Dr. Data

CUNY alum JT Kostman wants to know all about you – to find out what you want and what you’ll be happy to pay for. Page 8
In the Atrium building of the New York City College of Technology
CONTENTS WINTER 2016

2 THE FIRST WORD
Seizing the Day and Record High Fall Enrollment

4 BIG PLUS
CUNY School of Medicine

6 GREAT GRADUATES
Arlene Alda
Queens College

8 COVER STORY
Doing the Job With Data Science

12 HEAD OF THE CLASS
Paris Svoronos
Queensborough Community College

14 LESSONS IN LEADERSHIP
Barry Feirstein
Barry Feirstein Graduate School of Cinema

18 PROFILE
Author Colum McCann
Hunter College

20 HISTORY LESSON
CUNY and the Civil War: A 150-Year Legacy

26 COMMUNITY
Nursing a Neighborhood to Health

28 MENTOR
Emily Sohmer Tai
Queensborough Community College

30 FIELD STUDY
Grad Students Help With Speech, Hearing

32 NEW ON CAMPUS
Farley Herzek
Kingsborough Community College

34 TOP OF THE CLASS
Myriam Santamaria
John Jay College

36 PAGE TURNER
Andrew Sparberg
CUNY School of Professional Studies

38 BOOKS AT A GLANCE
Recent Books By CUNY Authors

39 CROSSWORD
Great Grads

40 NOTES
Research, Grants, Awards, Alumni and We Remember

44 CAMPUS TOUR
Ever Evolving, Always Beautiful
Brooklyn College
Seizing the Day, and the Future

As the academic year began, Chancellor James B. Milliken released a letter to the University community, summarized here, detailing CUNY’s recent accomplishments and developments affecting the University, and outlining his priorities and plans for the coming year and beyond.

There is much good news to report and so many reasons to be proud of how one of the nation’s largest and most important public universities serves the city, state and country. We have the highest enrollment in our history; we’re launching a medical school and a graduate film school; we’re investing more in doctoral education in the sciences; we’ve opened state-of-the art research facilities; and we’re recognized nationally as providing among the best values in higher education. For these reasons and more, The City University of New York continues to be an indispensable institution with an immeasurable impact. Key to CUNY’s steady growth in enrollment and the positive local and national attention it attracts is an unparalleled value proposition. CUNY’s remarkable access is supported by low tuition, high financial aid and ongoing scholarships, and low student debt. But every bit as important as the measures of access and affordability are those of quality. CUNY is a tremendous value because of what we provide our students, city and state: extraordinarily talented faculty in the classroom and laboratory, who are providing outstanding instruction, creating new knowledge, and contributing to the public good.

I am excited about CUNY’s future and we have significant plans for the years ahead, including a full-scale transformation of Bronx Community College into an Accelerated Study in Associate Program (ASAP) college, with the goal of graduating at least 50 percent of the students.

Legislative Results

The budgets from both state and city provided some important programmatic investments as well as much-needed capital funds for critical maintenance and some new projects. The state budget increased base aid for community colleges and increased investment in a number of student services programs; provided $12 million for performance improvement plans and included a requirement for student experiential learning. New sexual assault legislation, championed by Gov. Andrew Cuomo, was adopted and CUNY is changing policies and practices to comply with new requirements.

The Governor’s continued support for CUNY 2020 and START-UP NY provides great opportunity for CUNY colleges to be partners in New York’s economic growth. The new city budget provides for a major expansion of ASAP, eventually growing to $42 million and supporting 25,000 students. It also provides support for doubling the number of students in CUNY Start. The city provided free MetroCards for Guttman Community College students — a key ASAP benefit — and funding for critical maintenance at community colleges. The City Council added $17 million for merit scholarships. These allocations, together, represent what may be the most significant city investment in CUNY in decades. We are grateful to the mayor and city council for their continued strong support.

Selected CUNY Highlights

There is so much that could be said about exciting developments at CUNY. To highlight a few:

- Our record enrollment is no surprise. People are increasingly recognizing the tremendous value represented by CUNY — high-quality education at a very reasonable price.

Please turn to Page 35
CUNY Projects Record Enrollment in 2015, Boosted by Value, Academic Choices

STUDENT enrollment at CUNY has reached the highest in University history, exceeding the previous record set last fall. A comparison of the number of students on the third day of classes for the Fall 2015 semester with the comparable day in Fall 2014, shows projected enrollment moving beyond the previous high of 275,132.

Chancellor James B. Milliken said: “The reasons behind CUNY’s largest enrollment in history are pretty simple to understand: It’s recognized nationally as one of the best values in education. Tuition is relatively low, the vast majority of our students receive financial aid, and relatively few graduate with student debt. At the same time our faculty are world class and we offer attractive programs that prepare graduates for success. The combination is hard to beat.”

Last year’s freshman class of 37,455 was the largest ever, and the University has enrolled a sufficient number of freshmen to break that record for 2015. Enrollment at a number of senior colleges — including Baruch, Brooklyn, City College, Hunter, Lehman, Medgar Evers and Queens — is several percentage points higher than recorded last year. Master’s programs are leading with large increases at Brooklyn, Hunter and the College of Staten Island. New graduate student enrollments are up by more than 6 percent University-wide.

Affordability at CUNY is very much exemplified by another record: More than 80 percent of this year’s full-time freshmen undergraduates are receiving some financial aid to help them defray college costs. Tuition for full-time resident undergraduates at the senior colleges is $6,330 annually and, at the community colleges, $4,800 annually.

Seventy percent are attending this fall tuition free due to the State’s Tuition Assistance Program (TAP), Pell Grants, federal tuition tax credits, The New York City Council Academic Achievement Scholarships, privately raised funds from alumni and other donors, foundations — including The Dream. US Foundation, which this past year allocated more than half of its scholarships nationwide to CUNY students.

The CUNY School of Medicine received its accreditation this summer. Located on the City College campus in Harlem, the new medical school will increase access to an academically intensive medical education and train physicians for underserved communities across the state.

Examples of new academic programs offered this fall at CUNY include:

Baruch College’s new M.A. in arts administration addresses the employment needs of both nonprofit and for profit arts organizations in New York City. The program draws upon the expertise of all three of Baruch’s Schools – Arts and Sciences, Business and Public Administration.

Borough of Manhattan Community College adds an A.S. in animation and motion graphics to its existing suite of programs in media production. This program will provide students with the fundamentals of 2D and 3D animation as well as special effects, script-writing and visual storytelling.

New York City College of Technology’s new B.S. in professional and technical writing will graduate individuals able to write clearly about diverse fields like biotechnology, economics and law. Employment opportunities in technical and professional writing will grow much faster than most fields over the next few years.

In Spring 2016, The School of Professional Studies will launch a fully online M.S. in disability services in higher education to address the need that colleges and universities across the country have for professionals with expertise in this field. The first program of its kind in the country, it is already attracting applicants from California, West Virginia, Massachusetts and Wisconsin in addition to New York.

City College launched an M.S. in translational medicine this fall. The program will produce individuals able to design and deliver cutting-edge medical equipment and machinery.

New York City College of Technology’s new B.S. in professional and technical writing will graduate individuals able to write clearly about diverse fields like biotechnology, economics and law. Employment opportunities in technical and professional writing will grow much faster than most fields over the next few years.

In Spring 2016, The School of Professional Studies will launch a fully online M.S. in disability services in higher education to address the need that colleges and universities across the country have for professionals with expertise in this field. The first program of its kind in the country, it is already attracting applicants from California, West Virginia, Massachusetts and Wisconsin in addition to New York.
IN A BOLD MOVE expected to increase the number of primary care physicians in New York, Gov. Andrew Cuomo announced in July the accreditation for The CUNY School of Medicine, located on the City College campus in Harlem. The new medical school will expand access to an academically intensive medical education to more black and Latino students and train physicians for underserved communities across the state.

“This action increases employment, research and learning opportunities for students and faculty members at CUNY School of Medicine in Harlem and will help our next generation of health care workers serve communities across New York State,” Cuomo said. “This new school is another step toward making medical care more accessible for all New Yorkers.”

The CUNY School of Medicine will launch its inaugural class in 2016 in partnership with St. Barnabas Health System in the South Bronx. The Liaison Committee on Medical Education (LCME), a U.S. Department of Education accreditor of medical education programs leading to an M.D. degree, has approved the new school following an extensive review of its academic program, teaching facilities and clinical partnership.

According to the Association of American Medical Colleges, New York State and the nation face a critical shortage of doctors. By 2025, it is estimated that the demand for physicians will exceed supply by a range of 46,000 to 90,000. For primary care physicians, the shortfall is expected to be between 12,500 and 31,000 doctors. According to a 2013 Kaiser Family Foundation study, New York State is meeting only 40 percent of its primary care needs, one of the lowest rates in the country.

Chancellor James B. Milliken said, “We thank Governor Cuomo and state and city leaders for their support of CUNY’s historic commitment of access to high-quality health care education for underrepresented constituencies in New York. The new medical school is a logical and necessary expansion of the college’s prestigious 40-year old biomedical program that has gained recognition as a leader in educating underrepresented minorities for medical practice. CUNY and City College will award the M.D. degree for the first time in its nearly 170-year history.”

Chancellor Milliken also expressed appreciation to City College President Lisa S. Coico, Dr. Maurizio Trevisan, Provost and Dean of the Sophie Davis School of Biomedical Education, and their team for “outstanding work toward making possible establishment of the CUNY School of Medicine at City College.”

Coico said: “Since its founding in 1847, City College has provided a high-quality, affordable education for..."
New Yorkers who might otherwise not attend college. The new CUNY School of Medicine at City College is a natural extension of our bold founding mission that will open doors to underrepresented students and train caring physicians for underserved communities across our city and state. Our unique academic program infuses an ethos of service and social justice. Whether our graduates serve as primary care physicians, pediatricians or plastic surgeons, all are expected to have a deep commitment to serving under-served communities."

The CUNY School of Medicine received “Accredited – Preliminary Status” designation from LCME on June 10. Preliminary status accreditation is a major milestone for the new medical school and is the outgrowth of an intensive, voluntary, peer-review process of quality assurance that determines whether the program meets established standards. This process also fosters institutional and program improvement.

The first CUNY School of Medicine class of 70 students will begin in the fall of 2016, and a campaign is underway to raise $20 million in interest-free loans for those students.

The CUNY School of Medicine at City College builds on the strong record of achievement of the Sophie Davis School of Biomedical Education. Founded in 1973 with the generous support from college benefactors and alumni Leon and Sophie Davis, the Sophie Davis School has placed a special focus on patient/doc-
tor relationships so that its graduates, regardless of specialty, treat their patients with a unique patient-centered, culturally sensitive approach.

Graduates of the program have gone on to compete their medical degrees and become pri-
mary care physicians, pediatricians, anesthesiolo-
gists, internists, geriatricians, family medicine doctors, ob-gyns and neurosurgeons.

Prospective students for the new medical school will enroll as undergraduates at the Sophie Davis School. In year three of the seven-year program, following a review of their aca-
demic record, students will be able to apply for the medical school portion of the program.

Some Sophie Davis alumni have also risen to national prominence including Dr. Jonathan Woodson, (Class of 1977) who is U.S. Assistant Secretary of Defense for Health Affairs and Director of TRICARE Management Activity, overseeing the more than $50 billion Military Health System budget and serving as principal adviser to the secretary of defense for health issues; Dr. Laurie Zephyrin, M.D., MPH, M.B.A. (Class of 1997) first National Director for Reproductive Health in the U.S. Department of Veterans Affairs; and Dr. Helen Burstin, M.D., MPH (Class of 1984) Senior Vice President for Performance Measures of The National Quality Forum, a private, not-for-profit membership organization established in 1999 to develop and implement a national strategy for health care quality measurement and reporting.

Alumni, like Dr. Woodson, said that the patient-centered approach taught at the Sophie Davis School remains with students throughout their careers.

“I never lost that broad approach to taking care of patients, understanding them in a holistic way,” said Dr. Woodson.

The Sophie Davis School has gained recognition as a leader in educating underrepresented minorities for medical practice. Over the past five years, about 43 percent of the students gradu-
ating from the Sophie Davis School have been black or Latino. In comparison, blacks make up 6 percent of the nation’s medical school graduates. Latinos are 5 percent of the nation’s medical school graduates, according to the Association of American Medical Colleges.

As part of the rigorous Sophie Davis program, students earned a Bachelor of Science and completed the first two years of medical school curriculum in five years, then transferred to a fully accredited medical school for the last two years of clinical education. But due to increased demand for transfer slots, CUNY was faced with the decision of either closing its medical education program or developing a full medical school.

To continue to serve the population of students at CUNY and the communities that depend on its graduates, the choice was clear.

The transformation of the Sophie Davis School into a fully accredited CUNY School of Medicine will enable CUNY to expand its efforts to serve New York’s pressing health care needs by providing a unique medical education path-
way for competent, caring physicians.

In its more than 40 years of educating stud-
ents for medical practice, the Sophie Davis School developed the most unique physician training program in the nation, partnering with medical schools across New York and other states.

Moreover, the majority of Sophie Davis grad-
uates are licensed to practice medicine in New York State, many in primary care, with most serving in areas short of physicians, or serving a patient base that is underserved.

Dr. Shamiza Ally, a Sophie Davis graduate who now works as pediatrician for Urban Health Plan in the Bronx, said she gains personal satis-
faction in helping underserved communities.

“Why I’m a natural fit in the Bronx is because it mirrors the philosophy and mission of Sophie Davis,” she said. “So it fits perfectly because our patients are underserved, they are underprivi-
leged, and to provide health for that type of pop-
ulation, to help their outcomes, I couldn’t think of a better place to work.”

The CUNY School of Medicine is also expect-
ated to provide its students with earlier clinical experiences through a curriculum incorporating coursework and experiential learning alongside the medical training so they become leaders in community care across the nation.

In addition to the CUNY Medical School, two other medical schools received preliminary accreditation from the Liaison Committee on Medical Education. The nation now has a record 144 medical schools.

Keeping NYC Healthy

From nurses and medical assistants to physici-
an assistants and x-ray techs, CUNY graduates trained in the Universi-
ty’s long-established health-related programs provide vital services in doctors’ offices, clinics and hospitals throughout the city. With the launch of the CUNY School of Medicine, nurses from Hunter and BMCC, medical assistants from Queensborough and City Tech health records specialists will soon be joined by physicians ed-
ucated at City College, among others, extending the University’s reach in training prac-
titioners for every level and facet of the medical field.

**Physician Assistants**

| 426 | Baccalaureate Degrees |
| City College | College of Staten Island |
| York College |

**Medical Radiologic Technology/Science**

| 1,228 | Associate and Baccalaureate Degrees |
| City Tech | Bronx Community College |
| Hostos Community College | LaGuardia Community College |

**Health Information/Medical Records Technology**

| 186 | Associate Degrees |
| Borough of Manhattan Community College |

**Medical/ Clinical Assistants**

| 312 | Associate Degrees and Certificates |
| Bronx Community College | Queensborough Community College |

**Registered Nurses**

| 13,740 | Associate and Baccalaureate Degrees |
| City Tech | College of Staten Island |
| Hunter College | Lehman College |
| Medgar Evers College | York College |
| Borough of Manhattan Community College | Bronx Community College |
| Hostos Community College | Kingsborough Community College |
| LaGuardia Community College | Queensborough Community College |

**Licensed Practical/ Vocational Nurses**

| 1,318 | Associate Degrees |
| Medgar Evers College | Bronx Community College |
| Hostos Community College | LaGuardia Community College |

*Degree figures are for the 10-year period 2004-2015 to 2013-2014.*
Just a Kid From the Bronx Who Changed Her Tune

From Classical Clarinetist to Photographer and Writer

By Richard Firstman

In the early 1950s, Queens College was the place to go for students in the city with aspirations of making a career in music. Arlene Weiss was one of them. “Music was my life and Queens was known for its music department,” she recalls. “They had a good orchestra, a chamber group. A lot of kids went there from [the High School of] Music and Art.”

Arlene came from Evander Childs High School in the Bronx but she was as determined and talented as anyone from the city’s prestigious music and art high school in Manhattan. A clarinetist, she dreamed of playing in a symphony orchestra and Queens was the path, if not for long. “It was too hard of a schlep from the Bronx,” she said. “So I transferred to Hunter.”

But that worked out just fine: Arlene graduated Phi Beta Kappa from Hunter in 1954, won a Fulbright Scholarship to study with the Cologne Conservatory of Music in Germany, and achieved her dream soon after returning home. She auditioned for the famed conductor Leopold Stokowski, who was the music director of the Houston Symphony Orchestra in those days, and he brought her to Houston as assistant first clarinet.

Once again, though, there was just one hitch: At a dinner party in Manhattan one night between Germany and Houston, Arlene had met a Fordham student named Alan Alda. As their story goes, a rum cake fell on the floor and they were the only two guests who had the good sense to eat it. They were married a year later and Arlene came home to New York, where her husband was trying to launch his acting career. She played out her contract in Houston and it turned out to be her last orchestra job.

“The music scene in New York was very limited,” she said. “There were pit orchestras, and women did play in those, but I was not one of those people who could double on saxophone and flute, which was kind of the requirement. So we lived in New Jersey, I taught, played a lot of chamber music and gradually realized that I’m going to phase this out.”

But there were to be many more phases to Arlene Alda’s professional life.

As her husband’s acting movie and television career took off, she went on to become a photographer and writer, often combining the two. She’s published 15 children’s books and four others for adults, including one that documented in pictures and words the last days of “MASH,” the show that made her husband a household name. Her most recent book is even more personal and took her back to her youth. Just Kids From the Bronx is a compilation of dozens of interviews Alda did over three years with generations of Bronx natives who went on to famous or otherwise successful careers.

Alda’s own career moved from music to other creative pursuits after a gap of a few years when she was raising her three young daughters. “My life has been one of roads taken because they looked interesting, without much planning,” she said. “Around 1967, I was a young mother, getting antsy and I wanted to learn something. At the adult education program at Fort Lee High School, there were two things that interested me. One was crewel embroidery, a very ancient way of stitching wool into pictures. The other was photography. No one I knew was interested in either one of them so I figured I’d do photography since I knew something about it. When I was growing up my father and brother set up a makeshift darkroom in our one and only bathroom, and in high school I inherited an Agfa box camera. I needed a camera with interchangeable lenses and I needed a darkroom, and of course Alan was more than happy for me to have both. And I loved it from day one. I loved the idea that you could tell a story with pictures, and it was that storytelling that led me to writing stories for children and illustrating them with photos, and then without photos.

Combining her “parallel artistic outlets that sometimes mixed” led to a prolific career writing popular children’s books, though she says writing was never as natural as photographing and playing music. “Music and photography are pretty nonverbal and writing took many years,” she says, adding with a smile, “I’m very good at rewriting.”

Just Kids From the Bronx may have been the perfect amalgam for her sensibility and skills — stories about childhood that she didn’t have to write herself but required a lot of painstaking editing to yield a coherent and engaging narrative.

She got the idea after meeting Mickey Drexler, the chairman and CEO of J. Crew, at a dinner party in the Hamptons. “It turned out he lived in the same building in the northeast part of the Bronx as I did as a kid, though we didn’t know each other because he’s 11 years younger than me,” she said. “We decided to go back to our building together and in the course of that trip and listening to Mickey talk about his childhood, it just sparked something. I wanted to hear more about the childhoods of successful and accomplished...
people from the Bronx — where did it all start for them?”

She started with people she knew and others from her generation who are prominent — Al Pacino, Regis Philbin, Colin Powell, Carl Reiner, who also went to Evander Childs but a decade earlier, recalled getting laughs in kindergarten by walking around on one leg with the other wrapped around his neck. Pacino talked about his grandfather, a great storyteller, and about going up on the rooftop on summer nights. “There was this cacophony of voices,” Pacino told her. “. . . You would hear the different accents. We had them all. There were Italians, Jews, Irish, Polish, German. It was like a Eugene O’Neill play.”

“That is very much the Bronx,” Alda said. “A place where immigrants can come together and eventually make something better for their kids. That is as true today as ever.”

Other people were lesser known but equally accomplished. Their stories of childhood were at once personal and cultural, and in some cases timeless.

Alda wanted her book to cross generational and cultural lines. “What interested me was fitting my own recollections in with the people who went before me and people who came after me. I ran out of people I knew pretty early, so I started networking with people I knew who were younger and had their fingers on the pulse of the Bronx. They gave me names of people, and there are also lists of people from the Bronx on the Internet. I started contacting them and interviewing them, and it was such an eye-opener for me. There are so many wonderful, interesting people with diverse stories to tell. Here were rap artists like Grandmaster Melle Mel, dancers, educators. Luis Ubiñas, who grew up very poor at a time when the South Bronx was destroyed and became head of the Ford Foundation, and Bronx Borough President, Rubén Diaz Jr.” (Diaz, like many she interviewed — of all ages — is a CUNY graduate. He attended LaGuardia and Lehman.)

“I just loved listening to stories from their point of view. One of my favorite interviews was with the three graffiti artists called Tats Cru. I remembered seeing graffiti in the ’70s and ’80s, which I did not consider art, and wondering why they would deface subway trains. And here I was years later talking to established artists. And what they said was that this was a way for their art to get on a train and go from the Bronx through Manhattan and into Brooklyn with all these different people seeing their art. And they didn’t end up in jail like a lot of their friends — they ended up lecturing and taking commissions for their work. So I saw it from a different perspective. They were representative of the successful people I met.”

In recent years, Alda has also been reconnecting with her college roots. She’s had readings and appearances at Hunter, and serves on a musical advisory committee. “When I was at Hunter, the music department was more of a theory department than performance,” she said. “But now [Hunter president] Jennifer Raab has turned that around. She’s aiming for a really good conservatory. So I’m on a little music committee.”
“I was a paramedic and a police officer, a deep sea rescue diver and a team leader of a sniper recon team with the Army during the first Gulf war — and then I went to grad school,” JT Kostman says in his office at Time Inc., where he was named earlier this year the company’s first chief data officer.
UCH IS THE TENUOUS STATE of the great American magazine industry that the future of the greatest magazine company may depend on a psychologist. That is, a psychologist who’s also a data scientist — and one who spent the first half of his career showing up at . . . situations.

“I was a paramedic and a police officer, a deep sea rescue diver and a team leader of a sniper recon team with the Army during the first Gulf war—and then I went to grad school,” JT Kostman says in his office at Time Inc., where he was named earlier this year the company’s first chief data officer. “If you look for the common theme of my careers, it’s been solving problems. You give me really chewy problems and my teams and I create solutions.”

Kostman, 53, earned his Ph.D. in psychology, specializing in organizational behavior, at the CUNY Graduate Center in 2003. He did postdoctoral work in mathematics at Harvard and MIT through the New England Complex Systems Institute and spent the next decade helping a world of organizations — from the FBI to the 2012 Obama re-election campaign to doing the job with data science. Kostman’s Cognitive Behavioral Targeting...
the people who make Keurig coffee machines — use data science to discern and understand patterns of human behavior. And maybe influence it a little.

Now Kostman has signed on for what might be his chewiest problem yet: Helping Time Inc. — the country’s premier legacy media company and still a magazine giant with more than 90 titles — survive and prosper in the digital world. In the heyday of its founder, Henry R. Luce, running a successful magazine company may not have been easy but the formula wasn’t terribly complex: Publish quality journalism and build a readership of subscribers and newsstand customers big enough to give the country’s major consumer companies no choice but to buy reams of advertising pages in your magazines. (For Luce it was Time, the flagship, and its progeny, Life, Fortune and Sports Illustrated.)

But that was then and this is very much now. And as Luce himself once observed, “Business, more than any other occupation, is a continual dealing with the future; it is a continual calculation, an instinctive exercise in foresight.”

Luce died in 1967, long before he could have foreseen the electronic information age — or even the lineup of consumer magazines of the modern-day Time Inc., from People and Entertainment Weekly to Southern Living, Real Simple and Essence. Perhaps what Luce would find most astonishing is the extent to which the magazine industry is becoming a business that’s less art than science. By Kostman’s lights, it’s an amalgam of data science and empirical psychology. His hiring by Time Inc.’s chairman and CEO, Joe Ripp, signaled what Ripp called the company’s commitment to “investing aggressively” in data analytics and how it is “central to our transformation into a data-driven marketing organization.”

How does psychology fit into that? “All psychologists do the same thing,” Kostman says. “Whether they’re clinicians working with people lying on a couch or experimentalists working with rats in a maze, they describe, predict and influence behaviors. And data science is about sifting through unimaginable amounts of information to find patterns that we can use to describe, predict and influence behaviors.”

The behavior that Kostman and the team he’s building at Time Inc. want to influence stands at the intersection where advertisers and consumers meet—or would meet if properly introduced. “What we want to offer advertisers is a way to target their messages and products to the right person at the right time in the right context,” Kostman said, “and we’re doing it in more sophisticated, empirically provable ways.”

It’s an innovative approach Kostman calls “cognitive behavioral targeting” — a kind of personalized marketing that turns the therapeutic technique of the same name on its head. Where cognitive behavioral therapy aims to change a person’s pattern of thought about a problem, the data-driven marketing version uses highly sophisticated algorithms to identify and
Queensborough Community College professor Paris Svoronos in front of a wall of pictures of former students, their spouses and children.
By Neill S. Rosenfeld

Organic Chemistry I. Day two.

Queensborough Community College professor Paris Svoronos had stridden into the classroom, serious, his white hair in disarray, wearing his trademark tie and lab coat.

With humor and without notes, he had raced through highlights of General Chemistry I and II, from the types of bonds to how electronegativity affects reactions. He had spiced his presentation with memorable examples, from exploding soda cans to aching muscles to describing one smelly molecule as “the breath of someone with a drinking problem.” Then he sped on to how charge transfer complexes and the Lewis acid-base theory function in the bloodstream: Oxygen, “which the heart pumps to your pinkie toe,” loosely hitches to the iron in hemoglobin “like a passenger in the subway to Times Square,” ready to exit at any stop and not bonding tightly because “you are not making rust.”

Smiling, he had asked more than two dozen second-year students, “Do you understand why chemistry is beautiful?”

Now it is the students’ time to stand and deliver. Julie Leong pensively writes on the whiteboard, having volunteered to draw the structures of all possible ketones sharing the molecular formula C₄H₆O. She has researched antioxidants in tea and other beverages since last year in Svoronos’ laboratory and has presented her findings at national and local American Chemical Society conferences. But at the moment the last variant stumps her.

“How many bonds does that carbon have?” asks Svoronos, who has taken her seat.

She erases, writes a new straight chain formula. “I can’t place the extra double bond,” she says.

Svoronos urges on this premed student: “You have to be persistent. You can’t give up on a patient.”

She moves the double bond and tentatively sketches a four-atom, ring-shaped ketone. “Should I make a smaller ring?” she asks.

“I don’t know,” Svoronos responds. “It’s your problem.” He shushes classmates who want to offer suggestions.

Inspired, she shrinks the ring to three atoms and adds a methyl group (one carbon bonded to three hydrogens, or CH₃) off to the side. She counts the atoms—yes, four carbons, six hydrogens and one oxygen—and smiles.

Later, Leong explains that solving problems in public is “kind of fun and, at the same time, it’s scary, because you’re out of your comfort zone. This is old-school teaching, and if I was a professor, this is the way I’d do it.”

As Svoronos sees it, if students can explain their reasoning at the whiteboard or at conferences, they truly understand the material. Moreover, “Students need to learn how to fail, and in research you fail most of the time,” he says.

A Greek immigrant teaching in a student body that is 25 percent foreign-born (139 countries), with 37 percent speaking one of 87 non-English languages at home, Svoronos explains an aspect of immigrant psychology: “Immigrants believe you’re not supposed to make mistakes, because in many of their home countries you’re doomed if you do. But in America there is a second and third chance. Failure builds critical thinking, for you have to figure out where your mistake is.”

Now in his 35th year at Queensborough, Svoronos has an impressive record of helping students excel. In just the last two years, three of his students have won nationally competitive, $40,000-a-year Jack Kent Cooke Transfer Scholarships for baccalaureate study.

... In Summer 2015, Svoronos went an unheard-of eight-for-eight in placing students in NSF-funded internships.

In just the last two years, three of his students have won nationally competitive, $40,000-a-year Jack Kent Cooke Transfer Scholarships for baccalaureate study.

Daysi Proano (2015), from Ecuador, is pursuing forensic science at John Jay College of Criminal Justice; she completed more than 25 honors credits in chemistry, biology and calculus at Queensborough and had National Science Foundation (NSF)-funded internships at Princeton and Georgetown Universities.

Silvia Salamone (2015), from Sicily, was offered three NSF-funded summer internships and chose the University of Connecticut, and now studies at Stony Brook.

Yueting Chen (2014), from China, studies biochemistry at SUNY Stony Brook; she started in CUNY’s Language Immersion Program, enrolled in Queensborough’s Accelerated Study in Associate Programs (ASAP) and interned at the city Department of Environmental Protection. “I was guided by Dr. Svoronos,” says Chen, who had majored in English in her homeland. “He was the person who made me interested in science courses.”

In Summer 2015, Svoronos went an unheard-of eight-for-eight in placing students in NSF-funded internships: They attended Boise State, University of South Dakota, University of Connecticut (two), SUNY Binghamton (two), Vanderbilt and Princeton; some also were accepted by Boston University, Penn State, Rochester Institute of Technology and the University of Rochester.

In just the last two years, three of his students have won nationally competitive, $40,000-a-year Jack Kent Cooke Transfer Scholarships for baccalaureate study.

... In Summer 2015, Svoronos went an unheard-of eight-for-eight in placing students in NSF-funded internships.

In just the last two years, three of his students have won nationally competitive, $40,000-a-year Jack Kent Cooke Transfer Scholarships for baccalaureate study.
By Richard Firstman

Barry Feirstein knows a good idea when he hears one. As a young investment analyst in the late 1970s, he was gripped by the outlandish idea of a few bearded guys on the West Coast that one day everyone would have a personal computer. He invested early in barely known companies called Apple and Microsoft, the beginning of a career of financial success far beyond what he might have imagined when he was a teenager in Brooklyn with his face buried in the stock tables.

Feirstein turned out to have an unusual skill and natural inclination that transcended simply picking stocks. He’s an unassuming man, but he was drawn to the visionaries, intuitively grasping the genius of their ideas and making bold bets on their companies — and the new industries they were creating — when other investors were wary or dismissive.

Feirstein had the same kind of feeling one day in 2010 when he was talking with Andrew Sillen, vice president for institutional advancement at Brooklyn College and executive director of the college’s foundation. Feirstein, a 1974 Brooklyn graduate, had been a member of his alma mater’s fundraising board for several years and was then its chairman.

“Andy Sillen came to me with the idea of having a film school at a movie studio,” Feirstein said. “It didn’t take a lot of thought. I said, ‘That’s a great idea.’ ”

What made it great wasn’t just the idea but the particulars: A new graduate film school, the first at a public university in New York, that would offer excellent professional training with tuition a fraction of those of most others. A school that would expand opportunities in film and television for women and minorities, and have the synergy of being located on an active production lot — Steiner Studios in the old Brooklyn Navy Yard. The idea had been the brainchild of Sillen and Dan Gurskin, then the head of the Brooklyn College film department, who had first suggested a stand-alone school of cinema in 2006.

Feirstein committed $5.5 million to get the idea going, and over the next few years a variety of city and state grants and private donations brought in another $23 million to bring the idea to fruition. This fall, the Barry R. Feirstein Graduate School of Cinema opened in a renovated World War II building on the 20-acre lot of Steiner Studios, the largest movie and television production complex outside Hollywood.

“Having a film school on a film lot is unprecedented,” said Jonathan Wacks, a veteran film director, producer and writer who was recruited from Emerson College to be the school’s founding director. “What’s exciting is the opportunity to build a new film school

A train to Hollywood

Brooklyn College’s new film school is a discount ticket to the movies
Doing the Job With Data Science

Continued from Page 11

then serve patterns of positive thought about products and services.

“We’re evolving an ability to understand who you are and what your preferences are,” Kostman said, and Time Inc. is developing several proprietary concepts for patents that he says are far more precise and effective than the algorithms typically used by the giant Internet-based companies. “When you’re on Google they’re looking for key words but they don’t have a relationship with you and they don’t have content. Or Amazon will simply say, ‘People who purchased this book also purchased these books.’ We’re taking it deeper.”

“When people register at any of our sites — our magazines, digital sites and events — we identify them and we pay attention to them. We know their interests, their passions, their proclivities based on their interaction with us. Then we add additional [information] about their interests from our partners that aggregate data from various sources.”

All of it contributes to a digital profile that the company can use to sell something precious to advertisers: the ability to target their products and services in a way that would have been unimaginable in the heyday of mass-market print advertising. Of course, Time Inc. is hardly the only media company in the game, but the winner will be whoever comes closest to perfecting it. That’s why the ad salesmen of yore are giving way to experts in data analytics.

Kostman himself is something of a computer nerd from way back but the road to data scientist was long and winding. He grew up in New York and left on his own when he was 16, making his way west to Nevada. It was the late 1970s and he enrolled in a technical high school to learn the basics of computer programming. “I was going to school and working two jobs — as a busboy and on a construction site — and one day I busted my arm and had to go on worker’s comp,” he said. “But they had this great program where they’d give me an extra hundred dollars a month if I took college classes. So I enrolled in community college and took two courses — one in psychology and the other to become an EMT.”

Kostman got a job with an ambulance company and one of his first calls turned out to be the 1980 fire at the MGM Grand Hotel that killed 87 people. “We treated over 300 people that day,” Kostman said. Over the next few years, he was a paramedic and a police officer in Nevada, then he came back East and became a commercial rescue diver. (He also got married, to an ICU nurse, and started a family.) After the first Gulf war broke out, he enlisted in the Army and eventually led a special operations sniper reconnaissance team. After his discharge, he headed back to school, in Nevada, for a degree in psychology, criminal justice and business from the University of Nevada.

“It was a behavioral psychology program but what interested me wasn’t forensic psychology,” Kostman said. “I was interested in things like behavioral economics, game theory and quantification of behaviors. I was saying, ‘How do we put real science into understanding human behavior?’ I wanted to understand it empirically. And that’s what led me to CUNY.”

What drew him to the Graduate Center, he says, was a group of faculty at the Graduate Center and Baruch College whose expertise was particularly attuned to the kind of work that interested him. “Joel Lefkowitz, who ran the program, is one of the most renowned methodologists. Edwin Hollander is one of the world’s leading thinkers in leadership. Walter Reichman is a groundbreaking researcher in industrial and organizational psychology, known for his use of ‘assessment centers’ at AT&T to predict success and promotion to management positions. And Harold Goldstein, who became my adviser, is a sort of broad-minded, new generation fellow who has a very eclectic approach.”

Kostman studied under these experts and also took advantage of the program’s consortium arrangement with Columbia and NYU that allowed students in behavioral psychology programs to take courses at all three universities. He earned his doctorate in 2003 and taught part time at Baruch for several years as he established himself as a leading data scientist whose behavioral psychology background gave him unique value to both private industry and government.

Nowadays, as much as anything, Kostman wants to lift the veil of mystery that surrounds data science. “I’m a big Sherlock Holmes fan and one of my favorite lines is when he tells Watson that he fears it’s a mistake to explain his methods: *Omne ignotum pro magnifico* — that which is unknown is held to be magnificent. That’s why, in my humble opinion, a lot of my fellow data scientists who are mathematicians and even psychologists think there is something to be gained with keeping something behind the black curtain. If you don’t know what it is, we seem like geniuses. I like to reveal the magic.”

At its most basic, Kostman says, he and the team he’s building at Time are applying intricate digital technologies to one of the simplest adages of business as it used to be: Know your customers and give them what they want. To illustrate, he offers a simple version of the concept — one involving actual cookies rather than the Internet kind: “Hampton Inn a couple of years ago started doing something I thought was brilliant. They put two cookies in your room — a sugar cookie and a chocolate chip. If you ate both they didn’t really learn anything but if you ate only one, after that they gave you the cookie you liked. So what we want to do is the same thing for our audiences. The foundation of any good relationship is communication, right? We already have a relationship with 150 million American adults through our 90-plus brands. We don’t just talk at them, we listen too. So how do we leverage that to really understand what they like, what they want?”

Kostman knows that the rub for many people in this age of the algorithm is the tension between big data and personal privacy. But where some might see intrusion — even invasion — Kostman sees something benign and beneficial to both kinds of customers any magazine needs to prosper: the readers and the advertisers.

“My assistant is trying to book a trip right now to Turks and Caicos,” he said. “If an ad serendipitously showed up during her Web search that gave her 30 percent off exactly the trip she was looking for, she wouldn’t think of that as an ad. That’s an opportunity now. And the other side of it is if you’re in the market for a pickup truck, why waste your time with ads for Gucci purses or Chanel perfume?”

Kostman agrees there’s “a creepy threshold” that can’t be crossed — “I wouldn’t want people to have my granddaughters’ DNA” — but says that the kind of targeted consumer marketing he’s developing is nowhere near the realm of mining and misuse of truly personal information.

“I think a lot of the talk about privacy is — forgive me — pundits, politicians and the professionally hysterical who tend to beat the drum. I don’t know that the average citizen is nearly as concerned as the level of the hyperbole. When I was a little boy in Brooklyn, we had Henry’s Grocerette. Henry knew what cereal I liked, he knew what kind of beer my father liked. Now people think it’s overly intrusive. I don’t think so if you’re doing them a service and you’re not creeping around getting information they don’t want you to get. I don’t mind telling Verizon exactly where I am all day in exchange for giving me cell phone service. I certainly didn’t mind telling Google Maps where I was every second when I was driving here today from Philadelphia. When Groupon customized the coupon they sent me for where I’m going to take my grandkids this weekend, I was okay with that, or when Netflix told me which movie I might like.

“So if you come to one of the Time Inc. sites and I find out that you are terribly interested in Johnny Depp, then it’s irresponsible for me to bury the stories about Johnny Depp when you come back to my site. Shouldn’t I share it with you? So what I tell my team is that I want to know everything we should reasonably know about our audience. See, I have this deep belief that the frustration most people have with most companies is that they don’t care, they don’t listen. So I do what psychologists do. I listen.”
**Professor Has Chemistry**

*Continued from Page 13*

of Memphis. Nationally, only 10 percent of applicants are accepted, he says, adding, with emphasis, “And our students are community college people. None encountered any other community college students in their placements.”

Other summer internships have included testing bay water for the city Department of Environmental Protection and examining imported food for pesticide contamination for the U.S. Food and Drug Administration.

How has he accomplished this?

After becoming Chemistry Department chair in 2001 and winning administration support, he set about changing the atmosphere and expectations. When he stepped down a decade later, there were almost 2,500 chemistry students, up from 784.

He found an unusual pipeline into the STEM fields: He tells college advisors who encounter promising students who are having trouble, “Send them to me.”

He engages the best in original research; from one student in 2000, he and colleagues in chemistry and biology now mentor close to 30.

He chairs a chemistry-biology-mathematics honors program that he helped launch in 2006; in 2005 it added annual honors conferences, which he calls powerful motivators. “Students cannot begin to think of themselves as scientists unless they do what scientists do, like speaking in public and defending their research findings.”

He secured a $1.7 million five-year NSF grant, later extended to seven years, to finance research internships, conference participation and faculty time over the summer. He also contributed much of his budgeted compensation to student aid.

Svoronos spends Januaries writing recommendation letters and editing student statements, but he says it’s the students’ accomplishments that really win internships. “You make a case why your students are better than other applicants. A high GPA is not enough. You have to build up the résumé. That’s why I look at it.”

He smiles and adds, “I saw a winning idea. It was as if they pitched a great investment.”

And since he prepares the class schedule of every student whom he advises, 80 to 100 per semester, he encourages more credits, more difficult classes and paid summer internships. He intends to fill their time with science “so they can’t work and will focus on their studies.”

He works himself just as hard, teaching 19 or 20 hours a week each fall, 16 hours each spring. It’s mostly at night, for he devotes daylight hours to conferring and advising.

Scores of photographs of former students (and their spouses and their children) cover his office walls. “I’m a social worker changing kids’ lives,” he says.

He points to one, a Korean immigrant who earned a bachelor’s at Queens College and a medical degree; she asked him to officiate at her wedding when her pastor wasn’t available.

On his office door is a Chinese saying, a gift from a student, that seems to sum up his commitment, aspirations and legacy: “A teacher for a day is a father for a lifetime.”

**The A Train**

*Continued from Page 15*

He found an unusual pipeline into the STEM fields: He tells college advisers who encounter promising students who are having trouble, “Send them to me.”

Feirstein always loved investing in companies and ideas that excited him — especially if he was in on the beginning of the next big thing. The roots go back to his childhood interest in the stock market. “I had a class in sixth grade where they taught us how to read the stock tables and I was fascinated by that, watching stocks go up and down and figuring out why. There were a lot of dramatic things going on at the time on Wall Street. It was the conglomerate era when companies were buying each other, a very speculative time.”

Feirstein also liked science and started out as a biology major when he got to college. “I thought I might become a researcher,” he said. “Genetics was interesting.” But midway through, he realized he was more interested in reading the Wall Street Journal than biology textbooks. He switched his major to economics and set his sights on working on Wall Street. As graduation approached, he told one of his professors he was thinking of getting a Ph.D. in economics. “He said, ‘No, Barry, that’s not the way to get on Wall Street. You have to get an MBA.’” He took the advice to heart and was accepted to Harvard Business School.

Feirstein’s first job on Wall Street was as an analyst with Equitable Life. “They had a big common stock area and they put me in something safe — big electrical companies like GE and Westinghouse. But after a year or two they gave me technology and it was right after the first Apple came out and they went public. I think some of the portfolio managers were kind of angry at me — they wanted me to talk about the big mainframe companies like IBM, but I said those companies are going to be wiped out.”

Feirstein developed a skill for seeing ahead. “I became pretty good at looking at new industries — when HMOs first came out and years later companies like Amazon when the Internet was starting to take off. I’m kind of a conceptual investor. Most people use the term negative — ‘Oh, it’s a concept stock,’ meaning it has no earnings. And it’s true. But in business school I learned the tools for hearing about something new and analyzing it to see if it’s going to be a hot thing. I look for change.”

In 1992, after 14 years with Equitable, Feinstein left to start his own hedge fund, Feinstein Capital. He accumulated assets that eventually reached $1.2 billion. Then, in 2012, around his 60th birthday, he decided to shut it down and relax. “I always got a lot of joy out of the business, but the last couple of years it was becoming too stressful. So I decided to retire and do other things. I gave my clients their money and now I’m reading a lot of books and doing a lot of traveling and I’m still using my business expertise on the boards of a few nonprofits” — the Film Society of New York at Lincoln Center and the Anderson Center for Autism, besides the Brooklyn College Foundation.

And he’s enjoying the opening of the Barry R. Feirstein School of Cinema. “I think this will be a globally recognized school,” Feirstein said. “It will provide access to women and minorities and it’s going to be a force in the film industry. I knew right away it was just a winning idea. It was like if they pitched a great investment. That’s how I look at it.” He smiles and adds, “I saw it first just like I did with Apple.”
McCann’s Mission

Colum McCann
I'm a failed poet. I try to infuse my stories with as much poetry as possible. I can't think of it any other way. All writing should have music.

Thirteen Ways of Looking is my first short fiction collection in more than a decade; it includes a novella and short stories. Can you tell us how and why you selected these works for this collection?
I finished the collection in the same year that I was a victim of an attack in New Haven, Conn. — June 2014. I tried to help a woman who herself was being attacked on the street. I ended up being hospitalized on and off for the summer with various complications. Some of the stories in Thirteen Ways of Looking were written before the assault and some of them were written afterward, but all of them can be seen to relate to the incident. I still think about what I term “the punch behind the punch.” There is a little warning rattle that goes on in my skull box whenever I walk down a crowded street. In this respect I am aligned with thousands if not millions of others who continue to be affected by violence. With literature we can examine these things. I think I worked out many of my feelings in the stories, though only one of them is directly autobiographical. It is, in many ways, my most personal book.

In Thirteen Ways, we meet an elderly nun, a mother with a disappeared son, a writer struggling to write a story about a Marine, a retired judge looking back over his life. You seem to have access to many different voices. I suppose I just don’t want to only be myself. I wake up in the morning and look at the mirror and think, “Not you all day today, I hope!” I like experiencing what it means to be beyond myself.

The collection’s title is taken from its novella Thirteen Ways of Looking, which draws its structure from the Wallace Stevens poem “Thirteen Ways of Looking at a Blackbird.” Do you write poetry?
I’m a failed poet. I always wanted to write poetry but the lines just ended up going to the end of the page. I try to infuse my stories with as much poetry as possible. I can’t think of it any other way. All writing should have music.

How is writing short fiction different from writing novels?
Short stories are enjoying a welcome renaissance these days. In terms of form, the short story is a sprint. The novel is a marathon with a number of sprints contained within it. But essentially they are both a race to a finishing line that says something about the way we live our lives now.

How does teaching writing affect and influence your own writing?
I have been teaching at CUNY schools for a decade now. I love teaching. It is a very important part of writing. On one level the students keep me sharp. I get a deep and privileged glimpse into the lives of a younger generation. And on another level I just enjoy it. I feed on the energy of their desire and imagination. I love when I see books coming from the students from the MFA program. The most celebrated of these has been Phil Klay’s collection of stories Redeployment, which won the 2014 National Book Award, but there have been dozens of books from students over the years. Each one takes pride of place on my bookshelves.

With self-publishing so available, there are people who believe writing fiction is easy. What would you say to them? And what do you say to serious students who know the challenges?
Writing fiction is easy, but writing good fiction is one of the most difficult creative endeavors that I know. Writing great fiction, which is what I want the students in the MFA program to do — is near impossible. And that’s what I want students to do, I want them to vault the impossible.

People still read fiction. Why?
The key to life is in the imaginative act. Without the imagination and the ability to understand the “other” we are left with nothing. We read fiction because we are thirsty for life, and fiction allows all sorts of new lives to unfold and to be understood. I don’t necessarily write about what I know … rather I write towards what I want to know. So fiction is an adventure, an exploration.

Please tell us about Narrative 4, the global organization which you co-founded.
Narrative 4 is a story exchange, an exercise in which individuals are randomly paired off and each shares a story that in some way defines him or her. Afterwards, each is responsible for telling the other’s story, taking on the persona of his or her partner and telling the story in the first person. It is headed up by a network of authors and activists and used by teachers and students. It goes across borders, boundaries, genders, rich, poor — everyone has a story to tell. The program is run in New York, Ireland, South Africa, Mexico, Chicago and Connecticut and is currently expanding nationwide. The one true democracy we have is storytelling. We have already exchanged thousands of stories around the world and affected all sorts of change in regard to pressing issues such as gun control and the environment.
CUNY AND THE CIVIL WAR: A 150-YEAR LEGACY

By Neill S. Rosenfeld

WHEN THE CIVIL WAR ENDED 150 years ago, at least 100 students and alumni of the Free Academy, later renamed The College of the City of New York, had joined the battle.

The vast majority of wartime students wore Union blue, as did at least 30 of the 200 men who had graduated since its founding in 1847, but a handful fought for the Confederacy.

Some personify commonplace tragedy, like Edward Sturgis, a junior who died in action three months after leaving college in February 1864 to join the 20th Massachusetts Infantry as a first lieutenant.
Continued from Page 20

Some epitomize heroism, like attorney Henry Edwin Tremain (1860), who rose from private to brigadier general. Visiting the Rasca, Georgia, battlefield in 1864 as an aide-de-camp to Gen. Daniel Sickles, then-Maj. Tremain saw that some Union soldiers were mistakenly firing on others. Although he had no command responsibility, he “baldly rode down the front line ... knocking down the muskets of the front rank with his sword and his hands” to stop the firing, one account says. He won the Medal of Honor.

Some were ordinary soldiers who bore the brunt of battle, like classmates Cpl. George F. Mayer and Pvt. William Westerfield Jr. (1864). They fought with the 39th New Jersey Infantry in the 1865 capture of Fort Mahone (Fort Damnation) during the decisive Union victory at Petersburg, Va., which set up the final Union push to Appomattox. Both earned CCNY master’s degrees (1867). Mayer, an auditor, died in 1921.

Westerfield studied at Union Theological Seminary (1868), became a Congregational clergyman, earned an M.D. from New York University (1894) and died in 1924.

Some alumni had lasting impact, like Cleveland Abbe (A.B., 1857, A.M. 1860). Myopia kept him from military service, but he provided information to make U.S. Coast Survey maps more accurate by using the era’s highest technology — telegraphy — to compute longitudes. He became the U.S. Weather Bureau’s founding meteorologist, standardized time by dividing the country into four zones and persuaded the railroads to adopt his system.

Lasting influence of a different sort came from Brig. Gen. George Wingate, who left without a degree in 1858. A lawyer, he cofounded the National Rifle Association in 1871 after noting that Northerners were far worse marksmen than Southerners; the military, he believed, would benefit if more civilians learned to shoot. As a New York City Board of Education member, in 1903 he started what now is called the Public School Athletic League. One of the five original City College buildings bears his name.

Other veterans shaped the college after the war, most notably Medal of Honor winner Brig. Gen. Alexander Webb. A West Point graduate, he helped repulse Pickett’s Charge at Gettysburg and was City College’s second president for 33 years, from 1870 to 1903. (Ironically, his father, James Watson Webster, a West Point alumnus (1818), tried to instill discipline with a system of demerits for poor behavior.

Some faculty members also were West Pointers, like William B. Franklin, later a Union major general, “who taught the mathematics of mechanics, such as the inclined plane, the wheel and axel, and the pulley,” according to James R. Steers (1853), a lawyer who enlisted as a private in New York’s Seventh Regiment. In July 1863 Steers helped quell the New York City draft riots, when working-class men, mostly Irish immigrants, protested the new federal draft by looting, rampaging and murderously scapegoating black residents.

When war erupted in 1861, students, with Webster’s and the faculty’s approval, organized a militia called the “Free Academy Zouaves,” a name evoking the colorfully clad Algerians in the French army. They raised funds to equip the unit, “but after a time the young recruits seem to have tired of continual marching and drilling; their fancy red caps began to show signs of shrinkage as a result of excessive exposure to the rain,” CCNY historian S. Willis Rudy writes in his 1949 book on the college’s first century. The Zouaves never saw battle.

In the run-up to the war, students vigorously debated political issues. In 1854 it was the Kansas-Nebraska Act, which opened new territories for settlement while letting white male settlers vote whether to allow slavery there. In 1857 it was the Dred Scott decision, in which the Supreme Court denied all African-Americans, enslaved or free, citizenship and standing to sue in federal court and blocked the federal government from regulating slavery in new territories.

And in the winter of 1860-1861, the two campus literary societies, Phrenosomia and Clonia, argued: “If the South should secede, would it be able to maintain itself as an independent Confederacy?” Rudy writes: “The two unidentified speakers who upheld secession on that occasion both later joined the Confederate armies.”

Speaking against secession were Tremain and Franklin Butler Crosby, who, Rudy writes, “was fated to die on the gory field of Chancellorsville.” An account of Free Academy veterans, “The College in the
Gettysburg Hero Became CCNY’s Second President

July 3, 1863. Day 3 of the Battle of Gettysburg. The Union had repulsed attacks on its left and right flanks. Now Confederate commander Robert E. Lee targeted the center, where Union soldiers deployed along the 1,600-yard crest of Cemetery Ridge.

Brig. Gen. Alexander S. Webb, who for three decades would serve as City College’s second president, had recently taken command of the Philadelphia Brigade. They crunched behind a 2½-foot-tall stone wall that jutted into a hundred-yard angle — later called the Bloody Angle.

Having collected rifles and cartridge boxes that Georgians had abandoned in earlier fighting, most Philadelphians had two to five guns. Many were .69-caliber smoothbore muskets, which they filled with heavy buckshot.

During a sustained artillery exchange when most Union soldiers dove for cover, contemporary accounts say, Webb stood “in the most conspicuous and exposed place, leaning on his sword and smoking a cigar, when all around the air was pierced by screeching shot and shell,” standing “like a statue watching the movement of the enemy.”

The Union guns gradually fell silent. The Confederates believed they had destroyed the enemy artillery, but the Union was just saving its ammunition.

Confederate Maj. Gen. George Pickett now faced the unenviable assignment of directing his officers to lead his 13,000-man army on a suicidal charge at the enemy across an open field, on foot and uphill.

Webs, responsible for a section of the battlefield, repositioned two Ordnance Rifles — 1,720-pound cannons that shot 10-pound shells — so they would not have to fire over the heads of his troops. The gunners loaded them with shells, shot, stones and bayonets.

Webb had instructed his troops to hold their fire until the enemy was close. He walked among them, “speaking encouragement,” one account says.

Historian Allen C. Guelzo writes in Gettysburg: The Last Invasion, “They waited until the shapeless cloud of [Brig. Gen. Richard] Garnett’s brigade, ‘fifteen to thirty deep,’ began to move slowly up the road — perhaps ‘halfway across’ — when a voice shrilled, ‘Stick it to them!’ … The 69th Pennsylvania and the companies of the 71st [both under Webb’s command] stood up, almost as a unit, hard brass butts to the shoulder, and let off a volley ‘with deliberation and simultaneously.’”

At this range, the effects were hideous, and they were made more so as the men of the 69th picked up the spare rifles they had stockpiled and began firing over and over again into the staggering mass of Confederates for another fifteen or twenty seconds.”

… The 69th Pennsylvania and the companies of the 71st (both under Webb’s command) stood up, almost as a unit, hard brass butts to the shoulder, and let off a volley ‘with deliberation and simultaneously.’ At this range, the effects were hideous, and they were made more so as the men of the 69th picked up the spare rifles they had stockpiled and began firing over and over again into the staggering mass of Confederates for another fifteen or twenty seconds.”

During a sustained artillery exchange when most Union soldiers dove for cover, contemporary accounts say, Webb stood “in the most conspicuous and exposed place, leaning on his sword and smoking a cigar, when all around the air was pierced by screeching shot and shell,” standing “like a statue watching the movement of the enemy.”

During a sustained artillery exchange when most Union soldiers dove for cover, contemporary accounts say, Webb stood “in the most conspicuous and exposed place, leaning on his sword and smoking a cigar, when all around the air was pierced by screeching shot and shell,” standing “like a statue watching the movement of the enemy.”
Confederate Maj. Reid Sanders (1859) of Kentucky became the Free Academy’s most notorious alumnus when was caught en route to England in 1862. He was seeking to order construction of six armed, iron-plated, steam-powered merchant vessels that could blast through the Federal blockade.

“He is another base example of those who, after spending their early days in the North, receiving there an education at the expense of the local or National treasury, have, in the moment of danger, turned their hands against those to whom they were indebted,” Horace E. Dresser (1862) wrote to The New York Times. “His classmates remember him as one who always wished to rule and to force himself into notice, in doing which he often rendered himself supremely ridiculous. In college politics he was ever meddling and thrusting himself forward.” The alumni association expelled him as a traitor.

Dresser, a merchant, assailed Sanders’ family as “pensioners on the public bounty.” Reid’s father, George, had been U.S. consul in London and in 1857 President Buchanan named him naval agent in the Port of New York, where he was suspected of embezzlement. He later dealt in munitions, was a Confederate spy eager for personal profit and helped plot the Lincoln assassination.

Lehman College emeritus professor Meriwether Stuart in 1979 detailed much of the story in The Virginia Magazine of History and Biography.

George Sanders’ initial ship-buying attempt stalled when British financiers demanded a sharp discount on Southern cotton. Before returning to Virginia for approval, he made preliminary arrangements to start a transatlantic courier service for government dispatches — and then won the Confederate contract to operate it. Reid was to operate a base in the Chesapeake Bay and another son, Lewis, a base in Halifax, Nova Scotia (at $100 per month, or $2,337 in 2014 dollars).

Both deals in hand, the elder Sanders arranged to return to England. But at the Virginia creek where he was to be ferried to an English vessel, the Federal cutter Hercules “discovered a party on shore signalizing to some rebel soldiers,” the Washington Evening Star reported. Reid Sanders was caught after a half-hour boat chase, but neither the father nor “rebel dispatches” were found.

Why was the Hercules there? Evidence points to Arnold Harris, a Northern spy, who was a pre-war friend and business associate of the elder Sanders. His covert ally was his nephew and namesake, Arnold G. Harris, a mariner and purported defector to the South.

After four weeks of imprisonment at Fort McHenry, Baltimore, Reid Sanders was released in a prisoner exchange. Professor Stuart surmises that the Harrises were setting up a sting operation.

Five days later, the Confederacy granted Reid Sanders a 90-day furlough “to enable you to go to Europe and thence to Halifax, Nova Scotia, for the purpose of aiding in carrying into effect the contract of your father … for the delivery of dispatches.”

George Sanders wrote that he and Reid would take different routes to London: “I give him full power and instructions to prevent any delays in the construction of the iron-plated vessels under my contract; also as to dispatching the dispatch boats under my contract …”

Alerted by his uncle, the younger Harris accompanied Reid Sanders to Charleston, where Sanders bought the sloop Mercury. With Harris at the helm, they hired two English sailors, loaded 18 barrels of turpentine for resale at Nassau and sailed late on Jan. 3, 1863.

As crew member William Renshaw recounted, Harris “maneuvered the yacht from the beginning in such a manner as to insure her capture” by two Federal ships. Renshaw threw a weighted mailbag overboard, but “afterwards found out that Captain Harris had abstracted from the bag a tin case containing some dispatches.” With that, the Union had proof of the plan.

Imprisoned at Ft. Warren in Boston Harbor, Reid Sanders died of dysentery on Sept. 3, 1864.

Six weeks later, his father met in Montreal with conspirators plotting Lincoln’s assassination, including gunman John Wilkes Booth. Historian John C. Fazio, who calls Sanders one of the “major-domos of Confederate espionage,” believes he would have been “all the more eager to seek revenge against the man he considered to be the ultimate author of his son’s demise.”

Sanders may have given Booth letters of introduction to later figures in the plot. The Union placed a $25,000 bounty on his head as a suspect, but he was never charged. He also was suspected in an 1864 terrorist raid and bank robbery on St. Albans, Vermont. He returned to New York from Canada and Europe in 1872 and died a year later. Reid Sanders and his father are buried in Green-Wood Cemetery, Brooklyn.
In a commencement oration in 1858, Alexander Ketchum, later a Union colonel, railed against slavery — to the extent that some “conservative elements in the Free Academy faculty ... actually proposed that his diploma be withheld because of his extreme radicalism,” S. Willis Rudy writes; this was voted down.

Reid Sanders (1859) “as traitors to their country,” which explains why their names do not appear on an 1873 plaque in Shepard Hall that honors seven fallen alumni.

In a commencement oration in 1858, Alexander Ketchum, later a Union colonel, railed against slavery — to the extent that some “conservative elements in the Free Academy faculty ... actually proposed that his diploma be withheld because of his extreme radicalism,” Rudy writes; this was voted down.

Francis Markoe’s 1860 commencement oration on “The American Union” called the Constitution a “holy compact for mutual welfare” and termed disunion “utter madness” and a “dark abyss of anarchy and final despotism.” Nevertheless, Markoe, raised in the border state of Maryland, enlisted as a rebel private, lost the use of an arm in battle, and had risen to Signal Corps lieutenant and a staff officer when the South surrendered. The Associate Alumni of the Free Academy in 1862 expelled him and fellow Confederate to the anti-slavery cause that he abandoned the profession of law ... [rather] than as a lawyer swear allegiance to the United States Constitution, which permitted slavery,” Tremain and Horne write. Speaking at a huge, open-air meeting in Union Square, he “swept the vast crowd away with him in his impassioned plea for action and freedom for the slaves.” He enlisted as a private, transferred to the Signal Services and rose to first lieutenant. On duty in North Carolina in 1863, he was thrown from his horse and suffered a brain injury; he died nearly a year later “after lingering ... in hopeless misery.”

In a speech after the war, Tremain said that the Free Academy’s war record “affords another testimonial, if need be, to the beneficent influence and loyal inspirations of free educational institutions among a free republican people. ... And at this day, if the nation would endure its own peace, prosperity and happiness for any considerable period after the South shall have recovered from the ravaging effects of war, that peace, that prosperity, that contentment can only be secured by the dissemination of those same educational privileges.”

Continued from Page 23

Civil War” by Tremain and Charles F. Horne (1889), recounts that on the second day of the battle, artillery First Lt. Crosby “was on horseback beside his guns directing their fire. A splendid giant in physique, he offered too fair a mark and a bullet pierced his breast. His own men carried him a few rods to the rear. ‘Tell mother I die happy,’ said he, and his life was over.”

In a commencement oration in 1858, Alexander Ketchum, later a Union colonel, railed against slavery — to the extent that some “conservative elements in the Free Academy faculty ... actually proposed that his diploma be withheld because of his extreme radicalism,” S. Willis Rudy writes; this was voted down.

Francis Markoe’s 1860 commencement oration on “The American Union” called the Constitution a “holy compact for mutual welfare” and termed disunion “utter madness” and a “dark abyss of anarchy and final despotism.” Nevertheless, Markoe, raised in the border state of Maryland, enlisted as a rebel private, lost the use of an arm in battle, and had risen to Signal Corps lieutenant and a staff officer when the South surrendered. The Associate Alumni of the Free Academy in 1862 expelled him and fellow Confederate to the anti-slavery cause that he abandoned the profession of law ... [rather] than as a lawyer swear allegiance to the United States Constitution, which permitted slavery,” Tremain and Horne write. Speaking at a huge, open-air meeting in Union Square, he “swept the vast crowd away with him in his impassioned plea for action and freedom for the slaves.” He enlisted as a private, transferred to the Signal Services and rose to first lieutenant. On duty in North Carolina in 1863, he was thrown from his horse and suffered a brain injury; he died nearly a year later “after lingering ... in hopeless misery.”

In a speech after the war, Tremain said that the Free Academy’s war record “affords another testimonial, if need be, to the beneficent influence and loyal inspirations of free educational institutions among a free republican people. ... And at this day, if the nation would endure its own peace, prosperity and happiness for any considerable period after the South shall have recovered from the ravaging effects of war, that peace, that prosperity, that contentment can only be secured by the dissemination of those same educational privileges.”

Continued from Page 23

Civil War” by Tremain and Charles F. Horne (1889), recounts that on the second day of the battle, artillery First Lt. Crosby “was on horseback beside his guns directing their fire. A splendid giant in physique, he offered too fair a mark and a bullet pierced his breast. His own men carried him a few rods to the rear. ‘Tell mother I die happy,’ said he, and his life was over.”

In a commencement oration in 1858, Alexander Ketchum, later a Union colonel, railed against slavery — to the extent that some “conservative elements in the Free Academy faculty ... actually proposed that his diploma be withheld because of his extreme radicalism,” S. Willis Rudy writes; this was voted down.

Francis Markoe’s 1860 commencement oration on “The American Union” called the Constitution a “holy compact for mutual welfare” and termed disunion “utter madness” and a “dark abyss of anarchy and final despotism.” Nevertheless, Markoe, raised in the border state of Maryland, enlisted as a rebel private, lost the use of an arm in battle, and had risen to Signal Corps lieutenant and a staff officer when the South surrendered. The Associate Alumni of the Free Academy in 1862 expelled him and fellow Confederate to the anti-slavery cause that he abandoned the profession of law ... [rather] than as a lawyer swear allegiance to the United States Constitution, which permitted slavery,” Tremain and Horne write. Speaking at a huge, open-air meeting in Union Square, he “swept the vast crowd away with him in his impassioned plea for action and freedom for the slaves.” He enlisted as a private, transferred to the Signal Services and rose to first lieutenant. On duty in North Carolina in 1863, he was thrown from his horse and suffered a brain injury; he died nearly a year later “after lingering ... in hopeless misery.”

In a speech after the war, Tremain said that the Free Academy’s war record “affords another testimonial, if need be, to the beneficent influence and loyal inspirations of free educational institutions among a free republican people. ... And at this day, if the nation would endure its own peace, prosperity and happiness for any considerable period after the South shall have recovered from the ravaging effects of war, that peace, that prosperity, that contentment can only be secured by the dissemination of those same educational privileges.”

Continued from Page 23

Civil War” by Tremain and Charles F. Horne (1889), recounts that on the second day of the battle, artillery First Lt. Crosby “was on horseback beside his guns directing their fire. A splendid giant in physique, he offered too fair a mark and a bullet pierced his breast. His own men carried him a few rods to the rear. ‘Tell mother I die happy,’ said he, and his life was over.”

In a commencement oration in 1858, Alexander Ketchum, later a Union colonel, railed against slavery — to the extent that some “conservative elements in the Free Academy faculty ... actually proposed that his diploma be withheld because of his extreme radicalism,” S. Willis Rudy writes; this was voted down.

Francis Markoe’s 1860 commencement oration on “The American Union” called the Constitution a “holy compact for mutual welfare” and termed disunion “utter madness” and a “dark abyss of anarchy and final despotism.” Nevertheless, Markoe, raised in the border state of Maryland, enlisted as a rebel private, lost the use of an arm in battle, and had risen to Signal Corps lieutenant and a staff officer when the South surrendered. The Associate Alumni of the Free Academy in 1862 expelled him and fellow Confederate to the anti-slavery cause that he abandoned the profession of law ... [rather] than as a lawyer swear allegiance to the United States Constitution, which permitted slavery,” Tremain and Horne write. Speaking at a huge, open-air meeting in Union Square, he “swept the vast crowd away with him in his impassioned plea for action and freedom for the slaves.” He enlisted as a private, transferred to the Signal Services and rose to first lieutenant. On duty in North Carolina in 1863, he was thrown from his horse and suffered a brain injury; he died nearly a year later “after lingering ... in hopeless misery.”

In a speech after the war, Tremain said that the Free Academy’s war record “affords another testimonial, if need be, to the beneficent influence and loyal inspirations of free educational institutions among a free republican people. ... And at this day, if the nation would endure its own peace, prosperity and happiness for any considerable period after the South shall have recovered from the ravaging effects of war, that peace, that prosperity, that contentment can only be secured by the dissemination of those same educational privileges.”
Nursing a Poor Neighborhood to Health

New York City College of Technology team of faculty members and students work with children and parents of younger children in the Brownsville section of Brooklyn to improve skills to maintain health.
The Brownsville section of Brooklyn is known for poverty, violent crime, mass incarceration and a high diabetes mortality rate. One CUNY professor says the key to a brighter future in that neighborhood and others like it lies in social services that marry education and healthcare.

Determined to reduce health disparities among New Yorkers, New York City College of Technology nursing professor Kathleen Falk teaches wellness to families in Brownsville. A veteran of 35 years in clinical practice who holds a doctorate in nursing, she says embedding healthcare in education is a way to help break generational patterns of poverty.

Students who drop out of high school are likely to develop chronic illness at an earlier age, Falk says, and Brownsville is a community where only 30 percent of adult residents hold high school diplomas. “Health and education go hand in hand,” she says. “You can’t have a well-educated child who is sick. As a clinician and researcher, I find it frustrating that few studies blend education and health care together. … When I look at the research, a big causative factor in health disparities is poverty and lack of preventative health care.”

Falk and a team of three faculty members and 30 students in City Tech’s RN to BS program — a baccalaureate degree designed for registered nurses — go into schools in Brownsville to work with parents of children aged 6 weeks to 5 years. The biggest health issues facing the children are asthma and childhood obesity, but the curriculum covers a wide range of topics about personal health that bear on the public health.

The nurses teach separate classes for parents and children. Falk herself conducts a weekly class for Pre-K kids at P.S. 184. “We teach the children activities to help them with their developmental skills and basic things to help them stay healthy like, how do you wash your hands, cough into your elbow, learn to tie your shoes. And we teach yoga to babies as young as 1 year old. This teaches children how to regulate their emotions and develop self-care behaviors.”

Falk also forged a pilot project in partnership with FirstStepsNYC, an early intervention and education center for high-risk infants and preschool-age children and their families. The nurses in the City Tech RN to BS program teach parenting classes and follow-up with individual families on home visits. “The nurses sign on for one academic year,” Falk says. “We do this so they’ll form a bond and a mentoring relationship with the children and the families.” Falk and her students, who also include social services interns and dental hygiene students, provide services for 120 center-based and 44 home-based families.

Among the nurses on Falk’s team is Christopher Dubissette, a senior in the RN to BS program who began his career in Brownsville 22 years ago expecting to work there just a few years. He stayed because he saw an absence of male role models in the community. “When I tell people I’m a nurse, they’re proud to see a young black man who is in my position,” Dubissette says.

Going into schools has given him “an opportunity to talk to kids about the importance of education,” Dubissette says, “and now I see myself as a community resource. It’s very encouraging that I can go there and make a difference in a person’s life and tell them there’s something else besides crime and getting locked up.”

Falk says it’s important for her students to learn how to reach out and care for communities that are heavily burdened with poverty, poor educational outcomes and chronic illnesses at young ages. “It’s one thing to read about health disparities but it’s another thing when you see it,” she says. “When six out of 10 infant boys show early asthma symptoms, and you see how humans are experiencing disparities, it changes your perception.”

Falk has long worked with populations underserved by health care. In 2012, she was awarded a Jonas Scholar for Nursing Leadership Fellowship for her development of a model for nurses working with children of incarcerated parents. “Every nurse initially goes into nursing to make a difference and you get something out of providing care to other people,” she says. “I would like to do more research in terms of bringing health care and education together and pass that on to the next generation. I don’t think it’s by accident that I was a clinician for so many years and now I’m in education.”

By Lenina Mortimer

‘When I tell people I’m a nurse, they’re proud to see a young black man is in my position.’

— Christopher Dubissette
By Barbara Fischkin

EMILY SOHMER TAI’s research expertise includes the history of piracy, medieval studies and early modern western civilization.

But as a longtime adviser to Queensborough’s Lambda Sigma Chapter of Phi Theta Kappa — the community college honor society — the historian’s interests are those of her students. They, in turn, describe the associate professor’s support as intensive and passionate. They say that she would rather guide them on how to apply for many scholarships than show them how to win just one.

“When I am mentoring a student I am not preparing them to win a scholarship,” Tai says. “I am actually preparing them to lose.

“It is very tempting for a student to think that if they lose it is a waste of time,” she explains. “But whether they win or not that first time, they have to learn how to apply again. So I’ve gotten into the habit of doing footwork to identify other scholarships for them. If you help a student produce a good personal essay then, with a little bit of tweaking, that essay can go on the road.”

When reading those essays, Tai looks for great first sentences. One of her favorites: “I want people to understand that science is beautiful.” She then helps students figure out how to back up those sentences throughout their essays.

Tai’s work as a Phi Theta Kappa chapter adviser began in 2002, at the request of the college’s then-president Eduardo Martí. Once a small chapter, as of May Queensborough’s Lambda Sigma included 160 students. (Tai also works with a co-adviser from the STEM disciplines and with Student Affairs Administrative Assistant Reynald Pierre-Charles.)

The chapter’s Spring 2015 report includes a long list of “student scholarships and achievements,” most notably three Jack Kent Cooke Foundation Undergraduate Transfer Scholarships, more winners in the same year than ever at a single CUNY community college. The private scholarship is prestigious, highly competitive — and generous. It provides community college students who have financial needs with $40,000 a year to complete their baccalaureate degrees at senior colleges. Tai notes that the award also reflects the changing nature of the mission of community colleges, which often are now expected to prepare students to continue their education at senior colleges.

For one of the recipients, Kyle Chin-How, who some day hopes to run for political office and had a White House internship in the summer, the scholarship means he can live on campus at City College. The two other recipients were STEM students, advised on research and applications by the society’s co-mentor. Tai, however, helped them with their application essays.

Chin-How is now in the Skadden, Arps Honors Program in Legal Studies at City College. The two other recipients were advised on research and applications by the society’s co-mentor. Tai, however, helped them with their application essays.

Chin-How is now in the Skadden, Arps Honors Program in Legal Studies at City College. The two other recipients were advised on research and applications by the society’s co-mentor. Tai, however, helped them with their application essays.

Chin-How says that Tai, along with editing his essays, was also his “point of contact,” for all the other aspects of his application. Salamone adds that Tai “kept us informed of every single scholarship opportunity she knew about.”

For these and other Queensborough honor students Lambda Sigma is often where it all begins. Tai starts to assess how students present themselves almost as soon as they are admitted to the chapter. She listens to the speeches delivered by the students running to be Lambda Sigma officers and encourages them to say what they can do for the chapter, rather than why they want to be officers. She also emphasizes the need for community service; a recent report from the chapter contains a long list of service, along with awards. For example, students have volunteered and donated to “Hour Children,” which assists incarcerated mothers and their families.

According to Tai’s students, her days are long and do not necessarily end when she leaves campus or closes her laptop. At 11 p.m. on the night she had nominated Proano and Salamone for the All-American Phi Theta Kappa scholarships, which they both received, she ran into Proano on the Q66 bus. Both mentor and mentee were returning home after a long day and Tai told Proano, “You can be very proud of the work you’ve done.”

Tai also emphasizes that as a mentor it is not only the honor students she helps, but others in her courses as well, even if they are simply taking history as a requirement. Even if they are on probation. She believes that history’s “analytic discourse is an empowering one,” for those pursuing all subject areas — and that “anybody who teaches is a mentor.” Often she tells her students that she faces the same challenges as they do. “I have to write my own grant applications all the time,” she says.

Queensborough Cooke winner — its first — was Yueting Chen, who has been conducting research in microbiology, also at Stony Brook, and will graduate from that university in 2016.

Chin-How says that Tai, along with editing his essays, was also his “point of contact,” for all the other aspects of his application. Salamone adds that Tai “kept us informed of every single scholarship opportunity she knew about.”

For these and other Queensborough honor students Lambda Sigma is often where it all begins. Tai starts to assess how students present themselves almost as soon as they are admitted to the chapter. She listens to the speeches delivered by the students running to be Lambda Sigma officers and encourages them to say what they can do for the chapter, rather than why they want to be officers. She also emphasizes the need for community service; a recent report from the chapter contains a long list of service, along with awards. For example, students have volunteered and donated to “Hour Children,” which assists incarcerated mothers and their families.

According to Tai’s students, her days are long and do not necessarily end when she leaves campus or closes her laptop. At 11 p.m. on the night she had nominated Proano and Salamone for the All-American Phi Theta Kappa scholarships, which they both received, she ran into Proano on the Q66 bus. Both mentor and mentee were returning home after a long day and Tai told Proano, “You can be very proud of the work you’ve done.”

Tai also emphasizes that as a mentor it is not only the honor students she helps, but others in her courses as well, even if they are simply taking history as a requirement. Even if they are on probation. She believes that history’s “analytic discourse is an empowering one,” for those pursuing all subject areas — and that “anybody who teaches is a mentor.” Often she tells her students that she faces the same challenges as they do. “I have to write my own grant applications all the time,” she says.
It is very tempting for a student to think that if they lose a scholarship, it is a waste of time. But whether they win or not that first time, they have to learn how to apply again. So I’ve gotten into the habit of doing footwork to identify other scholarships for them. If you help a student produce a good personal essay, then with a little bit of tweaking, that essay can go on the road.

— Emily Sohmer Tai
At right, student clinician Sharon Teague; opposite page: left column of pictures: top, student supervisor Elvira Flores; second, student clinician Jennifer Simon; third, student clinician Layla Oubssis; fourth, student clinician Andrew Pancila. Right column: top, student clinicians Belkis Fuentes, and Brian Cook; fourth picture, student clinician James Catuogno.
HEALTHY hearing, speech and language are key to a child’s development, but many times problems in these areas can go undetected. Graduate students at the Speech and Hearing Center at Lehman College are working to diagnose and treat these problems in children from the campus child care center and from members of the community.

The center, located on the Bronx campus, provides quality care that can be scarce in the area, where the neighborhood’s economic disparity increases the likelihood of children having undiagnosed speech and hearing disorders, says Leslie Grubler, director of clinical services at the center.

“Often parents don’t realize what their children aren’t getting and we help to fill that gap. We also screen the children at the day care center for speech and language deficits that doctors might have missed,” says Grubler. Timing is important when treating speech and hearing problems, adds Grubler. “From infancy to age three a child’s brain grows to 80 percent of its adult size. It’s such an important time in development. If we’re able to reach them in that time period we can make a difference in their lives.”

The center conducts 300 evaluations a year for children, and also adults, with hearing screenings and assessments, treating disorders such as aphasia and providing specialized services in fluency, motor speech, voice and swallowing. Clients can also participate in an accent-reduction program.

About 100 graduate student clinicians, who are supervised by licensed speech pathologists and audiologists, administer services at the center as part of the Speech-Language Pathology program where they complete 400 hours of hands-on clinical training. The students dedicate eight hours a week over the course of two semesters to the center.
Despite his busy agenda, Farley Herzek, appointed president of Kingsborough Community College in June 2014, and started in June 2014, makes time to walk the hallways of his school — where students speak 70 foreign languages and represent 160 countries. And when he does, he keeps a lookout for anyone who seems unhappy.

"Can I help you?" he then asks.

The new president also requests that his staff phone students who, despite good academic standing, are late to register. Herzek himself called one, only to find that the $256 she owed the college made her feel she could not return. With such a small balance, the president knew the school could help — perhaps with a payment plan, a loan or a grant — so he immediately connected her to an admissions officer.

For incoming freshmen, there is also a new free "app" that aims to help them to be proactive if they are in need.

"My agenda is to focus primarily on retention and completion. If we can’t keep students here, we can’t graduate them," Herzek says. He emphasizes he is gratified to have a faculty and a staff who “take a holistic approach to serve our students. They all..."
Working with senior staff members, you designed this freshman app. How did the idea for it develop?

We ran a series of student focus groups to find out what keeps them up at night. The four top challenges, not in any particular order, are all related to money. They worry about the cost of tuition, textbooks, MTA cards – and food. That last one caught us off guard. We have a food pantry but not all the students know it exists. They worry about being able to afford enough groceries to feed themselves and their families. Other worries were related to immigration and residency status, child care, the care of other family members and certainly being able to keep up with the work. So we began to look at a way they could send us early alerts if they needed help. We lose 35 percent of our incoming freshmen from fall to fall, and that’s way too much.

How does the app work?

It gives students some general information. But it also provides them with a text box in which they can write about any issues they have. That text box then goes to some very well-trained people in different areas of the college so there is a quick turn around in communication. I have to caution that this is the 1.0 version. We just wanted to roll it out and put something in their hands.

How much will this cost the college?

The app won’t cost us anything. The cost will be connected to the needs of the students. Our foundation has provided us with $100,000 to help pay for some of these needs.

How do you view the mission today of community colleges, in general?

We are the gateway to the middle class and beyond. When I moved to California in 1980, there were 55,000 people working at McDonnell Douglas and tens of thousands of others who were associated with the Long Beach Naval Shipyard. There were great union jobs out of high school. And then with a snap of the finger they were gone. Nowadays, we need to give our students some postsecondary education but also make sure not to dead-end them when it comes to transferring and career preparation.

What kinds of programs does Kingsborough have to help support this effort?

We offer allied health programs such as those in nursing and physical therapist assistant. We have a culinary program, which is part of our hospitality program. Where we still fall short is that there are a lot of emerging industries in New York City. We are trying to make sure we are in touch with them as well. The film industry, the gaming industry, project management. All these industries have jobs for our students. And many of our students need these jobs to help continue their education at senior colleges.

You live in a brownstone in Bedford Stuyvesant. How do you like it?

It’s a new experience for us. Our home in Long Beach, Calif., which we lived in for 32 years, was just one floor. Here we live on the third and fourth floors and our niece and nephew live on the first and second floors. We looked at seventy properties in 10 days and this was the one. You know how you get that feeling? We’re very happy there. It’s a nice block.
HELPING OTHERS INSPIRES AN ACADEMIC TURNDOWN

By Lenina Mortimer

John Jay College junior Myriam Santamaria, 21, wasn’t always a top student. She was on academic probation her first semester, but three semesters later she’s made it onto the dean’s list.

What’s the key to her quick success? Helping others in their time of need. The work that she does through CUNY Service Corps inspired her academic and professional growth.

“I know it sounds cliché but being of service to others is so important and that’s what helped me get my act together,” says Santamaria, a political science and Latin American and Latino Studies double major.

When she transferred to John Jay from the Borough of Manhattan Community College in 2013, she was uncertain of her academic future. She entered the CUNY Service Corps, but at the end of her first semester her GPA was 1.8, too low to remain in the corps. “I had to work really hard in order to get it high enough to stay in the program.”

And that she did. Santamaria’s GPA quickly climbed to a 2.5, and most recently, a 3.0 after earning straight A’s in the Spring 2015 semester. She was also placed with The Unaccompanied Latin American Minor Project (U-LAMP) through the Service Corps, a program aimed at getting students to make a difference through service while gaining work experience. Service placements last 24 weeks over the course of two semesters. Students work 12 hours a week and are paid $12 an hour.

Santamaria was selected as a CUNY Service Corps Student of the Month in February for her work at U-LAMP. The faculty-led program provides academic, social and legal support to immigrant minors who are undergoing deportation proceedings. It is a collaboration of the John Jay Department of Latin American and Latino/o Studies, CUNY Service Corps, the Safe Passage Project—a nonprofit that provides pro bono legal services housed at New York Law School. “I always knew I wanted to be an immigration attorney,” says Santamaria, whose immigrant background created a personal connection and the CUNY Service Corps provided an opportunity to work in the field. Although she was born in Brooklyn, Santamaria spent much of her childhood in Ecuador. “I grew up around the immigration talk and attorneys because my parents were both undocumented.”

At U-LAMP Santamaria worked with six children and teenagers undergoing deportation. She would call them on a weekly basis and speak to them about school, work and family life. At times, she would also get called upon to act as a Spanish language translator for her clients and the lawyers that represented them. “We call to make sure that everything is okay because they’re just kids. They’re new to this country. It can be very traumatizing and they just need someone to guide them.”

Growing up in Sunset Park Brooklyn Santamaria says her family didn’t receive the support they needed to become documented. Now she provides that support to others. “My mom sought the help of lawyers but they always scammed us. She finally got her green card in 2012 after she’s been here for decades. Now that I work with U-LAMP I have empathy when speaking with clients because I know how it is.”

U-LAMP was more than a way to give back, it also afforded her the opportunity to grow professionally, says Santamaria. “I always had the heart to help others but I was never given the opportunity to grow in that way. CUNY Service Corps gave me that experience and they gave me that chance to prove myself and to help others. It also put role models in front of me.” One of those role models is John Jay Latin American Studies professor Isabel Martinez.

Myriam is a dream student, says Martinez, who is the program director of U-LAMP. “She constantly wants to know how she can improve and follows advice…. She asks questions to understand why she was given the advice, so that she will remember not to make such mistakes in the future.”

Additionally, she doesn’t keep what she learns to herself. “She is generous in helping her fellow students and peers with their work,” says Martinez. This generosity led Santamaria to be recommended for her current position as a transfer peer mentor. “I want to prevent what happened to me from happening to other transfer students. I didn’t have guidance and I didn’t know any better. And that’s how I messed up my GPA,” says Santamaria who works with transfer students from community colleges.

Now Santamaria gets to explain the things that she didn’t know to other transfer students as a team member of the Student Academic Success Programs at John Jay. “As a first-generation college student, I didn’t know simple things like a three-credit class at BMCC is not the same as a three-credit class at John Jay. While that may be obvious to other people, I don’t assume transfer students know…. I explain it anyway.”

As Santamaria’s academic success takes off she is planning her next moves. This already has included a study abroad trip to Cuba where she learned the history and examined the revolution and social justice in the Caribbean island. She was recently granted a $1,000 scholarship from El Diario Spanish language newspaper called Mujeres Destacadas—a scholarship awarded to young Latina leaders.

Santamaria also worked with undocumented immigrants with Neighbors Helping Neighbors—a nonprofit that promotes fair housing and tenant rights. “I knocked on doors informing tenants of their rights,” she says, and she plans to continue to help a vulnerable population.
Seizing the Day, and the Future

Continued from Page 2

We had 17 new Fulbright winners this year, 15 new NSF Graduate Research Fellowships, as well as prestigious Goldwater and Truman Scholarships, and Soros Fellowships for New Americans. Only Harvard, Stanford, Yale and MIT had more Soros Fellows than CUNY. A Chronicle of Higher Education story about the undergraduate institutions producing “MacArthur Geniuses” identified two publics in the top 10 — Berkeley and CUNY. A current CUNY graduate student won the Pulitzer Prize in Poetry, a recent alumnus won the National Book Award, and we celebrated our 13th graduate to win a Nobel Prize, which puts CUNY in rarefied air among the world’s universities.

Joined by Gov. Cuomo, we announced accreditation for a new CUNY School of Medicine at City College, building on the 40-year success of the Sophie Davis School of Biomedical Education and advancing a high priority of the Board of Trustees. Almost half the classes at Sophie Davis have been made up of students of color, compared with approximately 10 percent on average at medical schools nationally, and the majority of our graduates have gone on to practice in federally designated underserved areas. With the new School of Medicine, we will build on this impressive history.

The many exciting programs starting this fall include Brooklyn College’s new Feinstein Graduate School of Cinema, located within Steiner Studios in the Brooklyn Navy Yard. The CUNY Law School launched a part-time JD program that is boosting enrollments and expanding access.

CUNY has mobilized to increase opportunities for undocumented students. Over the course of a year all of our colleges, led by our team at CUNY Central, worked with The Dream.US Scholarship program to increase ten-fold the number of CUNY Dreamer scholarship recipients. We have 367 TheDream. US Scholars this year, the highest level in the nation and representing almost half such scholarship recipients nationwide. At our spring event to recognize these CUNY Dreamers, two generous benefactors pledged $30 million to support TheDream.US program.

We opened some of the most advanced research space in the region at the CUNY Advanced Science Research Center and companion facility, the City College Center for Discovery and Innovation, as well as at Hunter College through a unique partnership with Weill-Cornell Medical College. I am encouraged by Hunter’s innovative partnership and am convinced that there are many more opportunities for collaborative efforts that leverage CUNY investments.

High Priorities for This Year

CUNY has made remarkable progress over the last 15 years, and it is in a very different place today. A new set of strategies was implemented for addressing developmental education needs and promoting student success and transfer. While I am convinced we’re on the right track, we must admit we aren’t where we need to be. We have much hard work ahead to address the stubborn challenges to success in remediation, improving retention and graduation rates, and significantly improving our students’ successful transfer to baccalaureate study, as well as entry into graduate and professional programs and the workforce.

We have created a number of impressive new programs, but our priority must be to continue to raise the level of academic quality and student success at our colleges throughout the five boroughs. This is difficult but essential work that will require the determination of talented people across CUNY.

In one such effort, under the leadership of University Provost Vita Rabinowitz, we will take a close look this year at our remediation programs, particularly in math, to make sure we are doing everything that we should to help our students succeed. Similarly, the University Provost’s office will be working with appropriate colleges to develop strategies for improvement in our teacher preparation and workforce development programs.

We will expand a program CUNY-wide to award associate degrees to students who have transferred prior to receiving a degree but have more than completed — or could easily complete — equivalent coursework on their way to earning a bachelor’s degree. We will also create a new scholarship program to encourage community college students to earn their associate degree before transfer, a strategy that contributes to later success as well.

Our expansion of CUNY ASAP, recognized by President Barack Obama for its success in increasing graduation rates for community college students, begins in earnest. We expect to increase our ASAP population from more than 4,000 students last year to more than 13,000 by fall 2017 and reach 25,000 students by 2018. We will focus first on increasing STEM participation in the program, at community colleges and in senior college pilots. We will begin our efforts to bring ASAP to scale with the exciting transformation of BCC into an ASAP college.

At the same time, we plan to double over the next four years the number of students who participate in CUNY Start, which has demonstrated success in helping students efficiently meet their remediation requirements. We had successful pilots at three colleges this summer with “Summer Start,” which in a short period of time helps students become proficient and ready for fall matriculation. We will expand this program as well.

To help plan CUNY’s response to the state’s call for opportunities for experiential learning, I have named a task force chaired by John Jay College President Jeremy Travis and University Dean Suri Duitch. This is an opportunity for CUNY to consider additional ways for our students to be more engaged in their studies and better prepared for graduate and professional study and a competitive work environment, and to identify the resources required for us to be successful.

To develop plans for performance funding required in the state budget, I have asked University Provost Rabinowitz and Budget and Finance Vice Chancellor Matthew Sapienza to lead CUNY’s work on behalf of the Board of Trustees. We will increase the pool of funds for this purpose beyond the state investment for senior colleges so community colleges can participate. This is an exciting opportunity for CUNY to identify and fund initiatives designed to advance our shared goals.

We have engaged a leading fundraising consulting firm to help CUNY and all of our colleges better position ourselves for increased success in private fundraising, which is increasingly essential to the ability of public universities to meet their objectives in providing access, building quality and achieving distinction. I look forward to implementing recommendations that will help us more effectively make what I believe is the most compelling case for private philanthropy in New York.

Listening to our students, prospective students and college leaders, we will increase opportunities for undergraduate and graduate students to live in University housing. We will continue to support promising individual college projects but will also explore opportunities for CUNY colleges to partner with each other to serve their students.

Convinced that online education can expand access, appeal to new learners, and facilitate degree completion and lifelong learning, I plan to support expansion of online courses and degree programs. State legislation this year lowered the barriers to institutions from outside New York to offer online programs here, and better positioned CUNY to do so in other states. I am hopeful the Governor will sign legislation allowing us more flexibility with non-resident online tuition.

I launched a strategic planning process last spring, and it is well underway. The Steering Committee of faculty, presidents and others has been active, and we continue to solicit suggestions from CUNY’s stakeholders. Visit the “21st Century CUNY” website often to check on progress and submit comments and suggestions (www.cuny.edu/21stCenturyCUNY).

CUNY continues to enjoy remarkable success and I am convinced our best days lie ahead. We have assets of scale, diversity, talent and location that are unmatched anywhere. Good work has brought CUNY to this point, and there is much to be done next year and beyond. I am grateful for the opportunity to work with such talented faculty, staff, students, administrators and trustees, and will do everything I can to see that the aspirations we share for CUNY are met.
EVERY SUBWAY, bus and commuter train in New York is operated by a single government agency, the Metropolitan Transportation Authority. But there was a time when public transit was provided by private companies — more than two-dozen of them. Andrew Sparberg, adjunct lecturer at the CUNY School of Professional Studies, traces the transition of the transit system in his new book, *From a Nickel to a Token: The Journey from Board of Transportation to MTA*.

**How was the MTA formed?**

The key event was at the very beginning. It is called subway unification. It had been talked about since the 1920s, but when Fiorello LaGuardia became mayor in 1934 it became a very big issue. The two big private subway and elevated companies, the Interborough Rapid Transit [IRT] and the Brooklyn Manhattan Transit [BMT], were unified under municipal ownership in June of 1940. They were...
joined with the Independent, which was owned by the city and operated by an agency called the Board of Transportation. The city was now the owner and operator of all three major subway systems, the big trolley and bus system in Brooklyn.

Why did the MTA become a government agency? The government took over, ironically enough, because the city insisted on the private companies maintaining a five-cent fare, which was a hot button political issue for many years. The majority of New Yorkers well through World War II did not own automobiles so the subway was considered the highway of the masses. So politicians latched on to this and said, “We are not going to raise the fare.” But as the 1930s wound down, the IRT was in bankruptcy because of the Depression. The BMT, while it was still solvent, was not in great financial shape. The city could not raise enough money from the nickel fare to pay off the bonds that it had issued in the earlier parts of the 20th century to build the system in the first place. Even though the BMT and the IRT were private operators, the structures that they used were built by the city from the get-go. So the subway was a unique example early on of a private-public partnership.

What’s the difference between numbered and lettered trains? The IRT was the first of the major private companies. And it adopted a 51-foot-long and 8½-foot-wide car, which is still a standard today. The IRT is now the numbered lines, 1 to 7. The BMT was the outgrowth of a large elevated system in Brooklyn that was originally the Brooklyn Rapid Transit. When the BMT built its subways, it adopted a wider car size because it saw the crowding that occurred on the IRT. The BMT is part of today’s lettered line system, along with the IND, and they use a wider and longer car.

You spent 25 years with the Long Island Rail Road and now you teach in the CUNY School of Professional Studies. What do you teach? My students at CUNY are New York City Transit workers who are primarily in entry-level jobs. The MTA allows them to enroll in a certificate program that enables them to get promoted to a higher-level job. In most cases they want to end up as train operators. My course is called the History and Development of Mass Transit in New York City. I think what gets [the students] most interested is that a lot of the issues have never changed. There have always been hordes of people riding. There have always been issues with reliability, with comfort, with the fare. So these are ongoing things that are never going to change.

This Q & A is excerpted from a CUNY Book Beat podcast. To listen to the full Sparberg interview, go to www.cuny.edu/bookbeat.
Here is a collection of new books written by CUNY authors:

**Geeks Bearing Gifts: Imagining New Futures for News**
*CUNY Graduate School of Journalism professor Jeff Jarvis, CUNY Journalism Press*
In his latest book, Jarvis offers the reader not a single definitive future of journalism and news but a range of possibilities depending on how journalists and journalism evolve. With the help of the “geeks” and their advances in media technology, there are many more opportunities for journalists and media entrepreneurs who are willing to think creatively and take risks. Jarvis, who leads the Tow-Knight Center for Entrepreneurial Journalism at the CUNY Graduate School of Journalism, is one of the preeminent voices on emerging forms of journalism, news delivery and community engagement.

**Youth Street Gangs: A critical appraisal (New Directions in Critical Criminology)**
*Graduate Center and John Jay professor of urban education David Brotherton, Routledge*
This new and highly contentious book on street gangs moves away from the pathologization of the gang that has been seen in the last several decades. Drawing on a wealth of highly acclaimed original research, it explores the socially layered practices of street gangs from New York and Puerto Rico to Europe, the Caribbean and South America.

**After the Red Army Faction: Gender, Culture, and Militancy**
*Graduate Center and LaGuardia Community College associate professor of comparative literature Charity Scribner, Columbia University Press*
Masterminded and led by women, the Red Army Faction terrorized West Germany from the 1970s to the 1990s. The influence of the RAF still lingers in the works of artists and writers today. *After the Red Army Faction* explores why women were so prominent in the RAF, and what the continuing cultural response to the German armed struggle tells us about the representation of violence, power, and gender today. The author analyzes as-yet untranslated essays by Theodor Adorno and Jürgen Habermas, as well as novels by Friedrich Dürenmatt and Judith Kuckart, the blockbuster art exhibition “Regarding Terror” at the Berlin Kunst-Werke, and films by Margarethe von Trotta, Volker Schlöndorff and Fatih Akin. These readings reveal dynamic junctures in national and sexual identities, the disciplining of the militant body and the relationship between mass media and the arts.

**Global Land Grabs: History, Theory and Method**
*Graduate Center and Hunter College associate professor of anthropology Marc Edelman, Routledge*
In the wake of the 2008 world food crisis, a surge of land grabbing swept Africa, Asia, Latin America and even some regions of Europe and North America. Investors have uprooted rural communities for massive agricultural, biofuels, mining, industrial and urbanization projects. “Water grabbing” and “green grabbing” have further exacerbated social tensions. The contributors to this volume critically scrutinize alarmist claims of the first wave of research on this topic, probing the historical antecedents of today’s land grabbing, examining large-scale land acquisitions in light of international human rights and investment law.

**After Appomattox: Military Occupation and the Ends of War**
*City College and Graduate Center associate professor of history Gregory Downs, Harvard University Press*
On April 8, 1865, after four years of the Civil War, Gen. Robert E. Lee wrote to Gen. Ulysses S. Grant asking for peace. Peace was beyond his authority to negotiate, Grant replied, but surrender terms he would discuss. As Gregory Downs reveals in this gripping history of post–Civil War America, Grant’s distinction proved prophetic, for peace would elude the South for years after Lee’s surrender at Appomattox. *After Appomattox* argues that the war did not end with Confederate capitulation in 1865. Instead, a second phase commenced that lasted until 1871 — not the project euphemistically called Reconstruction but a state of genuine belligerence whose mission was to shape the terms of peace. The dawn of legal pacet ime “heralded the return of rebel power, not a sustainable peace.”

**Evita, Inevitably: Performing Argentina’s Female Icons Before and After Eva Perón**
*Graduate Center professor of theatre, Hispanic and Luso-Brazilian literature and executive officer of the Graduate Center Theatre Program Jean Graham-Jones, University of Michigan Press*
Evita, Inevitably sheds new light on the history and culture of Argentina by examining the performances and reception of the country’s most iconic female figures, in particular, Eva Perón, who rose from poverty to become a powerful international figure. The book links the Evita legend to a broader pattern of female iconicity from the mid 19th-century onward, reading Evita against the performances of other female icons: Camila O’Gorman, executed by firing squad over her affair with a Jesuit priest; Difunta Corea, a devotional figure who has achieved near-sainthood; cumbia-pop performer Gilda; the country’s patron saint, the Virgin of Luján; and finally, Argentina’s president, Cristina Fernández de Kirchner. Employing the tools of discursive, visual and performance analysis, the author studies theatrical performance, literature, film, folklore, Catholic iconography, and Internet culture to document the ways in which these “femicons” have been staged.

**United We Are Strong: Wartime Origins and the Future United Nations**
*Graduate Center Presidential Professor of political science Thomas G. Weiss, Routledge*
The creation of the United Nations system during World War II is a largely unknown or forgotten story among contemporary decision-makers, international relations specialists and policy analysts. This book aims to recover the wartime history of the UN and explore how the forgotten past can shed light on a possible and more desirable future.
Great Grads
By Miriam Smith and Neill S. Rosenfeld

Across
1. Douglas Loveguarda Community College, '92, founder, president of hip-hop's Fat Beats music company
2. Joy Lighting, Queens College, '04, comedian, writer, co-host of TV's "The View."
3. Aaron Keys, Baruch College, '96, CUNY's oldest alumni, age 103 in 2014, CPA, President
4. Frazed
5. Sales meeting conference platform
6. Where Shylock seeks news
7. "Jeezy" host T.I.
8. Scottish great-grandchild
10. Developed "Madden NFL," etc.
11. Lydia ___,
12. College of Criminal Justice, John Jay
13. Lydia ___,
14. Lydia ___,
15. Lydia ___,
16. Lydia ___,
17. Lydia ___,
18. Lydia ___,
19. Lydia ___,
20. Lydia ___,
21. Lydia ___,
22. Lydia ___,
23. Lydia ___,
24. Lydia ___,
25. Lydia ___,
26. Lydia ___,
27. Lydia ___,
28. Lydia ___,
29. Lydia ___,
30. Lydia ___,
31. Lydia ___,
32. Lydia ___,
33. Lydia ___,
34. Lydia ___,
35. Lydia ___,
36. Lydia ___,
37. Lydia ___,
38. Lydia ___,
39. Lydia ___,
40. Lydia ___,
41. Lydia ___,
42. Lydia ___,
43. Lydia ___,
44. Lydia ___,
45. Lydia ___,
46. Lydia ___,
47. Lydia ___,
48. Lydia ___,
49. Lydia ___,
50. Lydia ___,
51. Lydia ___,
52. Lydia ___,
53. Lydia ___,
54. Lydia ___,
55. Lydia ___,
56. Lydia ___,
57. Lydia ___,
58. Lydia ___,
59. Lydia ___,
60. Lydia ___,
61. Lydia ___,
62. Lydia ___,
63. Lydia ___,
64. Lydia ___,
65. Lydia ___,
66. Lydia ___,
67. Lydia ___,
68. Lydia ___,
69. Lydia ___,
70. Lydia ___,
71. Lydia ___,
72. Lydia ___,
73. Lydia ___,
74. Lydia ___,
75. Lydia ___,
76. Lydia ___,
77. Lydia ___,
78. Lydia ___,
79. Lydia ___,
80. Lydia ___,
81. Lydia ___,
82. Lydia ___,
83. Lydia ___,
84. Lydia ___,
85. Lydia ___,
86. Lydia ___,
87. Lydia ___,
88. Lydia ___,
89. Lydia ___,
90. Lydia ___,
91. Lydia ___,
92. Lydia ___,
93. Lydia ___,
94. Lydia ___,
95. Lydia ___,
96. Lydia ___,
97. Lydia ___,
98. Lydia ___,
99. Lydia ___,
100. Lydia ___,
101. Lydia ___,
102. Lydia ___,
103. Lydia ___,
104. Lydia ___,
105. Lydia ___,
106. Lydia ___,
107. Lydia ___,
108. Lydia ___,
109. Lydia ___,
110. Lydia ___,
111. Lydia ___,
112. Lydia ___,
113. Lydia ___,
114. Lydia ___,
115. Lydia ___,
116. Lydia ___,
117. Lydia ___,
118. Lydia ___,
119. Lydia ___,
120. Lydia ___,
121. Lydia ___,
122. Lydia ___,
123. Lydia ___,
124. Lydia ___,
125. Lydia ___,
126. Lydia ___,
127. Lydia ___,
128. Lydia ___,
129. Lydia ___,
130. Lydia ___,
131. Lydia ___,
132. Lydia ___,
133. Lydia ___,
134. Lydia ___,
135. Lydia ___,
136. Lydia ___,
137. Lydia ___,
138. Lydia ___,
139. Lydia ___,
140. Lydia ___,
141. Lydia ___,
142. Lydia ___,
143. Lydia ___,
144. Lydia ___,
145. Lydia ___,
146. Lydia ___,
147. Lydia ___,
148. Lydia ___,
149. Lydia ___,
150. Lydia ___,
151. Lydia ___,
152. Lydia ___,
153. Lydia ___,
154. Lydia ___,
155. Lydia ___,
156. Lydia ___,
157. Lydia ___,
158. Lydia ___,
159. Lydia ___,
160. Lydia ___,
161. Lydia ___,
162. Lydia ___,
163. Lydia ___,
164. Lydia ___,
165. Lydia ___,
166. Lydia ___,
167. Lydia ___,
168. Lydia ___,
169. Lydia ___,
170. Lydia ___,
171. Lydia ___,
172. Lydia ___,
173. Lydia ___,
174. Lydia ___,
175. Lydia ___,
176. Lydia ___,
177. Lydia ___,
178. Lydia ___,
179. Lydia ___,
180. Lydia ___,
181. Lydia ___,
182. Lydia ___,
183. Lydia ___,
184. Lydia ___,
185. Lydia ___,
186. Lydia ___,
187. Lydia ___,
188. Lydia ___,
189. Lydia ___,
190. Lydia ___,
191. Lydia ___,
192. Lydia ___,
193. Lydia ___,
194. Lydia ___,
195. Lydia ___,
196. Lydia ___,
197. Lydia ___,
198. Lydia ___,
199. Lydia ___,
200. Lydia ___,
An Irrepressible Global Do-Gooder

Evgeniya Kim (Macaulay Honors College at Hunter College, B.A. Political Science, 2010) was awarded the Paul & Daisy Soros Fellowships for New Americans. Kim will receive up to $90,000 for graduate studies at the Yale School of Management where she is currently pursuing her M.B.A. Kim was born in Uzbekistan of Korean heritage and at age 14 immigrated to the United States, where she and her family were granted political asylum. While at Macaulay, Kim expanded her global perspective. She studied in Greece and also interned at Open Society to address human rights issues in Uzbekistan. Through volunteer work with a nonprofit organization, she also traveled to Thailand, Russia, Korea and Switzerland.

Living An American Life

Xavier Medina (LaGuardia Community College, A.A. Liberal Arts-Social Science, 2015) arrived from Ecuador at age 7 and didn’t realize that he was undocumented until he applied for college. He didn’t have the money to pay for a four-year college himself so he worked and enrolled at LaGuardia. Medina won a Jack Kent Cooke Foundation Undergraduate Transfer Scholarship, which provides about 85 of the nation’s top community college students with up to $40,000 a year for up to three years of baccalaureate study. Medina now attends Columbia University and major in political science. Through LaGuardia’s honors program, he has twice presented on lesser-known aspects of immigration at the Northeast Regional Honors Conference.

Protecting the Coastline

Sean Thatcher (College of Staten Island, Biology, 2017) doesn’t let his wheelchair slow him down. In fact, he says, using it has enhanced his ability to think outside the box. The 2015 Goldwater Scholarship winner intends to bring his own perspective to research on protecting coastal ecosystems. Thatcher planned to spend the summer at the CUNY Graduate Center on a CUNY Pipeline Fellowship, where he would do research on redeveloping the coastal ecosystem with sand dunes, coastal wetlands and other natural approaches to protect human communities from future storm surges like Superstorm Sandy. Goldwater’s one- and two-year scholarships cover tuition, fees, books and room and board up to $7,500 a year.

Fighting the Good Fight Against Violence

Ilana Gelb (CUNY Baccalaureate and Macaulay Honors College at Barnard College bachelor’s degree in sustainable development, human rights and gender studies, 2016), spent six years speaking at schools, churches and synagogues about the Holocaust, genocide and ethnic cleansing alongside her mother and grandmother. Gelb’s 2015 U.S. State Department Critical Language Scholarship supports her study of Hindi in Jaipur, India. The federal program aims to increase the number of Americans who speak languages that are not common in the United States. Besides taking classes and continuing language studies, there is work with Goria, a nonprofit organization that fights the sexual exploitation of women and girls.

Electoral Collegian

Jamel Love (John Jay College of Criminal Justice, B.A., Political Science, 2015) realized that more men than women tend to get out and vote but he noticed that African-American women come out at disproportionally higher rates than African-American men. In his senior thesis at John Jay, Love analyzes election data to explore a possible explanation of the increasing African-American gender gap. This fall he entered a political science doctoral program at Rutgers University, which waived tuition and provided a five-year, $23,000 annual stipend. In 2015 he also won a $4,000 grant from the American Political Science Association’s Minority Fellowship Program.

Recognizing Faculty Achievement

The University’s faculty members continually win professional-achievement awards from prestigious organizations as well as research grants from government agencies, foundations and corporations.

Bret Eynon of LaGuardia Community College has received two grants from the Office of Postsecondary Education: $2,908,031 for a project entitled “Completa! Comprehensive Support for Student Success,” and $400,383 for the “Making Transfer Connections Project.” The Institute of International Education has awarded $350,036 to Der- lin Chao of Hunter College for the “K-12 Blended Learning Pilot Program.” Lorraine Mondesir of Brooklyn College has received a $284,301 grant from the U.S. Department of Education for “Child Care Access Means Parents in School Program (CCAMPIS).” Stephen Handelman of John Jay College has been awarded $199,988 in grant support from The Jacob & Valeria Langeloth Foundation for “A Reporting and Training Program for Journalists Covering Issues Facing the Mentally Ill and their Involvement in the Criminal Justice System.”

Camille Kamga of City College has received five grants, totaling $1,440,297 from the Research and Innovative Technology Administration, the NYS Department of Transportation, the U.S. Department of Transportation, and the New Jersey Department of Transportation, all in support of the University Transportation Research Center. Barbara Martin of Bronx

Ahmed
GRANTS & HONORS

Eymon Eynon, director of the CUNY Graduate Center's Committee for the Study of Religion, has won the Max Planck Research Award for his work on secularization and modernity, focusing on social and religious pluralism. Funded by the German Federal Ministry of Education, the award provides 750,000 euros ($817,000) over a three- to four-year period. He will be hosted by the University of Potsdam and plans to create a research unit on religion, social diversity, citizenship, and legal pluralism, as well as a research network between the GC and Potsdam.

“Randomized Controlled Trial of Treatment for Internalized Stigma in Schizophrenia,” a project under the direction of Philip Yanos of John Jay College, has received $610,013 in grant funding from the National Institutes of Health-National Institute of Mental Health. Deborah Hecht of The Graduate Center has received a $379,945 grant from Hofstra University/National Science Foundation for a project entitled “WISE Guys and Gals.” DHHS/Health Resources and Services Administration has awarded $198,546 to Evelyn Fernandez-Ketcham of Hostos Community College for “Health Resources and Services Administration.”

Baruch College’s Veena Oldenburg has earned a Fullbright Senior Award for Scholarly Excellence, which she will use to work on a research project in India. Oldenburg, who has taught classes in global history for 25 years at Baruch, also teaches at the CUNY Graduate Center.

Frank Milano of Kingsborough Community College has received a $422,680 grant from Manpower Demonstration Research Corporation for “Evaluation of CUNY Start.” The NYS Education Department has awarded a $356,800 grant to Harriet Payne of Lehman College for a project entitled “Graduate Level Clinically Rich Teacher.” Marcela Katz Armoza of New York City College of Technology has received $130,988 in grant support from the NYC Workforce Development Corp. for the project “Scholars at Work.” The National Science Foundation has awarded $261,000 to Michael Mirkin of Queens College for “International Collaboration in Chemistry: Mechanistic Studies of Oxygen Electrolysis by Nanoelectrochemical Techniques.”

Mark Ungar of Brooklyn College has received a $620,730 grant from FORGOV/Department of Foreign Affairs, Trade and Development (DFATD) for a project entitled “Human Rights in Iran Unit;” as well as a $498,437 grant from the U.S. Department of State for “Human Rights in Islamic Republic of Iran.” The NYC City Council has awarded Dan Williams of Baruch College a $500,000 grant for the “City Council Results Project.” Timothy Ellmore of City College has won a $147,450 grant from the National Aeronautics and Space Administration for the “Planetary Major Equipment (PME) Program.”

“Wallace,” a biodiversity web application created by a team led by City College biologists Robert P. Anderson and Jamie M. Kass, was one of six finalists selected worldwide by the Global Biodiversity Information Facility (GBIF) in the inaugural Ebbe Nielsen Challenge. The competition reflects a wide range of uses of open-access biodiversity data from the GBIF network, ranging from Web applications to regional bird and frog soundscapes.

Jane Schulman of LaGuardia Community College has received a $3,201,318 grant from the Goldman Sachs Foundation for “10,000 Businesses.” Roger Sherwood of Hunter College has been awarded a $350,000 grant from FORGOV/Department of Foreign Affairs, Trade and Development (DFATD) for a project entitled “RTTT Opportunities in Veterans Education.” The National Science Foundation has awarded a $247,594 grant to Sebastien Poget of the College of Staten Island for “CAREER: Structural and Mechanistic Analysis of Potassium Channel Modulation by a Novel Activating Snake Toxin.”

The National Science Foundation has awarded $616,288 to Roger Hart of The Graduate Center for “Housing and Child Well Being.” The National Institutes of Health has extended $360,000 in grant support to Alexander Greer of Brooklyn College for a project concerning “Phase Separation of Reactive Oxygen with Multi-Component Sensitizers.”

Cate Marvin, a professor at the College of Staten Island has been awarded a 2015 John Simon Guggenheim Memorial Foundation Fellowship in Poetry. She is a co-founder of VIDA: Women in Literary Arts, a research-driven organization that works to increase critical attention to contemporary women’s writing as well as further transparency around gender equality issues in contemporary literary culture.
New Species in Human Background

A new species in the human lineage has been discovered in a cave in South Africa in one of the most important finds in the past half-century. The discovery of the species, Homo naledi, was announced in September after two years of fieldwork and analysis. Professor of anthropology at Lehman College and a researcher at the Museum of Natural History led the analysis of the feet of the new species, which he said “are indistinguishable from those of modern humans.” And its long legs, professor Harcourt-Smith said, suggest the species was well suited for upright long-distance walking. The age of the species is believed to be between 2.5 million to 2.8 million years old. More than 60 scientists have been involved in the field work and the analysis over the past two years of 1,550 fossil elements, one of the largest sample of a hominin species anywhere in the world. The fossils were discovered in a well-hidden chamber and suggest the bodies of the dead were placed there intentionally, a behavior that was once considered limited to modern humans.

CUNY Alumni in Top 10 for ‘Genius Grants’

The City University of New York ranks among the top 10 public and private universities and colleges in the number of its undergraduate alumni who have gone on to win “genius grants” from the MacArthur Foundation, according data released by the Foundation. CUNY ranks eighth nationally with 14 winners, tied with Brown University, the University of Chicago, and the University of Michigan; MIT and SUNY are ninth with 13 winners apiece; and Swarthmore College is ranked 10th with one. Another six MacArthur grants have been awarded to alumni who received their graduate degrees from either the CUNY Graduate Center or from a CUNY college. The MacArthur Fellows program, which started in 1981, awards five-year $625,000 grants, with no strings attached, for “to pursue their own creative, intellectual, and professional inclinations.” Chancellor James B. Milliken said, “It comes as no surprise that CUNY is ranked among the top 10 nationally for undergraduate alumni who have gone on to win MacArthur Foundation genius grants. These awards build on a powerful tradition of accessible public higher education of the highest quality. That’s the CUNY Value.”

Hot Times for More People

A study by the City University of New York and the National Center for Atmospheric Research found that vastly more Americans will be exposed to dangerous heat waves in future decades because of a combination of rising temperatures and rapid population growth in the South and West. The risk of exposure to extreme heat could be as much as six times higher for the average U.S. citizen by the year 2070, compared with levels experienced in the last century. The pro- jected change carries significant implications for Americans’ health, as extreme heat kills more people than any other weather-related event, the study’s authors report in the journal Nature Climate Change. “It is how people experience these extremes that will ultimately shape the broader public perception of climate change,” says CUNY post-doctorate researcher Bryan Jones, the study’s lead author. “Both population change and climate change matter,” said co-author Brian O’Neill, an NCAR scientist and expert on modeling impacts of climate change. “If you want to know how heat waves will affect health in the future, you have to consider both.”

Evolving Friendship

In a study of the social lives of more than 100 students from the University of Rochester, tracked over 30 years, researchers found that individuals with a high quantity of social activities at age 20 and high-quality friendships at age 30 were found to have better psychological outcomes at age 50 than their less friendly peers. Cheryl Carmichael, assistant professor of psychology at Brooklyn College and the CUNY Graduate Center and the study’s lead author, said the findings illustrate how an emotionally healthy person’s social connections evolve over time. “In our 20s, we need to interact with many different people in order to sharpen our ability to navigate social situations, she said. But by 30, “our social goals focus on emotional closeness.”

Off to Pro B-Ball in France

Crossover dribbles, head-spinning assists and a lethal jump shot; just a few tricks of the trade for Baruch alumna Jessica Duleba (’14). And after an incredible collegiate career, Duleba has taken her talents to the pros. After graduating from Baruch, this two-time CUNY MVP played professionally for AZS UMCs Lublin in Poland and just recently signed a contract with France’s ACPLAB Calais for the 2015–16 season. A natural shooting guard, Duleba is an offensive force, averaging 15.8 points a game on nearly 48 percent shooting. She’s quick to point out, though, that she wouldn’t be the player, or person, she is today if not for her time at Baruch. A Michigan native, Duleba transferred to Baruch before her sophomore year. “I loved New York City right off the bat,” she says. “I couldn’t just go out and hang around.” Her seamless transition to the Big Apple helped Duleba make an immediate impact on the hardwood. In only three years, she racked up over 1,000 points for the Bears, earning ECAC Player of the Year honors her senior season. After graduating, she hired a sports performance coach, Frank Ortiz, and lined up some pro tryouts, resulting in her first contract with AZS UMCs Lublin.

Real-World Focus Made the Difference

Jesse Potash (‘09) says it was Baruch’s focus on a real-world education, which allowed me to realize early on the type of life and career I wanted.” The former finance major is the co-founder of Trunkster, the world’s first roll top luggage featuring zipperless, sliding-door entry for faster access, USB charging with a removable battery, a built-in scale, and a GPS. The smart luggage has already received positive media attention from the likes of the New York Times. Funded through a highly successful Kickstarter campaign, Trunkster now is releasing a carry-on model. “Obsessive-compulsive organization and attention to detail” is how Potash describes himself. The resilient entrepreneur, who worked for JPMorgan Chase and founded a couple of other ventures before co-founding Trunkster, says that his confidence lies “in retrospect in my failures.” His advice to aspiring entrepreneurs? “Head down and keep going.”

Outstanding and Distinguished at John Jay

The Outstanding Young Alumna award, presented to a John Jay graduate under age 35, was awarded to Christina Benavides (B.A. ’04), who is Director of Operations for Girls Inc. of New York City. A former McNair Scholar, Benavides noted that John Jay provided an environment that helped her realize her dream of working in a career that combined youth, community development and criminal justice. Without John Jay, she said, she would not have the confidence and background to be an agent of change and inspire girls to be “smart, strong and bold.” Benavides received praise recently from Oprah Winfrey in a new commercial. This year’s Distinguished Alumni Award went to First Deputy Commissioner Benjamin B. Tucker (B.S. ’77) of the New York City Police Department. Tucker, a former beat cop in Brooklyn, has held numerous top posts in city and federal government since he retired from the NYPD in 1991, including deputy director of the White House Office of National Drug Control Policy. He cited his John Jay education as a key factor in his professional growth, and said of his return to the police department, “I believe I can make a difference.”

On the Road With a Museum

Natalie Collette Wood, who earned her Master of Fine Arts Degree from Lehman, was featured in a New York Times Sunday Routine segment, “Taking a 46-Foot Museum on the Road.” Wood is program director for the Bronx Children’s Museum and is the curator for the organization’s traveling bus, which makes up to three stops around the Bronx on Sundays. “The Bronx is extremely hard to get across from east to west. We are out in the community building relationships. “This is the way we think a 21st-century museum should run,” she says. Even after the new Bronx Children’s Museum opens on the Harlem River in 2017, Wood will continue to share her peripatetic exhibits and mural-making aboard the organization’s traveling bus.
JACK ROLLINS, 100, a City College graduate and a top talent manager for some of the best comedians of his lifetime, including Woody Allen, Mike Nichols and Elaine May, Lenny Bruce, David Letterman, Billy Crystal and Robin Williams. Rollins focused on finding and developing young talent, often scouting the Greenwich Village clubs for prospects.

GERTRUDE SCHIMMEL, 96, a Hunter College graduate, was the first woman sergeant in the New York Police Department. The trailblazing Schimmel joined the NYPD in 1940. In 1961, she and another woman officer sued the department because only men were permitted to become superior officers. After a prolonged court battle, she became the department’s first woman sergeant in 1965 and rose through the ranks to become a deputy inspector, inspector and chief.

JOSEPH TRAUB, 83, who earned an undergraduate degree in math and physics from the City College of New York, became an important advocate for the study of computer science at universities. He founded the computer science department at Columbia University and helped develop algorithms used in scientific computing in physics and mathematics. In education, he was a skilled advocate for more resources and respect for the young field of computer science, and at an early stage contended that its impact would be broad and deep in ways yet to be imagined. Professor Traub was founding chairman of the Computer Science and Telecommunications Board of the National Academies of Sciences, Engineering and Medicine.

LENNART ANDERSON, 87, a celebrated painter and distinguished professor of art at Brooklyn College for 30 years, who was admired for his ability to put a modern twist on the work of masters like Degas, Velazquez and Poussin. Through his still lifes, portraits, landscapes and streetscapes, Anderson became known as an inspirational figure working outside the dominant trends in contemporary art. His prestigious awards included a Guggenheim fellowship, a Tiffany Foundation grant, a National Endowment for the Arts grant and the Rome Prize. His work is held in collections at Brooklyn Museum, Cleveland Museum of Art, Hirshhorn Museum, Museum of Fine Arts in Boston, Whitney Museum, Pennsylvania Academy of Fine Arts and the Delaware Art Museum.

SALLY GROSS, 81, was a Brooklyn College graduate and an avant-garde dancer and choreographer whose minimalist works helped propel the postmodern dance movement, which concentrated on simplicity rather than style. She won a Guggenheim fellowship and numerous grants from the National Endowment of the Arts during her long career.

ROY C. BENNETT, 96, a City College graduate, who with his partner, Sid Tepper, wrote songs that were recorded by a wide roster of midcentury pop singers, including Elvis Presley, Frank Sinatra, Ray Charles, Sarah Vaughan and the Beatles, with titles including “Red Roses for a Blue Lady” and “Kiss of Fire.”

WE REMEMBER

“Whenever she would hear one of us talk about how much we’re paying for college she would say, ‘I went to college for $6,’”

— Diana Schimmel, granddaughter

“She’s not flailing about or showing too much but you feel there is something burning within.”

— Jennifer Dunning, New York Times critic, about Sally Gross

“Whenever she would hear one of us talk about how much we’re paying for college she would say, ‘I went to college for $6,’”

— Diana Schimmel, granddaughter

“She’s not flailing about or showing too much but you feel there is something burning within.”

— Jennifer Dunning, New York Times critic, about Sally Gross
Brooklyn College’s tree-lined campus boasts acres of plush lawns, gardens and a lily pond. Its original design called for classical, Georgian-style buildings to be constructed on 26 acres of land in the Midwood section of Brooklyn. Today, recently acquired property has expanded the campus to 35 acres. The college plans to use the lot to expand its school of business, which will be named in honor of philanthropist Murray Koppelman, a Brooklyn College alumnus.

The demolition of Gershwin Hall, which was part of the Brooklyn Center complex, is the most recent project on an ever-evolving campus and the hall will be replaced by the Leonard & Claire Tow Center for the Performing Arts. There are also plans to create a new science complex, currently in the design phase, which call for the demolition of Roosevelt Hall and Roosevelt Hall Extension and the construction of a new facility that will include high-tech instructional and research laboratories.

Founded in 1930, Brooklyn College was New York City’s first public co-ed liberal arts college.

The school’s mission was to provide free quality education to immigrant families and working-class people.

The college’s first campus was located near Borough Hall in downtown Brooklyn and within two years it had outgrown its space. The first Brooklyn College president, William A. Boylan, worked with architect Randolph Evans to secure land that was once used as a golf course, a football field and a staging area for the Barnum & Bailey Circus. In 1961, Brooklyn College became a member of the City University of New York.

Brooklyn College is a microcosm of the ethnically rich borough of Brooklyn it serves, as well as a mirror of the wide diversity in New York City itself. More than 17,000 students attend Brooklyn College, representing 150 nations and speaking 105 languages.

The senior liberal arts college offers 120 undergraduate and graduate degree programs in the creative arts; humanities; social, behavioral and natural sciences. Some of those degree programs include Finance and Business Management, Early Childhood Education/Art Education, Africana Studies, Health and Nutrition Sciences and Television and Radio.

HOT SPOTS

Brooklyn College Library: You’ll spend hours here doing research and choosing your favorite study spot. It’s the most technologically advanced library at CUNY. You’ll prize it for its cozy armchairs and its quiet study rooms, well-lit work stations, packed stacks and group study areas.

West Quad: The newest structure on campus opened in 2009 and is home to student services like admissions, registration, bursar, financial aid — as well as basketball courts, dance studios, swimming pool and fitness center.

Topfer Library Café: Need a place to write a paper at 2 a.m.? The cafe is the only place open 24/7. It has a Starbucks kiosk, study rooms, computers and printers.

Student Center: This building is the hub of student life. It houses the student government and hosts community meetings and panel discussions. You’ll also find a computer lab, TV room and lounge areas.

Dining Hall: Located in Boylan Hall, the main cafeteria offers salads, soups, pizza, a delicatessen, grilled and kosher foods.

Lily Pond: One of the most serene spots on campus, the Lily Pond is nearly everyone’s favorite place to simultaneously get away from and yet be part of college life. It’s beautiful in any season, but most of all in late April and May, when the cherry trees blossom.