Keeping Pace with Growth

Helping students academically and financially, expanding innovative programs and adding expert faculty are top priorities in University’s 2012-2013 budget.

New full-time faculty hiring, expansion of innovative community college programs and student services, and an initiative to help students defray tuition increases are among the priorities detailed in the University’s $2.8 billion budget request for 2012-2013. The request was scheduled for the Board of Trustees’ vote at the end of November.

Proposed as the University experiences its 11th straight year of growth, the request seeks $2.824 billion — nearly $2.1 billion for the senior colleges and nearly $767 million for the community colleges. That is an additional $102.5 million for baseline needs and $91.9 million for programs over the 2011-2012 adjusted level.

Also included in the package of funding sources for the University is a multiyear tuition plan. The plan calls for a $150 per-semester increase through 2016, or $300 per year, with financial-aid coverage for all TAP-eligible recipients and other financial-aid enhancements.

The new tuition schedule, which includes proportional increases for other student categories such as graduate, doctoral and non-state residents, was approved by the state Legislature in June and also reflects the University’s successful CUNY Compact funding model, which envisions incremental, predictable tuition increases — along with committed government funding, internal University efficiencies and a focus on philanthropic contributions — to stabilize CUNY’s finances.

Prominently included in the 2012-2013 budget resolution were monies to help strapped CUNY students with the higher tuitions, and to help defray the cost of textbooks. The $4 million Student Financial Assistance Program “will be utilized by the colleges to assist those students who will be placed at risk of continuing their matriculation due to higher tuition rates,” the Nov. 28 meeting resolution said. It “will help students defray the proposed tuition increases and underscores our commitment that no student in need of financial assistance will be denied access to the University.”

The budget request comes at a time of record enrollment at CUNY, fueled by the University’s academic renaissance, its affordability, and a challenging, uncertain economy. A record-breaking 271,000 students, including an increased number of high-achieving students with high school averages of 85 or better, are expected to enroll this fall, according to early University figures.

Initiatives to meet the steadily pressing demand for a CUNY education by strengthening the University’s academic offerings, services and the CUNY student experience itself, factor significantly in the budget request.

The top priority is a continued commitment to full-time faculty hiring — 400 positions for next year to support CUNY’s “cluster hiring” to enhance programs, many in the sciences, that are poised for national prominence.

“Faculty renewal requires major investment each year because CUNY’s student population continues to grow,” the resolution explained. “CUNY has created hundreds of new faculty positions over the last few years, but still finds itself unable to keep up with the pace of enrollment growth.”

Other funding priorities would bolster student services and programs educing for nursing and other high-demand healthcare professions; support the first year of operation of CUNY’s innovative New Community College, slated to open in August 2012; expand the successful ASAP program to help motivated community college students graduate faster; and continue CUNY’s decade-long upgrade of buildings, including many science facilities — a capital program that is transforming the student experience throughout the University.

Significant new buildings opened this year at John Jay College (see centerfold pages 6-7) and the new CUNY School of Public Health at Hunter College in East Harlem. New construction or upgrades are to be completed on three more campuses next year.

CUNY Matters Office of University Relations 535 East 80th St. New York, NY 10075

What is CUNY Value?
More than 58 percent of all CUNY full-time undergraduates — about 100,000 students — received a need-based, tuition-free college education in 2011. These students are fully covered by federal Pell grants and state Tuition Assistance Program (TAP), or are eligible for federal tuition tax credits that supplemented partial aid. A total of 170,000 students — full-time and part-time undergraduates — received $770 million in Pell and TAP, one of the critical ways the University offers both high-quality educational programs and affordability at a time when demand for both is increasing. Combined with scholarships, grants and other aid, financial assistance to CUNY students exceeded $1 billion last year. More at www.cuny.edu/value

The experiment is to be tried... whether the children of the people, the children of the whole people, can be educated; whether an institution of learning, of the highest grade, can be successfully controlled by the popular will, not by the privileged few, but by the privileged many.” — Horace Webster

GRANTS&HONORS

Recognizing Faculty Achievement

The UNIVERSITY’s renowned faculty members continually win professional-achievement awards from prestigious organizations as well as research grants from government agencies, farsighted foundations and leading corporations. Pictured at left are just a few of the most recent honorees. Brief summaries of many ongoing research projects start here and continue inside.

CUNY’s Career PATH program has received a grant totaling $19,860,000 for a project to offer out-of-work adult New Yorkers who are changing careers a new way to retool for today’s job market. The grant was awarded to a consortium of six community colleges — Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia and Queensborough — and two senior colleges, the College of Staten Island and New York City College of Technology. The grant — the only one awarded in New York State — is part of nearly $500 million in grants announced by Secretary of Labor Hilda L. Solis and Undersecretary of Education Martha Kanter. Chancellor Matthew Goldstein praised the many faculty and administrators on those campuses who contributed to the idea, particularly at the lead campus, Kingsborough. Among those who singled out were Vice Chancellor Eduaro Marti, who first presented the idea of making a proposal; Suri Dgetti, University associate dean for continuing education; John Nogulescu, senior University dean for academic affairs and dean of the CUNY School of Professional Studies; Stuart Schulman, executive director of the Center of Economic and Workforce Development at the Central Office, and Shane Spaulding, Director of Workforce Development at CUNY.

Brooklyn College professors of psychology Nancy Romer and Diane Reiser of the college’s Community Partnership for Research and Learning have Continued on page 3
Saluting – And Helping – Our Vets

A

T CUNY’s first-ever “Thank You for Serving” event on Nov. 1, I had the privilege of visiting with many CUNY faculty, staff, and students who are veterans and to join with others at the University in thanking them for their distinguished service to our country. As I listened to some group, listening to their stories and experiences reminded me of the first time I met veterans as a very young boy. On a warm night in 1945, my mother took me to see a parade of soldiers walking along Avenue D and Avenue C on Seventh Street, where we lived. My mother gave me a pot and a wooden spoon and told me that while I was too young to understand what was happening, she knew that this experience would be etched in my memory for the rest of my life. Then I heard the bugles and the drums and out of nowhere came hundreds of returning veterans walking through Manhattan. Cheers emanated from those crowded on sidewalks, children banged on pots, and people cried out, “Thank you! Thank you!” Like many other women, my mother was crying. And she was right: That experience has stayed with me ever since.

Today, our veterans continue to return home from their military service – but they are not alone. It places the University among the deeply committed not only to celebrating the nation’s gratitude. They may even be met with indifference or skepticism. And they may find themselves facing very real challenges as they return to their civilian life. President Obama noted recently, almost 3 million servicemembers have transitioned back to civilian life over the past decade. A million more will return over the next five years. This includes more than 850,000 veterans nationwide remain unemployed.

Our CUNY veterans have served their country honorably, and the University is deeply committed not only to celebrating their return but to ensuring that they can access the opportunities and assistance they need to advance their educational, professional, and personal goals.

In New York, there are more than 3,000 student veterans currently enrolled at CUNY. This number represents a 55 percent increase in student veteran enrollment over the last two years alone. It places the University among the top 10 public university systems for student veteran enrollment.

It is critical that CUNY’s student veterans know how to take advantage of the benefits they have already given much to our country. Now we need to give them every opportunity to prepare for the workforce. They have prepared us for the very real challenges faced by veterans across New York State – whether mental health issues, unemployment, or difficulties with their disability evaluations.

Several CUNY campuses have hired full- and part-time staff to enhance campus-based resources and services for student veterans. Their dedicated efforts help hundreds of student veterans navigate the University and the transition to civilian life. In fact, for the second consecutive year, The City University of New York – Veteran enrollment is recognized as one of the “Top Military-Friendly Colleges and Universities” by Military Advanced Education. The publication cited the University’s “inspired effort” in making it easier for our men and women in uniform to advance their careers by enhancing their education.

But there is much more that we can do to fully understand and address the challenges that may compromise the ability of our student veterans to have a full and rich experience at the University.

Today, I announced at the “Thank You for Serving” event that the University is creating an ad hoc committee of the Council of Presidents to strengthen services to veterans. The committee will be chaired by President Tomas Morales of the College of Staten Island and will recommend changes in University policies and procedures in order to better serve our student veterans. The committee will draw on the suggestions and experiences of student and alumni veterans across the University, who know first-hand of the barriers that impede progress and the programs that have real potential.

The goal of the committee – just like the goal of our Office of Veterans Affairs, ably directed by Wilfred Cotto (U.S. Navy, retired), as well as all of our campus services and programs – is to improve student veterans’ engagement with their education, their success in their program of study and their preparation for the workforce. They have already given much to our country. Now we need to give them every opportunity to reach their fullest potential.

On behalf of the entire University, I extend my profound gratitude to all of our veterans and our sincere commitment to ensuring the support that every veteran has earned.

Matthew Goldstein
Chairman

Byron Schrader
President

CUNY Matters
The City University of New York

New Efforts Speed Remediation

When she becomes a physician, she intends to focus on underserved communities, in either urban or rural areas and to encourage other immigrant students like her.

Aspiring Oncologist's Rx for Work

S

ina Cuahutenc0 is on a mission to become an oncologist to honor her mother, who died of colon cancer at the age of 30 when Sinan was 11. And thanks to four CUNY programs that help talented but academically underprepared and financially needy students, she’s on her way.

When she returned to New York in fall 2008, Cuahutenc0, then 18, enrolled in CUNY Prep, which helps students develop the academic skills to earn a general equivalency diploma (GED). While there, she heard about CUNY’s College Now program, which offers college-credit-bearing courses to public high school students. She gained career skills through paid internships arranged by the CUNY Prep Job Corps program; she tutored English and statistics and was a human resources assistant for the CUNY311 Project, in which students work as part-time call center representatives within New York City’s Customer Service Center. GED in hand, she enrolled at Hostos Community College in fall 2009, opted into the ASAP program and earned an associate degree in two years. She entered Hunter College with a 3.9 grade point average and is an honors student and Phi Theta Kappa member.

Now 21, she wants to finish her baccalaureate work as soon as possible. “I want to take the maximum, three years,” she says, before she moves into medical training.

Hunter counselors advised that the quickest route to a B.S. degree would be by capitalizing on credits she already had in biology and psychol

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Remedial Students’ Progress

need one or more remedial courses. A sizeable portion — 22.6 percent, or some 12,442 students, in 2010 — were so-called “triple lows” who needed remediation in the three areas of reading, English and math.

“That so many students need remediation is inextricably tied to our own, and other urban community colleges’, low graduation rates,” Logue told the City Council Higher Education Committee in October. Just a quarter of CUNY community college students who need at least one remedial course graduate within six years. In contrast, 42 percent of entering community college students who do not need any remediation graduate in that time span.

Since the early 1990s, Logue testified, the six-year degree completion rate for freshmen entering associate programs has oscillated between 25 percent and 28 percent, which in part reflects a considerable dropout rate by underprepared students. But, “possibly due to recent innovations” like ASAP and CUNY Start, more freshmen are returning for a second year — 68 percent for those entering in fall 2009 became sophomores, compared to 63 percent in fall 2005, she said. “This rise signals hope for improvement in graduation rates,” she added.

A linchpin of this effort is the voluntary ASAP program. Key ASAP elements include required full-time study in cohorts in a limited number of majors, consolidated course schedules, small class size, comprehensive advisement, academic and career development services, and special programs to support student growth and success. Financial incentives that remove barriers to full-time study include tuition waivers for students who are eligible for financial aid and, for all students, free monthly MetroCards and use of textbooks.

ASAP propelled 65 percent of students in the 2007 pilot toward associate degrees within three years. That’s more than twice the rate of baccalaureate enrollment among similar community college students (24.7 percent). And 72.4 percent of the ASAP pilot program’s three-year graduates enrolled in bachelor’s programs, compared to 62.2 percent of similar students.

All of the pilot’s participants had finished any remedial requirements before entering the program. That changed with the 2009 cohort, which had the same proportion of students who needed remediation as the general community college population — roughly three-fourths. ASAP worked just as well for them. More than a quarter earned associate degrees in two years and the cohort appears on track to match the goal set by Mayor Michael Bloomberg and Chancellor Goldenstein of half earning associate degrees within three years.

ASAP is cost-free for students who qualify for financial aid, thanks to grants from the New York City Economic Development Corporation, the Robin Hood Foundation, involves several thousand students at 62 high schools in special math and English courses designed to prepare students who otherwise would be likely to need remediation at CUNY. College Now, which engages high school students in college-credit-bearing courses, serves more than 20,000 students in 350 high schools more than two decades after it started. At CUNY’s 12 Early College High Schools, students can earn one or two years of high school credit, at Hostos Lincoln Academy, for example, 40 percent of the first graduating class last spring earned both a high school diploma and a Hostos associate degree; 38 percent more graduated with 12 to 60 college credits. And real-time data sharing by the University and the DOE now allows the two institutions to better align their programs.

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In his four decades at Hostos Community College, Gerald Meyer has been a history professor whose personal history has been defined by his activism in behalf of political, social and educational causes — perhaps none so close to his heart as the college itself.

As a member of Hostos’s full-time faculty for 30 years and an adjunct the past seven, Meyers founded the campus chapter of the Professional Staff Congress and served on the executive board of the Hostos Senate. If you ask him to list his activities in support of students and faculty through the years, he says, “I was on almost any committee you could name.”

Indeed, Meyer had begun teaching at Hostos in 1972, four years after it was created in response to demands by Hispanic leaders in the South Bronx. When a proposal emerged during the 1970s fiscal crisis to fold Hostos into Bronx Community College as a cost-cutting measure, Meyer helped lead a campaign to oppose the move and secure new facilities.

In his youth, he marched for civil rights, against the Vietnam War, and picketed everything from White Castle (for failing to employ African-Americans) to the Newark Board of Education, supporting striking teachers and getting arrested in the process. Among the many student organizations he’s mentored at Hostos is the campus’s gay and lesbian club.

In the past few years, Meyer, now 71, has turned his activism to money — for his beloved Hostos. A generous donor himself, he co-founded, in 2007, the Circle of 100 Scholarship and Emergency Fund to stimulate giving by his colleagues. Circle of 100 members — an ever-growing group that now numbers 140 — contribute $1,000 or more to provide emergency grants of up to $500 to students in need and $1,000 scholarships to those transferring to four-year colleges.

In recent years there’s been a great collapse of support for public higher education, Meyer says, “and I think we need to restore that support.”

Carlos Velasquez, for one, a former student of Meyer’s, has given about $4,000.

Last spring, the Hostos president, Felix Matos-rodriques, came up with the idea of encouraging more large gifts from retired faculty with a small-scale version of the tradition of institutions naming wings and buildings for major donors. For a $25,000 gift to the Hostos Community College Foundation, donors could have a room at the college named in their honor.

“In many cases retired faculty and staff members of colleges can be a very powerful force of philanthropic support to the institution,” says Matos-Rodriguez. “I thought if somebody broke the ice, it could send a good message to others.”

Naturally, he thought of Meyer first. “I approached him with the idea. He loves this college like few other people.”

Meyer says yes — but he didn’t want his own name on a plaque. He asked that a room be named in honor of his favorite overlooked figure of New York political history, Vito Marcantonio, a World War II-era congressman from East Harlem who was renowned for his fearless advocacy of civil rights, unions and other liberal causes. So in February, Room B-115 of the college’s Building B will be renamed the Vito Marcantonio Conference Room.

Meyer hopes students and faculty will call it — the Marc Room. Meyer hopes his three-year $25,000 gift will be the first of many by retired faculty, alumni and other members of the Hostos community. And he’s taken Matos-Rodriguez’s idea a step further. He’s included another $25,000 to Hostos in his will and asks longtime colleagues to consider a similar bequest in theirs.

Circle of 100 donations have funded grants to 150 Hostos students in the four years since it was started. For many, Meyer says, it may have made the difference between staying in school and dropping out. “We have students burnt out of their homes who lost everything, incredibly tragic situations, and we’ve been able to enter into such situations and found a way to turn them around.”

Another 30 students have earned scholarships after completing 40 credits and performing civic volunteer work.

“We target those who are close to graduation, are involved with the community and are good students,” Meyer said.

Rocio Rayo, 29, studied history and political science at Hostos and received a Circle of 100 scholarship that helped her graduate last spring. “It was nice to know I had such a strong support system that said, ‘We believe in you,’” she said. “When I graduated [Meyer] gave me a book about student unions and organizing.” She said she admired his legacy, “of which one day I want to be a part.” Rayo is continuing her studies at City College and hopes to eventually pursue a doctorate — and teach at a community college like Hostos.

Meyer is part of Vito Marcantonio’s legacy. A protégé of Fiorello LaGuardia, Marcantonio was elected to Congress in 1934 and served until 1950. He was such a passionate champion of immigrants, minorities and the disenfranchised that he became known as “a national spokesman for the American left,” said Meyer.

As Marcantonio’s champion, Meyer has written a biography — Vito Marcantonio: Radical Politician, published in 1989 and now in its fourth printing. He tells lectures about him, on and off campus. Soon, a biographical plaque will hang in the Vito Marcantonio Conference Room — the “Marc Room” — and his hero’s importance “will be acknowledged in perpetuity,” Meyer says. He hopes students will “become aware of this man and his work on behalf of the people, and, in their own way, find ways to be of service to the people the college serves and that he served.”

A reception honoring Vito Marcantonio — and Gerry Meyer — is planned for Feb. 29 in the room formerly known as B-115.
Stanford@CCNY Considered a Leading Proposal For NYC Science/Engineering Campus

A UNIQUE PARTNERSHIP between CUNY and Stanford University has emerged as a leading contender among seven proposals in the fierce competition to create a world-class applied science and engineering campus in New York City.

Last spring, the city called for proposals from major research universities to conceive and build a new graduate center whose ultimate mission will be to cutting-edge economic development. Mayor Michael Bloomberg and his administration boldly envisioned a research center capable of incubating a colony of promising new technology companies that could establish the city as a competitor to high-tech meccas like Silicon Valley. To lure top universities into the competition, the city is offering a $400 million package of incentives—including city-owned land (on Roosevelt Island, Governors Island or at the Brooklyn Navy Yard).

Discussions between CUNY Chancellor Matthew Goldstein, Stanford President John L. Hennessy (a native New Yorker) and top officials of both universities led to a joint academic top officials of both universities will be cutting-edge economic development. Mayor Michael Bloomberg and his administration boldly envisioнов a research center capable of incubating a colony of promising new technology companies that could establish the city as a competitor to high-tech meccas like Silicon Valley. To lure top universities into the competition, the city is offering a $400 million package of incentives—including city-owned land (on Roosevelt Island, Governors Island or at the Brooklyn Navy Yard).

October, the two institutions submitted their proposal: a long-term plan by Stanford to build a $2.5-billion science and engineering campus and offer a joint-degree program with City College, which has a rich tradition in engineering and technology.

Even in advance of the city’s decision, Stanford and CUNY announced plans to immediately start an East Coast demonstration site on the City College campus for Stanford’s undergraduate curriculum in entrepreneurship, technology management and related areas.

“City College and City University have been educating the students of New York for more than 160 years and share our commitment to innovation and technology commercialization,” Stanford’s Hennessy said. “CCNY also has an excellent track record for bringing underrepresented minorities into engineering, which is a clear national priority. We believe there is tremendous potential through our partnership with CUNY to bring Stanford’s curriculum to some of the best and brightest students in New York.”

“This collaboration offers our students the opportunity to learn side by side with peers enrolled at one of the world’s finest private universities,” said CCNY President Lisa S. Coico.

“Stanford@CCNY will create partnerships between our research-active faculty and their colleagues at Stanford, who helped create and sustain Silicon Valley, and these partnerships will incubate innovation and entrepreneurship in the technology sector right here in New York.”

Walking on the Wild Side with the Urban Forager

WHEN NOT in the classroom, College of Staten Island associate professor of creative nonfiction and journalism Ava Chin often can be found searching urban woodlands for natural recipe ingredients.

Growing up in a Chinese family whose meals often included mushrooms, Chin became curious about these familiar fungi and discovered they could be found all around New York City — growing wild. Realizing she needed help identifying them — “You have to be careful with mushrooms; some are poisonous while some are incredibly edible” — she also discovered the New York Mycological Society, whose members share a passion for, and knowledge of, fungi. Chin is now considered a top expert in the field — she writes the Urban Forager blog for The New York Times and is working on a memoir for Simon & Schuster.

Her audience ranges from “survivalists to Fregans to people who are simply curious about food and nature.” Being a forager also has changed the way she sees the world. On a visit to England’s Stonehenge, while other tourists focused on the monument, Chin spent more time noticing how many edible plants grew in the area. “You cannot see it once you know it’s there,” she said.

You can find her blog at http://cityroom.blogs.nytimes.com/author/ava-chin.

Women in Politics and Public Service: Opportunities and Challenges

DISTINGUISHED UNIVERSITY and political leaders gathered to advise — and salute — student leaders at the recent CUNY/New York Times in College Women’s Leadership Conference. Among student leaders honored were 20 members of CUNY’s 2011 Public Service Internship Programs, who are receiving first-hand experience in the offices of female legislators — including the conference keynote speaker, N.Y. Sen. Kirsten E. Gillibrand, who has introduced a national campaign to encourage more women to participate in public life and to run for public office.
T
HE NEW BUILDING on Eleventh Avenue near West
59th Street is a shimmering glass structure, both box-
like and beautiful, 13 stories and 620,000 square feet
of light-filled classrooms and cyber lounges and cut-
ting-edge labs. Walk its sleek and silvery halls, stroll
onto the elevated, football field-sized “campus” uniting the
new structure with historic, limestone-trimmed brick Haaren
Hall around the corner, and experience what it means to be a
student at John Jay College of Criminal Justice today.

Some 70 blocks to the northeast, at Third Avenue and
East 118th Street in East Harlem, another new building is
changing both a neighborhood and the experience of CUNY
students pursuing graduate credentials in the fields of public
health and social work. The new CUNY School of Public
Health opened this fall in the eight-story, 147,000-square-
foot structure, which is shared by the CUNY School of Social
Work at Hunter College.

In the Bronx, Lehman College’s strength in the sciences —
and CUNY’s embrace of “green” facilities and practices —
will be showcased by a 69,000-square-foot science hub with
laboratories, learning centers and a research facility. The
project is expected to be the first CUNY building to receive a
LEED Gold Rating from the U.S. Green Building Council.

Renovations proceed at CUNY Law
School’s new headquarters in Long
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chased through a public/private part-
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Downtown, the new 390,000-square-foot Fiterman Hall
at Borough of Manhattan Community College is rising, to
replace the building destroyed on 9/11.

At Brooklyn College, construction is under way on a new
Performing Arts Center that will bring the college’s stages
and studios into the 21st century.

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And the CUNY Advanced Science
Research Center (ASRC), now under
construction at City College, will pro-
vide a 206,000-square-foot research facility to support the
concept of an integrated University, housing state-of-the-art
laboratories for CUNY’s top research faculty in photonics,
structural biology, neuroscience, and water and
environmental sensing. A second 190,000-square-foot build-
ing will provide new facilities for CCNY’s Science Division.

These projects are the latest in a decade-long, multibillion-
dollar capital program aimed at modernizing and repairing
the University’s sprawling, 23-institution physical plant.
Every campus, and student, stands to benefit from the
changes, providing critically needed upgrades while reflecting
in steel and glass the resurgent, forward-looking face of the
University — and changing the CUNY student experience.

As the University continues to attract increasing numbers
of students seeking value for their
educational dollar in a harsh econ-
omy, those students — attending
community colleges, senior
colleges and graduate programs —
are seeing their educational experi-
ence transformed by CUNY’s grad-
ual but steady march towards
modernization.

The University has about 82 billion in projects in the
pipeline, from state-of-the-art laboratories to major renova-
tions of historic buildings. In the 2010-2011 fiscal year,
CUNY spent $604 million on capital projects across 21 cam-
puses, an increase of about $44 million from the previous

An Inspired Future Emerges

Since 2000, about $2 billion worth of
new construction and renovation
projects have been completed at CUNY.
The art academic villages, science labs, performance spaces, and more are transforming yesterday’s campuses into tomorrow’s—enhancing student experiences University-wide and also benefiting local neighborhoods.

The drive to repair, renovate and redesign CUNY’s facilities over the past decade has been spurred by growing enrollments, and its LaGuardia Hall, the college’s original library, was renovated. At Kingsborough Community College, the 42,000-square-foot Academic Village complex houses offices and classrooms and a child-care center; the Bronx Community College Early Childhood Center, constructed from modular parts, offers family services and an early childhood educational facility; and City College opened its first residence hall, The Towers, offering 164 fully furnished suites.

The other side of preserving CUNY's extraordinary physical plant is expanding and improving it with facilities like the new multi-use building at John Jay, structures that make the statement that the halls of public education can encourage, focus and inspire not only with great ideas and great teaching, but with transformative surroundings.

The following CUNY construction projects are in the planning and design stages:

**Baruch College**
- **Field Building Renovations:** The Lawrence and Eris Field Building, Baruch's 284,000-square-foot facility at 17 Lexington Ave. was built in 1928 on the original City College site and has had minimal upgrading. This project will renovate the 16-story building in phases.
- **City College of Technology:** A 150,000-square-foot, mixed-use facility will house classrooms, computer and science labs, a 1,000-seat auditorium, physical education facilities, administrative offices, student services, a nursing simulation center and a dental hygiene clinic.

**Other CUNY Facilities**

**CUNY MATTERS — December 2011**

17
Honoring a Champion of Equality

The name: The Midnight March.
The year: 1966, when the struggle for civil rights for African-Americans dominated the news and Puerto Ricans — then the city’s dominant Latino group — engaged in a parallel push for equality.
The conspirators: Harlem’s legendary Gang of Four — then-Assembly members David Dinkins, Basil Paterson, Charles Rangel and Percy Sutton.
The goal: Convincing Assembly Speaker Anthony Travia to move a bill that would open The City University of New York to impoverished and academically ill-prepared minority students. Without it, they stood little chance of entering — much less graduating from — a college. “We wanted to create a program so that the injured of our society could occupy positions of power,” Sutton later recalled.
The achievement: At the historic DeWitt Clinton Hotel, across the street from the Capitol in Albany, the Assembly’s Black, Puerto Rican and Hispanic Caucus surrounded Travia, “sitting in a small room, some on the floor, some on the radiator, some on the side of the bed, led by Percy Sutton and Shirley Chisholm,” Dinkins later recalled. “And we said, ‘Mr. Speaker, we’re politicians, too, and we need to take something back home.’”

Phrasing their blunt message with a gentleman’s delicacy in his retelling, Dinkins added, “We explained to him that there would be the inability of him to be re-elected speaker if our votes were not available. That night the SEEK program was born.”

Sutton’s leadership has been widely recognized. The Legislature last year named the SEEK program after him and in October CUNY held a glittering celebration of him and the program at City College’s Great Hall.

The country’s first such initiative, SEEK — the Search for Education, Elevation and Knowledge — has since helped an estimated 50,000 CUNY students earn baccalaureate degrees.

Since the Gang of Four cannily crafted the legislation without mentioning race, from the start it attracted students from all ethnicities. Today, SEEK’s 11,000 participants come from every corner of the globe — like the rest of CUNY’s student body.

SEEK’s success later led the state to create the Education Opportunity Program for SUNY and Higher Education Opportunity Program for New York’s private colleges. Similar efforts followed around the country.

Basil Paterson, a former Manhattan Borough President, has called SEEK “the single piece of legislation that has done more to break the cycle of poverty for the disadvantaged of this town than anything else that we may have done.”

Passing the SEEK law and having it signed by Gov. Nelson Rockefeller, who vastly expanded public higher education, was one thing. Implementing it was another.

SEEK already was in operation at City College, which had adapted a 1964 community college pilot called College Discovery that still supports academically shaky students at the associate-degree level.

But the program faced resistance. As former CUNY Chancellor Albert Bowker put it, “The institutions seemed to be catering to primarily white students who were in the upper part of their graduating class in high school. Nowhere was it more dramatic than at City College, sitting in the middle of Harlem as a primarily white, heavily Jewish institution.” Bowker dispatched Senior Vice Chancellor Julius C.C. Edelman to sell the program to college presidents and faculties.

Edmund L. Volpe, former chair of City College’s English Department and later president of the College of Staten Island, said faculty “began to recognize that we were teachers, not simply professors of literature, or scholars of literature. ... We had a responsibility in the classroom to the students who were sitting there before us, and we had to reach them. And reaching them was a new educational experience for the people in our college and throughout the University.”

Making SEEK work meant new instructional techniques and approaches to counseling and supporting learners — thrusts that CUNY continues to refine to this day.

At the recent CUNY SEEK celebration at City College, Assemblyman Keith Wright (D-Harlem) told the crowd that soon after Sutton died in December 2009, former Deputy Speaker Arthur O. Eve (D-Buffalo) phoned and all but ordered him to rename SEEK after Sutton.

“When Arthur speaks, you listen,” Wright recounted. (The Higher Education Opportunity Program for private colleges, enacted in 1969, now bears Eve’s name.)

With support from Sen. Dale Volker (R-Dewey), the bill cleared the Legislature.

What has SEEK meant to students? Ask Jeffrey McClellan, now a Baruch College sophomore with a 3.8 GPA. Speaking at the celebration at City College, he said: “As a first generation college student, he knew ‘the transition from high school to college is a tough one. No one in your family truly understands the struggle to compete to enter the college atmosphere and the drive that it takes to stay. The staff of the Percy Ellis Sutton SEEK Program understands this fight and is willing to fight this fight with you.’”

Or ask state Sen. Adriano Espaillat (D-Harlem), who met Sutton long after his tenure as Manhattan Borough President (1966-1973), when Sutton had become a prominent businessman and the first African-American to own radio stations in the city (WLIB-AM and WBLS-FM).

“I told him how the SEEK program changed my life. It didn’t necessarily open the door to higher education — it kicked it down! What does a country boy from the Dominican Republic have to say about this? I couldn’t have graduated from Queens had it not been for the SEEK program,” Espaillat said, “nor have the command of this language.”

Sutton’s granddaughter, Keisha Sutton-James, vice president of Inner City Broadcast Holdings, said Sutton was proud of having been Malcolm X’s attorney, rescuing the Apollo theater from oblivion, beginning the revitalization of 125th St. in Harlem, winning the NAACP’s Spingarn Award for outstanding achievement and writing the SEEK law. “He put so much energy into trying to improve himself and trying to improve the lives of his people, the community and, most importantly, those who were underserved and who did not have the opportunities that he had,” she said.
Humiliation is “unspeakably horrifying” but it is also wonderful when it’s over, when we have survived it — as countless high-profile victims can attest.

By Gary Schmidgall
HUMILIATION
By Wayne Koestenbaum
Picador

NYONE holding in hand Wayne Koestenbaum’s little book Humiliation — at once shameless and shame-full — owes it to the author to recall one’s own squirmy moments of humiliation before opening its harrowing pages. So, here goes. Working on a wall-map project in elementary school, I wrote “Bering Straight” in bold letters; the whole class chortled. This happened about 50 years ago, but the humiliating sting has stuck with me. More recently, I was giving a short eulogy at a CUNY event celebrating a famous, recently deceased poet. Apparently it was not short enough; The moderator cut me off, and I had to slink from the podium. Ouch!

Koestenbaum has produced a serendipitous unfilching exploration of his own life’s experience of humiliation, observed in himself and voyeured in others. He even refers to autobiography as “that humiliated genre,” confessing at the outset that “the book was written to figure out why humiliation is, for me, an engine, a catalyst, a cautionary tale, a numinous scene, producing sparks and showers.” It is “unspeakably horrifying,” he adds, but “it is also exciting.” It is also wonderful when it is over, when we have survived it. Emily Dickinson’s “After great pain, a formal feeling comes” is quoted.

“Humiliation colors the way I see the world,” the author tells us. Varying the familiar notion of gaydar, he boasts of his “hum-dar.” It is almost an aesthetic for him: “I prefer literature and art that seems to have been humiliated.”

Koestenbaum never once uses that splendid word so pertinent to this subject: schadenfreude.

He pauses to wonder, “Is education possible without humiliation? Can we imagine a classroom in which no humiliation, however accidental, ever takes place?” Later on, he recalls some notable academic embarrassments of his own: “I wrote a commissioned essay about politics for a magazine. The editor told me, ‘Everyone here agrees that your piece won’t fit in our issue.’”

The arena of sexual humiliation looms large, as in the sex ad that requests, “you must be very verbal and very degrading and humiliating.” The Marquis de Sade of course is present, and the author concedes, “Intimacy with humiliation is part of our corporal inheritance.”

Several times Koestenbaum suggests the writer’s life is no fun at all. “The process of making art — no party — has the atmosphere of an internal crucifixion.” A few pages later: “Language humiliates….” This, Koestenbaum says, is Jean-Michel Basquiat’s point in employing written language in his raucous paintings.

Koestenbaum pounces on several red-letter days for humiliation — Abner Louima’s, Larry Craig’s, Eliot Spitzer’s, the soldier Lynndie England’s photos in the Iraqi prison, and Susan Boyle magnificently failing it with her splendid voice, Richard Nixon resigning the presidency, Elton Spitzer’s fall, and Alec Baldwin’s enraged voicemail to his daughter.

“Humiliation means ‘to be made humble’ To be made human?… In Latin the two words — humanus and humiliation — suggestively share a prefix. Along the way, some “philosophy of humiliation is introduced, concepts like desubjectification and anhedonia; Giorgio Agamben, Walter Benjamin and other philosophers are cited. But by some miracle, His approach has stopped gang violence in city after city across the nation. Kennedy — professor of criminal justice at John Jay College and director of its Center for Crime Prevention and control — earned the respect of everyone from gang members to citizens coming together in one big intervention. The key to ending violence must stop, that cops want them to stay alive and out of prison, that their families support swift law enforcement if violence continues. In city after city, the miracle he envisioned has occurred.
By Ruth Landa

N A SPRING DAY 50 years ago, a "great gathering" of 2,200 guests reflecting the highest echelons of government and academia filled the Assembly Hall of Hunter College. The momentous occasion marked two milestones: the granting two weeks earlier of university status to New York City's 114-year-old municipal college system, and the inauguration of The City University of New York's first Chancellor.

The senators and congressmen, college presidents and political leaders heard keynote speaker U.S. Secretary of Health, Education and Welfare Abraham Ribicoff challenge the new City University to "help young people to achieve" and "imbue them with the desire for excellence." The new Chancellor, Dr. John Rutherford Everett, a former philosophy professor, quoted Pericles as he likened New York City to ancient Athens and defined a university's mission as the nurturing of great citizens.

"The names of the great centers of learning echo down the ages from the past: Oxford, Cambridge, Paris, Bologna," declared Mayor Robert F. Wagner Jr. that April 24. "Our own American heritage contributes Harvard, Yale, Princeton ... Now the four senior colleges Queens, Brooklyn, Hunter and City, and the three community colleges will be coordinated by the Chancellor to make them all part of one great university...."

Lawyer Gustave Rosenberg, chairman of the Board of Higher Education, which had coordinated the system since the 1920s, invoked its historic mission: "that in a democratic society, the higher reaches of education are not the exclusive privilege of an elite, but an opportunity and a necessity for all qualified citizens who desire it, regardless of race, creed, or color."

Academic excellence. Public service. A centralized system. Opportunity for all. These ideas had propelled public higher education in New York City almost since the founding of The Free Academy in 1847, through more than a century of expansion to meet a rising demand for seats. Now, buffeted by political, social, financial and institutional forces, the system needed to expand again. A tsunami of students, born in the post-World War II years, was expected to flood the city's colleges in the early '60s.

With only four, selective four-year public colleges and three community colleges, and graduate offerings capped at the master's degree level, the system was unprepared for the coming influx.

Just two weeks earlier, the Board had announced, "Governor Nelson A. Rockefeller's pen signed into history today, April 11, 1961, at 4:30 p.m., The City University of New York." The signed legislation codified university status for the system composed of City, Hunter, Brooklyn and Queens colleges, and Staten Island, Bronx and Queensborough community colleges, and envisioned a centralized institution empowered to develop Ph.D. programs.

At the time, the system had some 91,000 students, employed some 2,200 full-time teachers, and offered baccalaureate, associate and master's degrees. It was overseen by the Board of Higher Education, forefather of CUNY's Board of Trustees, which had just recently appointed its first Chancellor — Everett — to manage the pre-university system and coordinate its widening constellation of schools as an integrated institution. In 1961, the system was still largely funded by the city and partially by student fees — tuition — for courses taken by part-time and nonmatriculated students, as well as those enrolled in community colleges and graduate programs.

CUNY was born as The Free Academy in 1847, but its establishment as a Ph.D.-granting institution in 1961 provided the foundation for CUNY's modern public university. Its evolution would proceed slowly, involving power, funding and political battles revolving around city-state relations, local politics, and at times controversial approaches to fulfilling CUNY's historic mission of providing New Yorkers both access and excellence in higher education. It would now be possible. Mayor Wagner told the inaugural audience of dignitaries that day in 1961, "for a New York boy or girl to progress from Kindergarten to the Doctor of Philosophy degree within the schools and colleges comprised within the City of New York."

The soaring speeches celebrating The City University's promise must have seemed an ironic memory four and a half years later, on Saturday, Nov. 20, 1965, when another milestone was about to take place. It was already a changed institution, but not necessarily as expected. Everett was no longer Chancellor, having resigned two years into the job after what one newspaper called "a behind the scenes struggle for control" of the University. New York Herald Tribune education reporter Terry Ferrer reported "smoldering arguments ... They involved everything from the future of university graduate programs, to interference by Mayor Wagner, futile attempts to obtain city funding for the proposed doctoral programs, and slights such as the Board's hiring of Dr. Buell Gallagher as president of City College, without consulting with Everett."

And now, five days before Thanksgiving of 1966, Everett's successor, Dr. Albert Hosmer Levy, was resigning too, along with Dean of Students Harry Levy, Brooklyn College President Harry Gideonse, and Hunter College President John Meng — a group of educators representing most of the top officials of the City University system.

It was a bare-knuckles showdown in what had been a two-year power struggle between Bowler and the Board — and, another turning point in the development of CUNY.

A World War II statistician and former dean of graduate studies at Stanford University, Albert Bowler had, like Everett, been stymied in launching the University's Ph.D. programs and in obtaining adequate funding to cope with rising enrollments and inadequate campuses he would later recall as "slums." Bowler, whose muddling masked a shrewdly strategic mind, had repeatedly butt heads with Board of Higher Education Chairman Gustave Rosenberg.

Bowler "found essentially the same problems which had bequeathed his predecessor: too little authority, too much interference by the Board, and an underlying resistance to change. He found that these problems seriously inhibited his capacity to build a doctoral program — the job he was recruited to perform," wrote Sheila C. Gordon in her well-received 1975 Columbia University Ph.D. dissertation, "The Transformation of The City University of New York, 1945-1970."

State officials' actions added to the pressure. "Shortly after authorizing the new University, the State conveyed to the City its intention to provide no financial support, to the dismay of those who were planning the doctoral program," Gordon wrote. "It was generally believed that the State was withholding funds in order to extract certain commitments — specifically the intention to charge tuition — from the City as a condition of future aid."

There were precedents for charging tuition. Dating to the founding of The Free Academy in 1847, free tuition had been held as a sacrosanct tradition that had permitted high-achieving students to earn diplomas free of charge from the legendary "Harvard of the Proletariat" — City College — and the other public colleges founded during the
early 20th century to serve a surging pop-
ulation fueled by immigration. But only
students who met selective requirements
were eligible to matriculate tuition-free in
the four-year colleges. Many “non-matric-
ulating” students whose high school aver-
ages fell short, paid to attend the public
colleges.
In fall 1909, under the presidency of
John Houston Finley, City College
launched an evening baccalaureate pro-
gram serving 200 students. Over time, in
the decades that followed, the system’s night
Schools of General
Studies served tens
of thousands of “non-
matriculating” stu-
dents who paid
for tuition for their
courses. In fall of
1957, nearly
36,000 attended
the city colleges for free, some 24,000 paid
as much as $10 a credit or $200 a year, based
on a 15-credit semester — still a value
compared with the $900 per year charged
that year by private New York University.
Also paying tuition in 1957 were 546
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ate students and 12,371 in adult-education
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ate students and 12,371 in adult-education
courses. An early-1960s newspaper ad
advertised “Evening Courses for Men & Women” at Hunter, offering a smorgas-
bord of classes including accounting,
“cookery” and TV writing, for “$20 per
course and up.”

Tuition and other student fees
comprised 19 percent of the system’s $46.8
million in total receipts for the 1956-57
fiscal year, according to Board of Higher
Education reports.
In the early 1960s, the state Legislatu-
re removed the mandate for free tuition in
the city, but the tradition of providing it to
the top students continued. However, the
“abandonment of the free tuition require-
ment was to launch a City-State struggle
in which the doctoral program (at the City
University) was often a pawn,” wrote Gordon.
It was in this atmosphere that Chancellor Bowker, frus-
trated by his inability to get
the doctoral program off the
ground, and with his dealings with Rosen
gen public in 1965 with a proposal for a
funding mechanism to pay for
his desperately needed capital
projects. His plan called for
charging students $400
tuition, which would be fully
offset by federal, state and city
student scholarships and in
the end cost students nothing.
Night students, graduate
students, community college
students and adult education
students had for years been
paying fees that had come to
comprise a significant portion of the system’s revenues.
Yet Bowker’s proposal was
explosive enough to draw a
rebuke from the Board of
Higher Education, which
along with alumni associations of the older
four-year colleges, passionately guarded the
free tuition policy and were wary of state
tries to bring the tuition model
in place at the State University, to the
city. “So then the Board met,” Bowker recalled in
a 1993 interview, and declared that the
college presidents “had not shown proper
fealty to the Board, and [Brooklyn College
President] Harry Gideonse [made] the wonderful statement, ‘Fealty is for medieval
serfs. I am not a slave.’” The four University
administrators resigned. The battle was on for con
control of The City University.
“Bowker had persisted through two frustrating
years of attempting to change minds and pro-
grams,” Gordon wrote of Bowker’s conditions for his own
return. Rosen
gen served for several
months as the first chairman of The City
University Construction Fund and resigned
to take an appointment as a city judge.
Merit-based free tuition — already
a battlefield between city and state —
survived another decade,
until the fiscal crisis of the 70s. “Read the entire story of “The Birth of a Modern
University” at www.cuny.edu/cunyhistory

The Free Academy opened in 1847.
Academic excellence. Public
service. A centralized system.
Opportunity for all. These ideas
had propelled public higher
education in New York City
almost since the founding of
The Free Academy in 1847.

CUNY’s history. “In the brittleness
style which was characteristic of him, he
publicly confronted the Board over the
issue of the professional autonomy of the
Chancellor.”
After several months of maneuvering
and back-channel talks with City Hall, of
“dramatic public hearings, daily front-
page news coverage, student demonstra-
tions, and attacks on all fronts,” Bowker
“emerged victorious.”
Rosen
gen eventually was eased out as
Board chairman; his departure had been
one of Bowker’s conditions for his own
return. Rosen
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months as the first chairman of The City
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The 28th Annual CUNY Campaign for Voluntary Charitable Giving is now under way. In conjunction with United Way of NYC, this longstanding tradition — for 2011-2012 titled “Building Tomorrow Together” — provides everyone at the University an opportunity to support community-based charities that help New Yorkers striving for a better future. Last year, nearly $630,000 was raised CUNY-wide for such charitable organizations. During these difficult economic times, it’s even more important that this year we make an extra effort to support charities that help our neighbors access much-needed services.

Professional Development

Transfer Policy

The resolution adopted by the Board of Trustees regarding establishment and implementation of an efficient transfer system by the chancellor is consistent with authority granted to faculty councils and the University Faculty Senate by the Board’s Bylaws as interpreted by case law. In a Nov. 3 message, University General Counsel and Senior Vice Chancellor for Legal Affairs Frederick P. Schaffer said the Board has clear and final authority to adopt academic policy as set forth in that resolution and to direct the chancellor to implement it in accordance with the procedures established by the Board.

We Remember — Laurence Wilson

Former colleagues of the late Laurence Wilson, longtime music director and chairman of the Music and Art Department at Borough of Manhattan Community College, eulogize him as a consummate musician, outstanding educator, innovative administrator and beloved friend who shared his talent with audiences worldwide and his knowledge and support with students and associates.
“He made my soul feel at home in the world,” said one former deputy, Professor Wilson, a classical pianist who was retired, died Sept. 3 at age 79. Rising rapidly from humble beginnings, he earned degrees at The Juilliard School, made his debut at Carnegie Hall and performed at top-ranked music centers around the world.

CUNY Matters — December 2011
Search.cuny.edu: “Louis Armstrong”

Museum

Dec. 18

Louis Armstrong House

Star-Studded Gala for

Jan. 5

Colleges

Dec. 6

Enhancing Two-Year

Reasons To Be Pretty

Brooklyn College
7:30 p.m.

$6

The Big Payback,

Tin Pan band

Borough of Manhattan Community College
8 p.m.

$15

Enhancing Two-Year

Services

Evolving Student

Services

Back In the Heights With

Playwright Quiara Alegria Hudes

New York City College of Technology
4 p.m.

Free

A Bronx Messiah (Handel)

Featuring the Bronx Opera Chorus and the Orchestra of the Bronx

Lehman College
3 p.m.

$10-$25; $10 children 10 and under

The Occupy Wall Street protests

White-Collar Work?

Policing Protests:

Scotland Through the Eyes of the Early Geologists

College of Staten Island
12:15 p.m.

Free

Felice Lesser Dance: “CSI Sky Shows”

Search.cuny.edu

Dec. 2

Check for hours

Free

Duality: Stoneware & Bronze

Queensborough Community College

Hours vary

Free

UTopia In Perpetuum/Forever: Will Corwin plus Other Artists

Queens College

Hours vary

Free

“Antigone”

Hunter College
8 p.m.

$12; $5 students/seniors; free / Hunter ID

“Bicycle Safety”

Serving Science (The CUNY Science Cafe)
The University
6 p.m.

$10

Two Hunter College professors, William Milczarski and Peter Tuckel, say that with 1,000 pedestrians hospitalized every year... with bicyclists statewide — more than half in New York City — “what we need is more education on how to cycle safely.”

“On the Record: In the Books”

with Elena Romero

City College
6 p.m.

Free

Watch Out!

Conservatory Guitar Ensemble

Brooklyn College
7 p.m.

Free

Nov. 29

New York City College of Technology

3 p.m.

Free

Problem Solving Justice: The Criminal Justice System as an Agent of Social Change

Medgar Evers College
2:30 p.m.

Free

At Guantanamo, Americans have volunteered for the Peace Corps since it began in 1961. It was a life-changing experience for many, including assistant professor Aaron Barlow, editor of a new collection of essays titled "Volunteer Voices: Americans Who Serve.

“Fallingwater”

Search.cuny.edu

Nov. 30

12:15 p.m.

noon

Free

Due to a conflict with a prior engagement, Pete Hamill’s appearance at CUNY on Nov. 30 has been canceled. The craft of writing is an act of self-discovery, according to journalist Pete Hamill, whose prominent career as a newspaperman spans five decades. "You educate yourself by reading the greatest books ever written," says Hamill, author of 11 novels.

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