 A The Writing Program Director, Nancy Piori retired. So,  
18 there was a national search for the Writing Program Director.  
19 So, right before I was supposed to go up to review I was  
20 actually applying for the Writing Program Director position  
21 within the national search.

22 Q For the director of the Writing Program.

23 A For the director of the Writing Program.

24 Q Okay. So, did you have a separate review for the seven  
25 year lecturer mark or did -- Were there two processes or was

1 there only one process for you.

2 A There was a process by which I did the application and all  
3 that goes into the application for a national search. The  
4 director of the Writing Program was a senior lecturer position,  
5 so when I got that position I was appointed as a senior  
6 lecturer. In other words, the materials and the qualifications  
7 necessary for that particular job fit the rank of senior  
8 lecturer. So, had I not gotten it, somebody else would have  
9 had the same experience. Once you show what you -- Because of  
10 the time I had already been at Barnard and what I brought to  
11 the table in my application qualified me for that position.

12 Q What were the qualifications?

13 A The qualifications were scholarship. My ability to run a  
14 writing program. My name recognition in the field outside of  
15 Barnard in the field of writing.

16 Q Could you again for us describe -- You said it was unusual  
17 in the sense that it came up at the same time as year of  
18 review. If you would, would you describe for us this national  
19 search, how this process happened?

20 A Sure. This search was a bigger search because it was a  
21 bigger position in terms of how many people applied for it, I  
22 believe. The process itself was somewhat similar in that I  
23 submitted an application with all the things that were asked  
24 for in the application, letters of recommendation. Again, they  
25 were not from Barnard. Scholarship, teaching statement, sample

1 syllabi, teaching evaluations. And, then, an initial interview  
2 and, then, a second interview which was also together with a  
3 full day visit.

4 Q Who did you meet with on the visit?

5 A I met with students. I met with the department. I met  
6 with the search committee. I met with the Provost and I met  
7 with the Chair.

8 Q Did you have to give any type of talk or was it interviews  
9 or what was that part of the process like?

10 A I'm trying to remember. I had to do something and I can't  
11 remember exactly what it was now. It might have been a talk in  
12 front of students, two students about writing pedagogy, but  
13 honestly I don't remember exactly what it was.

14 HEARING OFFICER BERGER: When you say you met with the  
15 department, who are you referring to?

16 THE WITNESS: The English Department.

17 HEARING OFFICER BERGER: Which includes who?

18 THE WITNESS: Which included all full time members.

19 MS. MUNOZ: I'd like to mark Employer 13.

20 HEARING OFFICER BERGER: Would you like to admit Employer's  
21 12?

22 MS. MUNOZ: Yes.

23 HEARING OFFICER BERGER: Any objection to Employer 12?

24 MR. LEVINE: No.

25 HEARING OFFICER BERGER: Employer 12 is received.

1 (Employer's E-12 received.)

2 MS. MUNOZ: Thank you.

3 (Employer's E-13 identified.)

4 BY MS. MUNOZ:

5 Q Do you recognize this document?

6 A Yes.

7 Q Could you tell us what it is?

8 A It's my appointment letter once I accepted the position as  
9 Director of the Writing Program.

10 Q And, does this document accurately describe your duties in  
11 this position?

12 A Yes.

13 Q Could you just tell us briefly what your duties were?

14 A Yes. I oversaw the Writing Center and the Writing  
15 Program. I taught six courses per year with one course release  
16 in the fall and one course release in the spring for doing  
17 that. I taught courses for the Writing Program in the fall and  
18 I also taught -- At that point, I had enough of a scholarly  
19 profile within the field of performance studies that I also  
20 started teaching for the theater, American Studies, Africana  
21 Studies, Women Studies.

22 I attended faculty meetings, did service, held office  
23 hours, had advisees.

24 Q Major advisees?

25 A Major advisees and first and second year advisees.

1 Q You testified you had course release again. How many  
2 courses were you teaching?

3 A Was I actually teaching?

4 Q Yes.

5 A I ended up teaching two in the fall with one course  
6 release. So two altogether in the fall, two altogether in the  
7 spring. My position is a 3-3-0, so it was two -- It was three,  
8 one course release and three, one course release.

9 Q Is that currently your course load?

10 A Yes.

11 Q And, the release is because of the director duties?

12 A That's right.

13 Q And, do your duties as the director of the Writing  
14 Program/senior lecturer, do they differ in any way from when  
15 you were a lecturer and associate director of the Writing  
16 Program?

17 A Yes. Very much so.

18 Q How so?

19 A I was -- As a senior lecturer, my scholarship productivity  
20 went up in accordance with what would be expected at the seven-  
21 year review. In the letter it says five years but it changed  
22 to seven years, that policy changed.

23 Q Do you know when it changed?

24 A I was an FGP at the time, so I should know. I can't  
25 remember the exact year. Because it was a more senior

1 position, my presence on the campus became more visible. I was  
2 meeting with departments and faculty more which gave me more  
3 visibility, which meant I was on more elected committees. I  
4 was doing more conferences and as senior lecturer and director  
5 of the Writing Program, I started making revisions to the  
6 actual Writing Program.

7 Q What do you mean by that?

8 A When I was a lecturer and associate director, I was the  
9 second in command. I kind of would step in when Nancy, the  
10 director wasn't able to do things and did parts of the job that  
11 she didn't do. When I became director, I separated out those  
12 two positions, the associate director and the director, so that  
13 the director oversaw everything that the writing fellows and,  
14 then, the associate director helped who was really solely  
15 responsible for working with struggling students and ASEP and  
16 was not involved in the Writing Center.

17 Then, created another position called a coordinator so  
18 that the faculty members, we wouldn't have to do the day-to-day  
19 of the Writing Center, who was coming, who was going, who was  
20 signing up, but that was left to a coordinator who administered  
21 the day-to-day of it. Then, because of that, I started growing  
22 the program that eventually became the Writing and Speaking  
23 Program at which point I brought in -- I was able to -- I was  
24 able to work with someone who worked with speaking and we  
25 developed that program. So, now there's not only writing

1 fellows, there's speaking fellows and eventually, I was able to  
2 apply and have the Speaking Program apply to FEPC (ph.) and  
3 created another faculty position within that group.

4 Q When you say create, how did you create a faculty  
5 position?

6 A Let me rephrase that. I'm sorry.

7 Q That's okay.

8 A I didn't create it. There's a consultant who was trying  
9 to work on just the speaking skills that students would work on  
10 in the Speaking Program, in this newly forming Speaking  
11 Program. But it was clear that it required a more academically  
12 inclined person to do that, who had more experience with  
13 liberal arts. So, the Provost -- In consultation with the  
14 Provost and the Associate Provost, together, we started  
15 thinking about what the program would need. And, the Provost  
16 approved a staff position to do that and it wasn't quite  
17 meeting the needs of the program and, so, the provost suggested  
18 that with the Chair of the English Department, we put together  
19 a proposal to FEPC to create a faculty position to -- not  
20 create, to request a faculty position to fill that who could  
21 teach courses and work with students on a day-to-day, in the  
22 same role that I did with the Writing Program. And, FEPC  
23 approved that.

24 Q Are there any other faculty positions in the Writing  
25 Program?

1 A There's also the associate director of the Writing  
2 Program.

3 Q And, that's also a faculty position?

4 A Yes.

5 Q Are these full time, part time?

6 A These ae full time. And, one right now is a full time  
7 lecturer and the other at this point is a temp.

8 Q Okay. You said that your scholarship when you became --  
9 When you took on the senior lecturer/director position that  
10 your scholarship requirements went up. What do you mean by  
11 that?

12 A To make sure that I was meeting the criteria of the senior  
13 lecturer and creating visibility in the field, I published a  
14 book. I co-edited another journal. I started writing more  
15 articles and give guest talks in writing and writing pedagogy.  
16 And, because the program now included speaking as the years  
17 when on I started creating -- doing research and creating work  
18 around the intersection between writing and speaking that I  
19 presented at different places.

20 Q And, you said -- You made reference to what is expected at  
21 the seven-year review.

22 A Right.

23 Q What did you mean by that?

24 A At the seven-year review I knew what they were looking for  
25 at that point was the teaching scholarship service and, so, I

1 wanted to have -- to make sure I had a rich portfolio.

2 Q Have you undergone the seven-year review?

3 A Yes.

4 MS. MUNOZ: I'm going to move to enter Employer 13 into  
5 the record.

6 HEARING OFFICER BERGER: Any objection?

7 MR. LEVINE: No objection.

8 HEARING OFFICER BERGER: Employer 13 is received.

9 (Employer's E-13 received.)

10 (Employer's E-14 identified.)

11 MS. MUNOZ: I'm going to give the witness what I've marked  
12 as Employer 14.

13 BY MS. MUNOZ:

14 Q Do you recognize that document?

15 A Yes.

16 Q Could you tell us what it is?

17 A It is the letter to inform me that the Advisory Committee  
18 in Appointments and Tenure Information has approved my  
19 reappointment as a senior lecturer.

20 Q How long is your reappointment?

21 A Seven years.

22 Q And, will you have to undergo another review at seven  
23 years?

24 A Yes.

25 MS. MUNOZ: I'm going to go ahead now and move to enter

1 Employer 14 in the record.

2 MR. LEVINE: No objection.

3 HEARING OFFICER BERGER: Employer 14 is received.

4 (Employer's E-14 received.)

5 BY MS. MUNOZ:

6 Q Let's talk about the review process that you've just  
7 undergone.

8 A Yes. Very fresh in my memory.

9 Q Could you please describe for us what you did to prepare  
10 for this review process?

11 A Yes. About a year or a year and a half before the review,  
12 the Chair sent me a letter saying you're coming up on your  
13 seven-year review. I need to meet with you to talk about the  
14 materials we're going to need. Here's the process of what's  
15 going to happen. That was Peter at the time.

16 Then I had to write a description -- The very first thing  
17 was there was a letter from the Chair based on a document that  
18 I wrote about the continued need for this position, that went  
19 to FEPC. FEPC approved that and that was -- The next step was  
20 for me to submit a teaching philosophy letter, a cover letter,  
21 all my scholarship, a listing of my service and teaching  
22 evaluations for the previous -- all the teaching evaluations  
23 either for the previous three years or five years, I can't  
24 remember which.

25 Then after that, after all that was submitted, I was -- I

1 was interviewed by members of the English Department, tenured  
2 members of the English Department about the package I had  
3 submitted. That was like an hour long meeting. Then after  
4 that, a letter was written by the Chair going through the  
5 meeting and what they -- Oh, I'm sorry. Also, there was  
6 teaching observation and a letter in response to the teaching  
7 observation. All of that was put together, consolidated into a  
8 letter from the Chair which I then had to sign off on saying  
9 that I agreed and understood what was said in the letter and  
10 what was recommended moving forward.

11 Q Did anything else occur? What did you do with that  
12 information?

13 A What did I do with the information?

14 Q You're talking about the process and the information that  
15 you gathered. Clarify for me, when you put all of that  
16 together --

17 A The Chair's letter and all of that?

18 Q Yes.

19 A After all the packages were put together, all of that then  
20 went to the ATP and the ATP with the Provost and the president  
21 had the final approval.

22 Q Who made the recommendation to ATP?

23 A The Chair.

24 Q The Chair? And, then, the ATP made a recommendation as  
25 well?

1 A To the president.

2 Q And, then, the president had to approve it.

3 A And, the president had to approve it.

4 Q Approximately how long did the review process take?

5 A I guess from the first letter it took a year and a half,  
6 over a year for this.

7 Q So, in your sixth year you're preparing for your seven-  
8 year review?

9 A That's right.

10 Q While you've been a senior lecturer, you've also been  
11 doing I believe you testified to this but confirm for me, did  
12 you also do student advising?

13 A Yes.

14 Q What type of environment again?

15 A I have I believe 22 first year and sophomores that I  
16 advise and about 20 English majors that I advise.

17 Q Could you describe what the advising process consists of?

18 A Sure. For the first year and second year it's to advise  
19 them on -- The primary, primary responsibility of my one job is  
20 to make sure that I approve their programs because they cannot  
21 take classes without my input of approval into the computer,  
22 that's the nuts and bolts of what has to happen with my  
23 advisees. But, I also advise them on classes. I advise them  
24 based on their interests which -- which courses I think might  
25 work for them or not work for them. And, I guess one of the

1 bigger issues is if the student gets into trouble in any way  
2 and certainly, students come to you with any issues they have,  
3 especially if they need your mediation with other professors or  
4 with the Provost or with the dean of Studies with counseling,  
5 any of those. But, if a student starts having trouble  
6 somewhere, then my responsibilities to my advisee change  
7 slightly, they increase. So, if a student's grades start  
8 dropping and they get a notice of concern, that goes to the  
9 Dean of Studies and, then, I'm brought into the loop, so that I  
10 have to meet with the student. I get all correspondence that  
11 goes between the Dean of Studies and professors -- between Dean  
12 of Studies and the student keeping updated on what's going on.  
13 If a student has to leave school because their grades aren't  
14 going well, all correspondence with the student about her  
15 continued or future participation in the school I'm cc'd on.  
16 Any time a student is put on probation, I get the letter also  
17 that says please make sure you meet with your advisor,  
18 Professor Cobrin.

19 Q Was that level of responsibility the same when you were a  
20 lecturer?

21 A To advisees?

22 Q Yes.

23 A Yes.

24 Q And, are there any differences between the major advising  
25 and you said you also have first and second year advisees?

1 A Right. For first and second year, also, you're supposed  
2 to help guide them towards a major which they have to choose by  
3 spring semester of their sophomore year. That's why we only  
4 have first and second year advisees. So, part of it is also  
5 trying to track where the student's doing well and guiding --  
6 pushing the student very gently towards a major. Some of them  
7 want to jump into a major right away, but some actually need  
8 some guiding, some guiding to get towards a major.

9 Major advising takes on a different stripe in that major  
10 advising, you are responsible for -- I should have mentioned  
11 this. First and second year, you're also responsible for  
12 making sure the student's completing the general education  
13 requirements. For major advising, it's making sure the student  
14 meets the requirements of the major which for the English  
15 Department can get somewhat complicated.

16 I also have the additional responsibility of advising  
17 students with a theater concentrate. So, there's different  
18 flavors of the English major, that one is the one that I work  
19 with as well as general English Department majors.

20 Q Is first and second year advising included in your  
21 required -- the requirement that you advise students?

22 A Is it required?

23 Q Yes.

24 A I don't know if it's written. I was always told it was  
25 something that we had to do. Personally, in my experience, I

1 was told that's what we do. I enjoy doing it.

2 Q Do you receive any additional compensation?

3 A Yes.

4 Q For which type of advising?

5 A First and second year.

6 Q Okay. Is that per student?

7 A Yeah.

8 Q Per semester?

9 A Per student.

10 HEARING OFFICER BERGER: Who is it who told you you're  
11 expected to do advising?

12 THE WITNESS: My Chair.

13 BY MS. MUNOZ:

14 Q As senior lecturer are you and director are you expected  
15 to perform service?

16 A Yes.

17 Q Could you describe for us the service you've been doing  
18 for the past seven years?

19 A The past seven years, I served on the Committee on  
20 Instruction. I was elected -- For elected committees, I was  
21 elected to the Committee on Instruction. I was elected to the  
22 Faculty Governance Committee twice. I was elected to the  
23 University Senate twice and I was elected to the OLFAC  
24 Committee twice. I can't think of what the acronym stands for,  
25 but it's for the full time renewable review faculty. It covers

1 that's who is on that committee.

2 Q You said you were elected to these committees?

3 A Yes.

4 Q What was the election process?

5 A The election process you're told if you're eligible and  
6 you're either nominated -- Now, it's a little different. At  
7 the time, either somebody nominates or you nominate yourself  
8 for whatever category you're eligible. Once that happens, all  
9 faculty who are eligible to vote, vote on one person for each  
10 category for those categories in which they're eligible to vote  
11 based on position or rank. That narrows it down to the top  
12 three candidates. And, the top three candidates go out and  
13 people vote whichever of the top three candidates they would  
14 choose for that position. And, then, at the final faculty  
15 meeting of the year, the faculty teller announces who won each  
16 election.

17 Q When you said who are eligible, who are you talking about?

18 A Eligible to vote or eligible to serve on the committee?

19 Q To serve on the committee.

20 A Serve on the committee for OLFAC only full time --  
21 renewable and review are eligible to serve on the committee.  
22 For Faculty Governance Committee of the four divisions, each  
23 division has a tenured and non-tenured representative. As of  
24 the last -- As of the last time I was on to make sure there was  
25 top representation on the committee.

1 Q What about the COI?

2 A COI, same thing.

3 Q The Senate.

4 A Senate, it's just one tenured member and one non-tenured  
5 member from any division in the college, non-tenured, full  
6 time.

7 Q Who's eligible -- How do you know that that's the eligible  
8 pool?

9 A It's listed on the election ballot.

10 Q Okay.

11 A There's a description on the web -- There's a description  
12 when you go to vote of who's eligible for what.

13 Q And, you vote electronically?

14 A Electronically. When I first came, I think we might have  
15 voted by paper ballot at the faculty meeting, but now it's all  
16 done electronically.

17 Q And, you made a distinction between eligible to serve,  
18 eligible to vote.

19 A Right.

20 Q When you say eligible to vote, who do you mean?

21 A Full time faculty from the -- From when I was on FGP, it  
22 was tenured, tenured track, full time renewable and review.

23 Q Back up for a second. When you're talking about the  
24 tenured, non-tenured members. Are the non-tenured members and  
25 the tenured members, are they full time, part time?

1 A Full time.

2 Q All full time. Okay. How do you know who's eligible to  
3 vote?

4 A That is done through the Provost office, I believe.

5 Q Would they tell you that you're eligible to vote?

6 A That I was eligible to vote at college elections?

7 Q Yes.

8 A Yes. I was always told I was eligible to vote from the  
9 time I was a full time faculty member.

10 Q Let's talk about FGP.

11 A Yes.

12 Q What is FGP?

13 A Faculty Governance Committee.

14 Q And, what positions have you held on the FGP?

15 A I was a member for two years and, then, I was re-elected a  
16 member for another two years.

17 Q Twice.

18 A Twice.

19 Q And, what does this committee do?

20 A This committee oversees all faculty governance matters.  
21 So, it sets the agenda for the faculty meeting. About two  
22 years in it started running -- We started running a faculty  
23 caucus so a meeting of faculty in which administration was not  
24 invited, so that the faculty at Barnard had the chance to just  
25 discuss amongst themselves issues that were coming to the

1     forefront.

2             I served on a Grievance Committee while I was there for  
3     someone who was denied tenure. It pretty much oversees -- The  
4     Provost comes to part of every meeting and brings up whatever  
5     the issues are on campus at the time and, then, we as a group  
6     look at those issues. So, anything having to do with  
7     procedures of the college, almost all of them go through FGP.  
8     Then, the big job also, the beginning of each semester is we  
9     appoint people to all the appointed committees.

10    Q     And, what does that process look like?

11    A     We get a list of all eligible people with their divisions  
12    and we get a list of the questionnaire that goes out that asks  
13    what committee would you like to be on. Then, there's a place  
14    for each faculty member -- Faculty members have the possibility  
15    of writing an explanation of why they shouldn't serve on a  
16    committee because they're doing service and something else. In  
17    other words, advising three dissertations and running four  
18    searches this year and overseeing a tenure case, I will not  
19    have time to do this, or whatever else is going on. Already  
20    serving on three elected committees, I can't do an appointed  
21    committee. I have a personal situation. Whatever it is,  
22    that's the place where a faculty member -- I'm organizing a  
23    conference this year which is my service to Barnard, but I  
24    can't serve on a committee.

25    Q     What do you do with that information? What does the

1 committee do with that information?

2 A We all sit down. People rank the committees they want in  
3 order. We look at the vacancies. We look at who's requested  
4 to be on what in what order and we just match people up,  
5 looking at -- We have a list of all the committee service each  
6 person has done. So, if there's a committee member who hasn't  
7 done service as much as we'd like, that's a committee member --  
8 that's a faculty member we're going to focus more on to make  
9 sure there's someone who we know has expertise and interest in  
10 an area. So, it's kind of a more art than science of matching  
11 people up to committees.

12 Q And if someone who hasn't served or doesn't have a lot of  
13 committee service gives you an explanation like the one you  
14 described, does that factor in? Do they serve on a committee?  
15 What happens?

16 A It factors in. I mean, there's no set -- I mean it's a  
17 discussion amongst a group of faculty members in a faculty  
18 governance meeting. So, there's no set one answer for that.  
19 We discuss whatever the situation is. People know each other.  
20 Some of us have more information about what might be going on  
21 and we discuss.

22 Q Do you have any knowledge if there are any faculty members  
23 who have never served on a committee?

24 A Full time faculty members?

25 Q Yes.

1 A I don't remember seeing that

2 Q When you talk about faculty members, you're only talking  
3 about full time members?

4 A Correct.

5 Q I believe you also mentioned discussing what FGP does in  
6 the process a faculty caucus?

7 A Yes.

8 Q What is that?

9 A Faculty caucus is a meeting that started -- This is my  
10 third year on FGP, the faculty decided they needed a forum to  
11 speak without administration present to talk about issues since  
12 there wasn't that opportunity otherwise. Even FGP had a  
13 section of the meeting that was faculty only and the Provost  
14 and Associate Provost would need to leave.

15 So, finding spaces for faculty to talk amongst themselves  
16 in terms of issues of governance policy, procedure, whatever is  
17 going on in the college, so that we can talk amongst ourselves  
18 and have a greater unified role in what happens in the college  
19 politics.

20 Q Who is eligible to attend faculty caucus?

21 A Full time faculty.

22 Q And, that consists of who?

23 A That consists of all full time faculty.

24 Q Including term?

25 A Including term.

1 Q And, you talked about in FGP the faculty meeting agenda --

2 A Yes.

3 Q -- putting that together. What happens with the agenda?

4 A The agenda comes to -- It is initially proposed -- A  
5 skeleton is proposed from the Provost office to the Chair of  
6 FGP. FGP brings the agenda to the meeting. The member of FGP  
7 then discuss all kinds of, you know -- This issue is going to  
8 take up way too much time, maybe this is not the week for  
9 Admissions to talk about who got into the college. Maybe, we  
10 can save that. The people that got the presidential report  
11 rewards haven't been able to -- It's all the issues that  
12 happen. If the president is giving a talk, we try to figure  
13 out how much time it might take. And, then, the really  
14 important part is to figure out how much time is needed for  
15 discussion and FGP facilitates those discussions during the  
16 faculty meeting, if there's any important issues coming up.  
17 And, if the faculty feels that there's something that's not on  
18 the agenda that's really important, we put that on the agenda.

19 Q There's live discussion about the faculty meetings. What  
20 do you do with the actual agenda itself before -- Do you do  
21 anything with it before the faculty meeting?

22 A Yes. It gets sent out to all faculty members.

23 Q To all faculty.

24 A I don't know who -- That part I have nothing to do with.

25 Q Okay.

1 A It's the issues of the faculty meeting and the voting  
2 members or who's there to vote and who's required to be there  
3 full time, I don't know who the message gets sent to. There  
4 are also -- I mean, there are other people at the faculty  
5 meeting other than faculty also.

6 Q At the faculty meeting, other faculty not part time  
7 faculty may attend faculty meetings?

8 A Other faculty not part time faculty?

9 Q I'm sorry. May part-time faculty attend the faculty  
10 meeting?

11 A I've seen part-time faculty there.

12 Q Okay.

13 A I've seen at least one person I know who's part-time  
14 faculty.

15 Q Are they required to attend?

16 A No.

17 Q Do you know if they're eligible to vote?

18 A No.

19 Q Similarly, at faculty caucus --

20 A As per the FGP rules, part-time faculty are not eligible  
21 to vote in faculty meetings.

22 Q FGP rules?

23 A Well, the FGP oversees all faculty governance matters, so  
24 it has to go through that committee.

25 Q Okay. So, for part-time faculty member to vote, it would

1 have to -- be approved by FGP, is that your testimony?

2 A As per the rules I've seen for FGP which are the official  
3 rules of what's going on at the college, part-time faculty  
4 members are not allowed to vote.

5 Q And, faculty caucus, you said it's for full time faculty  
6 members. Could a part-time faculty member ever attend faculty  
7 caucus?

8 A There's one part-time member I know who has attended.

9 Q Okay. So, are part-time faculty members permitted to  
10 attend?

11 A Well, the faculty caucus is meant for full time faculty  
12 members. While I was on FGP, a part-time faculty member had  
13 written and said I heard about the faculty caucus, I would like  
14 to be added to the list. This became a discussion issue for  
15 the members of FGP because it was not -- Part-time faculty  
16 members have not been invited to this meeting for no other  
17 reason except the meeting was limited to full time faculty  
18 members.

19 We discussed that this particular faculty member had asked  
20 to come to the meeting. It was a topic of discussion and we  
21 decided to allow her to come, but not to extend an invitation  
22 to anyone else. So, in other words, it wasn't changing the  
23 rule, it was making an exception for this particular person who  
24 had actually emailed a request.

25 Q And, why has faculty caucus been limited to full time

1 faculty members?

2 A Because the issues that come up in faculty caucus pertain  
3 to issues that look at the future of the institution and issues  
4 that most likely are going to go to a vote or issues that we  
5 see as part of the institution as a whole, not classes in  
6 particular or the governance of the institution which is based  
7 in the full time faculty. That's where that rests.

8 Q Does the part-time faculty member still attend faculty  
9 caucus?

10 A I believe so, maybe.

11 Q How often?

12 A Faculty caucus is not a requirement --I should say that  
13 faculty meetings are a requirement, faculty caucus all full  
14 time members are invited, but it's not a requirement.

15 Q Could the faculty caucus have denied the part-time  
16 member's request?

17 A Yes. That was an issue of debate in our FGP meeting.

18 Q Could the faculty caucus ask the part-time faculty member  
19 to stop attending?

20 A Yes.

21 (Pause.)

22 Q All right. I have one more question, if I could, about  
23 faculty meetings. You said that full time faculty members  
24 attend. You testified that part-time faculty members could  
25 attend. Does anyone else from the college faculty meetings?

1 A Yes.

2 Q Who?

3 A The library people, library -- the librarians. When we  
4 had someone who ran the library, the person who oversaw the  
5 library, the director of the library. There are people from  
6 the Provost office who attend. There are people from the Dean  
7 of Studies office who attend. Who else is there? There are  
8 people from Information Technology, I believe, who attend.  
9 That might be part of the library, though. I don't know if  
10 anyone from Human Resources attends. But, definitely the  
11 Provost office, the Dean of Studies office, the library to the  
12 full faculty meeting. I can't think of anyone else. Those are  
13 the three groups I know of when I see them.

14 Q To the best of your knowledge, does anyone else from the  
15 college attend?

16 A They might. To the best of my knowledge, I don't know.

17 Q Okay. Is anyone else required to attend? Who is required  
18 to attend?

19 A I don't know the parties -- I'm confident that the Dean of  
20 Studies and the Dean of the college and the president and the  
21 Provost are all required to attend who are not faculty. I  
22 don't know if the librarians are required to attend. And, I  
23 don't know who from -- I don't know what office Gail Beltron's  
24 (ph.) is, but see her at the faculty meeting. Budget people,  
25 people who oversee the budget of the college. I know there's

1 people from -- I've seen people from Development at the -- at  
2 the faculty meetings. But, I don't know -- I don't know who  
3 else is required to attend other than faculty, full time  
4 faculty. I don't know who the other parties are.

5 Q There's been some testimony over the last couple of days  
6 about departmental meetings and who's required to attend those  
7 meetings. Which department are you affiliated with?

8 A English Department.

9 Q And, do you attend English Department meetings?

10 A Yes.

11 Q Who attends those meetings?

12 A Those are open to anyone teaching in the English  
13 Department.

14 Q Does that include adjuncts?

15 A Yes.

16 Q And, do any votes take place at department meetings?

17 A We vote for our Chair.

18 Q And, do adjuncts also vote for the Chair?

19 A I don't believe so.

20 Q What are the topics? What do you discuss at department  
21 meetings?

22 A It depends on the time of year. So, in the springtime we  
23 talk about awards or scholarships that need letters written to  
24 support them. We talk about -- A few years ago there was a big  
25 topic about what would count for one of the requirements,

1 whether -- We talk about whether -- The last -- The last big  
2 issue that we talked about in terms of curriculum was whether  
3 there should be an American Lit requirements and that took  
4 many, many meetings. But, it's all the -- It's all the ways in  
5 which both the English Department functions day-to-day and  
6 also, the shape or vision of the English Department as a major  
7 or as a field of study.

8 Q What is the process to elect the Chair?

9 A The part that I don't know about is how someone is  
10 nominated for that position. I have never been there when more  
11 than one person has been nominated.

12 Q Okay.

13 A Not in all my years.

14 Q Okay. And --

15 A We did a ballot for OSA (ph.). I can't remember what  
16 we've done the other times.

17 Q Would you describe the process as formal or informal?

18 A Somewhat informal. There is a vote. I believe if we had  
19 bylaws is probably the reason we do the vote is because it's  
20 somewhere in the bylaws.

21 Q Do you know if there are bylaws?

22 A We don't. They're discussed, but they kind of seem like a  
23 mysterious animal. I'm not sure whether they actually exist.

24 HEARING OFFICER BERGER: Where are they discussed?

25 THE WITNESS: In the English Department meeting when we

1 talk about policy or what's supposed to happen in an English  
2 Department meeting.

3 HEARING OFFICER BERGER: Have you ever seen that term  
4 written, English Department bylaws, or you just heard mention  
5 of bylaws?

6 THE WITENSS: Just heard mention.

7 BY MS. MUNOZ:

8 Q Okay. I believe before the break we had mentioned or you  
9 had testified that you also served on what is called the  
10 acronym COI.

11 A Committee on Instruction.

12 Q Could you tell us what that is?

13 A That's the committee -- The primary responsibility is to  
14 approve syllabi. So, any time a new course is being offered,  
15 the syllabi comes to COI. It first goes to the Provost office.  
16 The associate provost then presents it COI. COI looks at the  
17 syllabi, make sure it fits the criteria of what we feel  
18 constitutes a course offered -- what's appropriate for a course  
19 offered at Barnard, appropriate for the level the course is  
20 claiming to be, if it's a enteral course or a senior course, if  
21 it's a lecture or a seminar. And, if the course is asking for  
22 consideration within the -- to be counted towards one of the  
23 general education requirements, does it fit the criteria of  
24 that particular general education requirement so that the  
25 student can say, if I take this course I have satisfied the

1 visual and performing arts GR.

2 Q And, what was your position, again, on this committee?

3 A Member.

4 Q Let's discuss the O-L-F-A-C.

5 A OLFAC.

6 Q And, what is the OLFAC?

7 A OLFAC is a committee that represents -- The acronym is Off  
8 Ladder Faculty.

9 Q Who are members of the Off Ladder Faculty?

10 A Members of the Off Ladder committee are -- are full time -  
11 - full time lecturers, senior lecturers, associate senior, any  
12 rank up top. Those are people eligible to serve on the  
13 committee.

14 Q And, what does the OLFAC do?

15 A It is a group to represent any issues or concerns to that  
16 group, to the groups I just mentioned. So, it's the group when  
17 the Provost was considering how to update the faculty guide in  
18 terms of how people are renewed, she presented it to OLFAC and  
19 asked for input. When the Provost was trying to take the  
20 vagueness out of the language and make it more specific around  
21 how professional development needs are developed and executed  
22 and what's expected from them for off ladder faculty, she  
23 brought it to OLFAC and OLFAC discussed it and gave her  
24 feedback on it. And, any other issues that come up for off  
25 ladder.

1 Q Could you give an example of other issues?

2 A They could be anything from -- as important as the review  
3 policies on how people are reviewed and the cycle and what's  
4 required. Making sure that constituency knows about it. To  
5 the fact that one year the Provost during the introductions at  
6 the faculty meeting did not -- did not introduce full time off  
7 ladder faculty in the way they wished to be represented. So,  
8 we wanted to make sure that was changed for the next year.  
9 It's really absolutely anything.

10 Q Let's move on to your service on the Senate.

11 A Yes.

12 Q What is the Senate?

13 A The Senate is a body of run through Columbia University.  
14 It's their version of faculty governance. It includes all of  
15 the campuses of the Columbia Corporation, so that includes the  
16 Morningside Campus, the Med School, the Law School, Barnard,  
17 Teachers College. I might be missing something. All of the  
18 colleges that have Columbia next to it and reside in New York.

19 Each college has representatives to the Senate. Barnard  
20 provides two faculty representatives who are chosen by election  
21 and I think two students, who represent. So, for two different  
22 terms, non-consecutive, I was the Barnard representative. The  
23 job of the person is to go to the Senate meetings to  
24 participate, if that's appropriate. One of the big jobs is to  
25 report back to the entire Barnard faculty at the faculty

1 meetings about what is happening in a condensed form of those  
2 issues that are relevant to Barnard.

3 So, the teachers -- The two representatives would switch  
4 off, so that at the end of faculty meetings, every other  
5 faculty meeting, I would stand up in front of the faculty and  
6 give a five-minute presentation to the entire faculty at the  
7 faculty meeting of what happened at the Senate meeting and what  
8 might be relevant for us.

9 Part of the Senate duties also included serving on a  
10 subcommittee. My first time, I served on the Education  
11 Committee which looked at syllabi and programs coming through  
12 Columbia. And, serving on the Commission on the Status of  
13 Women, which looked at gender equity issues across the  
14 different campuses. After I finished my term as Senator I was  
15 asked to co-chair the Commission on the Status of Women which I  
16 still co-chair along with someone from the Med School --  
17 someone from the Law School last year. This year it's someone  
18 from the Med School which represents gender equity but it's  
19 still part of the Senate even though I'm not a senator any  
20 more.

21 Q You said the Senate reviews syllabi programs for Columbia,  
22 you --

23 A In the Education Program.

24 Q In the Education Program.

25 A Not syllabi. I'm sorry. I misspoke. Syllabi in -- not

1 as courses on their own, but syllabi supporting programmatic  
2 changes. Representative syllabi to start a new Ph.D. program,  
3 to start a new MA program, to change the current configuration  
4 of what a department might do or call itself.

5 Q And, you're Barnard's representative on the Senate?

6 A I was.

7 Q You were. Okay. You said that you review the COI review  
8 syllabi, that's for Barnard?

9 A Just Barnard.

10 Q And, is that -- Is that for programmatic changes or for  
11 course --

12 A Both.

13 Q Both. What does the review of syllabi consist of?

14 A In a regular year where there is no curricular changes  
15 going on college wide, it looks for a set of criteria that are  
16 really standard. What percentages participation. What  
17 percentages participations over this, why. It looks for how  
18 rigorous the course is based on -- We have representatives from  
19 all the disciplines, so that someone who has some knowledge of  
20 the field will be there. But, also, naïve viewers looking from  
21 the outside. You know, if I have an advisee and the advisee  
22 takes this course, what should this advisee expect.

23 It looks for detail to make sure that the syllabus is  
24 transparent enough about what's going to happen in a class. In  
25 a year there there's curricular changes, one of the years I was

1 in COI, two of the GERS, the general education requirements  
2 were revised. So, then, we had to look through every single  
3 syllabus that was trying to count towards those particular  
4 general education requirements to see if they still fit the  
5 requirements. Everything that had been taught up to what was  
6 being taught at that time. And, that required sub-groups extra  
7 meetings. So, it depends. The weight of how much work is  
8 involved in the committees to know what's going on within the  
9 college.

10 Q Does this committee oversee syllabi of courses taught by  
11 adjuncts?

12 A Oversees courses taught by everyone as long as it's the  
13 first time it's taught.

14 Q First time it's taught and that --

15 A With the exception of first year seminar. First year  
16 seminar has its own oversight committee, which I also serve on.

17 Q What does the committee do that reviews the first year  
18 seminar? What's distinct about that?

19 A What's distinct about it is, the first year seminar  
20 courses are very, very specific in what they're supposed to  
21 provide for first year students in terms of a first year  
22 experience. So, all the folks that sit on that oversight  
23 committee have some kind of specialty that would make their  
24 insight and contributions or critiques or revision suggestions  
25 to syllabi relative for that particular purpose.

1 Q And, can adjuncts serve on that committee?

2 A No. They don't oversee the syllabi that comes out of the  
3 first year English continuation as a first year seminar which  
4 is taught by adjuncts primarily.

5 Q And, who oversees that?

6 A The syllabi?

7 Q Yeah.

8 A I don't know who does it for first year seminar. For first  
9 year English, it's been in terms of overall content and -- I  
10 don't know how that works. I know that Margaret Vandenberg has  
11 been the director first year English and that's within her  
12 purview not mine.

13 Q And, can adjuncts serve on COI?

14 A No.

15 Q Do you know -- Come back to that. Let's go talk about the  
16 -- Can we break for one second?

17 (Whereupon, a brief recess was taken.)

18 HEARING OFFICER BERGER: On the record.

19 BY MS. MUNOZ:

20 Q Have you served on any other committees?

21 A I served on the Curriculum Review. I serve on the First  
22 Year Experience Committee which is a two-year long committee.  
23 Our particular committees were always to rethink the first year  
24 experience including first year English, first year Seminar.  
25 It was supposed to include writing and speaking across the

1 curriculum, but we were only able to get to First Year English  
2 and First Year Seminar.

3 Q Any other committees?

4 A None that's coming to me right now. I serve on a lot of  
5 committees.

6 Q Do you ever perform service outside of the committee  
7 structure?

8 A Yeah. Yeah. I started a speaker series, Susan J. Rattner  
9 (ph.) Pedagogy Series on writing and speaking. I coach a  
10 seminar on Pedagogy and Diversity. I serve on the BCRW  
11 advisory board which is the Barnard College Center for Research  
12 on Women.

13 Q Let's start with those.

14 A Okay.

15 Q Just briefly, very briefly, could you describe what is the  
16 women seminar?

17 A The women seminar is a funded seminar. It's -- I was  
18 brought in as a co-chair. It started with different co-chairs.  
19 That looks at -- It's funded through the college, through the  
20 Barnard funds and we discuss issues of pedagogy specifically  
21 within the context of continued diversity at Barnard, which  
22 includes reading scholarship -- I'm sorry.

23 (Pause.)

24 BY MS. MUNOZ:

25 Q You were testifying about the women seminar.

1 A Oh, right. The women seminar on pedagogy and diversity.  
2 It entailed reading scholarship, having discussions. We ran  
3 workshops. We did a workshop for first year seminar faculty.  
4 It's really trying to infuse Barnard College as a whole with a  
5 greater awareness and, hopefully, with some kind of eye towards  
6 thinking about teaching moving forward, thinking about issues  
7 of diversity regardless of the courses taught.

8 Q And, you mentioned you serve on the BCRW Advisory Board.  
9 And, what is that?

10 A It's an advisory board to the Barnard Center Research on  
11 Women.

12 Q And, what does this advisory board do?

13 A It meets and thinks about activities that BCRW is doing,  
14 how we can become involved. It's run by the Director of BCRW,  
15 going through what the speaker series is. Usually the past  
16 director would bring up things like here's what I'm thinking  
17 about for this year, what do people think. We discuss it as a  
18 group.

19 Q Do you know if it is unusual for someone in your capacity  
20 at Barnard to do service outside of the committee structure?

21 A It's not unusual.

22 Q How do you know that?

23 A Because I know a lot of people in my position and I know  
24 what we do. We do a lot of work outside of the committee  
25 structure because -- because the programs run a broad student

1 program, different speaker series. People are doing all kinds  
2 of stuff, starting new programs. And, the way in which many  
3 programs evolve has to do with that kind of behind the scenes  
4 work. I have colleagues -- The women seminar is co-chaired by  
5 three renewable review faculty last year. Now, it will be  
6 chaired by two people in our position. But, first year English  
7 was created by an off ladder person who created an entire  
8 curriculum and course. Creative Writing was the program as a  
9 whole for Barnard was created by somebody who was off ladder.  
10 There are a bunch of study abroad programs, translation  
11 programs, that have been started by people off ladder, full  
12 time off ladder.

13 Many of us feel that this is the flexibility of our jobs  
14 allow us to have this kind of creative input into what's  
15 happening in our programs. So, that's a lot of what we do. I  
16 started a program called CAP, Collective Advocacy Project which  
17 is a group of about 20 students and we work on how writing and  
18 speaking extends beyond the classroom into issues of social  
19 justice. We've been doing research and reading and I just got  
20 a grant to move forward with that, so that it has publishable  
21 outcomes. But, really what it does is, it creates the  
22 potential for a new learning situation within Barnard. As  
23 pedagogues many of us are very invested in what creates new  
24 learning environments at Barnard within programs within the  
25 college within disciplines. Different lab programs are

1 started, all kinds of programs are started. I can give you a  
2 list.

3 Q You said you got a grant. Did you apply for a grant?

4 A Yes. I've gotten two grants at Barnard. I've received  
5 two grants -- I was awarded two grants.

6 Q Are they outside grants, grants at Barnard.

7 A Internal grants. I received one outside grant. But, two  
8 grants I've received internal to Barnard.

9 Q And, what was the second grant?

10 A The outside grant was for Writing Center work for  
11 International Writing Center Association for some research I  
12 was doing on Writing Center pedagogy. But, the inside grants,  
13 one was a grant for an indexer for my book. And the other was  
14 a grant for CAP, for this program with students, so that I have  
15 money to pay student extra hours, to host events and to hire  
16 students over the summer and work with them to try to get this  
17 program moving before the year begins.

18 Q Do you know -- Who of the faculty are eligible to apply  
19 for a grant of the nature you're describing?

20 A As far as I understand, I've never served on the Grants  
21 Committee, full time faculty are eligible to -- I know -- Let  
22 me say this. I know my line is eligible to apply and I've been  
23 eligible to apply since I've been a full time lecturer. That  
24 much I know.

25 Q Okay. And, is it unusual for someone in your position,

1 full time what we've been calling review renewable to both do  
2 service outside of the committee structure and in the committee  
3 structure as you do?

4 MR. LEVINE: I'm going to object. I think she should  
5 testify to what she does. There should be a foundation.

6 HEARING OFFICER BERGER: If you know of other people who  
7 serve similarly to you outside the committee structure, you can  
8 answer the question. Overruled.

9 BY MS. MUNOZ:

10 Q Do you know of anyone who serves both in the committee  
11 structure and outside of the committee structure? Do you have  
12 any knowledge of that?

13 A You mean people who -- like the women seminar? I'm not --  
14 I'm not sure I understand the question.

15 Q Well, you testified that you serve on committees within  
16 the committee structure. And, you testified that you also  
17 serve outside of the committee structure, or do service outside  
18 the committee structure.

19 A For Barnard? Can you give me an example of something I  
20 said, that might be helpful.

21 Q Okay. So, you do the BCRW Advisory Board and you also  
22 have done FGP.

23 A The FGP is the committee structure.

24 Q Right.

25 A Everyone I know who is in my line serves -- Everyone I

1 know at least from my experience serves on some committee work.  
2 Outside the committee, I mean, most of the other things I've  
3 mentioned BCRW, I know many, many people on that advisory  
4 committee. So, yeah, there are many people who serve on both  
5 of them. People I know -- People see the things that I serve  
6 on, like BCRW or whatever and people I speak to.

7 HEARING OFFICER BERGER: Those people are in what  
8 classification?

9 THE WITNESS: People I'm thinking of in reference to the  
10 question were full time renewable and reviewed.

11 BY MS. MUNOZ:

12 Q Do you know of anyone outside of full time reviewable and  
13 renewed who serve both committee structure and not committee  
14 structure??

15 A I know non-tenured people who do and tenured track people  
16 who do committee service and serve also on outside committee.

17 Q Do you know of any adjuncts who do?

18 A I don't know adjuncts who serve on the committee  
19 structure.

20 Q Outside the committee structure?

21 A If they don't, I'm just not aware of it. I don't know of  
22 any.

23 Q Speaking of adjuncts, in your role as director, do you  
24 oversee adjuncts?

25 A Oh, yeah. I have. Yes.

1 Q You have. In what capacity?

2 A When I was overseeing studies in writing, a course for  
3 students struggling with writing, I would hire the instructors  
4 for that and supervise those folks when I was doing that. And,  
5 I hired -- I hired people who teach Essay Writing. I no longer  
6 oversee that course, but I did previously. I hired -- I hired  
7 people to teach Essay Writing and for all those folks, since I  
8 was the one hiring, most times I would sit in on the classes at  
9 some point just to see what they look like. Much the way when  
10 I taught Essay Writing, someone sat in my class, the person who  
11 hired me. I hired -- That might be -- That might be all the  
12 people. And, I would recommend an instructor for the summer  
13 program for HEOP, which is not officially an adjunct that  
14 functions like an adjunct position. It's a part-time teaching  
15 for Barnard, but not for college credit. I would consult, not  
16 supervise.

17 Q When you say people, are you referring to adjuncts?

18 A Yes.

19 Q Okay. So, you're responsible for hiring adjuncts?

20 A Yes.

21 Q And, did anyone review your hiring decision?

22 A No.

23 Q What was the process you used to hire adjuncts?

24 A Much the same way I was hired as an adjunct. First I  
25 would consult with -- When I first got to Barnard, I would

1 consult with colleagues at NYU. If anyone knew of anyone  
2 looking. Then, when someone I worked with at NYU became the  
3 director of Columbia's writing program, I would ask her if she  
4 had anyone looking for teaching experience. One person I hired  
5 had sent in -- We get a lot of resumes. People send in lots of  
6 resumes. And, at one point when I needed one, I happened to  
7 look at a resume and it looked like somebody who might be good  
8 and I hired that person.

9       Then, I hired someone who was -- who worked on Women in  
10 Performance with me who I thought was an excellent writer and  
11 could be great in the classroom. That's most of the ways.  
12 And, I guess when I took over Studies in Writing, there was one  
13 adjunct who was teaching in the program, who I didn't hire  
14 initially, but year to year, I would rehire that person, I  
15 guess. But, I didn't do the initial hire.

16 Q     When you say rehire, what do you mean?

17 A     I put forward who's going to be teaching new jobs and  
18 still teaching the class default. If I didn't put those  
19 people's names in the slots that wouldn't happen.

20 Q     Okay. So, do you review adjuncts or did you review  
21 adjuncts?

22 A     In any kind of formal way?

23 Q     Yes.

24 A     No. If I was overseeing a program, the Chair might give  
25 me access to the teaching evaluations if that was -- if that

1 was significant.

2 Q I believe you said you would observe?

3 A Yes.

4 Q When did you observe?

5 A Usually, first semester.

6 Q If you know, is the hiring authority that you have typical  
7 for someone in your position?

8 A When I was hiring?

9 Q Yes.

10 A Yes.

11 Q So, all of the service to which you have testified was  
12 that part of your seven-year review?

13 A That was included in my seven-year review, absolutely.

14 Q And, so you have -- At Barnard you have served as an  
15 adjunct?

16 A Yes.

17 Q And, a lecturer?

18 A Yes.

19 Q And, a senior lecturer?

20 A Yes.

21 Q In your opinion, are the duties and responsibilities of  
22 these positions you have held, are they similar?

23 A No.

24 Q Why not?

25 A Because when I was an adjunct, I would come to Barnard and

1 teach my class and I would do a very good job of teaching my  
2 class. I would meet with students when I was supposed to meet  
3 with students. I would grade those students and I would leave.  
4 And, that was the -- that was the scope of my commitment to  
5 Barnard. I held no expectation of coming back to teach Essay  
6 Writing in the fall, when I came to teach it in the spring.

7       Once I became full time, I both -- I did all that teaching  
8 stuff that I just mentioned, but then I did all the scope of  
9 other things I've spoken about. And, whenever I do anything  
10 from teaching to scholarship to service, I am always thinking  
11 about what's happening in that moment, but also thinking of the  
12 future and my future at Barnard and what a future project might  
13 be and how it will impact my visibility and my impact on the  
14 college.

15       MS. MUNOZ: I think that's a good place to end.

16       MR. LEVINE: Are you through with your direct?

17       MS. MUNOZ: I am through with my direct.

18       HEARING OFFICER BERGER: Okay. Let's go off the record.

19       (Whereupon, the hearing adjourned at 4:53 p.m.)  
20

## C E R T I F I C A T E

This is to certify that the attached proceedings done before  
the NATIONAL LABOR RELATIONS BOARD REGION TWO

In the Matter of:

BARNARD COLLEGE,

Employer,

And

BARNARD CONTINGENT FACULTY, UAW, LOCAL 2110,

Petitioner.

Case No.: 02-RC-154022

Date: June 25, 2015

Place: New York, New York

Were held as therein appears, and that this is the original  
transcript thereof for the files of the Board

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Official Reporter

<b>0</b>	<b>2a (2)</b> 529:17;530:17	<b>9</b>	597:20	<b>ad (8)</b> 532:12,20;533:4, 25;538:1,2,2,4
<b>02109 (1)</b> 480:9	<b>2b (1)</b> 529:17	<b>9:56 (1)</b> 483:2	<b>accounts (1)</b> 555:9	<b>ADA (3)</b> 588:1,14,25
<b>02-RC-154022 (1)</b> 638:5	<b>2c (4)</b> 529:18;535:12,14, 16	<b>A</b>	<b>accreditation (1)</b> 523:7	<b>add (3)</b> 512:2;522:20; 551:18
<b>1</b>	<b>3</b>	<b>AAUP (3)</b> 503:8,10,11	<b>accredited (2)</b> 522:18,21	<b>added (2)</b> 582:13;616:14
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