

# salute to scholars

## Reform and Rigor in CUNY's Common Core

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## High-Quality Day Care for Mom-and-Dad Students

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# CUNY RISING 5 IN THE FALL



**1** The New Community College at CUNY, an exciting new college opens in the center of midtown Manhattan at 50 West 40th Street, overlooking Bryant Park. The first entering class will be 300 students.



**2** Lehman College's 69,000 sq. ft. New Science Facility, Phase I, showcases its strength in plant science teaching and research with high-tech sustainable laboratories, science learning centers and offices.



**3** The new 390,000 sq. ft. Fiterman Hall at Borough of Manhattan Community College replaces the one lost on 9/11, with new classrooms, instructional and computer labs, an art gallery and café.



**4** Bronx Community College's, 98,000 sq. ft. North Instructional Building and Library, provides classrooms, a library, a café, a two-story commons, study rooms and lounges.



**5** CUNY Law School moves to 2 Court Square, an environmentally green building in Long Island City with 260,000 sq. ft. of classrooms, library, law clinic, moot court, an auditorium and offices.

**D**ESIGNED TO INSPIRE INQUIRY AND INNOVATION, five new, state-of-the-art education hubs — part of The City University of New York's capital program to upgrade and build facilities to meet record enrollments and 21st-century needs — open their doors this fall. CUNY's construction program is a job-creating economic engine for New York, responsible for nearly 20 percent of all construction in New York City.

— Matthew Goldstein, Chancellor

Visit [www.cuny.edu/admissions](http://www.cuny.edu/admissions) for more info.



# salute to scholars

A PUBLICATION OF THE CITY UNIVERSITY OF NEW YORK

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## Guiding a University's Evolution

**U**NIVERSITIES are organic entities — they evolve and change, shedding and acquiring over time as they determine how best to advance students' learning and enhance their own capacity to prepare a skilled citizenry. That process of assessment is critical to a large, complex institution like The City University of New York. Meeting the needs of a diverse student body, while contributing to the well-being of our city and state, requires constant evaluation of programs, policies and practices. This is particularly true today, when an environment of economic volatility, rapidly changing technologies and globalization has provoked urgent questions about traditional models of public higher education.

For example, as public support for public higher education has declined across the country, forcing increases in tuition, how will institutions maintain access and ensure the availability of financial aid, so that students of all means can participate in the innovation economy? As global competition increases, how do colleges reinforce to citizens the importance of learning critical thinking, analytical judgment and strong communication skills, and how can they work with K-12 schools to ensure rigorous preparation of all students?

We need to ask whether our institutions truly have a global orientation and are enabling students to contribute to an international marketplace of ideas and services. And we need to question how we deliver that education. Technology is changing how we interact with others, how we access information, and even how we think and analyze. What does that mean to our longtime models of instruction, performance measurement, and shared learning outcomes?

Over the last several years, CUNY's process of examination and assessment has led to a number of creative initiatives, from the development of the Macaulay Honors College to the launch of online baccalaureate degrees to the inception of the Accelerated Study in Associate Programs (ASAP) model. More recently, the adoption of a predictable

tuition policy by the state — which helps families plan for college costs and ensures the availability of financial aid — is a historic change that recognizes public higher education's essential role in the future of New York State. The University's Pathways initiative to create a core curriculum that will streamline transfers and enhance the quality of general education across the University is also part of our effort to maintain academic rigor and relevancy well into the 21st century.

The work under way on CUNY's 2012-2016 Master Plan also reflects our ongoing process of self-assessment. Required by the state, the plan provides an academic blueprint for the next four years, detailing our priorities and describing the University's strategy to provide an education that offers a solid intellectual grounding within an inspired 21st century context. Developed in consultation with the entire University community, the Master Plan combines evaluative data with imaginative and forward-looking thinking to address the important questions faced by the CUNY system. Our collective answers to those questions — whether the role of undergraduate research, furthering the use of technology in teaching, or changing demographic patterns that will shape the future of CUNY — will guide not only the University's evolution but that of our students, New York's future leaders.



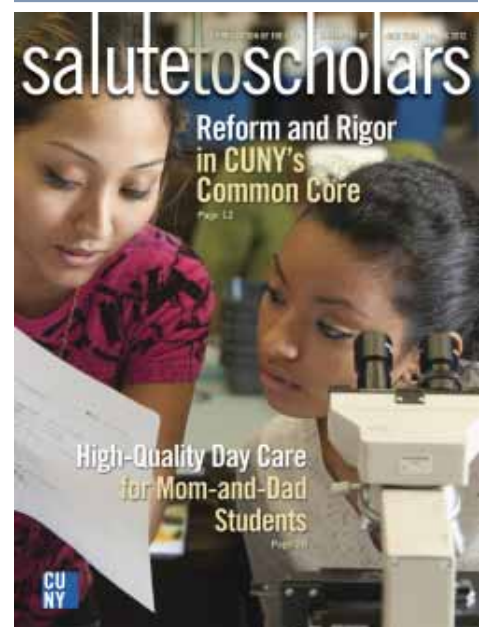
— Matthew Goldstein, *Chancellor*



*Matthew Goldstein*  
CHANCELLOR

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**ON THE COVER:** At The City University of New York, each college has traditionally set its own general education and graduation requirements — deciding which transfer credits to accept — even as CUNY has developed, functioned and been funded as an integrated university. Many students — particularly those moving from CUNY's community colleges to its senior colleges — have had previously earned credits rejected or downgraded to elective credit at their receiving schools, forcing them to expend more time, and sometimes money, to graduate. CUNY's sweeping new reform of general education will change all that. The initiative, Pathways to Degree Completion, will streamline general education requirements and transfers, speed completion of required courses, and enhance academic standards and transparency across the University, where transfer students now account for more than 50 percent of graduates at the senior colleges. The heart of the Pathways reform is a new, University-wide Common Core curriculum that has been hailed by renowned higher-education leaders as an innovative, national model for large public universities.



Landscape painter Daniel Hauben at work on BCC murals in his studio.

PHOTO BY PROF. DAVID KOENIGSTEIN, BRONX COMMUNITY COLLEGE, LIBRARY/BCC DEPT.

## CUNY At a Glance

The City University of New York is the nation's leading urban public university. **Founded in New York City in 1847**

### as The Free Academy,

the University has 24 institutions: 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies and the CUNY School of Public Health.

The University serves over

**271,000**

degree, credit students and

**269,808**

adult, continuing and professional education students.

College Now, the University's academic enrichment program,

is offered at CUNY campuses and

more than 300 high schools

throughout the five boroughs of

New York City. The University offers

online baccalaureate degrees through the

School of Professional Studies and an

individualized baccalaureate through

the CUNY Baccalaureate Degree.

More than 1 million visitors and 2 million

page views are served each month by

**www.cuny.edu**,

the University's website.

# BCC's 'Glorious Panoramas'

**F**OR MORE THAN A QUARTER CENTURY, award-winning landscape painter Daniel Hauben has set up his easel under elevated subway trains, at street corners and on overpasses, capturing the life of the Bronx on canvas and paper.

In the last two years, however, Hauben, 55, has stayed inside, working in his Riverdale studio to create monumental art pieces for the new, \$102-million, three-story North Hall and Library complex at Bronx Community College.

Twenty-two paintings that BCC associate professor of art Mary Jo Mazzella Ben-Nun described as "glorious panoramas of the Bronx" will be unveiled when the 98,600-square-foot buildings developed by New York architect Robert A.M. Stern, is dedicated in the fall.

Working in oil on two 10-by-5-foot and 20 5-by-1½-foot canvases, Hauben painted brilliant scenes from across the borough, including depictions of campus life with students and views of Yankee Stadium and the Harlem, Hudson and East River Bridges.

"I think of them as glorious panoramas of the Bronx," says Ben-Nun, who is also director of the Hall of Fame Art Gallery at the college.

The two major panels will be hung in the library's stairwell and the smaller pieces along a balcony overlooking the main reading room. In addition to the library, the new building will contain classrooms, offices and a café. With an enrollment of 11,500 and "the digital age upon us, we needed to expand," says Ben-Nun.

Hauben won a \$219,000 state-sponsored commission to do the work for the library in a 2008 competition. "He takes things you and I might not think interesting and makes us look at how exciting the world is right around us," says Ruth Bass, head of BCC's Art and Music Department and a member of the art committee headed by Dean of Administration and Finance David Taylor that selected Hauben as the finalist.

"I consider myself a landscape painter," says Bronx native Hauben, "and the landscape I'm most familiar with is the Bronx. I think it's rich with potential for being a reflection of how the world is changing."

“ . . . the landscape I'm most familiar with is the Bronx.

I think it's rich with potential

for being a reflection of how

the world is changing.”

— Daniel Hauben

Hauben, who remembers painting his first "cityscape" on his bedroom wall when he was 8, earned a Bachelor of Fine Arts from the School of Visual Arts in New York.

In 1988, Hauben — who travels and paints worldwide — had a solo show at Bronx Museum of the Arts. His works are in collections at the Museum of the City of New York, the New York Historical Society, the New York Public

Library and the Library of Congress. In March, he received the Poe Award for Literary and Artistic Excellence from the Bronx Historical Society.

For the past eight years, as an adjunct instructor, Hauben has taught a class in drawing in the architecture program at City College. "They let me do my thing," he says. Between the teaching and the commission, CUNY has played a big role in my life the last couple of years."

Go to [www.danielhauben.com](http://www.danielhauben.com) for a peek at panels that will be displayed in the library.



## A Rare Inside Look at Arts and Culture in Today's Cuba

**W**ITH THE U.S. GOVERNMENT'S relaxation of restrictions on travel to Cuba last year, 11 CUNY students were able to visit the island as part of CUNY's first-ever Cuban arts and culture program, in January

"Cuba is the only country in the world that Americans can't visit freely," says Katrin Hansing, Baruch College professor of Anthropology, who has been doing research on Cuban society for the past 15 years and organized the program. "I've been thinking about taking CUNY students there for so long, and I knew the changes were going to happen." So when they did, Hansing was ready to go.

Although the island is only 90 miles from Florida, Cuba has been largely off limits to Americans for more than 50 years. The Obama administration eased the travel restrictions in 2011 by allowing college students enrolled in a formal course of study, journalists, and people involved with religious organizations to travel to the communist country.

Organized by Baruch, the two-week program was open to all CUNY students. After lectures in New York, the students traveled to Havana where they took a three-credit course on contemporary Cuban arts and culture. In addition to lectures in the morning, the students made off-site trips in the afternoon to cultural and artistic events, including a Cuban jazz band rehearsal and a ballet performance.

For Richard Minaya, a media studies student at the College of Staten Island, Cuba has always figured



*CUNY students with professor Katrin Hansing (center) and members of the Ludwig Foundation on an old Soviet bus in Havana.*

high on his list of places to visit.

"I wanted to get into the country and see how it is," says Minaya. "It's different from the rest of the Caribbean, and it's the only country in the hemisphere that's communist. I wanted to know what it's like for an average person on the street. I realized how much more complex Cuba really is than I thought. They have freedoms that we don't think about, like free universities and free medical care."

The program was organized in conjunction with the Ludwig Foundation, a nongovernmental Cuban organization dedicated to fostering Cuba's contemporary arts and culture. CUNY students were paired with young Cubans working at the foundation and were provided

housing with Cuban families in Havana.

Ana Billingsley, a student at the Macaulay Honors College at Hunter College with a major in Africana Studies and a minor in public policy, says the program gave her a better understanding of cultural influences in contemporary Cuba.

"I felt immersed in Cuban culture," says Billingsley, who's also

a dancer with the Hunter College Dance Company. "We got to meet and interact with a lot of artists as opposed to just seeing their work. We went to the national ballet, we went to a rehearsal for the contemporary dance company, we went to hear music, and we went to a music rehearsal at someone's house."

The pilot program was one that Hansing hopes to continue during Winter Sessions and perhaps extend to a full semester.

"It was unique," says Hansing. "Students were integrated into Cuban life as much as you can be as a foreigner. It's hard to do that in a society that's pretty controlled. It was an unusual thing to happen."

**C**UNY has identified a burgeoning need to educate and support its rapidly growing number of students who have Autism Spectrum Disorders, and it hopes to become a national leader in providing a variety of higher education opportunities for these individuals.



In January, the private FAR Fund awarded the University a one-year, \$100,000 grant for a preliminary initiative called REACH:

**The grant will "empower CUNY to develop a replicable programming model on its campuses" to support these students, whose disability is not only widespread but often widely misunderstood.**

Autism, in its various manifestations is a neurobiological disorder, affecting an individual's communication, social skills and executive functions such as organizing and planning abilities. Sometimes it limits the ability

## REACHing Out To Students With Autism

to control certain behaviors. Often individuals with autism are intelligent but unable to demonstrate what they know. Proper educational techniques can help enormously. Even those with lower cognitive skills could benefit from continuing education and professional programs offered by CUNY, if accommodations are made. In turn, they could use their education to contribute to society.

According to federal statistics one in 88 children is diagnosed with Autism Spectrum Disorders, and "ASD" students now make up one of the fastest-growing groups of college students nationwide.

University Assistant Dean Christopher Rosa says that while at CUNY there is "lots of good will" regarding these students, resources and expertise need to be vastly improved. He envisions a training faculty and staff — and identifying among students "those who might serve as mentors or coaches." The grant was awarded in January, but Rosa was recently interviewed on the subject as the April commemoration of Autism Awareness Month — and CUNY Disability Month — approached.

Rosa says there are now 250 students throughout CUNY who have self-identified as having ASD. But he believes the number could be many times higher and growing. Alternately, he worries about the attrition rate among students on the spectrum. "I'm so impressed and humbled by students [with ASD] who continue to persist at CUNY."

## Baruch 'Quants' Ace International Contest

Students in Baruch College's Masters in Financial Engineering program are ready to trade on Wall Street. Two teams from the program won first and fourth places in the prestigious 2012 Rotman International Trading Competition, at the University of Toronto in February, vying with 48 other teams from 44 academic institutions. Last year Baruch placed third.

"It's simply a testimony of what we've known all along — employers do not just hire our students, they actively seek out our students," says Dan Stefanica, director of Baruch's MFE program. "The competition showcases the excellence of our students and it sends the right message, not only to prospective employers, but to those looking to study at Baruch, and to the entire world."

Competing teams engaged in simulated trading cases that closely mimic real-world financial markets. In one, a commodities case, they traded in spot oil, oil futures and oil products, and could lease storage, transport and refineries. During the case various profit opportunities appeared, like news-driven trading or price differences of oil in various physical locales. Another case involved two analysts with access to computers and spreadsheets, who communicated with two floor traders to trade index futures.

"This is one of the few competitions that are worth going to, and schools send their top talent," says Eugene Krel, an adjunct professor and Baruch College MFE '09 graduate, who coached the first-place team. "We have competitions internally at Baruch, so you know that you're facing the best people."

“... employers do not just hire our students, they actively seek out our students.”

— Dan Stefanica,  
Director of Baruch's MFE program



"Trading at the competition is a simulation, but it's very helpful for me if I want to find a trading job," says Zhou. The experience is useful "to understand the material in trading classes, how agents interact with each other and how the price moves around." Although trading jobs are hard to come by these days, Zhou hopes that the experience will lead to a quantitative-support job, a position that involves writing mathematical models to support the traders.

Stefanica says the Rotman competition gave students a taste of the highly competitive world of finance. "Getting a job in the financial industry is not to be taken for granted," he says. "You compete for one job with hundreds of people. You have to be competitive and prepared."

Each Baruch team had four students and even though teams from the same school were essentially competing against each other, they were also allowed to share information and strategy with each other. Krel, who took part in the competition in 2009 and now works for Quantitative Brokers, says he had been preparing students for the competition since September.

Zhechao Zhou, originally from China, attended Bard College before enrolling in Baruch's MFE program. She was in charge of writing strategy for two cases. Her team, which came in fourth, would look for signals in the spreadsheets she had created to decide what trade to make.



"The farming program teaches students about urban agriculture and organic-farming practices through hands-on experiences."



## KCC's Urban Farm Keeps Growing

THE LOCAVORE movement is enjoying ever more popularity in New York City, with urban farms, chicken coops and beehives cropping up around Brooklyn. And, at Kingsborough Community College, April is the first anniversary of its Urban Farm program — a commitment to sustainable food practices that has already altered the way students relate to their food.

"There is a change in judgment when students get to pick their own [produce] and when they are able to grow it, process it and taste it. And having a farm on campus seems like a natural extension of our culinary arts program because nothing replaces the value of watching food grow," says Babette Audant, the Kingsborough Community College Urban Farm director and assistant professor of Tourism and Hospitality.

The farming program teaches students about urban agriculture and organic-farming practices through hands-on experiences, says Audant. The half-acre farm features 30 raised-bed planters and yields crops like beets, carrots, tomatoes, string beans, chili peppers, and greens like kale, according to Audant. Much of the produce from the program — a joint venture with the Active Citizen Project — is sold at farmers' markets located in underserved communities in Brooklyn.

The farm also contributes produce to the culinary arts classes and the student-catering program.

Audant attributes the growing popularity of urban farming with people's growing interest in where their food comes from. "There is a desire to reconnect with our food and the farm is a testament of [Kingsborough's] commitment to sustainable practices like composting and buying and selling locally grown high-quality food," says Audant.

Though Audant considers the farm's produce organic, it is not USDA certified. "We have the same problem that many small farms do. We can't afford USDA [organic] certification because it's too expensive. It takes thousands of dollars and years of documentation. Our food is organic — we know that our farmer doesn't use chemicals," Audant insists. Practices used by KCC farmers such as planting marigolds and companion planting — growing different plants together with mutual benefits — help prevent bug infestations.

As the farm's second summer harvest approaches the future is bountiful, says Audant, who cites plans to add new farm beds for faculty, staff and students outside of the farming program. "Not to be greedy, but I can see justification for expansion in the future — there's room," says Audant, who would also like to see beehives and crops like berry plants and apple trees introduced on the farm.



Murphy Institute professor Stephanie Luce is lead author of the retail industry study.



## STUDY — DISCOUNTED JOBS: How Retailers Sell Workers Short



FOR DECADES, the retail industry provided many with a stable career path — with paid benefits and steady wage increases — but that's no longer the case, according to a recent study by CUNY's Murphy Institute and The Retail Action Project.

The study, *Discounted Jobs: How Retailers Sell Workers Short*, was based on 436 interviews with nonunion workers of large stores and national chains ranging from high-end fashion houses on Fifth Avenue to bargain-basement retailers on Fordham Road in the Bronx. It found that the median wage was \$9.50 an hour, and that the majority of employees work temporary or part-time hours and don't receive health insurance through their jobs. The researchers conducted on-site interviews at a wide range of retailers, including clothing, furniture, electronics and bookstores.

"Retail is a large sector and an important part of the economy. If we continue to pursue a policy of low-wage workers — with no benefits — for such a large portion of the country, our economy won't be able to sustain itself," says Stephanie Luce, the study's lead author and professor of labor relations at the Murphy Institute of CUNY's School of Professional Studies.

The study showed that half the workers surveyed earn less than \$10 an hour. Seven in 10 workers don't receive health benefits through their jobs. And only four in 10 were hired full time.

The study also found that despite the fact that women and people of color make up the majority of the retail workers, "they disproportionately face barriers to career advancement, benefits, and wage parity."

Women, who made up about 60 percent of workers surveyed, were less likely than men to be promoted or receive health coverage. The difference in benefits afforded white workers compared with minorities — about 80 percent of the study participants — was stark. About half the white workers received a raise and promotion after working six months while only about 40 percent of black workers and about 30 percent of Latino workers had similar opportunities.

One hundred years ago, jobs that are middle-class today had similar work conditions to the retail industry, says Luce. "Look at teachers or autoworkers — they were precarious low-wage jobs — in those cases workers formed unions. People thought those industries couldn't be changed, and yet we saw those become stable living-wage jobs.

# Brew, Re-Energize, Recycle



AMERICANS consume nearly 400 million cups of coffee a day, and the used coffee grounds that remain — like the leftovers of your Grande Skinny Caramel Macchiato — most often end up in the trash.

Researchers at the City College of New York have realized that our modern coffee culture could supply an abundant source of eco-friendly organic waste that could be used to eliminate some smelly environmental toxins.

Teresa Bandosz, professor of chemistry and chemical engineering, and her colleagues have developed an air filter made from leftover coffee grounds that can absorb hydrogen sulfide gas — the chemical emitted by raw sewage.

"Many people drink coffee and they accumulate waste that is just thrown away every day. And if you're environmentally conscious, you see how useful this waste can be," says Bandosz, who uses coffee waste as fertilizer in her home garden.

Hydrogen sulfide, which has the distinct and highly recognizable odor of rotten eggs, is a digestive gas found in high concentration in places such as water treatment plants and sewers. The toxin can overwhelm the human sense of smell, which can be deadly, says Bandosz. "When someone is exposed to high concentrations of hydrogen sulfide, the nose will stop detecting it ... There have been cases in which workers died of hydrogen sulfide exposure in sewer systems," says Bandosz, stressing the importance of developing improved filters.

To create a new filter, Bandosz and her colleagues carbonized old coffee grounds, essentially turning them into charcoal, much like the grains of charcoal packed into filtered tabletop water pitchers. They prepared a cocktail that included coffee grounds, water and zinc chloride, and dried and baked the mixture at temperatures as high as 800 degrees Celsius.

The process fills the newly carbonized coffee grounds with scores of minute holes, each roughly equivalent in width to

10 to 30 hydrogen atoms. These densely packed pores are decorated with nitrogen species, which help capture and transform hydrogen sulfide molecules that pass through. The coffee grounds, rich in caffeine, contain nitrogen, which boosts the odor-fighting power. The research, funded by the National Science Foundation and the Army Research Office, was published in the January 30, 2012, issue of the *Journal of Hazardous Materials*.

In the future, Bandosz plans to develop and test other environmentally sustainable materials to filter and eliminate pharmaceuticals from drinking water. "We'll use fish waste — when you buy fish and you ask them to fillet it, they remove the head and bones. That's the stuff we'll use, and also sewage sludge," says Bandosz, describing one of her latest studies funded by the Environmental Protection Agency.



CCNY professor Teresa Bandosz and colleagues developed an air filter from coffee grounds

**To create a new filter, Bandosz and her colleagues carbonized old coffee grounds, essentially turning them into charcoal, much like the grains of charcoal packed into filtered tabletop water pitchers.**





*Student Pengfei Lu helps Matt Huenerfauth analyze whether hands of animated signers move accurately.*

## Signposts That Digitally Aid the Deaf

By Cathy Rainone

**M**ATT Huenerfauth's Linguistic and Assistive Technologies Laboratory at Queens College is outfitted with spandex bodysuits with Wii-like sensors, spandex gloves that have little thin strips signaling precise joint movement and helmets containing eye trackers — motion-capture equipment that you'd find in a Hollywood animation studio.

But Huenerfauth, associate professor of computer science and linguistics, is not making animations for video games or 3D movies. He uses the equipment to digitize the movements of people performing American Sign Language, a language distinct from English with different word order, grammar and vocabulary.

There are more than half a million deaf people in the United States who are fluent in ASL, but half of deaf high school graduates read English at only a fourth-grade level. Much of the English text available online is too difficult for them to understand. Huenerfauth is hoping to improve access to websites for deaf people by creating software that can present information in a form of ASL computer animations.

"The state of the art in producing sign language animation is sort of where we were 30 to 40 years ago with computer synthesized speech, to the point where it's not really understandable at times for ASL users," says Huenerfauth, who's proficient in ASL. "They may not even be able to follow or understand what the message is because of the problems in

the speed in which the character moves or subtle ways with which their hand is turned or the timing of something just makes these messages not understandable."

Creating more accurate ASL computer animations is an elaborate process. It's not enough to just record the signs and stick them together to formulate a sentence, says Huenerfauth. ASL users convey important grammar information with facial expressions and use subtle hand movements to conjugate verbs or place things in space around them. Huenerfauth analyzes the recorded movements of ASL users and looks for these patterns to create more realistic virtual human characters that perform more realistic ASL movements.

"There are things that you can do in sign language that you can't even do in written or spoken languages," says Huenerfauth. "When you're signing, you actually point to places around you in space and you set up people, places or things that you're talking about at those locations, and the people you're conversing with will have to remember where you've

pointed to set up everything, and then they point to the same locations when they want to talk about those items later. For someone who's used to communicating in that way, the differences between that and written languages can be really profound."

A leading researcher in the field of computer accessibility and assistive technology for people with disabilities, Huenerfauth received a five-year Faculty Early Career Development Award in 2008 from the National Science Foundation to support his research on ASL. Huenerfauth recruits deaf people to record their ASL movements with a focus on a particular linguistic issue at a time, and he has deaf members on his research team who facilitate these research sessions. In the summer, students from deaf high schools in the area come to his lab to analyze these recordings and look for patterns as part of their research internships.

"We rely on them because they have been signing their whole life," says Huenerfauth. "They'll catch little bits of slang or things that would go by too fast for someone else to catch. There's slang and regional differences in ASL, there's dialect and accents. All these variations that are out there for all these spoken languages are there in sign languages, too."

Once data is analyzed, Huenerfauth uses software to create a mathematical model that explains how ASL users deal with a particular linguistic issue such as where they pause while signing.

"It's all about animations that match human patterns and coming up with a mathematical model that captures that pattern, says Huenerfauth. "The output of our lab is publishing papers that describe these mathematical patterns so that anyone who wants to make animations of ASL can incorporate any of these patterns into their own software and thereby make their animations more natural and more understandable."

**... Huenerfauth's lab is outfitted with spandex bodysuits with Wii-like sensors, spandex gloves that have little thin strips signaling precise joint movement and helmets containing eye trackers — motion-capture equipment that you'd find in a Hollywood animation studio.**



# 'Damnable Scribbler'

**M**AC WELLMAN may be the American theater's most perseverant renegade playwright. A cockeyed iconoclast, Wellman has never had much use for conventional notions of plot, character or even language. This could explain why he might be the most prolific playwright mainstream theatergoers have never heard of — as well as why he's been a fascination to critics, arts foundations and his students at Brooklyn College, where he's the Donald I. Fine Professor of Play Writing.

Wellman has been awarded three Obies, including one for lifetime achievement. He's also working with CUNY colleagues to find new ways to help MFA writing students offset tuition costs.

**Many have described you and your writing, but you've boiled it down to this: "Mac Wellman, Damnable Scribbler." At least that's what it says on your website.**

On my card, too. Around 1990, I wrote a play called "Sincerity Forever," about a bunch of Klansmen in full costume talking about love and romance and being very sweet. Jesus Christ appears as a black woman toward the end and gives them a lecture. I wrote it with a grant from the National Endowment for the Arts. Jesse Helms and a few others were trying to kill the NEA at the time, so I dedicated the play to him. This irritated a lot of people and caused kind of a stink on Capitol Hill, and the NEA asked me to take their name off the play. I made the letters back and forth with the NEA part of the published version of the play. Somewhere in there, I started calling myself "Damnable Scribbler."

**You've famously rejected things like plot and structure, at least as most people tend to understand them. What do you find objectionable?**

Writing for theater is very odd, because you make markings on a page and somebody else reads that page, gets up and does something, and that's supposed to make you feel something. It's very weird and complex. And there are just a ton of assumptions that are age-old about what this whole thing is about. Most plot and characters and what people mean when they refer to structure are just a set of clichés. Prospective students call and say, "Mr. Wellman, do you teach structure?" I say no, because structure is that part of a play that resembles some other play, usually a better one.

**You're known for writing characters who speak what you've proudly called "nonsense." What's that all about?**

If you listen to what people actually say in the world, many times it verges on incomprehensibility but in beautifully contradictory ways that we actually do understand. Many years ago, I read H.L. Mencken's book on the American language, and there's a section dealing with grammatical oddities from the 19th century. There's one — "If I hadda been, I mighta could" — which is completely bad grammar, but it captures something really true about the American spirit that you could not say in any other way. It's very hard to write anything good in the theater — I mean, you have to compete with Sophocles and Shakespeare. In other words, it's hopeless. So I began to do the opposite. I began to write badly. I had a legal pad, and I wrote one page of bad writing

every day for two and a half years. And I found out that my bad writing was much more speakable than my correct writing. It had a kind of wonderful rhetorical roll that my serious writing did not have.

**Are you ever concerned about your plays being accessible?**

What I think accessible means to people is that they have already heard it. No, I don't want to do something they have already heard. I want to give them an experience that might be a little unfamiliar. The best theater has always surprised you, I think, rather than reassured you.

**What was your first play?**

Oh, I don't even know anymore. My first plays were done in Holland as radio plays, because I met a Dutch director who got me commissioned to write for Dutch radio.

**It wasn't until you were in your mid-40s that you got any real attention from the theater establishment. What was the breakthrough?**

In 1989, I wrote a small play called "Bad Penny," and it was performed in Central Park and got a very good review in The Times. Also from the downtown critics, who were more influential than they are today. And all of a sudden doors started opening, and I could do kind of what I wanted.

**What makes you passionate these days?**

A while ago, I started to notice I was losing students who just freaked out because they couldn't afford \$2,000 a month to live in New York City. So one of the projects I'm working on now is tuition abatement for all CUNY creative writing MFAs. If you get an MFA in poetry, you are not going to make a living. It is insane to think that you will. I am on a committee with three others from CUNY schools that have writing MFAs. And we got it into our heads that we would try to raise enough money so that writers could get an MFA.

Otherwise, New York City's legacy of being a great place for writers will disappear. It will be known for Madoff hedge funds and pot-holes. I think it's important to make some move in this direction.



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The graphic overlay consists of three colored circles with numbers and text: a yellow circle with '1 Find Courses', an orange circle with '2 Select Schedule', and a red circle with '3 Register Now'. These circles are positioned over the corresponding steps on the website screenshot.

The website screenshot shows the URL <http://www.cuny.edu/summerinthecity> and a navigation menu with links for ABOUT, ACADEMICS, ADMISSIONS, RESEARCH, NEWS/EVENTS, LIBRARIES, and EMPLOYMENT. The main content area features the same three-step graphic and the text: "CUNY Summer Classes! Register Now! **summer** *in the city* The most summer courses in NYC at CUNY campuses in all five boroughs."

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# Top-Notch Quality — From Cutting-

By Cathy Rainone

**J**ohn Jay College of Criminal Justice has a brand new campus. Opened last fall, the 625,000-square-foot vertical building cost \$600 million and boasts innovative spaces and technologically advanced forensic facilities.

“We’ve been waiting ... for 13 years,” says Robert Pignatello, senior vice president and chief operating officer of finance and administration at John Jay, who has overseen the

**The new building boasts innovative spaces and technologically advanced forensic facilities.**

project since planning began in 1998. “It’s an unbelievable building that is changing how we

feel about ourselves, that is changing how the external world looks at us.”

Located at 524 W. 59th St., between 10th and 11th Avenues, it consists of a 10-story tower and three-story midblock structure anchored to John Jay’s Haaren Hall, the former Haaren High School. The building has a rooftop plaza, known as Jay Walk, with a lawn, outdoor dining areas, and a space for a vegetable garden that Pignatello says will be cultivated by the stu-

dents. Magnolia trees were already blooming on the plaza in early March.

The structure features 56 state-of-the-art classrooms, an emergency-management lab, a high-rise simulator, a Black Box theater, a moot court, several lecture halls, a cafeteria and the John Jay Express Services Center — a one-stop shop for financial aid, bursar and admissions services. On the ground floor facing the 11th Avenue entrance, there’s a coffee shop open to the public and an art gallery.

And inside the new building, students can study or hang out in its sprawling spaces, which have comfortable chairs and couches.

“People love the new building,” says Pignatello. “It’s not only more space, it’s better space. Now it feels more like a real campus.”

The move to the new building has been under way since October 2011, taking place in four stages, with the conclusion scheduled for June 2012. When the move is completed, John Jay’s North Hall, a former shoe factory located at 445 W. 59th St., will be vacated but eventually house CUNY’s New Community College.

The new building has already become a sought-after loca-



*Sprawling area connecting old and new buildings provides comfortable seats for studying or hanging out.*

## FAST FACTS

● **15,000 students**

attend John Jay College of Criminal Justice

● The brand new campus is located at 524 W. 59th St., between 10th and 11th Ave., consisting of a

**10-story**

tower and three-story midblock structure costing

**\$600 million**

● So far,

**3,000**

**boxes** and more than

**120**

**truckloads**

of office items have been transported from various locations

● Over **600 employees**

have moved there

# -Edge Labs to the Rooftop “Jay Walk.”

tion for television and commercial shoots. “The Good Wife” transformed one area to resemble a cafe for one of its episodes, “Gossip Girl” shot a scene in the JJ Café on the first floor, and Levi Strauss & Co. shot a commercial for its jeans.

John Jay’s move to the new structure required countless hours of coordination and planning, says Pignatello. So far 3,000 boxes and more than 120 truckloads of office items have been transported from various locations, mainly from the North Hall and Haaren Hall, and 18 academic departments and over 600 employees have moved there.

With more John Jay students spending time on campus, the college also has had to expand the wireless network to accommodate the increased usage. “After the opening of the new building we peaked at over 3,000 logins daily, with an average of 2,100 logins,” says Pignatello. “Prior to the new building we had peaks of 700 logins, with an average of 400 logins on the wireless daily.”

As with any other big construction project, there have been some glitches along the way. The college had expected to receive a temporary certificate of occupancy from the city in early August, so it could move administrative staff and faculty before the start of the fall semester. But it didn’t get the certifi-

cate until two days before the 9/11 memorial dedication ceremony at the college — three days before Secretary of State Hillary Clinton’s speech to mark the 10th anniversary of the terrorist attacks.

“You make plans ... but a lot of it is not under your control,” says Pignatello, “so you have to do lots of contingency planning.”

For the 15,000 students attending John Jay, the new building has become a focal point of the campus, which over the years has been scattered among several buildings to accommodate the growing enrollment.

“This has been an enormous challenge,” says Pignatello, “and also one of the most rewarding. It’s been an unbelievable experience and it isn’t over yet. It’s a very exciting time for our college.”

“It’s been an unbelievable experience and it isn’t over yet. It’s a very exciting time for our college.”

— Robert Pignatello, senior vice president and chief operating officer of finance and administration at John Jay

# STREAMLINED PATHWAYS

Reshaping the college route for today's world — and tomorrow's

**By Ruth Landa**

**I**T WAS FALL 2011, and Greg Bradford was looking forward to graduating from Brooklyn College at the end of the semester. Over a nine-year period, he had studied at York College, then Borough of Manhattan Community College and then Brooklyn, where he believed he finally had the academic credits he needed for his baccalaureate degree in psychology.

Bradford's story is not unusual at The City University of New York, where each college has traditionally set its own general education and graduation requirements — deciding which transfer credits to accept — even as CUNY has developed, functioned and been funded as an integrated university. As a result, many students — particularly those moving from CUNY's community colleges to its senior colleges — have had previously earned credits rejected or downgraded to elective credit at their receiving schools, forcing them to expend more time, and sometimes money, to graduate.

CUNY's sweeping new reform of general education will change all that. The initiative, Pathways to Degree Completion, will streamline general education requirements and transfers, speed completion of required courses, and enhance academic standards and transparency across the University, where transfer students now account for more than 50 percent of graduates at the senior colleges.

## Innovative National Model

The heart of the Pathways reform is a new, University-wide Common Core curriculum that has been hailed by renowned higher-education leaders as an innovative, national model for large public universities. These academics — current and former heads of higher education associations, Ivy League leaders and prominent scholars — say the new framework will raise standards, improve graduation

rates, increase efficiency and better serve CUNY's exceptionally diverse student body, and the city.

"The City University's new Common Core curriculum is nothing less than a triumph for higher education in the United States," asserted sociologist Jonathan Cole, John Mitchell Mason Professor at Columbia University and its former provost and dean of faculties. Cole, one of 12 educators whose endorsements were cited in a 12-page CUNY guide to the transformation, Pathways Ahead: Reform &

Rigor, said the reform achieves "what most well-informed educators in large public universities have been striving to achieve for decades: a combination of access, opportunity for social mobility through the ability to transfer credit from one college in the system to another, and academic excellence."

The 30-credit Common Core, plus an additional 6 to 12 credits of College Option general education credits for the senior colleges (decided by the senior colleges) is to take effect in fall 2013.

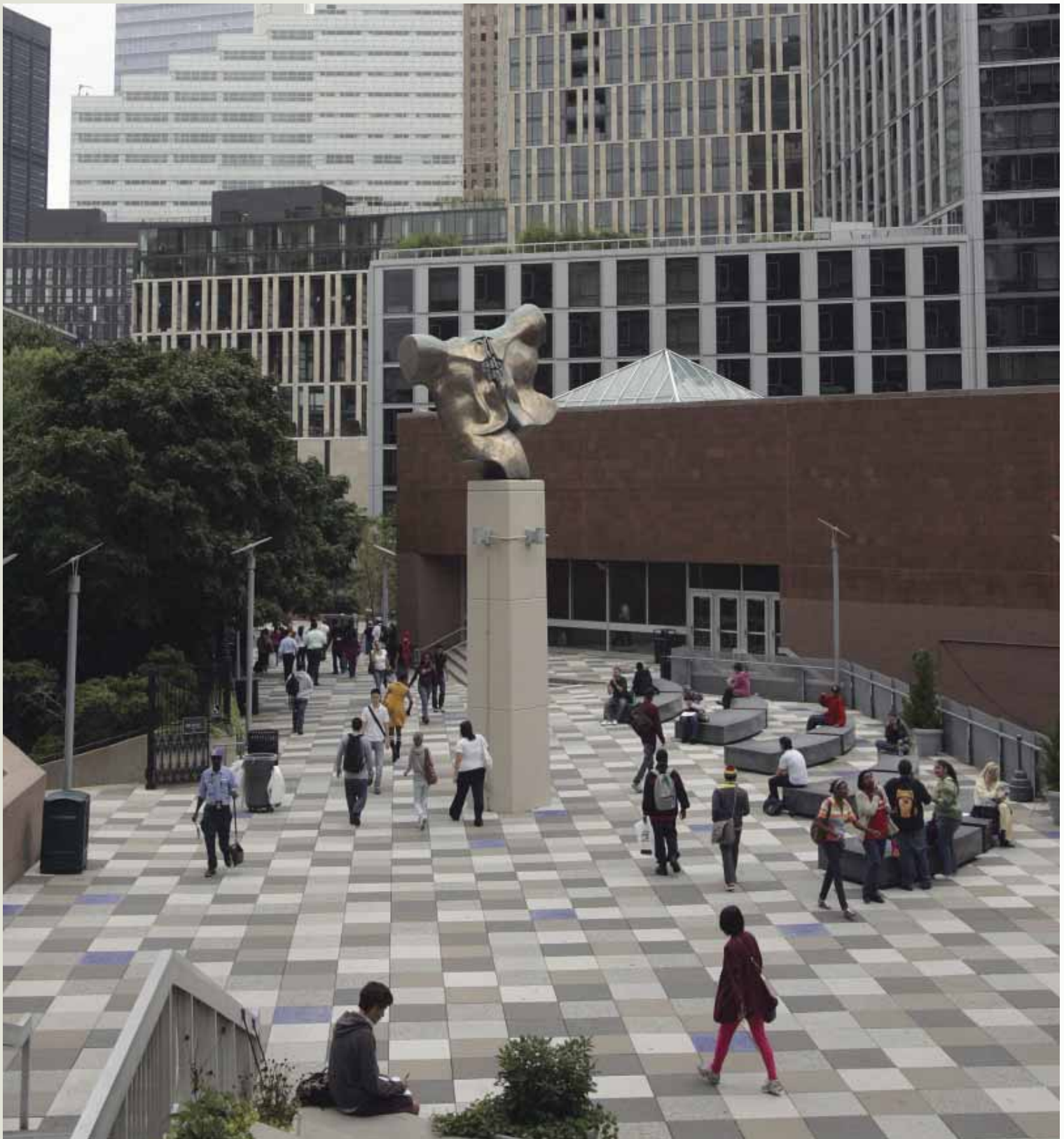
The 30-credit core, which is mandatory for all undergraduates, consists of 10, three-credit courses that can be combined in a variety of ways by individual campuses, giving colleges

and students flexibility in designing their requirements and course content. The 30 credits encompass a 12-credit "required core" — six credits of English Composition, three of Mathematical and Quantitative Reasoning, and three of Life and Physical Sciences — and an 18-credit "flexible core" of six, three-credit liberal arts courses, including at least one connected with each of these thematic areas: World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, and Scientific World.

## Specific Course Outcomes

Critical to the Pathways reform — and to enhancing academic standards across the University — is the insistence





that each course accepted for the Common Core satisfy a set of rigorous, area-specific learning outcomes aimed at teaching concepts as well as critical thinking, research, communication, writing, speaking and other skills.

The plan's built-in flexibility for the colleges distinguishes Pathways from other general education and transfer-policy reforms at other large, public university systems around the country, according to Associate

University Provost Julia Wrigley. AUP Wrigley's report last year on CUNY's knotty, decades-old transfer problems helped spark the initiative, which was launched by Executive Vice Chancellor and University Provost Lexa Logue at Chancellor Matthew Goldstein's request and approved by the Board of Trustees last June 27.

The new framework brings the University in line with

*Continued on page 14*

***Students at the Borough of Manhattan Community College and other University schools will benefit from the new Common Core.***



## STREAMLINED PATHWAYS

*Continued from page 13*

national norms and trends at other public universities by slimming CUNY's core requirements to 30 at the community colleges and to up to 42 at the senior colleges. Until now, some CUNY senior colleges have required as many as 63 general education credits — a number that places too many barriers between transfer students and advanced work.

Distinguished Professor of Sociology Paul Attewell, a deputy executive officer at the CUNY Graduate Center and a member of the Pathways task force that developed the Common Core, said the reforms are “consistent with best practices around the country,” and would lead to a smoother transfer process and improved “degree completion rates.”

### Colleges Working Together

The complex, multi-phased Pathways initiative — from development of the Common Core framework, content and requirements, to evaluation and approval of core courses, to defining new course “pathways” to the largest transfer majors — has engaged top University administrators and hundreds of faculty and staff from every college and discipline at CUNY, as well as student leaders.

The first phase, development of the Common Core, was carried out by the 54-member Pathways to Degree Completion task force chaired by CUNY School of Law Dean Michelle Anderson. The focus is now on selection and approval of courses. A 125-member faculty Common Core Course Review Committee, led by Hunter sociology profes-





sor Philip Kasinitz, who until recently headed the sociology Ph.D. program at the Graduate Center, has begun the process of evaluating courses submitted by each college for inclusion in the core — a task that must be completed by December 2012, in time for spring registration for the following fall.

Each college is to choose courses for the core, specify how they meet the required learning outcomes, and submit them for evaluation and approval by the Common Core Course Review Committee via a customized online system. Following acceptance, the courses must be approved by the Board of Trustees. All Common Core Courses must also be approved by the relevant campus governance process.

The Implementation Advisory Committee, including representatives from each campus, is working to ensure

that campus offices and CUNY's central administration coordinate a smooth implementation of the Pathways changes.

### **Paths for Popular Majors**

Meanwhile, the CUNY Pathways Transfer Majors Committees, chaired by Graduate Center President William Kelly, are working this spring to determine University-wide course “pathways” for CUNY's most popular transfer majors, to clarify and smooth the credit-transfer process. Tenured CUNY college faculty, meeting in subcommittees focused on particular disciplines, are endeavoring to identify three to six courses leading into the most popular majors — including biology, business, crimi-

*Continued on page 16*

*Greg Bradford (left) and Steven Rodriguez (right) know firsthand how the reform will help.*



## STREAMLINED PATHWAYS

*Continued from page 15*

nal justice, English, nursing, psychology, and teacher education — that will be recommended for all CUNY students entering those disciplines and be made available at all colleges offering those majors.

Hunter R. Rawlings III, president of the Association of American Universities and former president of Cornell University, said of the new framework, “Students will understand the core courses they need for their education, and they will be able to transfer those courses readily within the system.” CUNY’s plan, Rawlings said, would promote “better educational outcomes produced in a more efficient way.”

### **‘Momentous Step Forward’**

William G. Bowen, president emeritus of The Andrew W. Mellon Foundation, former Princeton University president

and founding chairman of Ithaca/JSTOR, commended Pathways’ “systemwide emphasis on both fundamentals and flexible areas defined by rigorous learning outcomes” as “a truly momentous step forward for CUNY’s dual missions of access and excellence.”

The changes cannot come soon enough for students such as Steven Rodriguez, 26, of Queens. Rodriguez, a City College junior and one of two students on the Pathways Steering Committee, part of the task force that developed the Common Core, said that initially he had planned to transfer from Kingsborough Community College to one CUNY college but opted for City when he found out that at the first school “I was going to have to retake half my courses.”

At City — where Rodriguez is majoring in international relations with plans to attend law school — he has been told he will have to repeat a science course, because when he transferred, the credits from the Intro to Marine Biology





course he took at Kingsborough “were turned into electives.”

“I’ll probably have to pay for that out of pocket,” Rodriguez said.

The possibility of having to re-pay for re-taken classes rankles Julie Reynoso, of Queens, whose 22-year-old son may face credit rejections when he transfers from

Queensborough Community College to a CUNY senior college this fall. A business and accounting major, who initially transferred from Loyola University to Queensborough, her son has been accepted at Queens College but has also been told by advisers “there’s a chance they won’t take all of his credits.”

“If he’s taking a math class now that Queens College is not going to take, I’ve already paid for that math class,” Reynoso said. “Why wouldn’t they take your credits? It’s the same system.”

Extra costs and deferred graduation also concern Liliete Lopez, a 35-year-old political science/urban studies double major at Queens who said she was informed that two courses she took at Hostos Community College — including an exercise class — don’t have an equivalent at Queens, so she

*More advanced study, with the joy of exploration, is part of the promise of Pathways.*

“... the special role of the faculty in determining curriculum will be preserved, and colleges will have considerable flexibility and individuality.”

— Executive Vice Chancellor Logue

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## STREAMLINED PATHWAYS

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may lose those credits.

As a disabled student, Lopez, who is blind, will be particularly disadvantaged if she has to re-earn credits. The New York State agencies that fund college for disabled students don't provide the assistance "if it's a class they already took," said Lopez, who advocates for disabled CUNY students and knows transfer students who gave up on graduating because their credits were rejected.

"My family doesn't have the income to pay for me," said Lopez, who hopes to graduate this fall. "I'm waiting to see what happens, and I'm praying that I don't have to take these classes. Otherwise my graduation will be delayed."

### **Flexibility for Students**

Steven Rodriguez sees the choices embedded in the new core as more student-oriented, in that students will have flexibility to select courses to satisfy some of the requirements. At the same time, he says, the new learning outcomes mandated for core courses should reassure the colleges receiving students transferring from other CUNY schools. "When advisers (at receiving colleges) were reviewing transfer credits, it used to be subjective," Rodriguez said. "With the way it is now, there are certain skills the students will learn."

CUNY Graduate Center President Kelly called the

University's restructured requirements "an engagement with a national rethinking of general education" that enhances "the range and the depth of a student's intellectual experience."

For more than 40 years, Executive Vice Chancellor Logue told the Trustees when they approved the initiative last June 27, "CUNY undergraduates have struggled with having their course credits transfer when they move from one CUNY campus to another," because in most cases "transfer credit at CUNY has operated on a course-matching system. Courses taken at campus A receive credit at campus B, if campus B judges that it has a course that matches the course at campus A."

The Pathways reform, by ensuring that students are credited for specific, accepted courses to be determined in advance by faculty evaluators, takes that subjectivity — and uncertainty — out of the process. "With this resolution, the special role of the faculty in determining curriculum will be preserved, and colleges will have considerable flexibility and individuality," Logue said. "At the same time, the rights of students to transfer — and have their course credits transfer with them — will be protected."

"Students will have clear general education and major pathways, no matter at which campus they start and at which campus they finish," Logue said. "CUNY students will attend a single, integrated, University."

## Aspiring Doctor Is Well on Her Way

By Cathy Rainone

**A** SA FIFTH GRADER growing up on Long Island, Melissa LoPresti was riveted by the stories her parents told about helping to save lives. Her father is an oncology pharmacist and her mother, a nurse. “I would listen to my parents speak in a medical jargon, wishing that I could understand them,” and help save “someone’s life one day,” says LoPresti, a senior at the Sophie Davis School of Biomedical Education at City College.

In high school, a job at a nursing home sealed the deal. LoPresti set her sights on becoming a doctor. “I really started to love taking care of other people and just being responsible for someone other than myself and using my knowledge of science for other people’s benefit.”

A class valedictorian, LoPresti graduated from Floral Park Memorial High School in 2007 and entered the Sophie Davis School, a five-year integrated program that combines undergraduate education with two years of medical school. Students graduate with a B.S. from City College, then complete their M.D. at one of six participating medical schools. LoPresti will attend New York University in the fall.

“I knew I wanted to be a doctor, and I chose Sophie Davis because I wanted to get there in the most direct way possible,” says LoPresti, who is leaning toward becoming a primary care physician.

At City College, LoPresti, a biomedical studies major with a minor in psychology, earned a near perfect GPA of 3.99 and amassed a wealth of experience both at home and abroad. In August 2009, she went to Panama as part of the Global Medical Brigade to deliver medical care to three villages in remote areas of the country. “We went to areas where they didn’t have roads, let alone medical care,” says LoPresti. “Over a thousand patients came to the clinics that we set up. A lot of them had parasites from the water that they were drinking. It was such an eye-opener, seeing what we’re used to in America in comparison to what other people are used to.”

For two years she volunteered at Maimonides Medical Center in the Cardiac Services Department, where she worked with research nurses on collecting data from patients who had angioplasty procedures and gathered information for national trials. At Maimonides she also met Dr. Gary Stephens, who every two months travels to the Caribbean Heart Institute in Guyana with a medical team from Maimonides to perform life-saving surgeries on patients there. LoPresti accompanied Stephens to Guyana in March 2010 where she assisted with a coronary artery bypass and valve-replacement surgery.

“That was the first time I got to scrub in and I got to hold a beating human heart in my hand,” says LoPresti. “All our patients had successful outcomes.”

Last summer she spent six weeks in Istanbul, as part of the Mack Lipkin Broader Horizons Fellowship. She worked with an exercise physiologist at Marmara University Hospital on assessing how obesity and energy expenditure like weight loss and weight gain impact patients who had total knee-replacement surgeries.

“Most of the research I’ve done was in the neurology and cardiology field so I wanted to do something that was a bit more in public health,” says LoPresti. “I wanted to use what I learned in the Colin Powell Fellowship on public policy and a current public

health problem like obesity and mesh the two together.”

But LoPresti has been just as active on campus and in the community. An Edward I. Koch Scholar in Public Service and a fellow in the Colin Powell Center at City College, she has tutored on campus for four years, taught GED courses at the Community Impact organization at Columbia University, conducted research in several labs on campus, has been involved in student clubs and has been a class representative for



*Melissa LoPresti's experience includes a Harlem Hospital internship plus international volunteer work.*

five years. How does she find the time for all these activities?

“Coffee, lots of coffee,” she jokes. “I’m the type of person that if I want to do something and I don’t have time, I will make time for it.”

LoPresti’s mentor at CCNY, Viera Lima, says she has never come across such a motivated student.

“Melissa demonstrates all the traits needed for a great future primary care physician,” wrote Lima, a clinical microbiologist and course coordinator at the Sophie Davis School in a letter of recommendation for LoPresti. “Melissa’s consistent outstanding academic standing, deep sense of morality, discipline, and hard work has given her a permanent place among the great students of CUNY Sophie Davis School of Biomedical Education, and has made her a shining beacon to follow for incoming students or any students in any institution.”

Although LoPresti knew from a very young age that she wanted to become a doctor, at CCNY she also discovered another passion. “I love learning and I love sharing what I learned,” she says. “I would love if I became a professor at a medical school one day, but that would be years down the line.”

# Farsighted Dynamo

**A**S A SCIENTIST, Lisa S. Coico is president of City College of New York at a crucial, exciting time. A unique, CUNY and City College research campus is rising on CCNY's south campus, adding to the New York State Structural Biology Center already there to bring a world-class "research triangle" to Harlem.

Coico, appointed in 2010 after serving as Temple University's provost, describes the college as "a university within a university." Its new collaboration with Stanford University, she says, will make it even more so.

City College was established in 1847 as the Free Academy, the flagship of what ultimately became CUNY. President Coico, determined to bolster history with action, hopes to attract more top-notch scholar/teachers, as well as more extraordinary students to a school already distinguished by them. She also believes in nurturing those already on board and holds monthly roundtables with faculty, staff and students.

At her meetings with students, Coico discovered she has a lot in common with many of them.

Both of the president's grandmothers – one born in Italy – were "functionally illiterate." Her father's mother began work in a sweatshop when she was 8 years old.

Coico graduated from Brooklyn College ('76), earned a Ph.D. in microbiology and immunology from Cornell, and has had an eclectic but impressive career in higher education, which included a deanship, also at Cornell.

She tells students: "Yes, you can sit in this seat. And if you want to be the first female secretary general of the United Nations – you can do that, too. The fact that your parents don't speak English or that, perhaps, your grandparents were never allowed to be educated doesn't mean anything. City College is a great equalizer."

The president is determined to provide students with more financial, educational and moral support. A New York Rangers hockey fan, she also wants to strengthen the sports programs.

Many of her students, she says, are working and raising families, and tuition increases are coming. She is ever vigilant about raising private funds, and whenever there's an opportunity, she makes her case. If she encounters older alumni who prefer "hard copy" to digital information, she's ready, handing out a clipboard, a newly sharpened pencil and a brochure: "Let's Keep It Going for the Next Generation."

**How have your initial impressions of City College's students deepened?**

I knew this was an exciting, diverse student body, but what I didn't know was how having 90 languages spoken on your campus truly enriches the conversation. Students with

different worldviews sit side by side. About half of our students were born in a different country. They are amazingly tenacious. And they are amazingly unspoiled. They don't expect entitlements. In fact, I did not realize how much our students need to be taught to expect more from their experience. A college like this has to look at students of promise – and be there with scholarship dollars. And it has to do this with an eye towards diversity. Diversity truly is the strength of this campus.

**Late last year Cornell University won a bid to build a state-of-the-art tech campus on Roosevelt Island. City College, already in partnership with Stanford, had hoped it would win the bid. Can you make "lemonade" out of this disappointment?**

Yes. We are continuing our partnership with Stanford, and are already setting up the framework for joint degrees and for summer institutes. What was really a blessing was that this truly created a partnership with Stanford that is not dependent on winning the New York City bid. And I am a Cornellian, too, so of course I am also looking for Cornell opportunities.

**City College is renowned for its science programs. As a scientist yourself, could you speak about how CCNY is changing with the times?**

We have a very strong history in the STEM disciplines. Our new building and the CUNY-wide research center are changing the conversation about science here; after all, science in the 21st century has itself evolved from the science that I studied in the 70s and 80s. Interdisciplinarity – the fundamental driver for the design of these new buildings – is the key

Our greatest strength is in the highly quantitative sciences: Chemistry, physics, and the "applied science" of engineering. At the same time we are increasing our strength in biology and biomedical science. Our Stanford partnership came about because of the perception of City College in California as traditionally strong, and innovative. They know City College for its engineering. They know City College for its Nobel Laureates. They know City College because several of our recent graduates are in their physics graduate programs. They know that we had two more Truman Scholars last year; the only other university to get more than two that year was Stanford! Our students really shine. They are our best advertisement. We are ranked 38th nationally for sending minority students to medical school.

**You say that City College, as an institution, is undergoing a "revolution." What does this mean?**

I don't like to call what is happening here a renaissance because we were always a flagship college. We are still bright, exciting and innovative, but the new generation has new societal needs. So we have the Colin Powell Center for





## Innovative President Lisa S. Coico emphasizes scholarship, leadership, community service.

their community each week. They are chosen by guidance counselors and teachers so the scholarship is based on more than grades. I also see a future City College as more well-rounded, having a lot more arts and culture, like it did when we had Lewiston stadium here. We've established the New Harlem Arts Theater and the summer repertory theater that's gotten great reviews.

### What else do you see as your mission?

We need to take the next leap and continue to meet the needs of a knowledge-based society, a global society. We have the global piece with our students. We need to be recruiting more students who we know can succeed. We need to continue with an inclusive perspective and value all different voices. The most creative ideas I ever got as a scientist in a lab were from my students — they weren't afraid of the rules and regulations and could think thoughts I would never have considered acceptable. But they worked.

### How would you describe yourself?

I am a risk taker in many ways. After I got my Ph.D. in microbiology and immunology, I changed fields dramatically. I went from basic immunology to skin biology. When I walked into the Burn Center of what is now New York Presbyterian Hospital — then one of the largest burn centers in the world — everything about it made me feel that this was the right place for me to be. So I became a basic scientist in a clinical department — a department of surgery, comprised of all men and myself. (The more typical path for a woman scientist would have been a cell biology department, a basic science department.) Instead, I was the first woman tenured in that department.

I have often re-created myself. On a personal note, I have been a singer. I have done competitive ballroom dancing. I'm not afraid to look foolish. It's just part of whom I am. It's what makes life fun. I don't take crazy risks like jumping out of airplanes. But I take risks in places where somebody needs to think in a slightly different way than the traditional.

### How has the CUNY you knew as a student changed?

It's clearly much more diverse than the CUNY I knew at Brooklyn College and to the better ... but we are more alike than different. I found my passion for science at Brooklyn College through my professors, as students find their passions today. I see as many dedicated professors today as I had when I was a student.

### What is your life in New York like?

I'm a New Yorker — and my children are nearby. I love the pace. I love that you can find a restaurant at any time of the day. I love the theater. It's great being back in New York.

Leadership and Service. Our students learn leadership.

They spend time in the community and return to do capstone-type projects that integrate their experiences in the classroom with real world experiences. This is also why I established the presidential community scholars — students from neighborhood high schools who are given free scholarships here. We gave five the first year I came. We now have nine and we're hoping to have 30 next year. The students are required to give back six to seven hours to

“ Diversity truly is the strength of this campus. ”

— President Coico

## Unlocking The Magical Power Of Words Used Well

By Cathy Rainone

**B**elieve it or not, Jane Tainow Feder makes learning grammar fun for associate degree students. Professor of English at the New York City College of Technology, she's been known to climb on the desk to demonstrate how prepositional phrases work, or break into rap lyrics to help students remember subject-verb agreement, correct usage of singular and plural, the possessive apostrophe and other grammar rules.

"I want to keep their attention. Grammar doesn't have to be dry; grammar is accessible," says Feder, who got the idea to turn the classroom into theater from her own college English professor years ago. "I just hope they remember why I was on top of the desk."

Feder has been teaching English at City Tech for more than 40 years, but while grammar hasn't changed, her approach to teaching it has.

She's always coming up with new mnemonic devices like CVS, which helps one remember the components of a sentence: complete thought, verb and subject — not the pharmacy chain — or WABITS for frequently used subordinate conjunctions: when, although, because, if, that and since. She also makes up catchy phrases and lyrics to help students memorize various grammar rules. One February morning she had a whole class singing, "Third person singular present tense always has an 's.'"

Jessica Couture, 27, a freshman who hopes to be a nurse, is a student in Feder's







**Professor Feder invents unforgettable memory aids for language rules.**

class, Developmental Writing II. Couture had been out of school for 10 years, and having Feder as a teacher makes her want to learn again.

“She talks to you. Some teachers just write on the board and don’t look at you. She’s fun. She’s very passionate about what she does. She makes it interesting by singing and doing other things and that makes you want to be in the class and want to participate,” says Couture.

Advances in technology have also changed how Feder teaches. She uses Blackboard software to share reading and writing assignments with her students, and she always has a Smart Board in her classroom — a computer with a screen large enough for everyone to see. It allows her to quickly demonstrate material in writing, such as proper sentence structure, and easily move from one aspect of grammar to another without chalking them up on a blackboard. Students also use Smart Board to present their research assignments in class.

“I first started with a computer when they first came into the classroom and loved what the possibilities were for individualizing a classroom experience,” says Feder. “We then used a program called Peek, so the students sit in the lab and I could peek into their screens. I could sit at my desk and I could move into their screen and we could communicate about their work.”

Feder even Skypes with her students because many have full-time jobs and don’t have time outside of class to meet with her face to face.

Over the years, the student body at City Tech changed, says Feder. It became more diverse, and students have more responsibilities outside of school and they’re more sophisticated about technology.

“Everybody has a computer now,” says Feder, “which is astounding, and if they don’t, they have smartphones. They want to text me but I don’t want them to text me, I have to set boundaries.”

For many of Feder’s students, English is not their first language, and even those

whose native language is English often have challenges in writing because “too often the home and the street reign in the struggle between standard English and the competing forces of English blended with other languages or street talk,” she says.

To help these struggling writers, Feder recently published *The GPS for Writing, Grammar, Punctuation, and Sentence Structure*, a book that’s easy to navigate and comes with tests and exercises. Feder and several professors at the college use *The GPS* in their classrooms.

“The book is completely original and it’s what I’ve developed over the years of teaching; it was almost like talking,” says Feder. “It’s concrete. With my students, I find a way that they can internalize the concepts. And I don’t want to take it all with me, I want to share it.”

Vincent Shaw, 39, and an Iraq War veteran, likes using the mnemonic devices that Feder spells out in the book and in the classroom.

“She’s fabulous, she takes her time to make sure that you understand and she uses acronyms and songs which kind of make it easier to remember,” says Shaw, who is studying to become a dental hygienist. “It might seem silly but it helps me to remember.”

Avis J. Smith, 60, was Feder’s student in 1969, and he credits her with improving his writing.

“There wasn’t much technology back then, but she relied on her skill of teaching which was very useful,” says Smith, who has been teaching in the department of restorative dentistry at City Tech for 14 years. “She was very energetic and she was just a fantastic teacher. What I learned from her then is helping me today to write articles in dental technology and academic journals.”

Feder has taught thousands of students over the course of her career, but her mission was always to help students gain confidence and joy in writing.

“The knowledge that they are using correct grammar gives writers the confidence to express their unique voice in their writing,” says Feder. “Grammar is a great tool, it gives people confidence. I just think that not a lot of people like it or know it or understand it or realize that it’s logical. But it is logical.”

**She’s been known to climb on the desk to demonstrate how prepositional phrases work, or break into rap lyrics to help students remember subject-verb agreement, correct usage of singular and plural, the possessive apostrophe and other grammar rules.**

# DREAM

# Wean

Fellowships granted by a Brooklyn College grad and her husband fund student projects from the arts to urban farming, including many focused on medical and social research.

By Neill S. Rosenfeld

**E**LIZABETH Cusick analyzed stunted brain growth among HIV-infected South African children. Mubashir Billah learned Arabic and dug beneath stereotypes of Arab radicalism in Jordan. And Thomas Lombardo staged his favorite play in the East Village.

They are among the first eight recipients of the \$5,000 Rosen Fellowship, which gives Brooklyn College sophomores and juniors the chance to execute a dream project to further their education, career or life.

Philanthropists Florence Cohen Rosen (Brooklyn College, B.A., '59) and her husband, Robert A. Rosen (CCNY Baruch School, B.B.A., '57; M.B.A. '60), said that they "wanted to give students the opportunity to broaden their education, without boundaries. We thought we'd get unusual and far-ranging projects. We were not disappointed. The proposed projects were outstanding."

There's no minimum grade point average required, just good academic standing and "a project that was well thought out and

**There's no minimum grade point average required, just good academic standing and "a project that was well thought out and intriguing."**

— Florence Cohen Rosen

intriguing," says Florence Rosen, who sits on the panel that picks the winners. The number of applicants in 2012 is expected to be far higher than the 40 or so in the initial year as word has spread on campus.

The Rosens, married 51 years, run Rosen Associates Management Corp., which since 1960 has acquired, developed and managed shopping centers and other prop-

erties nationwide. Robert A. Rosen also served 50 years in the military and retired as the rear admiral commanding the New York State Naval Militia, a part of the National Guard.

That military experience was a key factor in the Rosens' most ambitious philanthropy, the Florence and Robert A. Rosen Family Wellness Center for Law Enforcement and Military Personnel and Their Families at North Shore-Long Island Jewish (LIJ) Health System. Since 2005 it has provided cost-free care for the often-hidden psychological, behavioral and medical issues affecting veterans, police and their families.

Their concern for people prompted Florence Rosen to think broadly about offering fellowships at her alma mater, and students responded creatively.

Elizabeth Cusick — a senior aiming for an M.D. plus a Ph.D. in epidemiology — had taken classes with Gerald Oppenheimer, Brookludian Distinguished Professor and professor of history at Brooklyn College and the CUNY Graduate Center. After reading his studies of the HIV/AIDS epidemic in South Africa, she asked him for leads to follow. She connected with pediatrician Barbara Laughton at Tygerberg Children's Hospital near Cape Town. Laughton had noticed abnormal head growth in many HIV-positive children.

Cusick analyzed records of 180 HIV-positive children and a control group. Among the HIV-positive children, she found head size begins to plateau at age 2, and smaller head size implies impaired neurological development. With an estimated 11 percent of South Africa's population HIV-positive, including 30 percent of the pregnant women, the effects of HIV



Philanthropist Florence Cohen Rosen and her husband Robert A. Rosen from left: Eric Carlsson

# ers



Florence Cohen Rosen, center, with Rosen Fellowship winners, Adele Kibbe, Sheran Sharafi and Elizabeth Cusick.

and/or the drugs used to treat it have major health and societal implications.

Mubashir Billah, a senior born in New York to Bangladeshi immigrants, used his Rosen Fellowship to study Arabic – and Arab youth – in Jordan. He had learned to read Arabic, the language of the Koran, but speaking it was a different matter. The Arab Spring had captured his imagination. And he had read Brooklyn professor Moustafa Bayoumi's book, *How Does It Feel*

studying urban farming. "The people we met were amazing, dedicated to a revolutionary way of life," from giving homeless people in Santa Cruz a chance to regrow their lives to the Detroit farmer who farms on vacant land where houses once stood. Carlsen hopes to combine a "traditional, horizontal soil-based farm" with water-based hydroponics and fish-plant-based aquaponics in Brooklyn.

Adele Kibbe, a senior seeking a

**“ We wanted to give students the opportunity to broaden their education, without boundaries. We thought we'd get unusual and far-ranging projects. We were not disappointed. ”**

– Florence Cohen Rosen

to *Be a Problem? Being Young and Arab in America*, and wanted to see whether young Arabs in the Middle East matched their fanatical stereotype.

Besides studying Arabic, he lived with a Jordanian teacher and sought out young people. "The biggest stereotype is that of the extremist who hates America, and I did not see any of that," he says. "They're not all fans of the U.S., but Jordan has a good relationship with the U.S."

Billah, majoring in chemistry, is heading to SUNY Downstate College of Medicine as part of Brooklyn's eight-year B.A./M.D. program. "I really thank Mrs. Rosen for this wonderful opportunity," he adds.

Thomas Lombardo, a senior finishing a B.A. in art history, got to stage his favorite play, Don Nigro's two-person drama, "Seascape with Sharks and Dancer," in an East Village venue. With \$5,000 from the Rosen Fellowship and \$5,000 from other donations and his own funds, Lombardo rented the space, bought props and hired a stage manager, a press agent and set, lighting and sound designers.

"Mrs. Rosen came and brought a posse of people, one of whom was a judge from the Tonys," he says. "I offered to comp her, but she insisted on buying tickets."

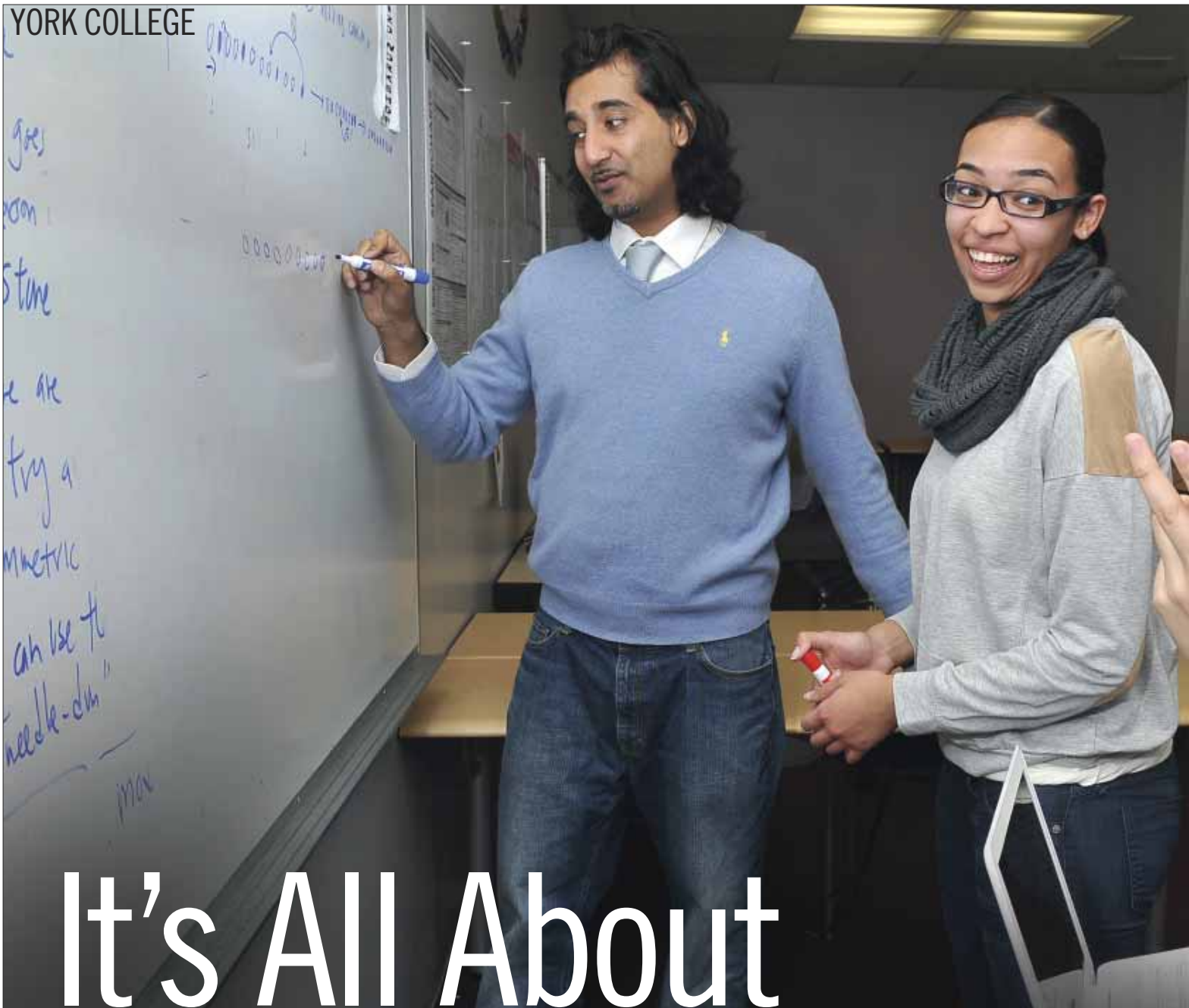
The other 2011 Rosen Fellows include:

Eric Carlsen, a 35-year-old junior who also is in the CUNY Baccalaureate program, traveled around the country last summer

doctorate in archeology and cultural anthropology, used her grant for two internships: the first in Peru learning archeological techniques, and the second at a field school in Illinois for the preservation of botanical remains from the Native American Mississippian period (800 to 1500 A.D.). "We found preserved seeds and plants that are considered weeds, like amaranth and chenopodium, which are highly nutritious," she says.

Sheran Sharafi, a senior, interned at an Israeli law firm, working on court cases and arbitrations. Although her parents were born in Israel and she had visited relatives there, she didn't know how its legal system compared to that of the United States. One difference: Israeli police do not need search warrants. Although she did find some fear and pessimism, she added, "I've met so many Arab Israelis, Muslims and Christians who live side by side. Most Arabs are not extremists; I've met them at Brooklyn College."

Jenée Whitehead, a junior pursuing a B.B.A. in marketing, is now dancing in Paris. "I've been going to ballet classes and seeing ballets, dance shows, films and exhibits," she says. "The Rosen Fellowship has enabled me to train here, and for *danse classique*, Paris is where you want to be. After she graduates, she intends to work as a dancer and later on use the business skills she's learning, perhaps by creating a nonprofit company to help youngsters develop careers in the arts.



# It's All About

# CONNECTING

**L**IKE MOST CUNY students, Jasmine Osorio had to work full time in the summer to make some extra money. She had a \$10-an-hour job lined up at a Harlem clothing boutique not far from her home in the Bronx.

But Rishi Nath, a York College professor of mathematics and computer science,

thought that she should be doing math research instead. So he made her an offer she couldn't refuse: Participate in a five-week math research program at York and receive a \$3,000 stipend, plus invaluable experience.

"Retail was a safe bet and I wasn't sure what research in math was," says Osorio, a York senior, of her initial reaction to Nath's

offer. "The fear of not knowing made me skeptical, but the stipend money was more or as much as I was going to make at the boutique."

A math education major, Osorio spent the summer of 2010 working with Nath on partition theory and combinatorics.

"I said, 'Listen, you're very bright,'" says Nath, who has been Osorio's mentor since



*Math professor Rishi Nath, left, mentors students Jasmine Osorio and Anthony Garces by listening as well as guiding.*

“ I think I would be lost, I wouldn't have anyone to guide me to where I want to go if I didn't have professor Nath. ”

— York senior Jasmine Osorio

high school math teacher, is planning to pursue a doctorate in mathematics and hopes to work for NASA one day.

She recently got accepted at Smith College's prestigious baccalaureate program in math, designed to place women students in top Ph.D. programs. She will receive a tuition waiver plus a \$12,500 stipend.

“I think I would be lost, I wouldn't have anyone to guide me to where I want to go if I didn't have professor Nath,” says Osorio. “I would only think about teaching and I wouldn't have all the research opportunities I had. Having him as a mentor showed me that I can do other things with math.”

Nath, who is director of the Office of Undergraduate Research and Honors Program at York, joined the college in 2005 and in 2010 took over the program. That year he organized York's first Annual Student Research Day, where students from various programs showcased their work to the college community.

“It was a big success and very surprising because people had no idea that there are hundreds of students doing these research projects,” says Nath, who continues to organize the event.

He serves as a mentor to Osorio and two other students: Vishwas Chouhan, a

sophomore interested in mathematical game theory and cryptography, and Anthony Garces, a junior majoring in communications technology.

Nath's door is always open to them: They come to talk about schoolwork, research and their personal lives, too. Nath pushes them to take on new challenges, urging them to take advantage of the resources available to students who are doing research.

Along with another York professor, Nath coordinates the York Tensor Scholars Program, aimed at increasing the diversity of women in mathematics. He brings in speakers to talk to students about their careers, and everyone goes out to eat together.

“When you're at a restaurant you're more relaxed. I get to know the speakers and talk

about my interests on a more intimate levels,” says Osorio, who's a member of the Tensor program. “Meeting these speakers makes me see that I can do things with math other than teach.”

Nath first met Osorio when she was a senior in high school participating in the teachers academy program at York. Over the years, he has helped her apply for scholarships and fellowships, and advised her to join different programs and clubs on campus. They're still working together on a research project.

“I think the [2010 research experience] was really eye opening for her because she applied for a fellowship and she won money, and she began to realize that there is money out there,” says Nath. “This is something that all students — even faculty — should look at. There is a lot of funding out there, but my father used to tell me, if you don't apply, you definitely won't get it. I always encourage students to apply.”

Nath says he decided to be a mentor because students do need someone to encourage and guide them. His parents played that role in his life. They encouraged him to do better when in high school a physics teacher told him to stay away from science because he didn't do his homework, and they supported him when he had a hard time understanding calculus.

“There were certain things that were said that in a way could be taken as discouraging,” says Nath, but “I had other people like my parents who encouraged me, and said just keep going, you'll find your abilities or your strengths later.”

Nath went on to earn a master's degree in mathematics from Brandeis University and his doctorate in the representation theory of the symmetric and alternating groups from the University of Illinois. Calculus was never his favorite, but he likes teaching it now because he knows how to break it down for students who have a hard time understanding it, as he once did.

And while mentoring can be rewarding, becoming someone's mentor isn't easy. It's all about connecting, says Nath. When he sees potential in a student he always thinks about advice he received from a former York administrator.

“He used to say that you have to be like Velcro. When a student catches your attention you have to stick — you don't let them go. But they have to feel that too.”

Osorio felt that connection.

“I wouldn't have been able to succeed at York if it wasn't for Nath,” she says. “It's good to have support from a professor. It's pretty cool.”

her freshman year. “CUNY is a great school, but when you think about going to graduate school, you're competing against students from all over the country. Some of them are from fancy private schools, so you have to take the education that you have here and you have to maximize it, and summer is the time to do that.”

That research experience opened the door to other opportunities.

Last summer, Osorio spent six weeks at the University of California, Berkeley, doing research in applied mathematics on a \$3,100 stipend from the Mathematical Science Research Institute (MSRI). Nath had encouraged her to apply and wrote her a letter of recommendation.

Now Osorio, whose goal was to become a

# Commuting To Class — With the Kids

Busy student parents can count on affordable, high-quality child care programs — not just babysitting — on many CUNY campuses.

By Richard Firstman

**E**ARLY ON THE FIRST morning of the new semester, Ebonie Council leaves her apartment in Flushing and navigates her three children under age 5 — to Long Island City, an eight-mile trip that takes an hour and a half by subway and bus. They walk the last three blocks to LaGuardia Community College, where Council delivers her brood to the college's Early Childhood Learning Center before finally getting to her first class of the day.

In Upper Manhattan on the same morning, Vern Ballard, 43, who's both a senior staff member and senior philosophy major at City College, pedals to campus on a bicycle with his two small daughters happily trailing in a child carrier. They arrive at the old brick house that once served as the college president's residence, long since transformed into its Child Development Center, where Olivia and Lucia will spend the day learning to read and getting their first tastes of science and math.

On Staten Island, meanwhile, 3-year-old

Tyler James can't wait to get back to school — at the College of Staten Island. She attends the college's Children's Center while her mother, Alicia, a 34-year-old Army veteran, works on her political science degree.

On any given day across the city, some 1,400 children attend preschool and other programs at campus child care centers that allow their parents — CUNY students — to attend school themselves. Some campuses provide day care for infants and toddlers and about half have after-school programs for older children. And for the student parents, they are vital: Few could manage college and child rearing without the highly subsidized fees of the campus child care centers, which range from \$11 to \$25 for a full day.

"Private day care can cost a thousand dollars a month," says Alicia James. "Here it's \$524 for the whole semester. I wouldn't be in school without it."

But if you ask James or any other student parent about the difference between CUNY's child-care centers and any of the typical private daycare options, cost is rarely the first thing they mention. It's the quality of the programs — to many, a revelation after paying steep fees to private day care operators of varying quality or enlisting family members.

"What I love about it is that my daughter is actually learning," says James. "When I

had her in day care, I would pick her up and they would have her in a high chair in front of the TV. Here, she's with teachers, in a classroom. This isn't babysitting. She's constantly engaged, and she loves it."

CUNY has long been at the forefront of campus child care: In 1972, City College and Bronx Community College opened two of the first programs of their kind in the country. Forty years later, almost symbolically, Bronx Community is now home to the newest center, a modern free-standing building that opened last fall. Another new facility is under construction at Lehman College. The campus centers run largely independent of each other but are tied together by the 19 campus directors who form the CUNY Child Care Council. They were traditionally coordinated by a central office budget specialist, but now they are led by a director from their ranks: Betty Pearsall, a veteran early childhood educator who headed the centers at Queens and York Colleges before being elevated to University director in 2009.

CUNY's support signals a recognition of the value of campus child care to a significant student population: older, "nontraditional" students whose ranks have been growing with the unemployment rate, changing demographics and the influx of



*CCNY staffer/student Vern Ballard pedals to school with his two small daughters.*



*Ebonie Council and her three children under age 5 commute to LaGuardia via mass transit.*



veterans on CUNY campuses. It's helped the University grow into a national leader in child care on college campuses. Pearsall, for instance, is president of the National Coalition for Campus Children's Centers.

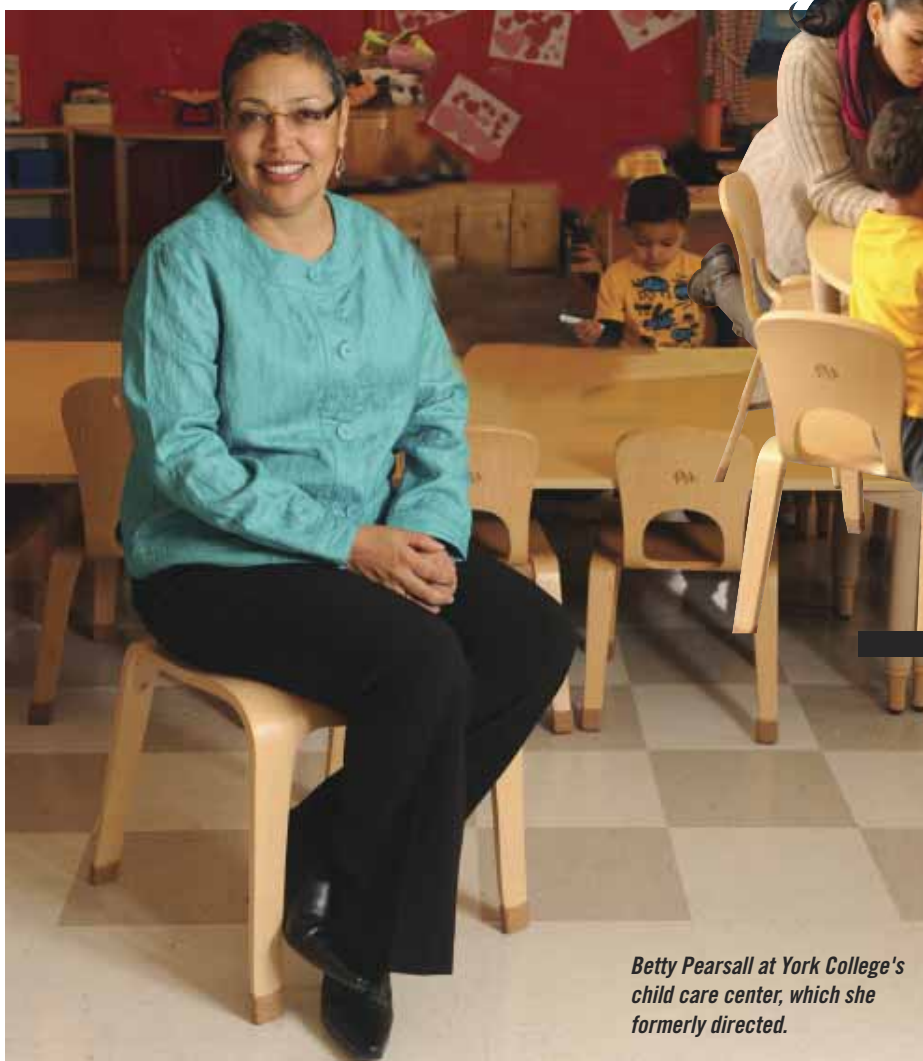
According to data Pearsall has been compiling, CUNY's student parents are typically in their late 20s and early 30s and are either starting or returning to college after being in the workforce and having children. "Many lost their jobs and are retraining," says Pearsall. "We're seeing our largest influx at the community colleges."

CUNY and its colleges recognize how valuable, even critical, the child care centers are to students who are trying to take care of their children, their school work and often a part-time job too. "It really is tied to student success," says Pearsall — but the government assistance that keeps quality up and fees down is perennially at risk. A few years ago,

*Continued on page 30*



*LaGuardia's pool has exclusive hours for teaching preschoolers to swim.*



*Betty Pearsall at York College's child care center, which she formerly directed.*

*Continued from page 29*

the state drastically cut its subsidy to the child care centers, and federal subsidies for low-income students have been cut by a third over the past two years, requiring CUNY to make up the shortfall to avoid raising fees to levels many could not afford. The state still funds \$2.7 million a year (and the city \$500,000) but, says Pearsall, “it’s always tenuous.” That’s why student parents — such as Council, Ballard and James — have formed an advocacy network that makes a bus trip to Albany each winter to visit state legislators and officials.

The child care centers range in enrollment, facilities and hours — from campuses with limited space that are licensed by the city for only a few dozen children to a college such as LaGuardia, whose spacious quarters in the lower level of one of its main buildings allow it to care for 240, from infants to 11-year-olds. (It also has an unusual amenity: Conveniently located down the hall from the college’s pool, the center has exclusive hours to teach preschoolers to swim.)

Each campus child center is staffed by teachers certified in early-childhood education who play a unique role in the lives of this unusual group: students with far more responsibility than other students and par-

ents under far more stress than most. It tends to forge bonds that would be unusual in private day care.

Ebonie Council, who wants to become a teacher herself, recalls the day last fall when her arduous commute with three children under 5 made her late for a final exam — in her early-childhood education class. “My youngest, Jaden, just wouldn’t walk and I didn’t have a stroller. It took two hours on the train and the bus, and I was half an hour late for the final. I ran the three blocks to the building, and they grabbed all the kids and said, ‘Go, go!’” I got to the class and burst into tears. But the teacher let me take the final and I got an 86.”

Variations of that scene of struggle and determination play out at all the campus child centers. “We’re teachers and the children come first,” says Jitinder Walia, executive director of the Bronx Community College Early Childhood Center. “But we’re also social workers and therapists and everything in between. A parent came to me crying because she didn’t have money to buy food. I said, ‘Nobody in my building goes without food. We have a food program.’ These are people who have real lives, real problems. And real successes. And we are part of that.”

That pride, and the genuine thrill many

**On any given day across the city, some 1,400 children attend preschool and other programs at campus child care centers that allow their parents — CUNY students — to attend school themselves.**

staff members feel when the parents of their young charges excel academically, has Pearsall and the Child Care Council planning a new tradition: an annual ceremony recognizing the highest-achieving student parents from each center.

The campus childcare centers even benefit students without children. They provide opportunities for practical experience and academic fieldwork — for education students, naturally, but also in areas such as psychology, social work, speech and audiology. “Even some you wouldn’t think,” says Pearsall. “We had fashion students at Queens College and architecture students working with our City College director on renovations. So we’re blessed because we’re on college campuses so we have extra hands, and we’re contributing to the educational mission of the University.”

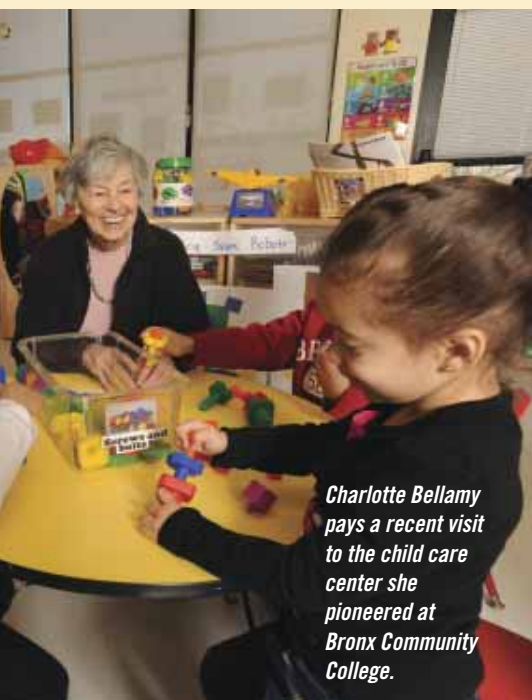
And there turns out to be some collateral benefits for the children. “The idea of college becomes real to them,” says Pearsall. “They think they’re going to college. When I was at Queens, the kids would say, ‘I go to Queens College.’ We’ve had children grow up and return as students themselves.”







*Close supervision in and between classes is the rule at CUNY child care centers.*



*Charlotte Bellamy pays a recent visit to the child care center she pioneered at Bronx Community College.*

## Birth of Campus Child Care

In 1972, an idea came to a group of Bronx Community College students who were trying to get through school while raising small children: Why not have a child care center on campus? They got some money from the city, persuaded the faculty to give up their lounge and hired a teacher named Charlotte Bellamy away from a private school in Manhattan.

The BCC child care center opened with 22 children — toddlers and preschoolers and a few kindergartners. It was joined around the same time by a similar center at City College, and the idea of child care for student parents at CUNY was born.

“It was a new phenomenon,” Bellamy recalls. “I think the only other on-campus child care in those days was at the University of Chicago, which was a lab school for research purposes.”

Over the next couple of years, Bellamy’s enrollment more than doubled, and the only space available to accommodate the expansion was in a building off campus. Then, in 1976, the center — and those that had since opened at other CUNY colleges — lost their funding amid the city’s fiscal crisis.

Bellamy and her counterpart at City College, Geraldine Price, became tireless fundraisers, going door to door to various city agencies, the college presidents and student governments to scrape together enough money to keep the child care centers running. Finally — together with CUNY, the Childcare Council and student parents — they were able to get money from the state, putting in place a funding structure that largely continues to this day.

Following a budget request by the late Chancellor Joseph S. Murphy in the mid-1980s for child care at CUNY campuses, the legislature and New York City Council responded affirmatively. The one thing Bellamy was unable to accomplish was her dream to bring the BCC child care center back onto campus — and in a new building. “I worked on that for about 10 years,” she said. “The money would be there and then it wouldn’t.” She retired in 1997. But her successors carried on her dream, and more than a decade later the money finally came through.

Last fall, the first child care center at CUNY became the newest — a gem among the network of campus child care centers that now number 22.

Superstar attorney

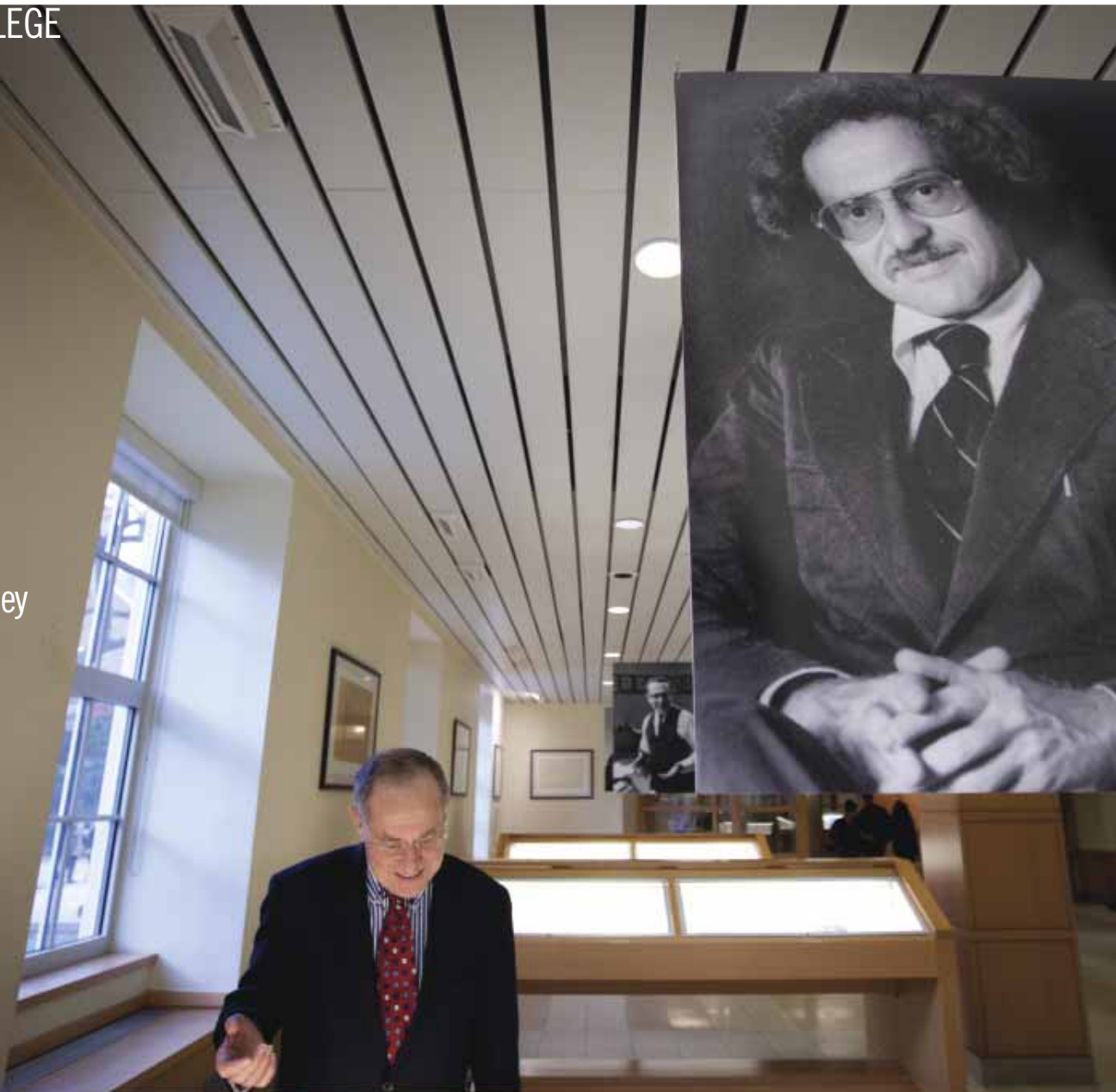
Alan Dershowitz

gives archives to

his alma mater

— along with

eloquent thanks.



# The Defense Rests

By Barbara Fischkin

**A**LAN DERSHOWITZ, the famed, chutzpah-driven attorney, donated his historic papers to Brooklyn College, and after they were sorted into 1,841 archival boxes, a ceremony was held on campus one day last fall.

Dershowitz, known for his candor, held “court” before the ceremony on the edge of a fabled Brooklyn College quadrangle. He spoke about his marginal career as a high school student, the way Brooklyn College turned him around — and how he almost went to a different CUNY school: City College.

Dershowitz (‘59) grew up in Williams-

burg and Borough Park. Through family connections, though, he was pals with a boy his age who lived on the Lower East Side and wanted company at CCNY.

“But my mother did not want me to go out of town,” Dershowitz explained.

Many in the crowd of well-wishers chuckled at this evocation of another time. “Everything I am I owe to Brooklyn College,” said Dershowitz, now 73. “It was such an intellectually stimulating environment. The teachers were unbelievable.”

After graduating from Brooklyn College, the political science major attended Yale Law School and ultimately litigated some of the highest profile murder cases of the 20th century. At Harvard, Dershowitz has been

the Felix Frankfurter Professor of Law since 1993.

Later in the ceremonial day, the “official opening” of Dershowitz’s papers — with even more papers to come — would be commemorated in the college library’s Woody Tanger Auditorium. But first the jurist lingered outside, in that quadrangle where he had spent so many hours as a student.

The Brooklyn College campus, an urban oasis as it has been for years, is ranked among the most beautiful in the country by the Princeton Review. Looking around and remembering out loud, Dershowitz spoke wistfully about his House Plan’s meal — and how kosher food was served there. (He also mentioned that his mother claimed he

Dershowitz checks out an archive display beneath supersized old photos of himself.

would have remained kosher had he not attended Brooklyn College.) Dershowitz made connections between then and now, even though today's students may represent a somewhat different array of ethnic groups.

"I looked around at the students today," he said, "and I saw myself and my friends and what we had in common."

Like today, he said, many were first-generation college students.

The day was lush with accolades for the attorney-alum. Inside, at the ceremony, Brooklyn College President Karen Gould described Dershowitz as "the most iconic legal scholar of his generation." Along with his accomplishments in the courtroom, he has written more than 30 books, advised presidents, prime ministers and governors and appeared often on network television and in other media. Included among his clients were O.J. Simpson, Claus von Bulow, Mike Tyson, Leona Helmsley and Jim Bakker.

But there was also a quality to the event that Dershowitz's working-class parents might have called *hamish* — a Yiddish word that means familiar in a good, down-to-earth way. The attorney had set the tone himself by brandishing his report card from Yeshiva University High School on President Street in Brooklyn: Math — 60, Physics — 60, History — 65. Grades like that would not have gotten him into Brooklyn College, so he opted to take a test that would override his record and

passed it "by the skin of my teeth."

Yet once at Brooklyn, Dershowitz flourished. In recognition of this he dedicated a recent book to his professors. "The questions that got me suspended at Yeshiva got me commended at Brooklyn," he said.

He mentioned many of those professors by name, including the renowned historian John Hope Franklin, who inspired — but did not pressure Dershowitz — to join the NAACP. They remained friends until Franklin's death in 2009.

Another professor, Benjamin Rivlin, now Director Emeritus of the CUNY Ralph Bunche Institute for International Studies, was in the audience. Good thing, too. The lawyer claimed Rivlin gave him a B. The pro-

fessor counterclaimed the lawyer did better than that. And, in turn, Dershowitz praised Rivlin's prescient scholarship on the rise of Islamic fundamentalism, written decades ago.

"... If there was not a free school that let me take a test to get in, I'd be selling shoes on Flatbush Avenue today," Dershowitz said.

He then paused. "But I'd be a good shoe salesman."

Dershowitz's signature irreverence was also in fine form as, peering through his gold-rimmed professorial spectacles, he perused samplings of his papers that were on display in the college library until late January.

Included was a case of "hate mail," which Dershowitz seemed to enjoy like a spirited adversary. Other cases contained laudatory and informative missives, including one written by Robert F. Kennedy. It was erudite and caring. But Dershowitz moaned when he saw it. He collects autographs and had just paid \$500 at an auction for an RFK letter, not realizing he already had one.

Dershowitz also viewed a picture of himself and Golda Meir with an exhibit of his work, "Drafts of Closing Arguments by Anatoly Borisovich Shcharansky Lawyer in Absentia," perhaps the most famous of Soviet Jewish "refuseniks." Ultimately, these documents and others will be available to scholars, although certain papers that come under the purview of attorney-client privilege will remain confidential.

Dershowitz is the first to admit that, like the effusive boy from Brooklyn he once was, he still speaks with his hands. When he recalled his experiences at Brooklyn College — social and academic — he held out his hands in a welcoming gesture. Then Dershowitz provided chapter and verse on his professors and exactly what they did for him — and perhaps to him — to get him motivated.

He spoke about philosophy professor John Hospers, the first presidential candidate of the Libertarian Party. Hospers taught Dershowitz the Socratic method. He spoke about the political theorist Martin Landau who was "furious at me for going to law school." There was also Charles Parkhurst, the debate coach who Dershowitz said taught him to listen and memorize, since as the Orthodox Jew he then was, he couldn't take notes on Saturdays, the Sabbath.

He remembered a professor who was blind yet knew all his students by their voices within a week — and another who, after finding out that Dershowitz had not read any works of fiction, took to calling him "dearth of wits." He soon picked up a copy of *Moby Dick*. Dershowitz also reminisced about a show by the painter Jimmy Ernst and how Arthur Miller's "The Crucible" had its preview in Brooklyn College's Gershwin Theater before its Broadway run.

And finally, and ultimately, there was John Hope Franklin.

"He didn't urge us to join the NAACP. I did," Dershowitz said. "If you went into his class a Conservative, he wanted you to come out a smarter one." It was due to Franklin that Dershowitz went to a march on Washington and heard Martin Luther King deliver his famous "I Have a Dream" speech.

Over the years, Dershowitz maintained a connection with Brooklyn College, and it is through that connection that his papers came to be donated. One day he called archivist and professor Anthony M. Cucchiara with a research question. Cucchiara wasn't at his desk, but he returned to find a pink message note saying Dershowitz had called. He returned the call, mustered his courage and asked if the attorney would donate his papers. At the ceremony in November, Cucchiara added a memento to the archives — that pink "while you were out..." message note, elegantly framed. Others who spoke included author and legal analyst Jeffrey Toobin and professor Stephanie Walker, the college's chief librarian.

Also at the ceremony was Norman Sohn, now from New Jersey and a retired surgeon with an MBA degree. Sohn was the pal from the Lower East Side who wanted Dershowitz

to go with him to City College. In those days, he called the attorney by his Hebrew name, Avi. As the day ended, Sohn wanted to make sure that people knew that Avi was always smart even if his earlier grades did not demonstrate that. When Dershowitz was in high school his IQ, according to his mother, was 142. Sohn's was "only" 138.

"She told me, 'He's supposed to be smart.'" Sohn's own hands were in the air as he spoke.

Sounds like Mama Dershowitz was right. And Brooklyn College proved it to be true.

**“ Everything I am I owe to Brooklyn College. It was such an intellectually stimulating environment. The teachers were unbelievable. ”**

— Alan Dershowitz



# New Ideas Highlight An Inspired Setting

By Cathy Rainone

**T**here's the Baseball Hall of Fame, the Football Hall of Fame and the Rock and Roll Hall of Fame. But the original Hall of Fame — located at Bronx Community College — might be among the best-kept secrets in America.

On a recent spring day, student John Abreu was immersed in a book of Latin literature while sitting among bronze busts of Abraham Lincoln, Alexander Graham Bell and Ulysses S. Grant. He discovered the Hall last fall and since then has been going there to read whenever weather permits. "I've never seen anything like it anywhere else in New York," says Abreu, a criminal justice major. "But I didn't know what it was, and I don't think a lot of people know about it."

Founded in 1900 to honor prominent Americans, it's the country's first Hall of Fame. Ninety-eight busts of American luminaries grace the open-air colonnade overlooking a view from the Hudson River to the Cloisters. Besides figures familiar to just about everyone, there are lesser-known, but influential Americans, such as scientist Josiah Gibbs and sculptor Augustus Saint-Gaudens.

BCC students, who enjoyed the Hall during the unusually balmy weather in March, say that they recognize some of the prominent men, but they hadn't known they were standing in the original Hall of Fame.

"It highlights the people that influenced America," says Laura Alcantara, a psychology major who was doing homework for her

French class in the Hall, "but I didn't know that it's the [first] Hall of Fame. It looks really nice with all the busts."

Nahshon Baum, a tour guide at the Hall, says that in the 1900s the national press wrote about the nominees and the Hall would receive lots of letters from citizens making recommendations for the honor. But since the mid-1970s, a lack of funds has kept the Hall off history's radar. In fact the last inductees, Louis Brandeis, Andrew Carnegie, Luther Burbank and Clara Barton, were chosen for the four remaining vacant Colonnade spots in 1976, but there

**Founded in 1900 to honor prominent Americans, it's the country's first Hall of Fame.**



wasn't enough money to commission their busts.

In recent years, the college has been trying to revive the landmark, which has a total of 102 honorees, including 11 women and two minorities. Wendell Joyner became director last year and he says things are looking up. Hundreds of people have visited the Hall on guided and self-guided tours since October. To increase awareness, the college requires freshmen taking an orientation class to

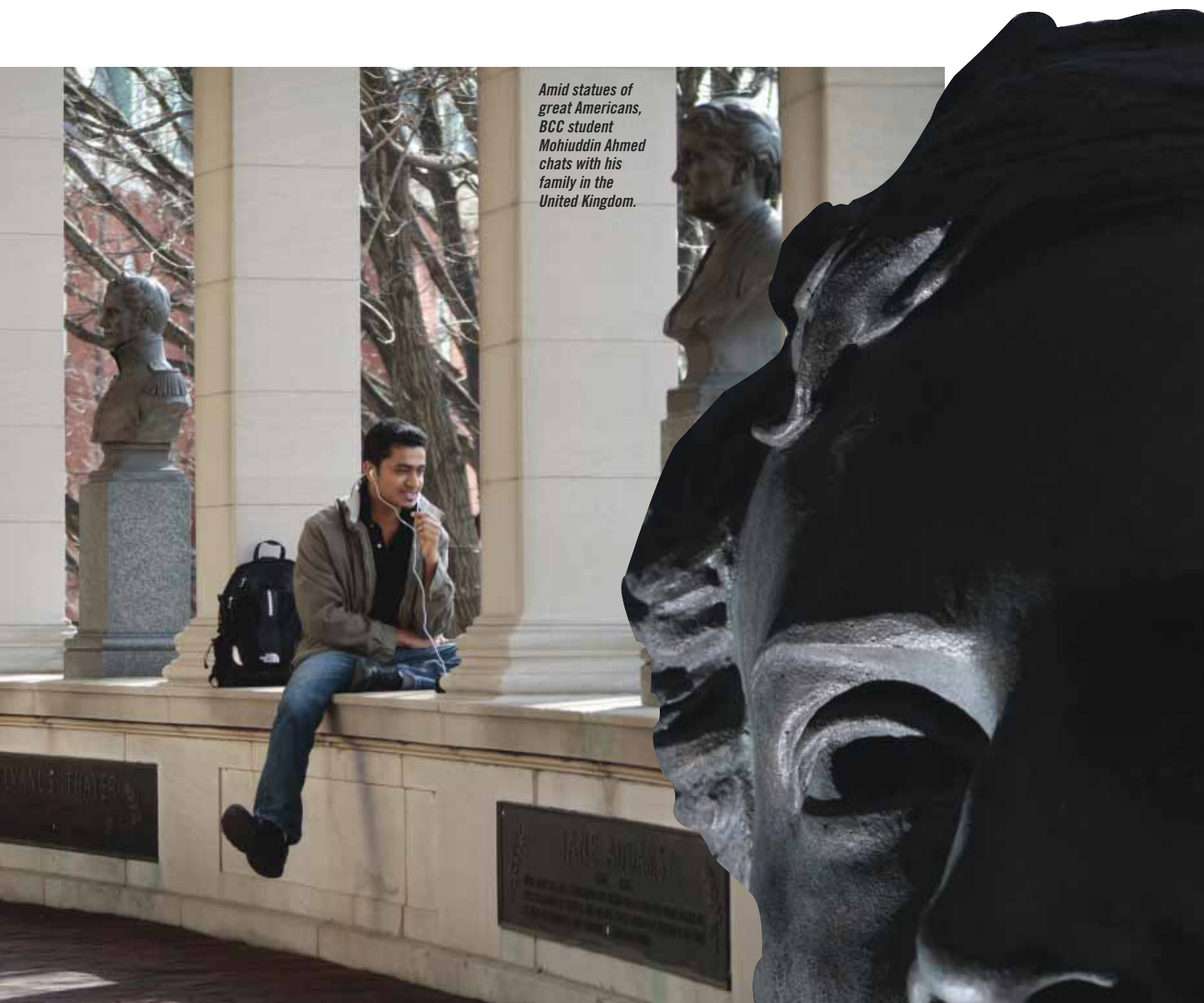
complete a small project about the Hall, and some history and English courses are paired with the Hall of Fame. Joyner sees it as a practical educational tool.

"It's academic and it's historic," he says.

"It's people you know, some you may not know, so it's educational. Our vision is to expand it into the community. We're working on a coloring book and another book with historical facts for middle-school kids — you have to be creative" to get students interested.

The idea for the Hall came from Henry Mitchell MacCracken, chancellor of New York University from 1891 to 1910, and it was built as part of the construction of the undergraduate college in University Heights.

The focal point of the Hall, which sits behind the Gould



*Amid statues of great Americans, BCC student Mohiuddin Ahmed chats with his family in the United Kingdom.*

Memorial Library, the Hall of Languages and the Cornelius Baker Hall of Philosophy, is the 630-foot Colonnade, built to hold 102 bronze sculptures. The Colonnade and the complex of three buildings were designed by Stanford White, architect of Madison Square Garden.

The busts are original works by American master sculptors, among them, James Earle Fraser, who's known for the figure of justice and the figure of law at the U.S. Supreme Court and Frederick MacMonnies, whose spandrel reliefs are on White's Washington Arch.

Nominees had to have had a significant impact on the nation's history and had to be deceased for at least 10 years (later extended to 25 years). The inductees, who were chosen every three years, then every five, were authors, educators, architects, inventors and military leaders. Judges, theologians, philanthropists, scientists, artists and explorers are also represented.

The Hall changed hands in 1976 when the NYU campus was sold to BCC.

Along with the Gould Memorial Library, the Hall is a New York City landmark and is listed on the National Register of Historic Places. It is awaiting a National Landmark designation, which, Joyner hopes, will create some much-needed buzz about

it. He would like to raise enough funds to commission the four missing busts and to create a virtual tour of the Hall, to entice people to visit in person.

Florraine Clarke-Hewitt recently visited the Hall after making a trip to BCC's admissions office and was surprised to find it.

"I didn't know it was here, and I love history, especially American history," says Clarke-Hewitt, who hails from Jamaica and is thinking of studying social work at BCC. "I was impressed; it's unique, it helps you understand what these people looked like back then."

# Exploring a

A Queens College archaeologist's team is probing



*Team members investigate ruins of a roadside inn, at right and at top; in center photo, assistant professor Bauer leads the group across the Sinop landscape; above, they study pottery found in the area.*

# Portal to the Past

origins of an ancient Greek settlement in Turkey.

**W**ITH ITS RICH SOIL and abundant natural resources the Sinop region in Turkey was the earliest Greek colony on the Black Sea coast, dating back to the seventh century B.C. The Black Sea region played a key role as the breadbasket of the Greek and then the Roman Empire.

Queens College assistant professor of archaeology Alexander Bauer has been surveying that region as part of the Sinop Region Archaeological Project (SRAP) with archaeologist Owen Doonan of California State University-Northridge. Last summer, Bauer and his team discovered what is believed to be the location of the early Greek colony in the Sinop region, situated inside the walls of the city of Sinop. In addition to shedding light on early Greek colonial period, Bauer hopes the site will illuminate life in the region before the Greeks took over.

"We want to know what communities lived there before the Greeks arrived, what kind of infrastructure and connections existed that the Greeks took advantage of," says Bauer, who started working on the project in 1997 while a Ph.D. student at the University of Pennsylvania and became its associate director in 2003. "With colonization there's always a lot of local resistance and the colonizers strategizing because they want to work with what's there. It's the complexity of the colonial process that we hope to discover."

Last summer Bauer took a Queens College anthropology student, Barbara Hsu, to help out with the five-week survey, sponsored by a National Endowment of Humanities Research Grant. He's bringing more Queens College students to participate in the project this summer and hopes to secure permits that will allow him to excavate the new site in the coming years.

"What's interesting about the Sinop region, in particular, is that it's a little peninsula that juts out to the Black Sea and is cut off by the Pontic Mountains," says Bauer. "It's a lush agricultural area, cut off from any place inland — a unique spot in the Black Sea. Prior to Greek colonization, it's unknown and that's one of the things we're trying to put together."

# Why NYC's Recession Was Shorter Than USA's

By Cathy Rainone

**W**HILE the United States lost 8.4 million jobs — about 6 percent — during the 27-month Great Recession that started in December 2007, employment in New York City declined by 3.5 percent, and the downturn lasted only 17 months here. Why did New York outperform the rest of the nation? The obvious answer, says Greg David, director of the Business and Economics reporting program at the CUNY Graduate School of Journalism, is the Wall Street bailout. But, says David, there were other, less apparent reasons too.

For one thing, the city's economy was more diversified than most realized and tourism was strong.

"New York City's economy has changed a lot, manufacturing is no longer important," he says. "Manufacturing is cyclical, and the biggest sectors by jobs now in New York City are education and health and they are not cyclical. They're mostly government funded and they don't decline as the rest of the economy contracts."

David traces New York City's economy through the last 50 years, from the election of Mayor John Lindsay in 1965 through the most recent Great Recession, in his first book, *Modern New York: The Life and Economics of a City*. He also writes a blog



*Journalist Greg David's book traces the city's economy over 50 years and also looks ahead.*

and a column for Crain's New York Business, where he has worked as an editor, as well.

David explores the rise of Wall Street in the late '80s and how, despite its ups and downs, it has made the city richer than ever. But in recent years, he says, the New York economy has diversified enough to better offset future woes of Wall Street and the decline in manufacturing.

With the city losing 400,000 factory jobs between 1969 and 1977, tourism emerged as the next big job creator, he says. Five years after the Marriot Marquis opened its doors in Times Square in 1985, writes David, the Convention and Visitors Bureau estimated that the tourism industry created 143,600 jobs. Currently, tourism accounts for more than 300,000 jobs, a 160,000 increase that almost makes up for the 184,000 manufacturing jobs lost in the same period.

No sector of diversification is guaran-

teed, however. "We don't know if tourism can grow, nothing grows to the sky," says David. And the "tech boom is not for sure, it could collapse like it did in the 90s, higher education needs the city's help to continue to expand, and the film and TV production industry is dependent on the tax credit."

Some still hope the city can revive a large-scale manufacturing sector, but David says it's a thing of the past. "Manufacturing has no significant role in the New York City area."

David also disagrees with the belief held by some that the city's middle class is shrinking. The new middle-class jobs, he says, are in film and TV production, higher education and the Internet. Combined they total about 300,000 jobs. "Hairdressers who work in the movie business make more than \$100,000 a year; they are not the classic middle class jobs. But people do have classic middle-class lifestyles as a result."





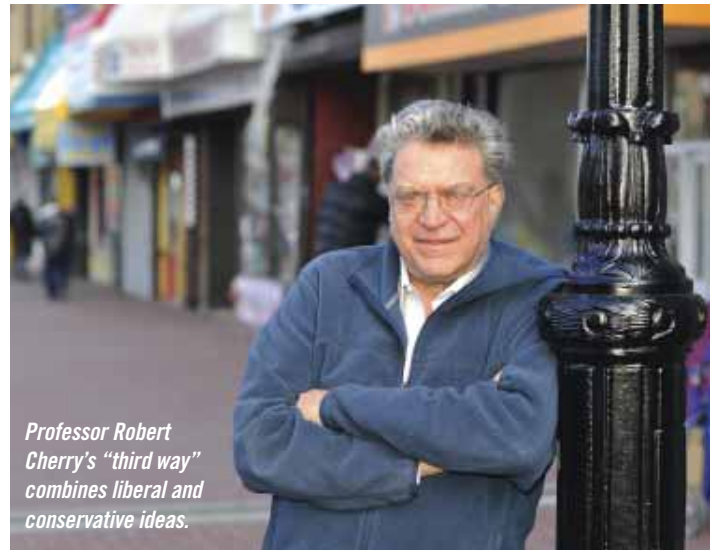
What the city needs most, he says, is more housing — especially affordable housing.

David shares the mayor's attitude toward immigrants — they're the unsung heroes of New York. "Immigrants are one of the major reasons New York is thriving," he says. "They went to those poor and down-trodden neighborhoods in the 1970s and the 1980s and they rebuilt those neighborhoods. If the population decline in the 1970s had continued, we'd be like a super-sized Boston, and we'd look like Detroit with all these neighborhoods where no one lives."

Ultimately, the future of New York, David says, relies on three factors: Wall Street prosperity, an economy diverse enough that can offset Wall Street during the times when it isn't prosperous, and the right political climate, with leaders who believe that to keep the city strong, the economy has to be the first priority.

**For one thing,  
the city's economy  
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## BROOKLYN COLLEGE



Professor Robert Cherry's "third way" combines liberal and conservative ideas.

## How to End DC Gridlock

**T**RYING TO GET DEMOCRATS AND REPUBLICANS to agree on policy — especially in Congress — seems impossible these days.

But Brooklyn College professor of economics Robert Cherry says he can help break some of the partisan gridlock in Washington. In *Moving Working Families Forward: Third Way Policies That Can Work*, a book he co-authored with Robert Lerman, Cherry focuses on third-way initiatives that would combine both liberal and conservative ideas that could help shore up the lower middle class (\$40,000-\$70,000 median family income), which has been hit hard in the economic downturn.

The third way, he says, is to recognize certain government policies are necessary, but to incorporate those policies with the concerns conservatives have about efficiency and personal responsibility. "That's what was done with welfare reform" (under President Bill Clinton), says Cherry.

The book's centric policies concentrate on seven areas affecting working families: immigration, both race and gender earning disparities, education, housing, strengthening partnerships and federal taxes. Some of these initiatives, Cherry says, like housing policy, could provide much needed assistance in this bleak economy. "We propose that the government buy up a million housing units and direct them into subsidized housing," says Cherry, whose interests have focused on the economics of discrimination, race and gender earning disparities, tax reform and economic theory.

"This would eliminate a lot of the depression by taking these abandoned and foreclosed units off the housing market."

The policy combines the liberal view that government should spend money to help people move forward and the conservative idea of efficiency; it's the cheapest way for the government to get affordable housing.

Cherry also recommends expanding government-subsidized child care and reducing taxes for the middle class and the working poor.

"It's crucial for women not simply to work," says Cherry, but the higher-paying occupations "require more hours per week and therefore child care is even more crucial."

He also believes there should be more focus on year-round youth employment linked to high school occupational programs, which have proved successful in keeping students in school and preparing them for occupational programs in community colleges.

"Currently, only one in seven African-Americans aged 16 to 19, is employed; that's less than half of what it is for whites. For African-Americans living in poor households, the employment is less than 10 percent," says Cherry. "There's a kind of liberal, middle-class perception that young people shouldn't be working during the school year. There's not an understanding of a crucial role that employment plays among the disadvantaged youth in giving them networks, soft skills and interpersonal skills that are crucial for them to move forward in the world of work."

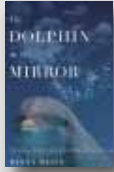
# BOOKS AT-A-GLANCE

Here is a collection of new books written by CUNY authors:

## ***The Dolphin in the Mirror: Exploring Dolphin Minds and Saving Dolphin Lives***

Hunter College professor of psychology and Graduate Center professor of biopsychology and behavioral neuroscience Diana Reiss

Houghton Mifflin Harcourt



This is a memoir by the world's leading dolphin and whale expert, revealing the extraordinary richness of these animals' intelligence and exposing the terrible mistreatment of the smartest creatures in the sea. Reiss is a leading rescuer who helped inspire and served as an adviser for the documentary "The Cove," and who continues to campaign against the annual Japanese slaughters. Readers will be astonished at dolphins' sonar capabilities; at their sophisticated, lifelong playfulness; at their emotional intelligence; and at their ability to bond with other species, including humans and even dogs.

## ***Alibis: Essays on Elsewhere***

Graduate Center professor of comparative literature André Aciman

Farrar, Straus and Giroux

Celebrated as one of the most poignant stylists of his generation, Aciman has written a luminous series of linked essays about time, place, identity and art that show him at his finest. From beautiful and moving pieces about the memory evoked by the scent of lavender to meditations on cities like Barcelona, Rome, Paris and New York, to his sheer ability to unearth life secrets from an ordinary street corner, *Alibis* reminds the reader that Aciman is a master of the personal essay.



## ***Tectonic Shifts: Haiti Since the Earthquake***

Edited by York College assistant professor of African American studies and anthropology Mark Schuller, and editor at the North American Congress on Latin America Pablo Morales  
Kumarian Press

The 7.0 magnitude earthquake that hit Haiti's capital on Jan. 12, 2010, will be remembered as one of the world's deadliest disasters. It exposed centuries of underdevelopment, misguided economic policies and foreign aid interventions that have contributed to rampant inequality and social exclusion in Haiti. *Tectonic Shifts* offers a diverse on-the-ground set of perspectives about Haiti's cataclysmic earthquake and the aftermath that left more than 1.5 million individuals homeless. It addresses a range of contemporary realities, foreign impositions and political changes that occurred during the relief and reconstruction periods.

## ***The Lives of Margaret Fuller: A Biography***

John Jay College associate professor of English John Matteson  
W. W. Norton & Company

A brilliant writer and a fiery social critic, Margaret Fuller (1810–1850) was perhaps the most famous American woman of her generation. She became the leading female figure in the transcendentalist movement, wrote a celebrated column of literary and social commentary for Horace Greeley's newspaper, and served as the first foreign correspondent for an American newspaper. While living in Europe, she fell in love with an Italian nobleman and became pregnant out of wedlock. In 1848 she joined the fight for Italian independence and, the following year, reported on the



struggle while nursing the wounded within range of enemy cannons. Amid all these strivings and achievements, she authored the first great work of American feminism: *Woman in the Nineteenth Century*. Despite her brilliance, however, Fuller suffered from self-doubt and was plagued by ill health.

## ***Novel Craft: Victorian Domestic Handicraft & Nineteenth-Century Fiction***

Queens College and Graduate Center professor of English Taina Schaffer

Oxford University Press

Domestic handicraft was an extraordinarily popular leisure activity in Victorian Britain, especially among middle-class women. Craftswomen pasted shells onto boxes, stitched fish scales onto silk, scorched patterns into wood, cast flower petals out of wax and made needlework portraits of the royal spaniels. Providing a much-needed history of this understudied phenomenon, Schaffer demonstrates the importance of domestic handicraft in Victorian literature and culture. Featuring illustrations from two centuries of domestic handicraft, Schaffer deftly combines cultural history and literary analysis to create a revealing portrait of a neglected part of 19th Century life and highlights its continuing relevance in today's world of Martha Stewart, women's magazine crafts and a rapidly expanding alt-craft culture.



## ***What They Saved: Pieces of a Jewish Past***

Graduate Center Distinguished Professor of English and comparative literature Nancy K. Miller

University of Nebraska Press

After her father's death, Miller discovered a minuscule family archive: a handful of photographs, an unexplained land deed, a postcard from Argentina, unidentified locks of hair. These items had been passed down again and again, but what did they mean? Miller follows their traces from one distant relative to another, across the country, and across an ocean. Her story, unlike the many family memoirs focused on the Holocaust, takes readers back earlier in history to the world of pogroms and mass emigrations at the turn of the 20th century.

As a third-generation descendant of Eastern European Jews, Miller learns that the hidden lives of her ancestors reveal as much about the present as they do about the past.

## ***Sexuality in Europe: A Twentieth-Century History***

Graduate Center professor of history and Daniel Rose Faculty Scholar Dagmar Herzog

Cambridge University Press

The book brings a fascinating and accessible new account of the tumultuous history of sexuality in Europe from the waning of Victorianism to the collapse of Communism and the rise of European Islam. Although the 20th century is often called "the century of sex" and seen as an era of increasing liberalization, Herzog instead emphasizes the complexities and contradictions in sexual desires and behaviors, the ambivalences surrounding sexual freedom, and the difficulties encountered in securing sexual rights. The book investigates the shifting fortunes of marriage and prostitution, contraception and abortion, queer and straight existence, sexual violence in war and peace, and the promotion of sexual satisfaction in fascist and democratic societies.



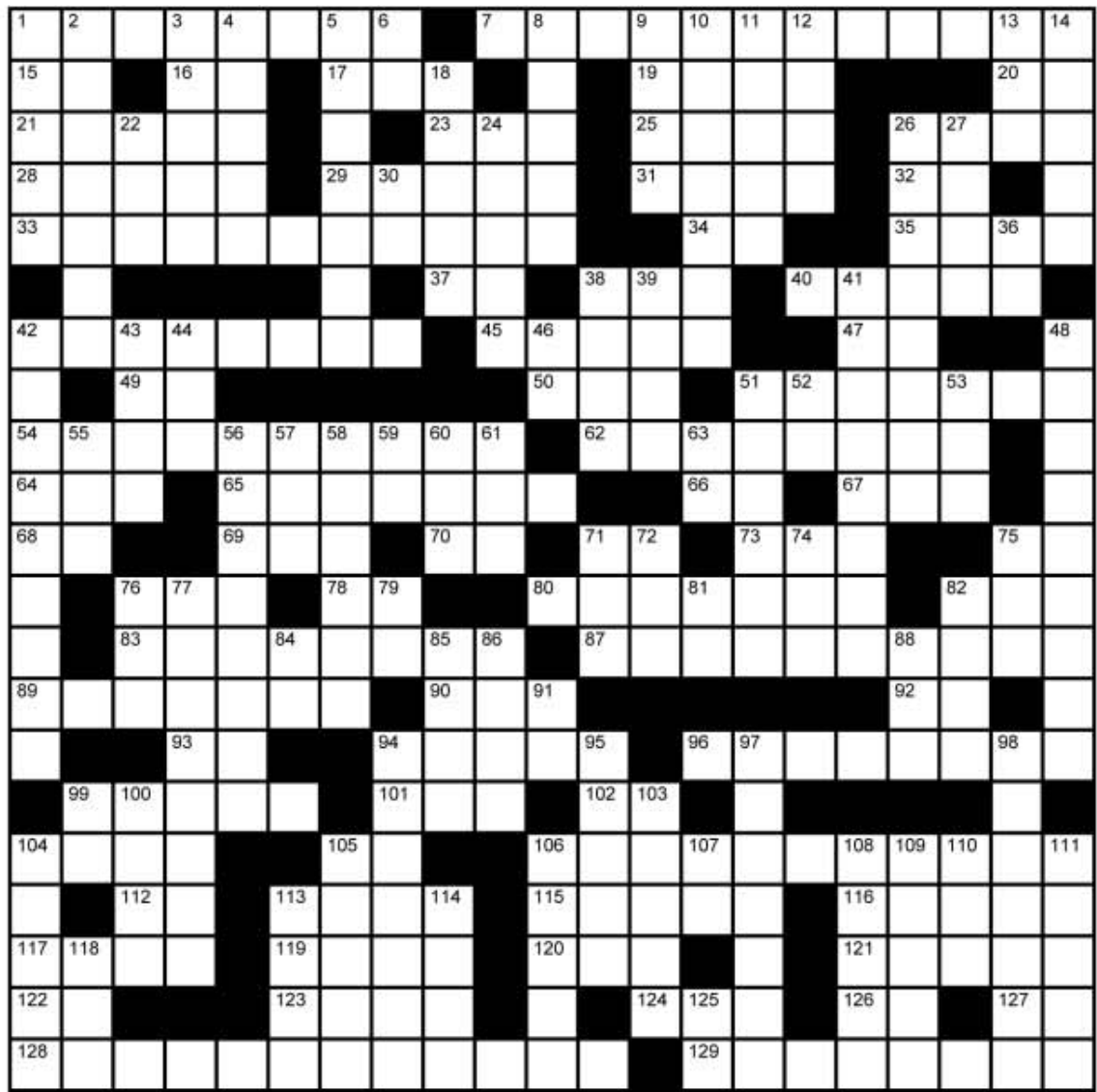
## CUNY Women

Past and Present

By Miriam Smith

### Across

1. Mathematician and founding president of The Graduate School
7. President of Hunter College
15. Form of a before initial vowel sound
16. Chemical symbol for tellurium
17. Grassland
19. Above
20. Westward \_\_\_!
21. Camp craft
23. Chi follower
25. Something to spin
26. Cajole
28. Monroe's successor
29. Commie
31. Kind of shoppe
32. Expired
33. With 99 Across, Playwright, studied creative writing at City College; Tony and Pulitzer Prize, '89
34. 3rd person singular indicative of be
35. "The Alienist" author
37. Opposite of 92 Across
38. Wood sorrel
40. With 105 Down, President of Brooklyn College
42. With 8 Down, Hunter College '37, Nobel Prize for Medicine, '88
45. Evening hour
47. Ahem
49. Variant of suffix er
50. Season opener?
51. With 14 Down, Brooklyn College '62, California Senator
54. Branch of science concerned with enzymes



62. Eating nooks
64. "\_\_\_ who?"
65. Green shade
66. State between CA and NM
67. Collection agcy.
68. Very
69. Rowdy, with cous
70. Footnote
71. Bennett left his heart there
73. Fire preceder?
75. Either
76. With 58 Down and 96 Across, Hunter College '41, Architecture critic, Pulitzer Prize for criticism '70
78. That is
80. Short drapery
82. Clear the tables
83. Former French gold coin
87. Education system using free but guided play
89. Hunter College '45, actress, writer, activist
90. Glove compartment item
92. Opposite of 37 Across
93. English digraph
94. Indian honorific
96. See 76 Across
99. See 33 Across
101. Mins. and mins.
102. Climate control
104. Former politico Bayh
105. Sumerian goddess personifying earth
106. Megalomaniacs
112. Concerning
113. Psychologist Jung
115. Spanish queen

116. Buttinsky
117. Chuck
119. South-Indian cast-bronze cooking vessel
120. Intoxicating liquor, Abbr.
121. Japanese-American
122. Kind of dash
123. With Paw, Native American people
124. Choose
126. Country code for Ecuador
127. While
128. Hunter College '41, Nobel Prize for Medicine, '77
129. With 94 Down, Brooklyn College '46, NY Congresswoman, Presidential contender

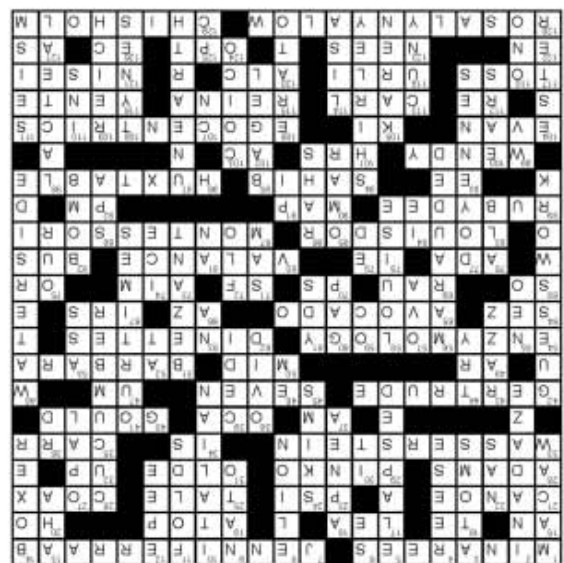
### Down

1. Avian chatterbox
2. Bewildered
3. Itsy-bitsy bits
4. Actress Witherspoon
5. Slipped by
6. Opposite of NW
8. See 42 Across
9. Defense grp.
10. Romance language
11. Bends
12. Sword
13. "I see!"
14. See 51 Across
18. Sleep disorder
22. "If I Ruled the World" rapper
24. Examines hastily
26. Cool as a \_\_\_
27. October birthstone

30. The one who must catch the other kids
36. St.
38. "Tristia" poet
39. Monetary unit of Ghana
41. Power and Terror: Noam Chomsky in \_\_\_
42. Conjecture
43. Tease
44. Give it a go
46. Larger dash
48. Shore
51. Flat disc used as architectural ornament
52. In, on, or near
53. Stubborn one
55. "The Matrix" hero
56. Pillaged
57. Egg cells
58. See 76 Across
59. Home of John Wayne Airport
60. Hiatus
61. QB's gains
63. Symbol for Sodium
71. "Casablanca" pianist
72. "Alice" waitress
74. Rocks, to a bartender
75. "\_\_\_ Gang"
76. Vatican vestment
77. Warhorse women
79. Bd. of \_\_\_
81. Indefinite article
82. Fiasco
84. That is
85. "Rubáiyát" poet
86. Cheers
88. Marienbad, for one
91. Life of \_\_\_

94. See 129 Across
95. Breakfast item
97. Discover
98. Milky
99. Appalachian st.
100. Canal zones?
103. With 114 Down, President of City College
104. Poly- follower
105. See 40 Across
106. Muse of love poetry

107. Citigroup on NYSE
108. Actress Daly and others
109. Clinton cabinet member
110. Connections
111. Earthquake
113. Public NYC university system
114. See 103 Down
118. A Beatle bride
125. Lacking ideological offense, Abbr.

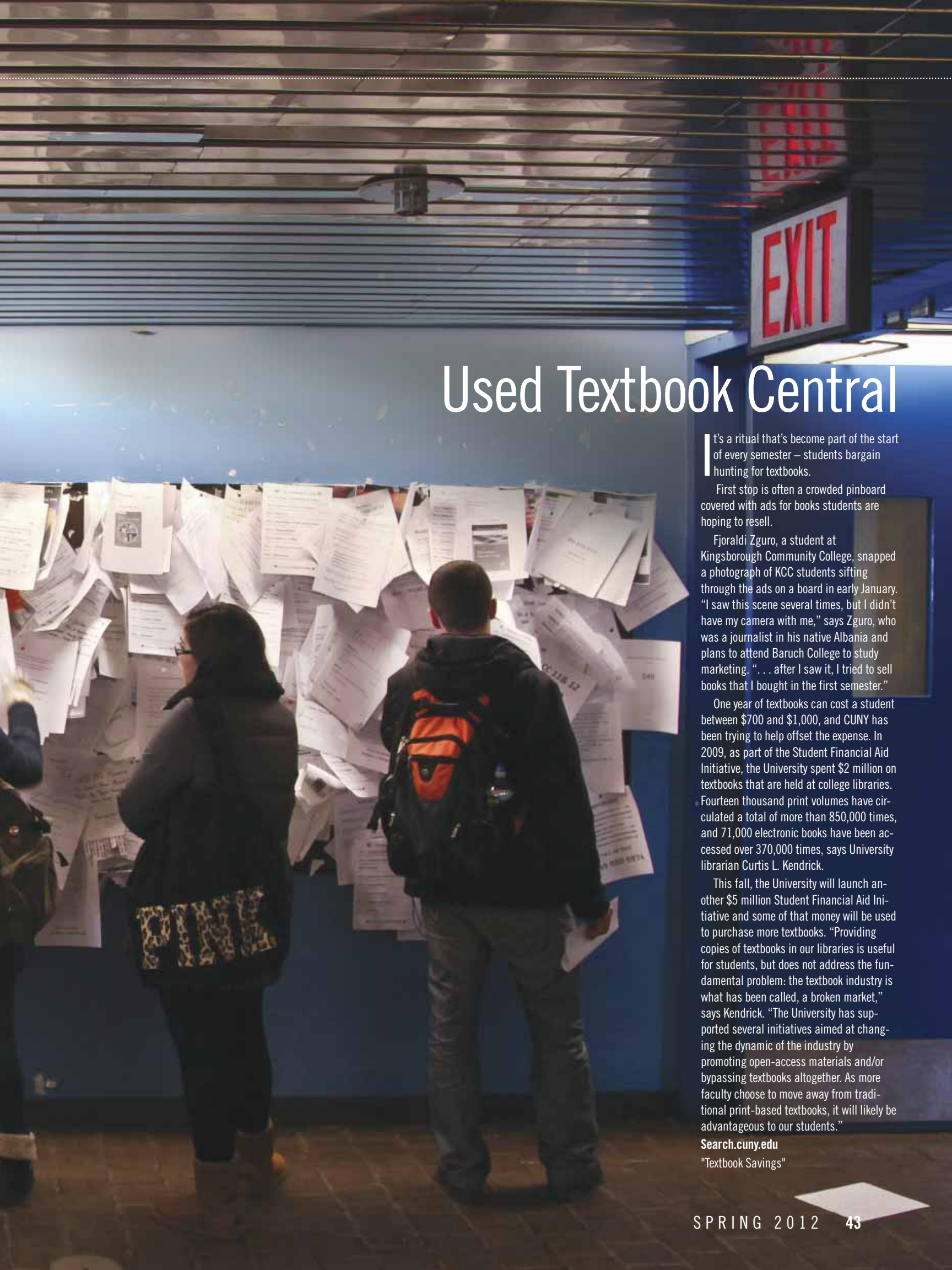


# PHOTOFINISH

KINGSBOROUGH COMMUNITY COLLEGE



*As print-based textbooks get more expensive, students search posted notices for used ones.*



# Used Textbook Central

It's a ritual that's become part of the start of every semester — students bargain hunting for textbooks.

First stop is often a crowded pinboard covered with ads for books students are hoping to resell.

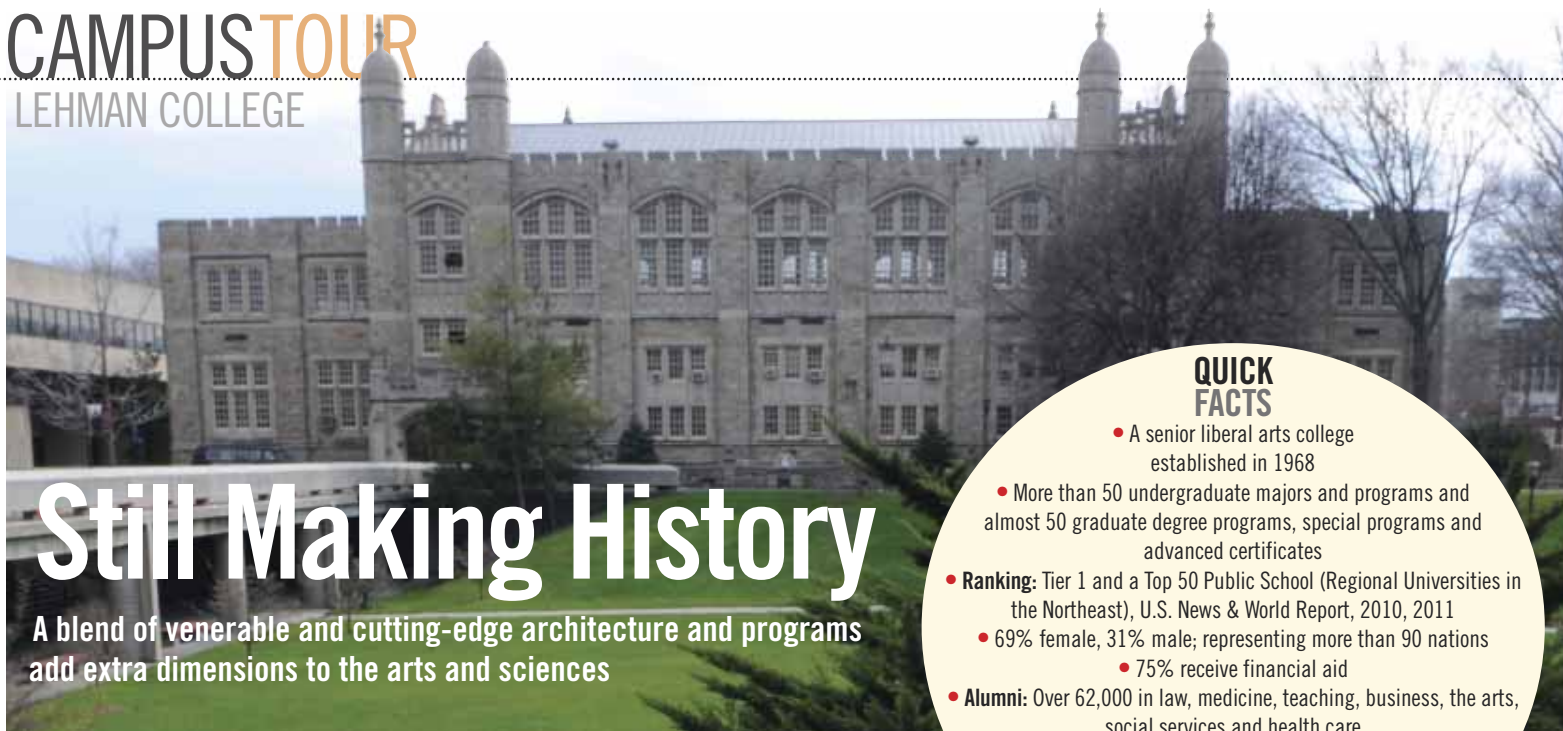
Fjoraldi Zguro, a student at Kingsborough Community College, snapped a photograph of KCC students sifting through the ads on a board in early January. "I saw this scene several times, but I didn't have my camera with me," says Zguro, who was a journalist in his native Albania and plans to attend Baruch College to study marketing. "... after I saw it, I tried to sell books that I bought in the first semester."

One year of textbooks can cost a student between \$700 and \$1,000, and CUNY has been trying to help offset the expense. In 2009, as part of the Student Financial Aid Initiative, the University spent \$2 million on textbooks that are held at college libraries. Fourteen thousand print volumes have circulated a total of more than 850,000 times, and 71,000 electronic books have been accessed over 370,000 times, says University librarian Curtis L. Kendrick.

This fall, the University will launch another \$5 million Student Financial Aid Initiative and some of that money will be used to purchase more textbooks. "Providing copies of textbooks in our libraries is useful for students, but does not address the fundamental problem: the textbook industry is what has been called, a broken market," says Kendrick. "The University has supported several initiatives aimed at changing the dynamic of the industry by promoting open-access materials and/or bypassing textbooks altogether. As more faculty choose to move away from traditional print-based textbooks, it will likely be advantageous to our students."

[Search.cuny.edu](http://Search.cuny.edu)

"Textbook Savings"



# Still Making History

A blend of venerable and cutting-edge architecture and programs add extra dimensions to the arts and sciences

## QUICK FACTS

- A senior liberal arts college established in 1968
- More than 50 undergraduate majors and programs and almost 50 graduate degree programs, special programs and advanced certificates
- **Ranking:** Tier 1 and a Top 50 Public School (Regional Universities in the Northeast), U.S. News & World Report, 2010, 2011
- 69% female, 31% male; representing more than 90 nations
- 75% receive financial aid
- **Alumni:** Over 62,000 in law, medicine, teaching, business, the arts, social services and health care
- **Accessibility:** No. 4 and D subway lines, Metro North, nine Bronx buses including Nos. 2, 10, 22 and 28, and other buses from Manhattan and lower Westchester County

**A**T LEHMAN COLLEGE, students can't help but hear the history echoing through the walls of Davis Hall or the Old Gymnasium, two of the original buildings on campus. Before Lehman was established in 1968, the campus was the Bronx branch of Hunter College, known as Hunter-in-the-Bronx.

During World War II, the U.S. Navy took over the campus and used it as a national training station for more than 80,000 WAVES (Women Accepted for Volunteer Emergency Service). A ship's bell from the USS Columbia, installed on campus by the Navy, commemorates that period.

From March to August 1946, the newly formed United Nations used the Gymnasium Building on campus as interim headquarters for Security Council meetings.

The college is named after Herbert H. Lehman, a four-term New York governor and two-term U.S. senator who had directed the U.N. Relief and Rehabilitation Administration, helping to save millions of refugees after World War II.

Situated on 37 acres along the Jerome Park Reservoir, the campus continues to be the intellectual, economic and cultural center of the northwest Bronx and the surrounding community. A senior college, Lehman offers more than 50 undergraduate majors and programs and almost 50 graduate degree programs, special programs and advanced certificates in areas such as nursing, teacher and counselor preparation, accounting, health sciences and social work.

Lehman houses the CUNY doctoral program in the plant sciences and has a long-standing collaboration with the New York Botanical Garden. The college has operated a Speech and Hearing Center for the community as part of its speech-language pathology program since 1968. A new state-of-the-art clinic continues to serve area residents.

More than 12,000 students attend the college and most live in the Bronx or elsewhere in the city. In 2003, the High School of American Studies, one of New York City's new specialized high schools and the only one to focus on American history, opened on campus and has consistently been ranked by U.S. News & World Report as one of the nation's top 100 high schools.

The Lehman Center for the Performing Arts and the Lehman

College Art Gallery are popular destinations. Hosting over 30 shows each year, the Performing Arts Center

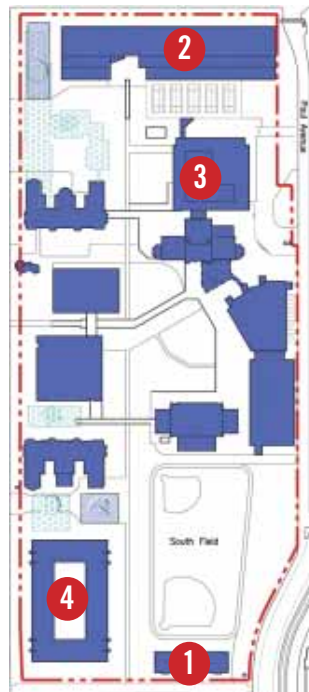
draws more than

200,000 visitors, and the Art

Gallery has been organizing exhibitions showcasing local artists, free of charge, since 1984.

Even the architecture is worth a second look. The college's original, gray stone Tudor-Gothic buildings were constructed in the 1930s as part of the federal Works Projects Administration and feature imposing turrets, graceful finials and decorative details. The Art Gallery and Shuster Hall were designed by renowned architect Marcel Breuer, and the modern APEX, designed by the internationally acclaimed architect Rafael Viñoly, is a world-class sports and recreation center with facilities for swimming, basketball, racquetball, weight training, track and field and dance.

Two years ago Lehman opened a \$16 million Multimedia Center, featuring an all-digital newsroom, custom-built broadcasting studio, eight-room editing suite, production control facilities, computerized music studio, and graphic workstations. Currently Lehman is constructing CUNY's first "green" science building. Designed by Perkins+Will, the 69,000-square-foot building will feature state-of-the-art laboratories, a conference center and office space, and is scheduled to be completed in 2012.



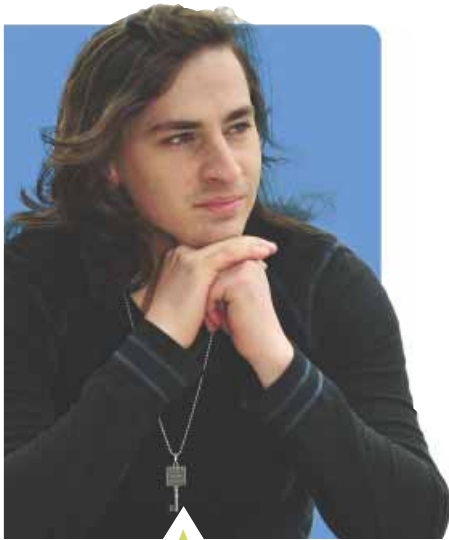
## THE HOTSPOTS AT LEHMAN

- 1 Student Life Building:** the hub of the college's 44 student clubs, including student government, the student newspaper and the campus radio station. Students can relax in the lounge or TV room or over a game of table tennis, pool, chess or air hockey.
- 2 The APEX:** the world-class center for sports and recreation is a magnet for many students, with its the 50-meter swimming pool, free-weight room and a fitness center, which has the latest equipment and is staffed by an exercise physiologist.
- 3 The Underground Lounge:** a student cafeteria in the Speech & Theatre Building; renovated in 2010, the lounge seats 410, offers Wi-Fi and a bite to eat.
- 4 Carman Café:** located in Carman Hall, a popular hangout for students that features a popular salad bar and Starbucks coffee.

# IMMIGRANT SUPERSTARS CHOOSE CUNY

“The City University of New York has a longstanding tradition of welcoming New York’s immigrants and the children of immigrants, providing access to a high-quality higher education. CUNY’s graduates contribute enormously to the economic and social well-being of the city and state as productive members of the workforce, bringing their skills and talents to bear on the improvement of both their own lives and the quality of life of the greater society”

— Chancellor Matthew Goldstein



**2011 Goldwater Scholar  
Mark Barahman**

Macaulay Honors College at the College of Staten Island 2011  
*Immigrant from Israel*



**2011 National Institute of Health Scholar  
Kelechi Ndukwe**

Lehman College 2011  
*Immigrant from Nigeria*



**2011 Rhodes Scholar  
Zujaja Tauqeer**

Macaulay Honors College at Brooklyn College 2011  
*Immigrant from Pakistan*



**National Science Foundation Fellow 2010  
Igor Labutov**

Macaulay Honors College at City College 2010  
*Immigrant from Russia*



**2011 Clarendon Scholarship to Oxford  
Kunchok Dolma**

Macaulay Honors College at Lehman College 2011  
*Immigrant from Tibet*



**2011 Math for America Fellowship  
Jian Liu**

City College of New York 2011  
*Immigrant from China*

Please visit



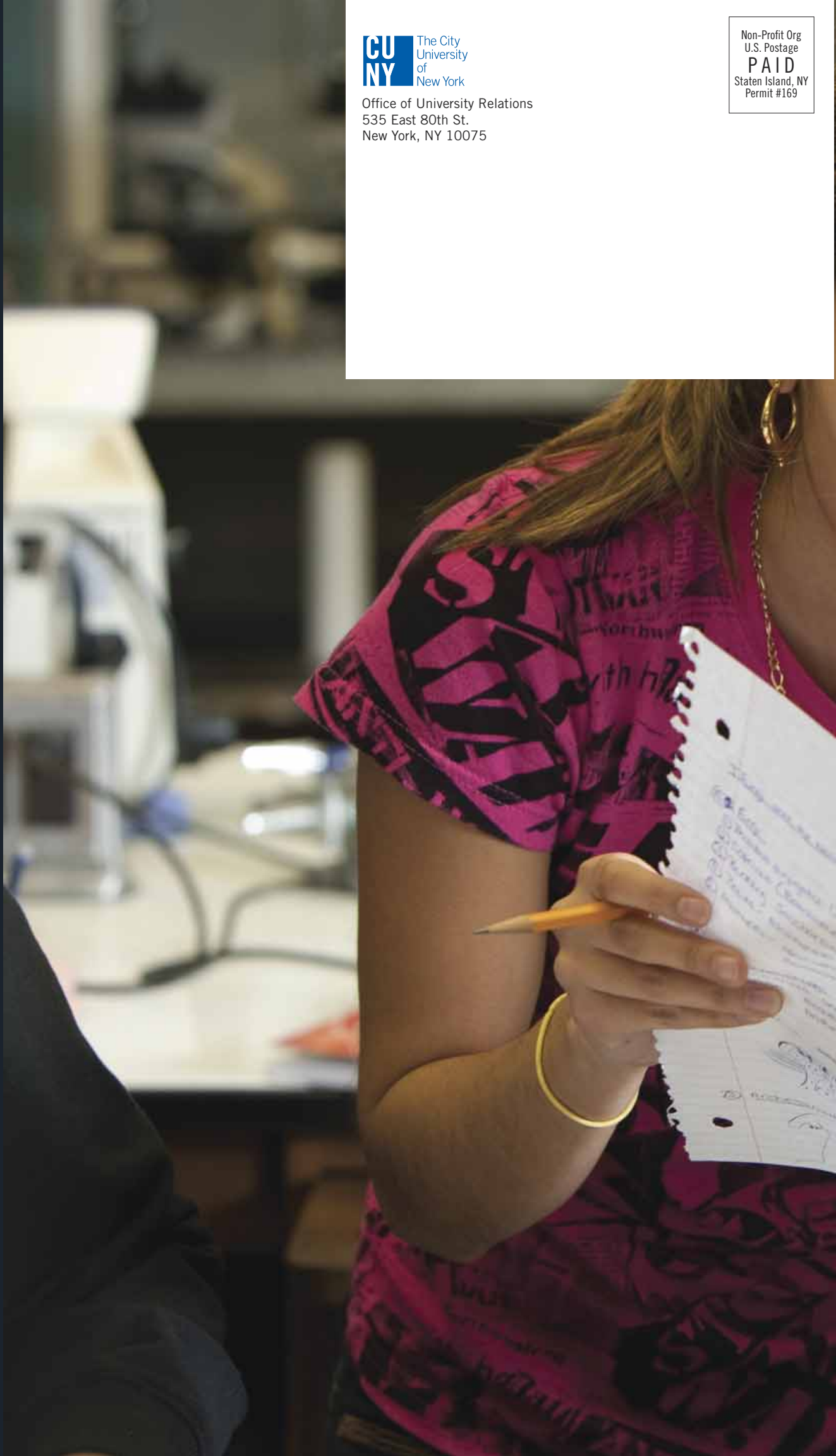
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