Creative Solutions To Financial ‘What-Ifs’

With a fiscally strapped state and city cutting financial support as spring enrollment trends show record demand, Chancellor Matthew Goldstein showcased the University’s pivotal role in workforce development as the U.S. economy wobbles back from the Great Recession. He also urged support for an innovative entrepreneurial approach to generating income to support and grow vital services.

“We’re not just creating new jobs; we’re creating quality jobs,” the chancellor noted in remarks to the Citizens Budget Commission. There are new associate-degree programs in health information technology, a new graduate School of Public Health to train skilled practitioners and researchers in urban health issues like asthma and diabetes; and a collaboration with Local 1199 SEIU Health Workers East that enables more than 6,000 union members to enroll in classes each year. CUNY has graduated nearly 12,000 associate- and baccalaureate-level nurses over the last 12 years. It also has helped incubate and start small businesses.

Advanced research funding has tripled over the last decade. The CUNY Energy Institute at City College in the past two years alone has raised $20 million, supported 30 doctoral students and created 20 knowledge-based jobs — and the technology it develops will lead to many more jobs. Meanwhile, with funding from the Robin Hood Foundation, a “green maintenance for buildings” program trains people for entry-level positions that emphasize energy efficiency; every one of the first 39 graduates received at least one job interview. The city Department of Education and Local 32 BJ asked CUNY to train their superintendents — 1,000 each — in green building operations.

The chancellor noted that just as University researchers are engaged in inquiry that can lead to new commercialization, so, too, must University leaders engage in inquiry that might lead to new revenue streams. “This is a time when the same spirit of ‘what if?’ that drives our academic research must also drive our approach to financing,” he said. “Universities must become incubators of new ideas, reorienting themselves to a new environment of institutional entrepreneurship.”

The chancellor offered these examples of an entrepreneurial University that will help meet the financial challenges ahead:

- Public-private partnerships offer incentives to all partners and can enable much-needed facilities expansions or upgrades, such as the new home for the Hunter College School of Social Work and the CUNY School of Public Health in East Harlem. Elsewhere, the University and developers hope to provide apartments for faculty and staff — and perhaps K-12 teachers and other public employees. The University is exploring the possibility of leveraging the site of the soon-to-be-shuttered North Branch of the John Jay College of Criminal Justice for a mixed-use tower that, in part, would house CUNY’s new community college.
- The University has teamed up with IBM and the city Department of Education to cut DOE’s costs by switching to e-textbooks in K-12 classrooms. CUNY intends to generate revenue — and better prepare students for higher education — by developing supplementary programs and marketing them to school districts across the country. A pilot effort started in February with Stuyvesant High School freshmen.
- Answering Mayor Bloomberg’s call to engineering universities worldwide to create a job-generating applied sciences research facility on city-owned land that could rival Silicon Valley, CUNY is exploring whether to make a joint proposal with Columbia University, Cornell University, The Cooper Union, NYU’s Polytechnic Institute and Mt. Sinai School of Medicine.
- All “ideas that incentivize revenue are urgently needed, especially now, as both governments and families struggle to regain ground,” Goldstein said, noting that Higher Education City budgets for FY 2012 remain unsettled, support for higher education clearly is at risk. The state alone faces a nearly $10 billion deficit, rising health care costs and the end of federal stimulus money.
- State aid for CUNY’s senior colleges fell by more than $200 million over the past three years. CUNY’s community colleges lost $29 million in state aid over the past two years, plus $8 million in city support this year. The reductions equal 9.5 percent of the University’s current $2.6 billion budget, government supplies about 60 percent of the budget, while tuition accounts for 40 percent. For the upcoming fiscal year, the state executive budget proposes reductions at around 10 percent. Although the Board of Trustees had to raise tuition by 5 percent for this spring, Goldstein said, “CUNY is still the most affordable quality undergraduate choice in the New York metropolitan area.” Meanwhile, demand grows for a City University education.

A record 13,903 students attended the winter session, 1,428 (11.4 percent) more than last year. The biggest increases were at John Jay and Hunter Colleges, along with Borough of Manhattan and Queensborough Community Colleges, according to Robert A. Ptachik, senior University dean for the executive office and enrollment.

The number of admitted students also reached an all-time high for the spring, following a record-breaking fall enrollment. The University admitted 12,911 new freshmen this spring. Medgar Evers College and LaGuardia, Bronx and Borough of Manhattan Community Colleges saw the largest increases. The number of well-prepared students — those with averages greater than 80 — increased by about 40 percent compared with last spring’s entering freshman class.

Transfer students from outside CUNY continue to recognize “The CUNY Value” — the University’s outstanding academic programs and affordable costs (see centerfold, pages 6-7). There were one-third more transfer applications — about 7,000, compared to 5,200 last year. Most sought admission to Baruch, Hunter and York Colleges, along with LaGuardia, Bronx, Hostos and Borough of Manhattan Community Colleges. James Murphy, University associate dean of enrollment, told the City Council Higher Education Committee in January that he expects more increases for fall 2011 in transfer and freshmen applications. Pachtich offered another indicator for the quality of the fall’s students: Applications to the Macaulay Honors College stand at 4,114 — 3 percent more than the number at this time last year.

Continued on page 3
Creating Win-Win Partnerships

A CROSS THE COUNTRY and here in New York, state support for public universities has been declining for the last two decades. As our recession has deepened, the situation has become more perilous. A recent study indicates that since 2008, at least 35 states saw more reliance on public colleges and universities and/or made large increases in tuition — from California, where tuition at the University of California is increased by 40 percent, to Michigan, where financial aid was cut by more than 60 percent.

In New York, state support for CUNY’s senior colleges has been reduced by $205 million over the past three years. Our community colleges have lost about $29 million in state funding over the past two years, in addition to almost $8 million in city funding this year.

With funding decreasing and tuition rising, public higher education must take action. Let’s not forget that the vast majority of college students — nearly 80 percent — attend public institutions. To ensure that the next generation of innovators is critical to our nation’s ability to grow and compete in the global knowledge economy.

So today, public institutions must become even more entrepreneurial, developing new ideas and initiatives that can lead to new revenue streams.

One area of opportunity is our real estate inventory. Our private-public partnerships offer incentives to all partners and can enable much-needed facilities expansions or upgrades. CUNY’s complex public-private partnership to create a new home for our Hunter College School of Social Work and our New School of Public Health in Harlem has generated savings of more than 10 percent.

For an urban campus like CUNY, public-private partnerships also offer opportunities to gain space where little available land exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a university, CUNY exists for growth — including space for faculty housing. We are currently working with developers to identify existing residential properties for this purpose. As a u
A central issue is that CUNY operates on a “course matching” system and too often it is unclear to students which of their courses will “match” courses and give them credit at their receiving colleges. The colleges, which historically have had the autonomy to create their own courses and requirements, are inconsistent, administrators acknowledge, as to how they evaluate other colleges’ courses for credit.

“You get credit if a course you’re bringing in matches a course in your new institution. There’s no definition of what is a match,” said Logue. The aim is to have “one clearly explainable general education framework for the University” so students and others know what the general education requirements are, and understand what courses they can take — and be credited for — for specific academic pathways at all the colleges.

For the report, focus groups were conducted with students who had acquired more than 120 credits but had not yet graduated. Although myriad factors were cited for why they had excess credits, transfer students were particularly likely to express confusion and frustration, reporting unclear requirements for their academic pathways, course-matching issues and college particularity about which courses’ courses/credits were to be “trusted,” among other problems.

“Excess credits impose a large burden on students with limited resources,” the report said. “Students with large numbers of excess credits will almost certainly have used up their financial aid eligibility before they finish, requiring them to fund college costs themselves. In extending their stay, they also run an increased risk of dropping out... The costs for CUNY are great, too, with students taking up seats that could go to others...”

“CUNY could make its transfer system more effective and student-friendly if it created a system-wide transfer process with clear pathways for students. Many universities have adopted such systems, including the University System of Georgia and SUNY,” the report asserted.

“These universities have swept away transfer arrangements that depended on bilateral agreements between colleges and instead have created system-wide transfer plans that have greatly simplified the transfer process for students.”

Aside from improving CUNY’s TIPPS online information system on course equivalencies and articulation agreements, the report made several recommendations, including:

- Standardize general education requirements in terms of the number of credits and division into broad curricular areas.
- The number of general education requirements vary at CUNY’s senior and comprehensivest colleges from 36 to 38 to more than 50, the report noted.
- Establish disciplinary groups that identify the five most common courses taken as pathways into the major and ensure that full credit is received for them as entry-level major courses or as prerequisites.
- Create mechanisms for accepting legiti- mate courses for credit even when a receiving college does not have a match for the course.
- These three recommendations were crit- icized by Baruch finance professor Terrance Martell, vice chair of the University Faculty Senate, as unsupported by data in the report. “These are curriculum issues best left to the faculty to decide. There is nothing in this report that would warrant challenging that longstanding faculty prerogative,” said Martell, who is Saxe distinguished professor of finance at Baruch and director of the Weisman Center for International Business. He also described as “greatly overstated” the $72.5 million figure cited as the cost of excess credits, saying “$4.1 million is closer to the actual cost, if we limit ourselves to the impact of CUNY students transferring within CUNY, which is the focus of this report.”

Logue said, however, that the cost of excess credits accumulated by 2008-09 graduates was accurately stated as being $72 million and that the University should be concerned about all categories of students who accumulated these credits. Within CUNY transfer students accumulated $28 million of these credits, with the figure rising to $50 million when all transfers from within and outside CUNY are considered.

Logue points out that these are all CUNY students. Even CUNY graduates who started and finished at the same senior college accumulated a total of $16 million in excess credits. This suggests, Logue said, that the system is hard for all students to navigate efficiently.

Logue said consulting with faculty groups was part of the process of improving the system. “We’re talking about one inte- grated university, and in that integrated uni- versity, each unit has its own particular niche... that’s a good thing, but at the same time, if a student moves from one campus to another, we don’t want the stu- dent to have to start all over again.”

**Articles last year exploring nationwide issues relating to college credits, including problems faced by transfer students when they attempt to transfer from one college to another, are paying to credit course credits were valued by 11 four-year colleges within the University. Only two granted the full four credits; one allowed three credits, an elective; and five gave either no credit or the possibility of elective credit if the student had completed an associate degree.**

A University-wide study finds ways to streamline course-credit transfers among community and senior colleges, eliminating student confusion and extra financial burdens.

Continued from page 1

Employee Learning Program for the HRA OCSE’s 800+ Employees to Help them Carry out their Responsibilities Effectively,” under the direction of John Mogulescu, dean of the school and senior university dean for academic affairs. An “Aided Health Career Pipeline Program” at Hostos Community College, under the direction of Dean for Special Programs Carlos Martinez, has received $1,480,009 in grant support from the Office of Family Assistance. Funding totaling $2,056,072 has been awarded by PHS/NH/DIVision of Research Resources to President Jennifer J. Raab of Hunter College together with Robert Dutton and Jesus Angulo for a “Research Center in Minority Institutions: Center for Gene Structure and Function/ADHD Infrastructure Grant.”

A Vocational Education Program, under the direction of Louis Gunta of John Jay College’s Department of Communication & Theater Arts, has received a $733,115 grant from the New York State Education Department.

“We understand the Crime Drop in New York City,” a project directed by Karen Terry of John Jay College’s Department of Criminal Justice, has received $200,000 in grant support from the Open Society Institute. City College has received $1,733,361 from The National Institutes of Health for a project titled “CCNY-Memorial Sloan-Kettering Cancer Center (MSKCC) Partnership for Research, Training and Community Outreach,” under the direction of biochemist professor Karen Hubbard. The New York State Education Department has awarded two grants to Boroughs Community College: $252,230 to Paul Jean-Pierre and Sherri Ann Simmons for the “Liberty Partnership Project Price,” and $132,742 to Rihab Gunedi and Paul Jean-Pierre for “CSTEP: the Collegiate Science and Technology Entry Program.”

Lehman College President Ricardo R. Fernández received the 2010 Ninth Annual Latino Trendsetter Award from LatinTRENDS for outstanding achievements, contributions, leadership, and service to the Hispanic and Bronx communities. Brent Epon, LaGuardia Community College’s assistant dean for academic affairs, was named distinguished humanities educator of the year by the Community College Humanities Federation for dedication to the scholarship of teaching and learning, advocacy of new technologies in education and commitment to the discipline of history. Assistant professor of electrical engineering David Crouse of City College and University Vice Chancellor for Research Giliam Small have received a $921,200 award from the New York State Foundation for Science, Technology and Innovation for “CAT: Center for Advanced Technology.” Small’s title was incorrect in the announcement that appeared in the previous issue of CUNY Matters.

Kingsborough Community College has received $595,935 in grant support from the National Science Foundation for a project entitled “Community College Students Paving Future Careers in Bioengineering and Biotechnology,” directed by professor Jay Mancini.

Hunter College has received two grants for a “Specialized Neuroscience Research Project,” one from PHS/NH/National Institute of Neurological Disorders & Stroke, totaling...
**GRANTS&HONORS**

Continued from page 3

$1,434,419, under the direction of distinguished Professor Marie Fibrin, and a second totaling $1,100,00 directed by Fibrin, Maria Figuerredo-Pereira and Mitchell Goldberg, all members of Hunter’s Department of Biological Sciences. Professor of civil engineering Reza Khabbazhi of City College has received $2,221,860 in funding from the National Oceanic & Atmospheric Administration for “NOAA Cooperative Remote Sensing Science & Technology Center (CREST).” Professor of physics Justin Vazquez-Poritz of New York College of Technology has received a $60,000 grant from the National Science Foundation to conduct research in string theory entitled “Constraining Gravity Dual Models of Strongly Coupled Plasmas.” He also was named a 2010-2012 Scholar at the Kavli Institute for Theoretical Physics in Santa Barbara, Cal.

Lehman College professor and chief librarian Kenneth Schlesinger has received a Fulbright Senior Specialist Grant to help organize a library and archive for the Steve Biko Foundation’s new cultural heritage center in the Eastern Cape, South Africa; it will serve as an intellectual and economic development resource in one of that nation’s poorest provinces. Professor of English Matthew K. Gold of New York City College of Technology is leading a five-year project funded by a $1.3 million grant from the U.S. Department of Education titled “A Living Laboratory: Redesigning General Education for a 21st-Century College of Technology.” A project directed by The Angela Pinto of Baruch College’s Psychology Department, “Managing Obesity by Combining Behavioral Weight Loss and Commercial Approaches,” has received $160,008 in grant support from the National Institutes of Health. The National Institutes of Health has awarded a $454,135 grant to Auo-Sheng Hu of the College of Staten Island Chemistry Department for research on “ Palladium-Catalyzed Tandem Double Addition Reactions for Organic Synthesis.” The New York City Council has awarded funding totaling $274,403 to Michael Geller of the Department of Student Development at Kingsborough Community College for an “Alcohol and Substance Abuse Program.”

**Dedicated Councilman Inspires Students**

It’s a Friday afternoon, and 30 students are seated in a circle in Room 116 of Powdemaker Hall on the Queens campus.

City Councilman and adjunct professor of urban affairs James Vacca has just received final papers from the class of mostly graduates pursuing additional or advanced degrees. He listens attentively as they deliver oral presentations and then leads a lively discussion.

The issues are topical and controversial. A student states her view of children’s First Amendment rights.

“We have a student knowing what her topic was about,” Vacca observes. “She spoke well. She also articulated pros and cons. I thought she did a very good job.”

Other students speak on abortion, immigration. Vacca invites comment: “What are the long-term ramifications of immigration? Any thoughts? Any questions?”

The class, which met under way at 2 p.m., capped a busy morning for Vacca. The Democratic city councilman for the 13th district in the Bronx began his day about 10 a.m. Dropping in on a party at the RAIN (Regional Aid for Interim Needs) East Tremont Senior Center, he was welcomed by its executive director, Louis Vasquez, as “the hardest working guy fighting for the Bronx.” Constituents received him with smiles and hugs.

Chaffing himself on his rounds, Vacca, 55, next addressed about 200 people on preventing caregiver burnout at an event he cosponsored. After a brief stop at his office for a brown-bag lunch, Vacca was off to a surprise birthday celebration for a 99-year-old woman to whom he presented a City Council proclamation.

Vacca’s public service career began at age 13, when he organized his junior high school classmates to rally for better MTA bus service. At age 20, he stopped the city from moving the Northeast Bronx Senior Citizens Center from its location at a church and became the center’s president. During a stint with Volunteers in Service to America, he worked with low-income seniors in his neighborhood.

When he was 25, Vacca became district manager of Community Board 10. He served on School Board 8 and many civic associations. In 2003 he was elected to the City Council and earned a reputation as a relentless advocate for the Bronx, his hometown. In 2009, he was re-elected with more than 90 percent of the vote.

His district includes Throgs Neck, where he lives with his wife, Shirley, a public school teacher, and their daughter, Elizabeth, 16. He chairs the council’s Transportation Committee and is on the Education, Aging, Land Use, Rules and Recreation, and Higher Education Committees.

“I feel my role is to be supportive of CUNY and its mission,” he said. “CUNY should be the gateway for all, rich or poor, and every ethnicity. ... I always wanted to teach at Queens,” said Vacca, who earned his master’s degree in urban studies there. Even as a district manager, Vacca used personal time to teach afternoons: “Intro to Public Policy” and “Power in the City.”

“That was wonderful for me,” said Vacca. “I have spent my entire life in public service trying to improve the quality of life of people. I get a reward out of teaching. I get a big thrill out of a classroom.”

There’s an enthusiasm in my classroom that you can reach out and touch,” he went on. “I’m leading discussion on much of what we do in the city; the many things I’m involved in. I stress critical thinking, the ability to analyze, to not always believe what you read or hear, to read between the lines, but I also stress writing skills, grammar, sentence structure and speaking. The class is a learning experience for me.”

Not to mention for his students.

Graduate student Lorna Thaxter, 50, said: “I learned more about New York City and government [from him] than I did from any radio, TV or newspaper. When he comes into class you see all of New York City. He makes you think.”

He addresses current issues and manages to go beyond the issue to its effect on people,” said Inman Keshwani, 22, a law school-bound undergrad- rate political science major, who added that Vacca’s being a councilman “adds more credibility to what he has to say.”

Mei Hui Huang, 35, of Taiwan, who said she came to Queens College because it has a reputation for urban studies in her country, said of Vacca: “He knows a lot; he taught me a lot. I told him I’m an international student, so he gives me a little more time to research my paper, and he helps me to revise my topic.”

With a calendar reflecting three days at City Hall and the rest in his district, Vacca’s days are full, but he enjoys the pace. “Once you start helping people you get a reward from it; it’s a gift you don’t want to give up,” he said.

As to aspirations for higher office, Vacca, whose term expires in December, 2013, said, “I don’t know what the future holds. They tell me in this business never say nev- er. I want to give back, be it government or the classroom. I don’t see any end in sight.”

**A CUNY LIFE**

**As a teacher, Vacca emphasizes speaking and writing skills as well as critical thinking.**

“I learned more about New York City and government [from him] than I did from any radio, TV or newspaper. ... He makes you think.” — Graduate student Lorna Thaxter
CUNY Praised for Helping 2010 Census Add Up to Success

John Jay’s Anthony Carpi Wins Presidential Award

Anthony Carpi, a professor of environmental toxicology at John Jay College of Criminal Justice, traveled to Washington in late January to accept a presidential award at the White House for mentoring.

Carpi was one of 11 individuals and four organizations to receive a Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. He was nominated by John Jay and selected by the National Science Foundation, primarily for creating a program that aligns with forensic science majors to work on research projects with faculty members. Carpi started the program, called PRISM (Program for Research Initiatives for Science Majors) in 2006, and several participants have won awards for their work.

During the awards ceremony at the White House, President Obama praised the recipients for going “above and beyond the call of duty to ensure that the United States remains on the cutting edge of science and engineering”—a principal theme of his State of the Union message two days earlier. The presidential honor includes a $10,000 award for recipients to further their mentoring work.

Said Carpi: “The real reward is knowing that the mentoring programs we’ve created have provided the support and resources that our students need to reach their full potential.”

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President Obama congratulates Anthony Carpi in the Oval Office on Carpi’s mentoring award.
What Keeps Us So

The City University of New York offers one of the greatest values in higher education today, equipping record numbers of students with a quality, affordable education, invigorating the city and state economies and guaranteeing New York a talented, well trained and stable workforce. The latest figures show CUNY’s value to New York and New Yorkers is stronger than ever, despite prolonged financial stress that has reduced government support.

A pillar of the city and state economies with roots stretching back more than 150 years, the University has carefully prepared for the hypercompetitive 21st century. Over the past decade, CUNY has raised academic standards, stabilized and creative-ly jump-started revenue streams and upgraded science laboratories and other essential facets of its 23 institutions.

All this comes on the heels of the University’s Office of Institutional Research and Assessment and other sources underscore CUNY’s value as an essential driver of New York’s econ-omy, as well as the dreams, aspirations and financial futures of New Yorkers.

An Outstanding Investment

The key word is affordability. It’s no secret that it costs less to attend a campus of The City University of New York. But CUNY is not just affordable, it’s also an outstanding investment compared to other public and private institutions in the metropolitan area.

Federal and state financial aid keep CUNY’s classrooms open to the neediest students, leveling the playing field and protecting them from tuition increases and other economic fluctuations.

Without aid, CUNY’s 2009-10 in-state tuition was $4,600 per year at senior colleges and $3,150 at community colleges; for the spring 2011 semester, tuition rose 5 percent, to $4,830 and $3,300, respectively, and it will increase another 2 percent for the 2011-12 academic year to $4,927 and $3,366. That is still less — in most cases, much less — than the tuition at other area colleges.

What keeps CUNY affordable? A history of infrequent but modest tuition increases, the availability of federal and state financial aid and the University’s continuing advocacy for the CUNY Compact.

Under the compact, the state and city gov-ernments fund mandatory University costs such as energy and labor and at least 20 percent of new academic programs and student services. The University seeks philanthropic contributions and commits to cutting internal expenditures to free up funds for the classroom. The compact also favors small, predictable tuition increases to help keep the University’s finances stable and avoid tuition spikes that can rattle family budgets and defer college dreams.

But here’s the best-kept secret about CUNY: For its neediest students, the University is tuition-free.

Low-income students are insulated from tuition increases by need-based Pell Grants and New York State Tuition Assistance (TAP) awards. In 2009-10, nearly 167,000 CUNY students received financial assistance, including $491.4 million in Pell Grants, $224.4 million in TAP awards, and loans. In total, CUNY students received more than $1 billion in aid, including grants, scholarships, work-study programs and loans.

Fewer CUNY students, on average, borrow to finance their education — and those who do typically owe less than their peers at area colleges, according to a report by the nonprofit Project on Student Debt. Therefore, they are less encumbered by debt when they graduate and head to the job market or graduate school.

Value to New York

It’s hard to overstate the University’s contribution to the intertwined economies of New York City and State. CUNY has conferred more than 1 million degrees since 1967, and its colleges educate the majority of undergraduates in the city, which has the third-highest college enrollment among the nation’s 10 largest cities.

A most significant factor is that the vast majority of CUNY graduates remain in New York City and State, contributing the increased earning power and skills conferred by their degrees. A nearly three-decade sampling by the University’s Office of Institutional Research and Assessment (1981-2008) found eight of 10 CUNY bachelor’s-degree recipients and seven of 10 associate-degree recipients still living in New York City, while 85 percent remained in the state.

CUNY graduates enjoy a high level of employment, as well. Within three years of graduating, 84 percent of baccalaureate graduates are working and 92 percent are employed and/or continuing their education, the University found. Employment prospects also are strong for associate-degree recipients: 76 percent are working within six months of graduation, and 94 percent are employed and/or continuing their education.

In order to strengthen the knowledge and skills of incoming freshmen, the University has stepped up its involvement in K-12 education in partnership with the city Department of Education. Part of the
Affordable?

The University’s great value comes from sharing financial responsibilities and developing innovative partnerships — from job training to real estate.

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<th>PUBLIC COLLEGES &amp; UNIVERSITIES</th>
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<tr>
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About one-third of New York City public school teachers are CUNY-educated.

At the CUNY Compact model for higher education, built on incentives, state and local governments cover mandatory costs and the institution provides resources for investment — through philanthropy, increased efficiency and modest tuition increases.

In the CUNY Compact model for higher education, built on incentives, state and local governments cover mandatory costs and the institution provides resources for investment — through philanthropy, increased efficiency and modest tuition increases.

Collaboration is key to expectations of the next wave of high-demand jobs. For example, high numbers of nurses, accountants and health, science and computer technicians are earning degrees and other credentials at CUNY schools. CUNY’s impact on the health care field is significant. Its nursing programs graduate 65 percent of the 1,400 associate degree-level RNs at New York City institutions, with 80 percent employed within six months of graduation.

So, too, is its training for business and finance jobs. CUNY baccalaureate and master’s graduates account for more than one-third of business and finance graduates from city institutions. The University awards about 4,500 associate degrees and 800 master’s degrees in business and finance (excluding sales and marketing) and graduates approximately 2,000 students from accounting programs each year.

CUNY’s imprint on the teaching profession is also deep. About one-third of New York City public school teachers are CUNY-educated and about 40 percent of teacher education programs in the city are at CUNY schools.

Workforce development in fields from health care to building trades can mean jobs on projects such as those generated by the University’s capital construction program.
CUNY WILL BECOME the largest smoke-free public university system in the United States once a broad new policy, approved by the Board of Trustees at the start of the spring semester, goes into full effect over the next year and a half.

The new policy expands the University’s current ban on smoking inside all facilities and vehicles to include all outdoor grounds. And it bars all tobacco-industry promotions and marketing, including sponsorship of athletic events and athletes. The board’s resolution requires the 23 CUNY campuses to implement the new policy by September 2012, giving them time to develop educational campaigns, post signs and add counselors trained in helping smokers quit.

“The harmful effects of tobacco use are well known,” board Chairperson Benno Schmidt and Chancellor Matthew Goldstein said in a joint statement. “Tobacco is the leading cause of preventable death in the world today — and in New York City — and this action will further reduce exposure to tobacco and improve public health. As the nation’s largest urban public university, as a source of thousands of health-profession graduates and as the home of the new CUNY School of Public Health, CUNY has an opportunity — and a responsibility — to set appropriate standards as an example for universities seeking to protect the health of their students and employees.

The move is part of a national trend on college campuses that has gained momentum in the past year. The University at Buffalo banned smoking on its three campuses last summer and Columbia University recently prohibited smoking within 20 feet of buildings — two of the 466 campuses that have banned smoking, according to the American Nonsmokers’ Rights Foundation.

But the breadth of the CUNY policy and its reach across a public university system of nearly half a million students and more than 20,000 faculty and staff makes it the boldest move yet — one that has brought national media attention and praise from public health advocates. The action was reported by major news outlets throughout New York City and well beyond, from The Huffington Post to The Jerusalem Post, as well as in the higher education media. “I heartily congratulate the board at CUNY for taking this groundbreaking step to protect the health of its students, faculty and staff,” said New York City Health Commissioner Thomas Farley. “I urge members of the CUNY community who smoke to use this as an opportunity to quit, as it is the single most important step you can take to improve your health. The Health Department looks forward to supporting CUNY as it implements this pioneering policy. Because of the board’s actions, the CUNY community will be a healthier place to work and learn.”

Smoking-related deaths from cancer, heart and lung diseases and other conditions account for more than 440,000 premature deaths each year, about one in five deaths in the United States. The U.S. Surgeon General also has determined that exposure to secondhand smoke — even outdoors — is dangerous to health, and that reducing exposure will save lives and cut health care expenditures.

The University estimates that 13 percent of its students, faculty and staff are smokers. According to Alexandra W. Logue, executive vice chancellor and University provost, the University’s recent creation of a School of Public Health helped prompt support for an expanded anti-smoking policy that included barring any marketing presence by the tobacco industry on campuses.

At Goldstein’s request, Logue led a University Advisory Committee on Tobacco Policy, which researched and developed the recommendations that helped form the new policy. The committee, which included faculty, staff and students, conducted an extensive outreach program that included a special website to receive input from the University community.

“Part of our job is to promote the basic values of 21st-century higher education in the United States,” said Logue. “These values include cultivating respect for others, emphasizing the importance of health and wellness, supporting environmental sustainability and preparing students for professional success in workplaces that are, increasingly, tobacco-free.”

Under the leadership of Luis Manzo, the University’s director for mental health and wellness services, CUNY will support the new policy by providing training, information and other resources across the university system. By this June, each college, as well as the University central office, will be required to submit implementation plans that address its specific needs. After review and approval, the colleges will have until Sept. 4, 2012, to fully implement the new policies.

The new smoke-free philosophy is aligned with New York City’s mayor Michael Bloomberg, whose strong anti-tobacco push has made the city a national leader in government actions to reduce smoking. Through education, taxation, support of cessation programs and expanding tobacco-free spaces, the city has helped cut smoking rates below national levels. New York City public schools and medical facilities are already tobacco-free, both inside and outside buildings.

Still, smoking is permitted on city sidewalks and that may minimize the impact on urban-style campuses such as Hunter College, Baruch College and LaGuardia Community College more than on more traditional-style campuses such as Queens College, the College of Staten Island and Kingsborough Community College, which have space between their buildings — and, in some cases, on top of them.

At John Jay College of Criminal Justice, smoking will be banned on the new rooftop commons of a block-long building that will be part of the college’s expansion next fall. “Before this ban, we would have had to permit smoking,” Karen Kaplowitz, a professor of literature and a former smoker who served on the advisory committee, told The New York Times. “But now we’re going to have a beautiful, tobacco-free campus in the middle of Manhattan that is unthreatened by cigarette smoke and butts.”
MURDER, HE WROTE (NOT BY SIX-SHOOTER)

By Gary Schmidgall

Killer Colt: Murder, Disgrace, and the Making of an American Legend
By Harold Schechter

Ballantine Books

WALT WHITMAN’S LOVE of bustling Broadway is famous, but the bustling docks circling lower Manhattan thrilled him too. In “City of Ships,” he describes his most euphoric city poems, he exulted, “O the beautiful, sharp-bodied steam-ships and sail-ships ... City of wharves ...”

But the scene that unfolded on Sept. 26, 1841, on one of Whitman’s “proverb black ships of Manhattan” was not proud at all, but grisly. The New Orleans-bound Kalamazoo, delayed a day by bad weather, was moored at the foot of Maiden Lane, just below the present South Street Seaport. From its hold had been hoisted a large wooden crate exuding a noxious stench. Inside was found a corpse trussed into a contorted lump, its skull brutally fractured. Leading this CSI was no less than the popular mayor of New York, Robert Hunter Morris.

And thereby hangs a tale. It is told with — how do you put that — grasmes joie de vivre and skil by Harold Schechter in Killer Colt: Murder, Disgrace, and the Making of an American Legend (Ballantine). The author’s official title is professor of American literature and culture at Queens College, but professor of the worst in human nature would be more accurate.

Schechter is an aficionado of the awful. He has produced several volumes of true-crime fiction and nonfiction, all of which begin with one word, a colon, then a subtitle. Among those single words are: Bestial, Fatal, Fiend, Depraved, Deranged, Deviant. Also to his credit are The Serial Killer Files and The Whole Death Catalog.

Schechter was the obvious choice to edit the massive 900-page Library of America True Crime: An American Anthology that appeared in 2008. There’s gotta be a raven above his writing-chamber door.

The unfortunate victim in his latest book was quickly identified as a busy local printer named Samuel Adams, and the blood-splattered crime scene was soon discovered to be a small office in the Granite Building at the corner of Broadway and Chambers. When overwhelming circumstantial evidence and the obviousness of murder cause for an immediate investigation by Bennett, it was discovered that Bennett’s byline was not only accurate but also right on the mark.

Bennett was shocked, shockingly, to be living in a nearby apartment with a pregnant woman who was not his wife. Featuring the flames of suspicion, the bunding “penny dreadful” press palpitated New Yorkers into fascination and obsession with the case. James Bennett, editor of the five-year-old New York Herald, opined that the Colt case was “one of the most singular trials that ever took place in this or any other country.” (The young journalist Walter Whitman did not like Bennett’s hype, calling him a “reptile making his path with slime” and a “night-glool, preying on rottenness and repulsive filth.”)

Ninety witnesses testified at the trial, and Schechter follows the O.J. Simpson-like media circus and the jousting of the well-matched legal teams for the prosecution and defense with a keen taste for cliff-hanging moments, a skill clearly honed in writing his five true-crime novels.

Would the jury vote “guilty” — and for manslaughter or murder? Would it agree on capital punishment?

The case also evoked some serious discussion of crime, punishment and the nature of criminal behavior. The fascination of true crime is putting itself in the mind of the “perv,” and Schechter singles out for its “sophistication and acuity” one op-ed piece that made this point. It appeared in the Sun a few days after the legal dust settled. It is entitled “The Moral of the Tragedy.” “Let us ask,” the author wrote, “Do we know ourselves any better than [Colt] knew himself? Do ... we have the high moral courage to put one foot out of the volcano of human passions whose maddened fires roar and blaze within our bosom?”

Though the essay was unsigned, Schechter tells us, “scholars have since identified its author as the twenty-three-year-old Walt Whitman.”

CUNY Matters welcomes information about new books that have been written or edited by faculty and members of the University community.

Contact Sheila.McKenna@mail.cuny.edu.
Check It Out! e-Books

Pursuing multiple ways to reduce costs and improve learning and teaching are the goals of the University’s e-book initiative.

For more than 10 years, electronic books have been seeping into university libraries across the country. But with the introduction of readers and other devices — like Amazon’s Kindle, the Barnes & Noble Nook and, recently, Apple’s iPad — e-books have exploded onto the public scene.

Librarians, faculty and administrators are in the midst of experiments and pilot projects, trying to determine how e-books and readers fit into their collections and curricula. Part of the interest in e-books, at CUNY and elsewhere, stems from the high price of textbooks and the hope that digital information can save money for students and their families.

CUNY has partnered with IBM and New York City’s Department of Education on a public school e-textbook initiative, which the University expects will lead to revenue from CUNY-produced supplementary materials (see page 1 and Chancellor Goldstein’s column, page 2). CUNY’s Textbook Savings Committee, led by Associate Vice Chancellor Brian Cohen, is pursuing multiple ways to reduce costs, including electronic textbooks. At the same time, many e-book initiatives are exploring whether these new technologies actually improve learning and teaching experiences, and how they affect the flexibility and convenience of library lending practices.

They’re running into lots of problems. For example, because there are no universally accepted file formats, many e-books can be read only by specific e-readers. E-books with color or charts may be suitable for some devices, but not readable on others.

“The use of e-books, while of enormous potential, is by no means a settled practice among vendors and publishers, no less than among faculty and students,” says George Otte, CUNY’s director of academic technology. “There is no established business model, no predominant mode or system for instructional content delivered digitally.”

In short, we’re a long way from e-book nation.

Still, most librarians acknowledge the importance of continuous, albeit cautious, forays into the e-book future.

“We’ve just begun. We’re still in the ‘emerging-everything’ stage,” says Kate Lyons, reference and information technology librarian at Hostos Community College. “But more and more content is being delivered this way. We can’t not be part of it.”

In fact, CUNY has been building its digital book offerings for years, says University Librarian Curtis Kendrick. “We already have hundreds of thousands of e-books on the CUNY Online Catalogue,” says Kendrick. “They’re pretty heavily used,” about 400,000 times a year, Kendrick says. These books can be read over the Internet, but not downloaded into e-readers.

Many e-books are available through subscription agreements with companies like ebrary, which aggregate online database collections of books from hundreds of academic and trade publishers. “We’re still in the experimental stage,” Kendrick says. “But even with all the caveats, it’s clear this is where a lot of information will be delivered in the future.”

Perhaps the biggest caveat is the role of e-readers. Librarians at several CUNY colleges have conducted pilot projects over the last year to test whether e-readers are worth investing in.

At Lehman College, for instance, the Leonard Lief Library bought 10 Sony e-readers, says Alevtina Verbovetskaya, the instructional technologies librarian. The readers are available for one-day loan use only within the library, although e-books may be borrowed for up to seven days.

Content is provided through sources like Google, as well as companies like OverDrive, another electronic database provider. OverDrive has a one-book-one user policy; that is, only one user can check out each copy of a book at a time.

Meanwhile, at John Jay College of Criminal Justice, librarians last summer asked about 160 incoming freshmen to test four Sony e-readers. In small groups, the students learned how to manipulate the readers and evaluated them.

The results from both projects have been decidedly mixed.

At Lehman, the Sony e-reader demonstrated some effective features, such as the ability to change text size and support open, non-proprietary file formats like epub. Although individual users could take notes on the reader, they couldn’t save them once the borrowed device was returned to the library. Overall, “student response has been lukewarm,” says Verbovetskaya, probably because “they’re not yet aware of the program.”

At John Jay, most students liked the devices, although they were initially chagrined that they didn’t use touchscreen technology like their iPhones, according to Maria Kiriazova, the collection development and reference librarian. When asked whether they would prefer to read a book in print or on an e-reader, almost 85 percent said they would prefer an e-reader.

But other issues made e-readers problematic, Kiriazova says. Many e-books already included in John Jay’s digital collection were not readable via the Sony e-reader. Scholarly titles often are not available for e-book readers. E-readers are not fully com-
For the second time in three years, Queensborough Community College has received a gift exceeding $1 million—a sign of growing private support for community colleges. The $1.15 million bequest from Norman Philip Jooendeh, a longtime patron of the OCC Art Gallery who died in 2007, will endow the gallery’s Jooendeh Collection and establish an endowed award to support an artist in need. The gift follows Harriet Kupferberg’s $1 million gift to the college’s Kenneth and Harriet Kupferberg Holocaust Resource Center and Archives in 2007. “Our community colleges and their mission have gained credibility,” says Eduardo J. Martí, CUNY’s vice chancellor for community colleges. “Donors feel good about helping colleges that can help many. They realize that if you give a million to a college like Queensborough, it’s a big deal.” Martí notes that organizations such as the Bill and Melinda Gates Foundation have increased their support of community colleges. “Our time has come,” he says. For Your Benefit

CUNY employees are among the more than 150 million American workers who are paying less Social Security tax in 2011, thanks to legislation passed by Congress and signed into law by President Obama in December. The tax, also known as FICA, dropped to 4.2 percent from 6.2 percent—a one-year reprieve starting with the first paycheck of the year. (It will have no effect on future Social Security benefits, in case you’re wondering.) Gloriana Waters, CUNY’s vice chancellor for human resources management, offers some suggestions for putting the extra money to work: “Start contributing to one of the tax-deferred annuity plans available to CUNY employees, such as the New York State Deferred Compensation (457b) Plan. If you’re already participating, consider increasing your contribution. It’s a terrific way to save for retirement and lower your income tax bill at the same time.”

We Remember

In the early 1970s, New York native Frank Bonilla, a renowned Latin American studies scholar, led a campaign to persuade CUNY to create a Center for Puerto Rican Studies at Hunter College. He was named founding director in 1973 and spent the next 20 years developing the nation’s pre-eminent academic center on the Puerto Rican experience. Bonilla, who died Dec. 28 at 85, grew up in East Harlem and the South Bronx and graduated from City College in 1949. He was living with family friends in Tennessee and Illinois that he had his first taste of prejudice and segregation, and it put him on the path to his life’s work. Returning to New York after earning his doctorate at Harvard and teaching at MIT and Stanford, Bonilla established what became the nation’s most influential college-level Puerto Rican studies program. His vision for the Hunter center was to integrate his people’s history, politics, economics and culture—and to weave them into the study of the racial/ethnic prejudice that was a part of their American experience.
**Is Evolution Over?**

William Buldoc, visiting professor of Philosophy, argues that evolution in some areas has pushed living systems to the limits of what the laws of physics allow — in effect "as far as they can go."

**Explore a New Gallery**

A NEW EXHIBITION SPACE celebrates the creativity of the Dominican people, who in recent years have accounted for the largest number of foreign-born residents of New York City.

**Advice to Journalists**

Christine Ampomah challenged the 2010 class of CUNY Graduate School of Journalism to adhere to the highest professional standards to help further "civil societies and global understanding."

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**Is it 'Poetry' or 'Journalism'?**

"Performing journalism," according to Tina Brown, founder and editor of The Daily Beast website. "By being aesthetically attractive, we ... luxury advertisers to come online with us and so far it's working," she said at a panel discussion on the future of media.

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**What Is a Poem?**

"LIKE TO THINK that the poem, itself, dictates what sort of shape it wants to be in the world," says Pulitzer Prize-winning poet Paul Muldoon. "The only thing that carries weight is whether the poem is any good — at zero level you change — at some level you change."

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**Introducing Wallace Shawn**

A THOUGH JOHN LERNER and actress Julianne Moore were among friends and colleagues of Obie Award-winning playwright Wallace Shawn, who read from his works for the theater plus his latest book at an event in his honor, "It's almost always the case that the party of the president loses in modern elections," Frances Fox Piven, distinguished professor of political science at the Graduate Center, said in a panel discussion.

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**Earning an Edge**

STUDENTS at the Zicklin School of Business at Baruch College have an edge when it comes to finding positions, according to Terence Martell, director of the school's Weissman Center for International Business. Find out why.

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**Politics as Usual**

A THOUGH THE 2010 ELECTIONS saw historic losses for the Democrats, the directional shift wasn't all that unusual. "It's a model of the party of the president loses in modern elections," Frances Fox Piven, distinguished professor of political science at the Graduate Center, said in a panel discussion.

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**Future of Healthcare and Medicare**

FUTURE OF HEALTHCARE and Medicare CUNY School of Public Health (Hunter Brookdale Campus) 6 p.m. Free

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**Beyond the High Line**

NEW YORK'S HIGH LINE is much more than a magnificent public park built on a defunct, elevated railway. But is it a model for the city or not?

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**What's New?**

WHEN IT COMES to making money, some things never change, according to Tina Brown, founder and editor of The Daily Beast website. "By being aesthetically attractive, we ... luxury advertisers to come online with us and so far it's working," she said at a panel discussion on the future of media.

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