

A Mexican Studies Institute¹

Prepared as a result of the Faculty Initiative for the Formation of a Mexican Studies Institute

November 30, 2011

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¹ Prepared by Prof. Alyshia Gálvez, Lehman College

Introduction

Whereas the City University of New York has always had foresight about the educational needs of immigrant New Yorkers and their children, including the Mexican and Mexican-American community, an important next step is the formation of a location to centralize research, outreach, recruitment and service to this growing community, namely an Institute of Mexican Studies. This Institute would be the first of its kind on the East Coast of the United States, positioning itself as a center of gravity for research and advocacy projects surrounding Mexican studies for the region. Building on nearly a decade of work by the CUNY Working Task Force on Strengthening Educational Opportunities for Mexicans and Mexican Americans, this CUNY-wide Institute housed at Lehman College would take a comprehensive approach to the study of Mexico and Mexicans in the United States, combining interdisciplinary approaches to research and advocacy. The Institute would channel existing research efforts occurring across the CUNY-system, offering a space for the incubation of future research projects, as well as foster their development and dissemination. With a special focus on Mexicans in the diaspora, especially Mexicans in New York, the Institute would offer a space for the Mexican community to consider its own and an institutional location for support of scholarly and community advocacy projects. Fundamental to the Institute's foundation and success will be its ability to further new projects with community and cultural organizations, to channel projects already underway and to build on existing efforts within and outside of CUNY.

Background:

Mexicans constitute the fastest growing national sub- group in New York City, due to high rates of immigration and births. If these rates remain the same, the Mexican population will surpass that of other Latino groups in New York City by the year 2024.² The number of Mexicans living in New York City has grown 57.7% in the last decade. The Mexican population in New York City is 319,126 according to U.S. Census data for the most recent year available, 2010.³

In spite of these large numbers and fast growth, the landscape of organizations serving Mexican immigrants is not as broadly developed as in other cities with longer-standing populations. Further, there is not yet a deep or well-established institutional commitment to research on this population. *An institute would fill this need.*

What has already been done?

- Creation of CUNY Task Force on Strengthening Educational Opportunities for the Mexican and Mexican American Community
- Memorandum of Understanding between the Mexican Consulate and CUNY
- Five college fairs, in five CUNY campuses in each of the five boroughs over five years to promote enrollment in CUNY by Mexican and Mexican-American students
- Three conferences on Mexican Immigrants in New York held at Baruch College (2010, 2006) and Lehman College (2006) sponsored by the Task Force.
- Development of [Sí Se Puede](#) website
- Development with New York City Tech of a restaurant workers' certificate program
- Leadership training program at Baruch College with community leaders

² Bergad, Laird. (2008) "Mexicans in New York City, 2007: An Update," Latino Data Project, Report 26, 2008, <http://web.gc.cuny.edu/lastudies/latinodataprojectreports/Mexicans%20in%20New%20York%20City,%202007%20An%20Update.pdf>.

³ US Census, 2010.

- Profiling of Mexican community and leaders on CUNY TV's program, [Nueva York](#)
- Formation of Faculty Initiative for Mexican Studies Initiative
- Initial Activities in AY 2010-11 and 2011-2012
- Meeting between CUNY, Department of Education and Mexican Consulate to address Mexican educational achievement, especially K-12
- Mexican and Mexican-American Studies Minor at Lehman College
- Mex-Ed and MASA: Programs to promote educational achievement of young people
- Scholarship fund (IME-Becas) through the Instituto de Mexicanos en el Exterior (IME, Institute for Mexicans Abroad) of the Mexican government (\$64,000 allocated for 2011-12)

The Institute would have a CUNY-wide institutional profile with activities occurring across the university. The Institute will be comprised of its members and its activities, and as such, it will be multi-focal. At the same time, it would require a home base in a college that can provide it with the basic operational resources it requires, especially in the first three years while it acquires fiscal self-sufficiency. Lehman College is able to provide that home base.

Why Lehman College?

Lehman College is uniquely situated to build the first Institute for Mexican and Mexican-American Studies east of the Mississippi River.

Lehman College, with 43% Hispanic students is a Hispanic Serving Institution, (defined as an institution with more than 25% of its student body Hispanic).⁴ While enrollment data on nationality of students is not available, demographic indicators would predict that the number of Mexican and Mexican-American students enrolling at Lehman College will rapidly increase in coming years due to the following factors:

- 1) The Mexican population is young. Currently, 33.7% of Mexicans in New York City are under 18 years of age, while for the city as a whole, only 23.1% of New Yorkers are under 18. For the Bronx, this number is 37%. See Figure 1.
- 2) The Bronx is site of the fastest-growing Mexican population in New York City and nearly a quarter (24.4%) of Mexicans in New York City reside in the Bronx.⁵
- 3) Lehman College and CUNY are immigrant-serving institutions: having always served as an entry point to upward mobility, Lehman College is well situated to serve the educational needs of Mexican students.
- 4) The CUNY Task Force on Strengthening Educational Opportunities for the Mexican and Mexican American Community, the Memorandum of Understanding between CUNY and the Mexican Consulate, and various public relations efforts to reach out to the Mexican population make CUNY, and Lehman College in the Bronx, the best known site for pursuing higher education.
- 5) Lehman College's affordability and in-state tuition for undocumented students mean that students' dreams are not limited by their immigration status or their financial means.

Further, this increase in enrollment is urgent given the educational needs of the population. Mexicans have the highest rate among Latinos in New York City of adults who have neither completed high school nor are enrolled, 51% for 2010.⁶ This is considered an emergency by scholars as well as community advocates.⁷

⁴ http://www.hacu.net/hacu/HSI_Definition_EN.asp?SnID=1538263171

⁵ Ibid.

Figure 1⁸

Ages	Population of New York City		Population of the Bronx
	NYC	Mexican	
Under 5 years	6.9%	12.4%	13.0%
5 to 17 years	16.2%	21.3%	24.0%
18 to 24 years	9.6%	13.8%	14.6%
25 to 34 years	15.0%	26.7%	26.5%
35 to 44 years	15.9%	16.4%	13.8%
45 to 54 years	13.8%	6.1%	5.3%
55 to 64 years	10.3%	2.0%	1.8%
65 to 74 years	6.3%	0.9%	0.7%
75 years and over	6.0%	0.5%	0.3%

What would a Mexican Institute do?

1. Promote existing courses and also the development of new courses for Undergraduate and Graduate students in the areas of Mexican and Mexican-American studies in various departments across the university. Faculty assets are numerous (see Appendix 1). Lehman College already offers a minor in Mexican and Mexican-American studies in the Department of Latin American and Puerto Rican Studies. Offerings may be expanded to include:
 - the first Mexican and Mexican American studies major;
 - more minors and majors in other CUNY campuses
 - a Mexican Studies certificate available to MS and MA students in Nursing, Speech and Language Pathologies, Education and more;
 - a Mexican studies concentration available as part of the Masters Degree in Latin American, Caribbean and Latino Studies at the Graduate Center in conjunction with CLACLS.
2. Promotion and facilitation of comprehensive research on the entire life-cycle of Mexicans in New York, the Northeast and the entire United States from **birth** (pregnancy outcomes, birthweight paradox, prenatal care access), through **childhood** (language socialization, early childhood educational services, bilingual education, parent/school connections), **adolescence** (at-risk youth and gang prevention, K-12 education, the gender gap in academic achievement), **young adulthood** (higher education, labor, housing, religion, culture, social services, discrimination, healthcare and health disparities, migration, civil and human rights, civic engagement and political participation), **aging** (retirement, mortality, eldercare). The Mexican Institute will be well prepared to access large interdisciplinary federal grants from the National Institutes of

⁶ Bergad, Laird. 2011. The Latino Population of New York City 1990-2010. Latino Data Project, Report No. 44, Nov. 2011 <http://web.gc.cuny.edu/lastudies/latinodataprojectreports/The%20Latino%20Population%20of%20New%20York%20City%201990%20-%202010.pdf>

⁷ Semple, Kirk, 2011, "Mexicans in New York City Lag in Education," *New York Times*, Nov. 24, 2011.

⁸ United States Census, 2006-2008 American Community Survey 3-Year Estimates.

Health, National Endowment for the Humanities, and more. It will collaborate with the newly founded School of Public Health on health research including aging and chronic disease as well as community health.

3. Faculty Seminar on Mexican Studies
4. Organization of regular conferences (annually), speaker series (throughout the academic year), workshops and networking events with scholarly, advocacy and cultural foci.
5. A Visiting Professorship for a scholar from Mexico one semester each year (in partnership with academic departments)
6. Indigenous Language programming: coordination with departments to offer formal indigenous language instruction (Mixteco and Nahuatl), informal conversation hours, workshops for service providers and conferences.
7. Liaison, resource and epicenter for the coming together of Community Based Organizations (CBOs) for the promotion of cultural, educational and social programming for the larger Mexican community and all of New York City; social services; immigration issues; civil, human and labor rights issues.
8. Service-Learning: Lehman College and Graduate Center undergraduate and graduate students will be able to take advantage of a wealth of internships, research assistantships and other service-learning opportunities with a select number of cultural, diplomatic, social and economic institutions working with the Mexican population in New York City, including: Mano a Mano: Mexican Culture Without Borders,⁹ Masa-MexEd,¹⁰ the Mexican Cultural Institute,¹¹ the Mexican Consulate,¹² El Museo del Barrio,¹³ Mixteca Organization,¹⁴ and Asociación Tepeyac de New York.¹⁵
9. Study Abroad: the Institute will facilitate a variety of Study Abroad opportunities for Lehman College students including formal courses taught by Lehman College faculty during Winter and Summer sessions, as well as scholarly exchange of students and faculty.
10. Distance learning: facilitation with academic departments in CUNY system of collaborative team teaching of online and hybrid courses involving Mexico- and U.S.- based scholars in institutions of higher education.

Preparation for an Institute:

- Informational meeting for interested faculty and staff from all CUNY campuses, held January 28, 2011 at Lehman College
- Formation of Faculty Initiative for the Formation of a Mexican Studies Institute, January 28
- Formation of subcommittees for media and public relations; drafting of institute proposal; funding and development and membership
- Assertion by that Committee that it should develop a profile of activities while proposal development proceeds.
- First events:
 - March 25-26: Co-sponsorship of two-day conference *Mexican Catholics in New York*, Lehman College with Mano a Mano, Fordham University, and Archdiocese of New York, including screening

⁹ <http://www.manoamano.us/en/index.html>

¹⁰ <http://masany.org/>

¹¹ <http://www.nyc.com/link.aspx?site=http%3a%2f%2fwww.lavitrina.com%2f>

¹² <http://www.sre.gob.mx/nuevayork/>

¹³ <http://www.elmuseo.org/>

¹⁴ http://mixteca.org/mix/about_us.php

¹⁵ <http://www.tepeyac.org>

at Lehman College of *Contigo al Norte, Guadalupe*, a documentary film about families divided by the border.

- Guest lecture: Francisco Javier Mancha, Mexico City-based anthropologist, May 11, 2011
- Networking event for College students and community based organizations, May 11, 2011
- Panel on DREAM Act activism and CUNY Students at American Anthropological Association Meetings, Montreal, Canada, Fall 2011
- Planning of Conference *Mexican Immigration and Health* for Spring 2012.

Organization:

As a CUNY-wide institute, the Institute of Mexican Studies will have a presence in several CUNY campuses. While all institutions need a homebase and Lehman College is proposed as such for the Institute, activities, governance and resources will conduct its activities at various campuses. The Faculty Initiative for Mexican Studies already has representation from five CUNY campuses with more likely to follow.

Initial partners:

Lehman College:	home base of future institute
Baruch College:	location for leadership training program
College of Staten Island:	recipient of IME scholarships and partner
John Jay College:	location for facilitation of online distance collaboration
New York City Tech:	location of restaurant workers' training certification program

Staffing:

Initial (Pilot year):

- one interim acting director with 3 courses release time provided by home campus
- one graduate assistant
- 1-2 undergraduate assistants

Years 2-5:

- interim acting director to be replaced by director (appointed for renewable 3-year term, 3 courses release time)
- 2 graduate assistants
- 2 undergraduate assistants
- 1 visiting professor or visiting distinguished professor

Years 6-

- director (3 courses release time)
- full time administrative assistant
- 2 graduate assistants
- 2 undergraduate assistants
- 1 visiting professor or visiting distinguished professor
- 3-5 visiting fellows (undergrad and grad)

Governance:

The governance structure of the Institute will consist of an Executive Committee and a Director. The Interim Executive Committee will serve as the Executive Committee until the first annual meeting of the Institute. The Executive Committee shall consist of sixteen full members. The Director shall be an ex-officio member of the Executive Committee with a vote and shall also serve as Chairperson of the Executive Committee. Other members of the Executive Committee shall include seven CUNY faculty (at least 2 from Lehman College), two students, and one Lehman College administrator in addition to the following ex officio members: the Consul General of Mexico to New York, Senior Vice-Chancellor of University Relations, the Chair of the CUNY Working Task Force on Strengthening Educational Opportunities for Mexicans and Mexican Americans and two members to be drawn from the Advisory Board.

The Director of the Institute shall be a tenured member of CUNY faculty nominated by the Executive Committee and appointed by the President of Lehman College. An interim acting director will fulfill the duties of the director until such appointment. The Director will report to the President of Lehman College or his designee. The director will be appointed for a period of three years, and can be reappointed. The Director may be appointed from any CUNY Campus, but will operate the Center out of its Lehman College home base. The Director shall be the chief executive officer of the Institute as well as the official representative of the Institute and an ex-officio voting member of all committees. S/he shall be responsible for (1) the administrative work of the Institute including budget and programming, (2) the assignment of tasks to committees, (3) the arrangement of the Institute's programs, (4) the general supervision of the Institute, and (5) the preparation of the Institute's annual report, which will be presented to the President of Lehman College and reviewed by the Executive Committee before presentation at the Institute's annual meeting. The Director shall prepare the annual budget of the Institute in consultation with the Executive Committee. The annual budget shall be presented at the annual meeting.

Executive Committee members shall be elected during the Institute's annual meeting (comprised of the Executive Committee and the Advisory Board). They shall serve a two-year term. Executive Committee members may be re-elected. For the pilot year of the Institute only, one half of the executive committee will be elected for a two year term and one half for a one year term, thus enabling future staggering of the Executive Committee elections.

The Executive Committee shall meet at least once a semester. Additional meetings may be called by the Director of the Institute or at the written request of three Executive Committee members.

The Executive Committee shall decide all policy and program issues, including but not limited to programs, invited speakers, budgetary items, and the creation of committees to facilitate operational functions.

A quorum of the Executive Committee for the conduct of business shall consist of eight members of the Executive Committee. All actions including recommendations of committees shall be approved by a majority vote of those Executive Committee members present.

The Institute will also be guided by an Advisory Board. The Advisory Board will provide a forum for the discussion of the Institute's activities and mission and ensure its continued relevance to the community and its interests. The Advisory Board shall meet at least once per academic year. The Advisory Board will be comprised of:

- members of the Executive Committee
- members of the CUNY Working Task Force on Strengthening Educational Opportunities for Mexicans and Mexican Americans
- affiliated faculty members, graduate students and undergraduate students

- community leaders and directors of community based organizations whose mission is relevant to the Institute's work
- others upon nomination and approval by the Executive committee

Affiliated faculty members, graduate students and undergraduate students: All CUNY graduate and undergraduate students and faculty whose work focuses on Mexican studies (broadly defined) will be considered affiliates of the Institute and welcome to participate in its annual meeting and advisory board. Affiliation will be activated by participation in the advisory board.

Funding Plan

Consistent with CUNY Guidelines on Centers, Institutes, Consortia and Special Initiatives, funding will be secured through a combination of external sponsored program funds and campus-based support. The Institute recognizes the University's policy that tax-levy support for the Institute should be limited in extent and duration so that it does not constitute a burden on the instructional budget of campuses, and it will aim to achieve financial self-sufficiency through its sponsored programs within 3 years from foundation.

Initial (Pilot year):

- Tax levy funding for general operating expenses
- Funding from Republic of Mexico for programming, curricular support
- Start-up funding from CUNY Task Force on Strengthening Educational Opportunities for the Mexican and Mexican American Community for Spring Semester Conference and other initiatives
- Funding from Lehman College in the form of in-kind support: course releases (3 per year) for interim acting director, undergraduate assistant, office space, 2 computers, phone, webpage
- In kind support from affiliated CUNY Campuses for initiatives held there
- Application has already been made to National Endowment for the Humanities program *Humanities Initiatives at Institutions with High Hispanic Enrollment* for release time for director, undergraduate assistant and graduate assistant

Years 2-5:

- Decreasing tax-levy funding for general operating expenses (years 2-3)
- Increasing grants and gifts for general operating expenses
- Funding from Republic of Mexico: visiting professorship, curricular support, study abroad
- Identification of benefactor for Institute coupled with naming opportunity
- In kind support from Lehman College (course releases (3 per year) for director, undergraduate assistant/s, office space, 2 computers, phone, webpage
- In kind support from affiliated CUNY Campuses for initiatives held there
- In kind support from Center for Latin American, Caribbean and Latino Studies at Graduate Center: graduate assistant/s, administrative support
- Grants, gifts, and funding from Republic of Mexico and CUNY will provide course releases for Director as well as salary for administrative assistant
- Applications to be made to NIH and NEH for programming, operating costs

Years 6-

- All of the above (except tax levy funding)
- Republic of Mexico will support undergraduate and graduate visiting fellowship

Timeline

Fall 2011-Spring 2012:

- Proposal of Institute to Lehman College, CUNY Dept. of Academic Affairs, CUNY Board of Trustees
 - Lehman College Senate Dec. 14, 2011 (Materials deadline: Nov. 30).
 - Committee on Academic Program, Policy, and Research (CAPPR) of the CUNY Board of Trustees deadlines:
 - First week of Dec.: Proposal sent to OAA for review
 - January 11, 2012: Full proposal submitted (8 paper copies and pdf)
 - Feb. 6, 2012 CAPPR Meeting
 - February 27, 2012 Board Meeting
- Creation of Advisory Board
- Creation of Executive Committee
- Appointment of Interim Acting Director

July 1, 2012: Start of Pilot Year

- Conference Spring 2012
- CFP for Visiting Professorship
- Formation of Working Groups and Committees

July 1, 2013: Start of Year 2

- Fundraising and Development
- Appointment of Visiting Professor

July 1, 2014: Start of Year 3

- Appointment of Director

July 1, 2015: Start of Year 4

- Fiscal independence of Tax-Levy Funds
- CFP Undergraduate and Graduate Research Fellowships

Appendix 1: CUNY-Affiliated Faculty and Graduate Students in area of Mexican Studies

Name	Affiliation
Steven Alvarez	GC CUNY
Roberto Baca Barnard	GC CUNY - Music Composition
David A. Badillo	Lehman College - Latin American Studies
Laird Bergad	Lehman College/GC/CLACLS
Renate Bridenthal	CUNY
Leigh Binford	College of Staten Island
Juan de la Cruz	Lehman College--Economics
Isabel Cuervo	GC CUNY - Environmental Psychology
Berenice Darwich	GC CUNY
Marcela Echeverri	College of Staten Island - History
Marc Edelman	Hunter College - Anthropology
Daniel R. Fernández	Lehman College - Literature
Licia Fiol-Matta	Lehman College-Latin American and Puerto Rican Studies
J. Brian Freeman	The Graduate Center - History
Alyshia Galvez	Lehman College-Latin American and Puerto Rican Studies
Ana Isabel Garcia Reyes	Hostos - Director of International Programs
Ofelia García	City College, Urban Education
Tami Gold	Hunter College
Stephanie Golob	Baruch - Political Science
Alfonso Gonzales	Lehman College- Political Science
Roger A. Hart	GC CUNY - Environmental Psychology
Carol Huang	City College - Education
Sarah Ruth Jacobs	GC CUNY - English
Catherine Lavender	College of Staten Island - History
Isabel Martinez	John Jay College- Latino Studies
Leslie A. Martino	GC CUNY - Sociology
Brian Montes	John Jay
Suzanne Oboler	John Jay - Professor/ Editor of Latino Studies
Ricardo Otheguy	The Graduate Center - Linguistics
Adriana Pérez	GC CUNY - History
Lisandro Pérez	John Jay College
Jesus Perez	Brooklyn College

Sangeeta Pratap	Hunter College - Economics
Laura Randall	Hunter College- Economics
Gerardo Renique	City College
Cesar Reyes	GC CUNY - Musicology
Belinda Rincón	John Jay
Patricia Ruiz Navarro	CUNY Graduate Center
Robert C. Smith	Baruch
Araceli Tinajero	City College - Literature
Ronald Waterbury	Queens College - Anthropology
Oswaldo Zavala	College of Staten Island - Literature

Budget

Mexican Studies Institute

Pilot Year (2011-2012)

	Proposed Funder	rate	Unit	Amount
interim acting director (release time)*	Lehman College	10% of effort	2 semesters	\$7,413.00
one graduate assistant (fellowship)*	Taskforce	\$38/hr	10 hours per wk/34 weeks	\$12,920.00
one undergraduate assistant (work study)*	Lehman College	\$10/hr	10 hours per wk/34 weeks	\$3,400.00
Fringe Benefits: Director	Lehman College		33%	\$2,446
Fringe Benefits: Tax	Lehman College		0.34%	\$25
Fringe Benefits: GA	Taskforce		38%	\$4,910
Fringe Benefits: Tax	Taskforce		\$0	\$44
Fringe Benefits: Undergrad	Lehman College		33%	\$1,122.00
Fringe Benefits: Tax	Lehman College		0.34%	\$11.56
Conference	Taskforce			\$20,000.00
IME Becas (Scholarships)	IME (Mexico)			\$35,000.00
IME Becas (matching funds)	fundraising, private donors			\$35,000.00
Institute Offices and supplies (In-Kind)	Lehman College			
Subtotal Pilot Year				\$122,291.58

Years 2-5 (Fall 2012-Spring 2015)

Director	Lehman College	10% of effort	2 semesters	\$8,500.00
2 graduate assistants	Taskforce	Grad Asst. C \$24000	academic year	\$48,000.00
2 undergraduate assistants	Lehman College	\$10/hr	10 hours per week/34 wee	\$6,800.00
1 visiting professor or visiting distinguished professor	Mexican Consulate (IME)		stipend	\$35,000.00
Fringe Benefits: Director	Lehman College		33%	\$2,805
Fringe Benefits: Tax	Lehman College		0.34%	\$29
Fringe Benefits: GA	Taskforce		38%	\$18,240
Fringe Benefits: Tax	Taskforce		\$0	\$163
Fringe Benefits: Undergrad	Lehman College		33%	\$2,244.00
Fringe Benefits: Tax	Lehman College		0.34%	\$23.12
Conference	Taskforce			\$20,000.00
Annual Subtotal Years 2-5				\$141,804.22

Years 6- (Fall 2015-)

Director	Self-funded	10% of effort	2 semesters	\$8,500.00
2 graduate assistants	Taskforce	Grad Asst. C \$24000	academic year	\$48,000.00
2 undergraduate assistants	Lehman College	\$10/hr	10 hours per week/34 wee	\$6,800.00
1 visiting professor or visiting distinguished professor	Mexican Consulate (IME)		stipend	\$35,000.00
Fringe Benefits: Director	Lehman College	33%		\$2,805
Fringe Benefits: Tax	Lehman College	0.34%		\$29
Fringe Benefits: GA	Taskforce	38%		\$18,240
Fringe Benefits: Tax	Taskforce	\$0		\$163
Fringe Benefits: Undergrad	Lehman College	33%		\$2,244.00
Fringe Benefits: Tax	Lehman College	0.34%		\$23.12
Conference	Taskforce			\$20,000.00
3-5 visiting fellows (undergrad and grad)	Mexican Consulate/Private Funders			\$30,000.00
Annual Subtotal (Year 6-)				\$171,804.22

* Funds for these line items and other activities have been requested from National Endowment of the Humanities grant entitled:
Lehman College: Indigenous Mexican Languages: Pedagogy and Cultural Exchange



November 18, 2011

To Whom It May Concern:

This letter is to express my enthusiastic support for the establishment of a CUNY-wide Mexican Studies Institute.

This proposed CUNY-wide Mexican Studies Institute, to be housed here at Lehman College, is the product of years of collaborative work among a wide range of CUNY faculty and institutions under the rubric of the CUNY Working Task Force on Strengthening Educational Opportunities for the Mexican and Mexican-American Community. The Task Force has done important work laying the foundation for a Mexican Studies Institute, but the time has come for the University to build on this foundation and create a more permanent unit within which faculty research and programming can be fomented and facilitated. CUNY already enjoys tremendous faculty and institutional assets dedicated to the promotion of Mexican and Mexican-American empowerment, but to date there has not been a single base from which such efforts could be coordinated and maximized. The Institute will accomplish this worthy goal.

Lehman College is the ideal home for the Mexican Studies Institute, for The Bronx is the site of the fastest-growing Mexican population in New York City, and nearly a quarter (24.4%) of Mexicans in New York City reside in the borough. Thus, in addition to a wealth of faculty members conducting research and promoting advocacy in the area of Mexican Studies, Lehman College is home to a growing number of Mexican and Mexican-American students. Furthermore, Lehman College offers the Institute physical space and enthusiastic support, key ingredients for its successful future growth as it moves to achieve fiscal self-sufficiency.

In summary, I strongly support the creation of a CUNY Mexican Studies Institute, housed at Lehman College. This academic and service unit will be one of the most relevant, timely and energetic initiatives of The City University of New York early in the 21st century.

Sincerely,

Ricardo R. Fernández
President



November 21, 2011

President Ricardo Fernandez
Herbert H. Lehman College/CUNY
250 Bedford Park Blvd. West
Bronx, NY 10468

RE: Mexican Studies Institute Proposal

Dear President Fernandez:

Please accept this letter of support on behalf of the College of Staten Island for the establishment of a CUNY-wide Mexican Studies Institute to be based at Lehman College.

More than 300,000 Mexicans live in New York City, which represents a nearly 60% increase in this population over the last decade. This incredible growth and increasing presence clearly justifies and necessitates a local, institutional commitment to research and scholarship related to Mexicans both locally and nationally.

Lehman College is uniquely situated to serve as the home base of a Mexican Studies Institute at CUNY as it has already instituted numerous, significant initiatives in support of the Mexican and Mexican American Community, which will serve as a strong foundation for the Institute.

The College of Staten Island is invested in the success of this initiative as several of its faculty members served on the Faculty Initiative for Mexican Studies, which was actively involved in the development of the proposal. Moreover, the creation of the Institute is consistent with the College of Staten Island's Mission Statement, which reinforces our commitment to the highest standards in teaching, research, and scholarship, while simultaneously embracing our commitment to diversity, civic-mindedness, and nurturing responsible citizens for our city, country, and the world.

In closing, let me thank you for allowing me the opportunity to express support for the establishment of the CUNY-wide Mexican Studies Institute, and we greatly look forward to the prospect of future collaborations with the Institute.

Sincerely,

Tomás D. Morales, PhD
President

November 15, 2011

Dr. Ricardo Fernandez
President
Herbert H. Lehman College
250 Bedford Park Blvd. West
Bronx, NY 10468

Dear President Fernandez,

It is my pleasure to endorse the proposal developed by Lehman College for the establishment of a CUNY-wide Mexican Studies Institute. Baruch faculty in all three of our schools (business, arts and sciences and public affairs) are actively engaged in teaching, outreach and scholarship on issues related to migration to New York City in general, and Mexican migration in particular. Thus, Baruch has substantial expertise in this area, and we would be pleased to cooperate with such an institute if it is established.

Yours sincerely,



Mitchel B. Wallerstein
President

2011 NOV -9 PM 3:1

Jeremy Travis
President

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November 7, 2011

Dr. Ricardo R. Fernández
President
Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

Dear Dr. Fernandez:

I am pleased, on behalf of John Jay College, to endorse the Faculty Initiative for the Formation of a CUNY-Wide Mexican Studies Institute to be housed at Lehman College. It is an initiative with foresight, one that anticipates the importance for our University of the booming Mexican presence in our city and the need to better understand the realities of the home country, the process of migration, and the adjustment of the Mexican population to life in New York City. As a college committed to issues of justice, both in New York City and internationally, it is appropriate that John Jay College of Criminal Justice participate in this endeavor.

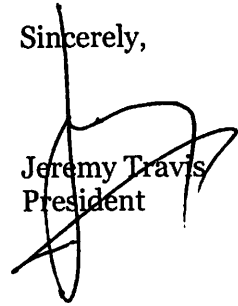
At John Jay, we have recently placed a priority on the development of our Latin American and Latina/o Studies (LLS) Department. Three of our new Assistant Professors in that Department have primary research interests on Mexico and the Mexican community in the U.S.: Isabel Martínez, Belinda Rincón, and Brian Montes. Isabel and the Chair of the Department, Lisandro Pérez, attended the initial planning meeting of the initiative and have been supportive of the development of the proposed institute. They are listed among the affiliated faculty in the proposal.

Dr. Isabel Martínez' transnational research focuses on Mexican youth and their transitions into adulthood, both in Mexico and New York City. She is also currently a member of a transnational research team spanning across Mexico, Canada and the United States that will examine the effects of NAFTA on the lives of Mexican young adults. Dr. Brian Montes' research examines the memory, through discourse and performance, of Yucatán's Caste War from the perspective of the native indigenous Maya within the municipality of Felipe Carrillo Puerto in Quintana Roo, Mexico. Dr. Belinda L. Rincón specializes in Chicana/o literary and cultural studies and is currently completing a manuscript entitled *War, Gender and State Formation: Chicana War Stories from the Mexican Revolution to the War on Terror* which examines Chicana writers, artists, and activists whose work on war and militarism critically engage with the histories of war and the militarization of culture and gender relations.

In addition, several LLS faculty are and will, in the future, collaborate with educational institutions situated on the U.S. –Mexico border. Through the Office of the First Year Experience, Dr. Isabel Martínez has developed and is expanding a Global Learning Community with the University of Texas at El Paso's Entering Student Program. Additionally, as the University and College transitions to a General Education framework and develops its online-distance learning, this collaboration will be a significant component of both. As LLS is granted its major, it is foreseeable that the department will also expand its course offerings addressing issues of the Mexican diaspora based on the expertise of our faculty.

We are looking forward to the creation of the Institute and to having our faculty at John Jay collaborate with its successful development. The initiative promises to enhance the University's capacity in this critical area. I congratulate Lehman College for taking a leadership role in the creation of this Institute and please count on the continued support of our faculty with interests in this field.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Travis", is written over the typed name and title. The signature is stylized and somewhat abstract, with a large loop at the end.

Jeremy Travis
President

CONSULADO GENERAL DE MÉXICO

New York, NY, November 28th, 2011

To whom it may concern:

In 2005, the Consul General of Mexico in New York and the City University of New York (CUNY) signed a Memorandum of Understanding which resulted in the formation of the CUNY Working Task Force on Strengthening Educational Opportunities for the Mexican and Mexican-American Community. This taskforce has been integral to the collaboration of the government of Mexico and the CUNY on a wealth of programming and activities to promote the enrollment and academic achievement of Mexican students.

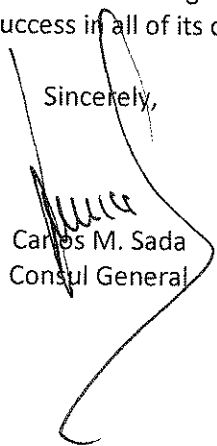
In addition, the work of the task force has gone above and beyond educational achievement narrowly defined to comprise attention to the broader needs of the community with certification of competences programs, leadership training, college fairs and college readiness programming, immigration consultancy for students, academic support, and now with the creation of a CUNY-wide Institute for Mexican Studies. This Institute has the potential of galvanizing the coordinated efforts of the taskforce and will serve as an umbrella organization that will incorporate and expand the work other segments civil society, academia, and the not-for-profit organizations working in favor of the Mexican community.

We at the Consulate are very proud to partner with CUNY on all of these efforts that heighten the contribution that members of the Mexican community make to the great city of New York and also promote the educational achievement and advancement of our community.

I am deeply committed to this work. One of the first things I did after being appointed Consul General in New York City was to inform the President of the Mexico of my intention to see the Institute realized. While I was Consul in Chicago, one of my proudest achievements was the foundation of the Friedrich Katz Center for Mexican Studies at the University of Chicago. It is my strong and abiding belief that partnerships between the country of origin and academic institutions is of profound benefit for all involved.

Therefore, I encourage CUNY to continue strengthening this endeavor and to take the next steps with the creation of a Mexican Studies Institute at Lehman College. On behalf of the government of Mexico, I pledge my support to make the Institute a success in all of its objectives and commitments.

Sincerely,


Carlos M. Sada
Consul General

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE CITY UNIVERSITY OF NEW YORK AND
THE CONSULATE GENERAL OF MEXICO IN NEW YORK

I. Purpose

The Mexican and Mexican-American Community is one of the largest and fastest-growing Latino immigrant groups in New York City. Meeting the increased educational needs in this vitally important community is an essential and timely priority.

The City University of New York (CUNY) has a long and proud history of serving immigrants and the children of immigrants with diverse learning needs and interests. The University welcomes the opportunity to match its resources to the unique educational needs of the Mexican and Mexican-American Community, ranging from the development of English language skills to the achievement of the GED High School Equivalency diploma to training certificate programs to traditional undergraduate and graduate degree programs.

Accordingly, CUNY and The Consulate General of Mexico in New York seek to establish a new collaboration that extends and enhances the access of New York City's Mexican and Mexican-American Community to the full array of educational opportunities available through CUNY and its constituent colleges.

II. Programmatic Objectives

This Memorandum of Understanding is to establish a series of collaboratively developed activities that will draw upon the resources and opportunities at CUNY to meet the educational needs of the Mexican and Mexican-American Community in New York City. These include the following initiatives:

1. Scholarship Assistance
 - College Scholarship Program: A new college scholarship program (to be named) will be established for students of Mexican descent. The scholarship program, funded by IME (Institute for Mexicans Abroad), an institution linked to the Mexican Ministry of Foreign Affairs that provides services and attention to the Mexican Community in the United States, will help support the enrollment of selected full time, freshman students at a CUNY college. Guidelines for the application process and the awarding of scholarships will be developed. The administration of the scholarship program and the selection of scholarship recipients will be carried out by a non-CUNY entity, to be determined. It is intended that the first scholarships will be awarded to students beginning their studies in Fall 2006.

2. Educational Outreach Activities

- Informational Materials: A range of informational materials, differentiated according to language ability, prior education and educational and life goals will be developed and disseminated throughout the Community. The purpose of these materials will be to publicize the availability of programs at CUNY, which range from English language acquisition/basic literacy to GED High School Equivalency preparation courses to training programs to undergraduate and graduate degree program offerings. The materials will serve to assist members of the Community in determining and selecting courses of study appropriate to their interests and needs.
- Si Se Puede! Con CUNY Campaign: A communications campaign will be undertaken, designed to assure Community members that there is a place for them at CUNY. The campaign--radio, TV and print-- will draw upon testimonials of successful Mexican and Mexican-American CUNY students. Such testimonials will help others see themselves as welcome members of the CUNY community, a multi-faceted university system committed to helping them meet their educational and career goals.
- Community Outreach: CUNY's Office of Admissions Services will provide specially focused outreach events to New York City high schools enrolling large numbers of Mexican and Mexican-American students and appropriate community-based organizations. This outreach will be strengthened by the involvement of Mexican and Mexican-American CUNY students, faculty, staff and alumni in the provision of mentoring and assistance. These community outreach efforts will culminate in an event at which representatives from CUNY extend welcome and encouragement to future students from Mexico.
- CUNY Ambassador Training: CUNY will provide ongoing training to members of appropriate community-based organizations and churches to serve as expert liaisons between the Community and the CUNY Office of Admissions Services. This cadre of trained admissions liaisons will conduct initial assessments of educational needs and provide basic admissions assistance and referrals to CUNY's Office of Admissions Services.
- Adult Literacy/English as a Second Language/GED Services: CUNY offers a range of learning options for both matriculated and non-matriculated students that lead to English language proficiency and the achievement of a GED high school diploma. Through the outreach efforts described above, it is anticipated that greater numbers of Community members will avail themselves of these services. Assistance will be provided to facilitate the

enrollment of members of the Community for whom this instruction is appropriate.

- Liaison Functions: The Consulate General of Mexico will serve as a liaison between Mexican higher education institutions interested in establishing exchange and collaborative initiatives, particularly with but not limited to CUNY, and the Mexican and Mexican-American Community of New York City.
- Other High School Achievement Opportunities: CUNY and The Consulate General of Mexico in New York will explore the creation of academic alternatives for the Mexican and Mexican-American Community, such as a high school diploma sanctioned by the Mexican educational authorities. In this regard, The National Autonomous University of Mexico (UNAM) will explore the possibility of an additional tier for those students who wish to obtain a Mexican high school diploma, enabling them to pursue their academic interests in either country. UNAM and CUNY will determine the demand for such a diploma program as well as the feasibility of its implementation.

3. Community Leadership Development

- Training of Community Leaders: The CUNY School of Professional Studies, in collaboration with the American Jewish Committee, will offer a 12-14 hour leadership training seminar for 25-30 new and emerging Mexican and Mexican-American community leaders. The curricula will include the development of advocacy, public relations and communications skills. Successful completion of the seminar will result in the awarding of a certificate.

4. Opportunities for Scholars

- Special Scholar Recruitment: CUNY will enhance outreach and encourage the enrollment of greater numbers of Mexican and Mexican-American students with strong academic backgrounds and exceptional promise. Special efforts will be made to recruit students to such programs as the CUNY Honors College, campus-based honors programs, the Sophie Davis School of Biomedical Education, the CUNY School of Law and the new Graduate School of Journalism.

5. Internet Website

- Website Development: A bilingual website will be jointly developed by CUNY and The Consulate General of Mexico. The purpose of the website will be to provide up-to-date, customized information to the Community about the range of educational initiatives available through CUNY. Such elements as interactive question/answer formats, inspirational video clips of CUNY's

students of Mexican descent, directories of English language and GED classes and self-directed learning opportunities would be included in the website.

III. Program Support

As the relationship between CUNY and The Consulate General of Mexico grows, it is anticipated that a range of future collaborative initiatives will be identified and undertaken. CUNY and The Consulate General of Mexico will work together to seek external resources as needed to fund the currently proposed initiatives as well as other initiatives that may emerge through the collaboration.

IV. Acceptance of this Memorandum

We, the undersigned, validate and accept this Memorandum of Understanding. We understand that this unique partnership is voluntary and subject to ongoing review and consideration by both parties and may be terminated by either party at any time. It is our intention, however, to develop and implement a model of collaboration that will help the members of the Mexican and Mexican-American Community that we jointly serve to realize their educational aspirations, objectives and dreams.

Matthew Goldstein
Chancellor
The City University of New York
535 East 80th Street
New York, NY 10021

Arturo Sarukhan
Consul General
The Consulate General of Mexico in
New York
7 East 39th Street
New York, NY 10013

**The Bronx Institute, Lehman College (CUNY) Presents:
“New Immigrants in the Bronx: Creating Urban and Ethnic Spaces”
May 12, 2006 @ East Dining Room, Music Building**

Coffee/Registration: 8:45-9:30 a.m.

9:30: The Bronx in Transition: Physical and Social Aspects

Moderator: Dr. Carlos Vargas Ramos, Center for Puerto Rican Studies, Hunter College
Dr. William Bosworth, Lehman College Bronx Data Center, “Defining Immigration in the Bronx: Race, Ethnicity, and Citizenship”

Commentator: Dart Westphal, President, Mosholu Preservation Corporation

Prof. Allan Wernick, CUNY Citizenship and Naturalization Project, “Federal Law, Public Policy, and Challenges for Contemporary Immigrants”

Commentator: Edward Juarez-Pagliocco, Executive Director, International Immigrants Foundation

Professor Jerome Kruse (Emeritus), Sociology, Brooklyn College, “Economic Development and the Future of Belmont: Images and Interpretations”

Commentator: Alfred Placeres, Chair, New York State Federation of Hispanic Chambers of Commerce

Prof. Evelyn Gonzalez, History, William Patterson University, “Immigration and Changing Cityscapes: Social and Historical Aspects of Bronx Housing”

Commentator: Javier Valdes, Special Projects Coordinator, New York Immigration Coalition

12:30 p.m.: Lunch

1:30: Immigrant Health Care, Religion, and Culture

Moderator: Dr. David A. Badillo, Research Director, Bronx Institute

Dr. Ram Kairam, Chief of Pediatric Medicine, Bronx Lebanon Hospital, “Social and Cultural Backdrops for Diagnosis and Treatment of Diseases”

Commentator: Joann Casado, Executive Director, Bronx Healthlink

Brother Joel Magallán, S.J., Executive Director, Asociación Tepeyac de Nueva York, “Mexican Immigrants and Neighborhood Services in the South Bronx: Civil Rights Aspects”

Commentator: Raymond Quiñones, Lay Leader, Holy Family Parish

Rev. Ebenezer Adarkwah, Pastor, Christ Pentecostal International Church, “Pentecostalism and Competing Religious Traditions among West Africans”

Commentator: Prof. Mark Naison, Bronx African American History Project, Fordham University

German Cayetano, “Transplanted Cultures and the Diaspora of the Garifuna Peoples”

Commentator: Prof. Thomas Ihde, Director, CUNY Institute for Irish American Studies, Lehman College



**Mexican Immigrants in New York City: Profiles of a Migration
A Lehman-CUNY Sponsored Invitational Conference
(Co-Sponsored by the NYC Mexican Consul General's Office)
Friday, October 20, 2006
Newman Conference Center, Baruch College (CUNY)
151 East 25th Street, 7th Floor, New York, NY**

Continental Breakfast/Registration: 8:30-9:15 a.m. (Lounge Area)

9:15 a.m.: Welcome and Introductions:

President Ricardo R. Fernandez, Lehman College

Senior Vice Chancellor Jay Hershenson, City University of New York Greetings from
CUNY Trustee John Bonnici

Special Acknowledgment/Greetings:

Hon. Ramon Xilotl, New York Consul General, Republic of Mexico

I. Local Challenges of the Mexican Diaspora (9:30 -11:30 a.m.)

Moderator: Dr. Hector R. Cordero-Guzman, Chair, Black and Hispanic Studies Department,
Baruch College

Speakers:

Ms. Alexandra Delano, Mexican Consulate, "Mexico's Migration Policies: Achievements and
Challenges"

Dr. Carlos Arce, Founder, NuStats, Austin, Texas, "Expectations and Realities: The Mexican
Experience in New York"

Dr. Peter Lobo, Deputy Director, Population Division, New York City Department of City
Planning, "The Demography of Mexican New York"

Mr. Joel Magallan, Executive Director, Asociacion Tepeyac de Nueva York, "Mexican
Immigrant Contributions to Small Businesses and the NYC economy"

Commentator: Dr. Nancy Foner, Sociology Department, CUNY Graduate Center

Lunch [with recognition of NYC Mexican community organizations] 11:30 - 12:30 p.m.

**II. ¡Si Se Puede!: Forum on CUNY Mexican Students and Alternative Educational
Futures**

(12:30-1:30 p.m.)

Moderator: **Dr. Robert C. Smith**, School of Public Affairs, Baruch College

III. Creating and Binding Communities (1:30 - 3:30 p.m.)

Moderator: **Dr. David A. Badillo**, Research Director, Bronx Institute, Lehman College

Speakers:

Ms. Tamar Jacoby, Senior Fellow, Manhattan Institute for Policy Research, "Puebla York:
Circularity and US Immigration Policy"

Mr. David R. Ayon, Senior Research Associate, Center for the Study of Los Angeles,
Loyola Marymount University, "Migrant Organization and Mexican Policy"

Dr. Alyshia Galvez, Faculty Fellow, Center for Latin American and Caribbean Studies, New
York University, "Religion and Politics in the Making of Transnational Identity"

Commentator: **Dr. Herminio Martinez**, Executive Director, Bronx Institute, Lehman College

Reception: 3:30 - 5:00 p.m. (7th Floor Faculty lounge area)

"The Mexican Diaspora in New York City: New Identities, Old Challenges"

Baruch College: Friday, March 19, 2010

Newman Conference Center, Baruch College (CUNY)

151 East 25th Street (between Third and Lexington Avenues) 7th Floor, New York, NY

Co-Sponsored by CUNY Working Task Force on Strengthening Educational Opportunities for the Mexican and Mexican American Community

The Consul General of Mexico in New York City

Department of Latin American and Puerto Rican Studies, Lehman College

This invitational conference organized by the CUNY Working Task Force on Strengthening Educational Opportunities for the Mexican and Mexican American Community and co-sponsored by the Mexican Consulate of New York will update the social, demographic, and historical developments of CUNY's ongoing work with Mexican immigrants. It will include two morning sessions—including a talk by Professor Miguel A. Olivas of the University of Houston Law Center, who will discuss the progress and ramifications of the DREAM Act in Congress and its impact on undocumented students nationally, followed by panel discussions and presentations on the local effects of Mexican migration. The afternoon session will examine present and future CUNY Task Force initiatives in conjunction with the work of migrant organizations.

Anyone interested should contact Jesus Perez Jperez@brooklyn.cuny.edu

Coffee/Continental Breakfast **8:30 am**

Introduction/Welcome **9:30 am**

Hon. Jay Hershenson, Senior Vice Chancellor, City University of New York

Hon. Rubén Beltrán, Consul General, Republic of Mexico

I. The Big Picture: Higher Education and the Law 9:45 am

Michael A. Olivas, Bates Distinguished Professor, University of Houston Law Center, "The Political Economy of the DREAM Act and the Legislative Process: A Case Study of Comprehensive Immigration Reform"

Comment: Dr. Ricardo Fernández, Lehman College President; Professor Jenny Rivera, Director of the Center on Latino and Latina Rights and Equality, CUNY Law School

II. Mexican Migration and Settlement in NYC 11:30 am

Professor Allan Wernick, Director, CUNY Citizenship & Immigration Project, Baruch College, "An Update on Local Immigration Reform Efforts"

Professor Laird Bergad, Director of the Center for Latin American, Caribbean, and Latino Studies, CUNY Graduate Center, "Demographic, Social, and Economic Transformations among New York City's Mexican Population, 1990 - 2008"

Professor Milagros Ricourt, Lehman College, "From Santa Ana Tecolapa to Sunset Park"

Comment: Professor Alyshia Gálvez, Lehman College; Professor Alexandra Délano, New School for Social Research

III. Lunch/Acknowledgment of Leaders of NYC Mexican Migrant Organizations 12:30 pm

IV. A. Roundtable Discussion: Prescriptions and Solutions 1:00 pm

Joel Magallan, Asociación Tepeyac de Nueva York;

Manuel Castro, Comisión Estatal del Inmigrante Poblano;

Jesús Pérez, Coordinator CUNY Working Task Force;

Dr. Gabriel Rincon, President of Mixteca organization;

B. The Mexican Consulate in New York and its involvement in the CUNY Working Task Force on Strengthening the Educational Opportunities for the Mexican and Mexican American Community

Gaspar Orozco, Mexican Consulate

2:00-3:30 pm

V. Reception

3:30-5 pm

Acknowledgements:

Special thanks to Senior Vice-Chancellor Jay Hershenson and the Office of University Relations

Ambassador Ruben Beltran, Consul Gaspar Orozco, and the staff of the Mexican Consulate in New York

Additional thanks to all conference presenters: Professor Michael Olivas, Professor Ricardo Fernández, Professor Allan Wernick, Professor Laird Berfad, Professor Milagros Ricourt, Professor Jenny Rivera, Professor Alexandra Delano. Participating Mexican migrant organizations of the New York region; To all those for helping to organize the event: Jesús Pérez, Lissec Medrano, Barbara Pacheco, Alyshia Gálvez, and the Lehman College Latin American and Puerto Rican Studies Department.

Professor David A. Badillo, Lehman College
Conference Coordinator/Organizer

NY City Tech Program with the Consulate of Mexico¹

Providing Career Ladders in Hospitality-Related Fields to the Mexican Population of New York

Throughout the Nineteenth and Twentieth Century, new immigrant groups into New York City have used career ladders in available professional fields, often relying on kin-based networks for creating entrée. The identification of ethnic groups with employment niches is almost legendary: the Irish policeman or transit worker, the Italian barber, the German or Italian butcher, more recently the Korean green grocer and the Central American florist. While groups pass through occupations (try to find an Irish cabbie today!) and while kin and countrymen can often be exploitative employers, footholds allow new immigrants to create and ascend career ladders to the middle class.

Every observation and all conventional wisdom speak to a concentration of the rapidly growing Mexican-identified population of New York in the hospitality sector, most especially in restaurant employment. However, given the low wages in the largest part of the food preparation field – in the service sector in general! – and the difficulty in securing the advanced techniques and the management skills necessary to advance professionally, a program to provide the Mexican-identified population with sophisticated skills in areas important to the hospitality sector has the potential of having an enormous impact on its participants.

The population to be served is not only large and growing, it is also quite diverse. The range extends from the new immigrant with an advanced degree seeking to retool for a new career, to the individual with little or no English language skills and limited formal education, trapped in a position at minimum wage or below, on or off the books. The majority probably falls between these two extremes. We envision a program that would have entry points appropriate to each of these populations.

The path for the least well prepared is easy to define. It must start with language skills and numeracy, whether through CUNY's College Language Immersion Program (CLIP) or some similar vehicle, perhaps through the Brooklyn Educational Opportunity Center, when students are eligible. This could logically be followed by GED preparation, available through BEOC or the City Tech Division of Continuing Education.

¹ This is the Initial proposal, but the program is now in its third year.

Similarly, the pathway into hospitality for the best prepared segment is clear. We would advise careful counseling and placement at the appropriate point into classes in the Hospitality Management associate degree program or in some cases directly into the baccalaureate program.

The focus of our planning has been on the large group between these two extremes. What we propose for this population has two goals: First, awarding of a certificate of completion acceptable as a stand-in for those awarded through the Mexican Secretaria de Educacion Publica; second, providing the participants with the skill set required to succeed in U.S. post-secondary education, most especially through the City Tech hospitality management program.

We envision a program that includes 135 Carnegie hours of instruction, divisible into three sections of 45 hours each. One segment of 45 hours is language instruction, with a strong focus on writing. Skill in written expression is fundamental to later academic success and is a valuable tool for professional advancement. The second 45-hour segment centers on computer literacy and career oriented mathematics. While calculus and trigonometry may not be terribly relevant to a career as a chef, a manager in a hospitality-related field had better have some familiarity with descriptive statistics and be able to understand a numbers-driven argument. The balance between these two skills segments can be varied, dependent upon the initial skill levels of the participants.

The third 45-hour segment will be an overview of the areas of hospitality, both to provide the student with a more global view and to allow for informed specialization, both in subsequent training and in employment. This segment should also include exposure to issues of management in hospitality and a strong orientation to customer service.

The integration of the three segments of this curriculum can take its form from the “learning communities” mode of college instruction. The third segment, the “content area,” will be the context for the acquisition of learning skills. This should both valorize the learning skills portion and facilitate success in the content area. Instructors in the skills areas will, wherever possible, use the Hospitality material presented as the focus of skills development. Through this contextualizing of skills development, we anticipate enhancing both skills level and content acquisition. This model has a high success rate at the college, increasing student persistence and performance.

A rough outline of the curriculum follows:

DRAFT

Introduction to Hospitality Management

(135 hours of instruction, learning laboratory and recitation)

Week One: Introduction to the program, assessment of skills

Week Two: Topic - Hospitality Spirit

Week Three: Topic - Travel and Tourism

Week Four: Topic - The Hotel Business

Week Five: Topic - Rooms Division Operation

Week Six: Topic - Food and Beverage Operations

Week Seven: Topic - The Restaurant Business

Week Eight: Topic - Restaurant Operations

Week Nine: Topic - Managed Services

Week Ten: Topic - Beverages

Week Eleven: Topic - Recreation, Theme Parks, Clubs and Gaming Entertainment

Week Twelve: Topic - Meetings, Conventions, Expositions and Special Events

Week Thirteen: Topic - Hospitality Marketing

Week Fourteen: Topic - H.R. Management, Accounting, Finance and Cost Control

Week Fifteen: Closing Summary

Class Format: The most ideal arrangement for this class would be three weekly sessions of three hours each. Should the work obligations of participants make this impractical, the same thing could be accomplished in two sessions of 4 ½ hours each, or even through some combination of classroom instruction with time in a learning laboratory, where bilingual tutors working in a coaching mode can be

available. Each classroom session would include lecture, discussion, in-class writing and tutorial assistance as needed. Initial assessment of students would determine the appropriate balance between the two skills modules, with that balance changing as student skill levels change. Our Division of Continuing Education has extensive experience in such assessment.

Logistical Issues: In general one would expect the credentials of a group recruited for a program such as this to be quite diverse. What we have outlined takes this diversity of preparation into consideration, with avenues appropriate for high, middle and low preparation. However, it might make sense for an initial pilot program to be deliberately more homogeneous, excluding those with the highest and the lowest skill level. Recruitment into the program will be an important consideration, and we should plan carefully to be sure we recruit a target population that will benefit from and be able to succeed at the material offered. Pre-testing will be much more important than the credentials that prospective participants offer.

A Possible Addition: It is possible that some portion of the students recruited into this program, whether in a pilot or in subsequent offerings, will not need the full skills development course described above. If there were a sufficient number of these students it might be possible to substitute preparation for the ServSafe exam for skills development hours. ServSafe is the major national training and certification for food safety. New York State law requires manager certification. That is, each food serving establishment must employ a certified manager/supervisor who supervises all food preparation activities during all hours of operation. To receive certification from the Dept. of Health, each person must successfully complete a course in food protection and pass an exam administered by the department. ServSafe is the recommended preparation for that exam. While it would add to the cost of the program, it would be an enormous benefit to students with skills sufficient to the task. It would, in effect, open the door to management positions.

Progression into the City Tech Degree Program in Hospitality Management: The instruction in Hospitality Management described above contains most of what is covered in the foundation class

HMGT 1101, Perspectives in Hospitality Management, a three-credit course that is pre-requisite to all subsequent classes in the major. It is not precisely the same course, and cannot be said to meet the writing-intensive requirements of that course. We would suggest that students completing this program could be invited to receive credit for HMGT 1101 by examination, something for which they should be well prepared by the end of the program. The developmental skills component of the program described here should help the student to satisfy all or most of the basic skills requirements for work at New York City College of Technology, in effect saving them what would be a minimum of a semester they would spend in remediation. If the Mexican Minister of Education were prepared to accept it, the same or a similar examination could be used for the certificate of occupational competence.

Placement: Given the wide range of skills and preparation likely to be found among students in this program, accurate initial placement will be a key to student success, as discussed above. The College will assume the responsibility for testing and assessing student readiness, and ensuring appropriate placement, through its Division of Continuing Education.

**COOPERATION AGREEMENT BETWEEN DE SECRETARY OF PUBLIC
EDUCATION OF THE UNITED MEXICAN STATES AND THE CITY UNIVERSITY OF
NEW YORK OF THE UNITED STATES OF AMERICA**

The Secretary of Public Education of the United Mexican States (SEP) and the City University of New York (CUNY) of the United States of America hereinafter referred to as the "Parties";

ENCOURAGED by the desire of strengthening the relations of friendship and cooperation between both institutions;

INTERESTED in the promotion of labor competencies certification of Mexicans in the City of New York, and assisting the academic, professional, and personal progress of this community;

AWARE of the joint collaborative efforts that the General Consulate of Mexico in New York and CUNY have developed to contribute to raise education of Mexicans in New York City;

DESIRING to maintain and improve mutual benefit links of friendship, understanding and existing cooperation between the two countries, and to establish a framework that sorts, strengthens and increases their relations in the field of education;

CONSIDERING the provisions of the Memorandum of Understanding on Education between the Government the United Mexican States and the Government of the United States of America signed in the city of Washington D.C. as of August 8, 1990, and of the Annex VIII to the aforementioned Memorandum signed in Mexico City, as of November 9, 2004;

Have agreed as follows:

**ARTICLE I
Objective**

The objective of the present agreement is to establish the legal framework of reference based on which the Parties will develop jointly cooperation activities aimed at promoting labor competency certification for the Mexican workers of the hospitality industry in the region of New York.

ARTICLE II Activities of Cooperation

For the appropriate fulfilling of the objective of this agreement, the parties will carry out the following cooperation activities:

- a. strengthen bilateral, educational and cultural cooperation between both education systems as well as the mutual understanding and respect between the communities of New York and Mexico;
- b. share information on needs for training and labor competencies certification of the Mexican population living in New York;
- c. support projects that benefit and enrich occupational training of the Mexican citizens living in New York;
- d. any other that the Parties agree.

ARTICLE III Specific Actions of Cooperation

- I. SEP will carry out the following activities:
 - a. disseminate the invitation to participate in the labor competencies certification program;
 - b. contribute with an amount of \$ 100,000.00 USD (one hundred thousand American dollars) for the development of the labor competencies certification program that will be carried out by CUNY.
- II. CUNY will carry out the following activities:
 - a. develop a labor competencies certification program for Mexicans who work at the hospitality industry in the region of New York, in order to recognize their skills.
 - b. include intensive English instruction with emphasis on writing and literature corresponding to the hospitality industry.
 - c. include the instruction of applied mathematics to the industry, as well as a basic computing course;
 - d. include a general portrayal of the hospitality industry with a service approach to the client;
 - e. provide the beneficiaries with the option to submit the national exam for the license in food management known as *Servsafe*;

- f. issue a certificate with curricular value that enables graduates to qualify, prior accreditation of a knowledge examination, to continue their higher education recognizing the academic credits obtained in the labor competencies certification program.

Both parties shall decide, on common agreement, the characteristics of the invitation and the details of the program of instruction.

ARTICLE IV

Mechanism of Coordination, Evaluation and Follow up

For monitoring and coordination of the cooperation actions planned in this Agreement a Surveillance Committee coordinated by both parties shall be established, which will be integrated by the same number of representatives from each of the Parties and will assess, analyze, review and approve the proper functioning of the present Agreement, acting as coordinators the following areas:

- As for SEP, the Direction General for International Relations is designated.

As for CUNY, the New York City College of Technology Office of Assessment and Institutional Research, and the members of the Hospitality Program Subcommittee of the CUNY Working Task Force on Strengthening Educational Opportunities for the Mexican and Mexican-American Community, are designed.

The Surveillance Committee shall meet alternately in Mexico and in New York in the date agreed by the Parties, and will be chaired in a rotation manner for a period of six (6) months, by the persons designated in common agreement.

ARTICLE V

Financing

The Parties will finance the activities referred to in this agreement with the resources allocated in their respective budgets, in accordance with their availability and their applicable national legislation. Each Party shall cover the expenses related to their participation, except in the case that alternating financing mechanisms may be used for specific activities, as considered appropriate.

The Parties may always that deem necessary to seek financial support from external sources, such as international agencies and third countries, for the implementation of the collaborative activities set forth in this Agreement.

ARTICLE VI

Protection of the Information

Without prejudice to provisions of applicable national law in each of the Parties, the information exchanged within the framework of this agreement does not may be published or transferred to a third party without the prior written authorization of the party providing such information.

The Parties shall protect the integrity of information exchanged under the auspices of this agreement, in accordance with their applicable national legislation.

ARTICLE VII

Intellectual Property

The Parties shall ensure a proper and effective protection of intellectual property created or derived from the actions of cooperation occurred in the framework of this agreement, in accordance with their applicable national legislation.

ARTICLE VIII

Working Relations

The staff designated by each Party will continue under the direction and dependence of the institution that he/she belongs, so new labor relations will not be created with the Other, and in no case any of them shall be considered as solidarity or substitute employers.

ARTICLE IX

Admittance and Departure of Employees

The staff sent by a Party to the Other shall submit at the place of its occupation to the provisions of applicable national legislation in the host country, and to the provisions, rules and regulations of the institution in which he/she will be occupied. This staff may not carry out other activities different from its duties, nor may receive any remuneration other than the established, without the prior authorization of the competent authorities.

**ARTICLE X
Insurance**

The Parties shall promote that their participant staff in all cooperation activities holds a medical, personal injury and life insurance, as of a sinister derivative of the development of the cooperation activities of this Agreement occurs, which merits damage repair or compensation, can be covered by the corresponding insurance institution.

**ARTICLE XI
Solution of Controversies**

The differences arising from the interpretation or application of this legal instrument shall be resolved on mutual agreement by the Parties and in writing through its Surveillance Committee.

**ARTICLE XII
Final Dispositions**

This agreement will take effect on the date signed and will be valid for two (2) years, extendable for periods of equal duration, prior assessment, unless either Party express their desire to terminate it by written communication addressed to the other with six (6) months of advance.

This agreement may be amended by mutual consent of the Parties, formalized by means of written communications in which the date of entry into force of such changes is specified.

The early termination of this Agreement will not affect the conclusion of the cooperative actions that had been formalized during the time the Agreement was valid.

Signed in the City of New York, on the 4th of September of the year two thousand and nine, in two original copies in English and Spanish, both texts being equally authentic.

**FOR THE SECRETARY OF PUBLIC
EDUCATION OF THE UNITED MEXICAN
STATES**

**FOR THE CITY UNIVERSITY OF NEW
YORK OF THE UNITED STATES OF
AMERICA**

**Alonso Lujambio Irazábal
Secretary**

**Matthew Goldstein
Chancellor**

Consulado General de México en NY, CUNY & NYC DOE
Reunión en *The Tweed Courthouse*
Jueves 13 de Mayo de 2010
3:00-4:00 PM

- El viernes 14 de mayo tuvo lugar una reunión de trabajo en las oficinas del Departamento de Educación de la ciudad de Nueva York (DOE-NYC), misma que fue presidida por Laura Rodríguez, *Chief Achievement Officer for Students with Disabilities and English Language Learners* del DOE; Jay Hershenson, *Vice Chancellor for University Relations and Secretary of the Board of Trustees of CUNY*; y Gaspar Orozco, por parte de este Consulado. Participaron también otros representantes del Consulado, CUNY y del mismo DOE.
- El motivo de este encuentro fue explorar las posibilidades de colaboración conjunta en torno a la promoción de los servicios de educación superior para estudiantes mexicanos egresados de High School en las escuelas públicas de esta ciudad. Se trató de una primera reunión de reconocimiento que, desde la perspectiva de los miembros del *Taskforce* (Consulado y CUNY), permitió medir la voluntad política de colaboración por parte del DOE, toda vez que a lo largo de los últimos años dicho Departamento no había compartido información sobre la presencia de la comunidad mexicana en el sistema de educación pública de la ciudad.
- En este sentido, resultó por demás satisfactorio que a lo largo del encuentro se reconociera el paralelismo entre el trabajo que realiza esta instancia del DOE y el que ha venido desarrollando el *Taskforce*. La dinámica de la reunión, entonces, giró en torno a un diálogo acerca de lo que cada participante conoce sobre la presencia y el desempeño de los mexicanos en el sistema escolar (K-12), así como de las prioridades que cada participante observa para superar el rezago educativo de la comunidad mexicana en la ciudad.
- Los resultados de esta reunión son positivos. Si bien todavía no se habló de una colaboración institucional, el encuentro superó un impasse que imposibilitaba el acceso a información valiosa para focalizar la agenda del *Taskforce* y, en última instancia, para instrumentar políticas públicas en distintas áreas, no sólo de educación sino también de documentación de mexicanos y otras, toda vez que con esta información será posible saber con más precisión en qué zonas de la ciudad se encuentra concentrada la comunidad mexicana.
- En estos momentos nos encontramos a la espera de que el DOE envíe oficialmente los datos estadísticos que se mencionan. Tomando en cuenta que CUNY solicitó oficialmente la reunión, la oficina del Vice-Canciller Hershenson se encargará de realizar la solicitud formal del documento: *Performance Data and Demographics for Mexican Students*.

- Sin embargo, aunque en su momento se hará más precisa la presentación de los contenidos de este documento, fue posible captar algunos datos relevantes que se comentaron en la reunión:
 1. Del millón de estudiantes K-12 de la ciudad, 1.2% (unos 13,000) son mexicanos
 2. Ello coloca a la comunidad mexicana en el séptimo lugar en presencia entre los grupos minoritarios de la ciudad
 3. Existen 8000 mexicanos que se consideran ELL (English Language Learners), y al momento se tienen registrados 5000 graduados de ELL.
 4. Los niños mexicanos se concentran, en este orden, en los siguientes lugares: a) Queens (distritos 24 y 30); b) Bronx (distrito 10); c) Staten Island (distrito 31); d) Brooklyn (distrito 20)
 5. Los mexicanos en promedio muestran un nivel de deserción menor al promedio (53.5% vis-a-vis 68%)
 6. 38% de los mexicanos se tardan más de 3 años en concluir el High School, en comparación del 20% de rezagados promedio
 7. En el nivel elemental (K-6), los mexicanos que han dejado de ser ELL tienen un mejor desempeño que los mexicanos que nunca fueron ELL (es decir, para quienes el inglés es su idioma principal en la escuela), en particular en el área de matemáticas
- La reunión concluyó con invitación abierta a futuras instancias de colaboración. Se hizo mención, en particular, de la reunión mensual de la oficina de *Family Engagement* (a la que fue invitado el Consulado a colocar una mesa de información el 3 de julio próximo), y la incorporación del *Taskforce* en el programa *Learning Leaders* del Bronx

Atentamente,

Gaspar Orozco
Cónsul de Asuntos Comunitarios