Look Who’s Investing Now!

A more CUNY students win highly competitive academic awards, many recent graduates are beginning to build on the generosity of past donors and philanthropists.

“There is a continuing commitment that increasing numbers of our alumni and donors and community leaders have to the success of the University,” Chancellor Matthew Goldstein said. “And the support that our students receive from government and foundations underlines the quality of education that our talented students receive.”

One of the many foundations that have supported CUNY students is the Jack Kent Cooke Foundation, which assists exceptional students with difficult financial circumstances. Since 2002, six CUNY students have won its coveted scholarships, and one of them, Yeshey Pelzom, an undergraduate award recipient, recently received the award for the second time for graduate study. The scholarships provide up to $80,000 for undergraduate study and as much as $300,000 for graduate work.

As a political refugee from Bhutan, Pelzom, 36, spent 10 years in Nepal before coming to the United States in 2000. She won her Cooke transfer scholarship when she was a student at LaGuardia Community College, which she used to earn a bachelor’s degree with honors at Agnes Scott College in Atlanta.

Her biggest challenge so far has been culturally balancing her roles as a student, wife and mother. “Although my thoughts are no longer limited to what I should cook for the next meal or if my husband and son have clean socks, many times I find myself having to overcome the social stigma of being a married woman going to college. Being a student of English literature does not help.

Undaunted, Yeshey has found English literature to be not only liberating but also empowering. “I have succeeded in making myself a role model to my fellow immigrants, and I hope to become the first woman in my community to go to college.”

Although Yeshey has not decided where she will attend graduate school, she eventually plans to become a professor and an advocate for human rights. Yeshey is also a recipient of a Phi Theta Kappa scholarship, the Janet Newman Preston Prize for Fiction, and the George Croman Award for Analytical Writing.

Another recent Cooke foundation recipient is Kojo Wallace, a 2008 Bronx Community College valedictorian who is now pursuing a bachelor’s in biochemistry at Cornell University and intends to become a physician. Working with associate professor Charles Maliti at Bronx, he won a national student science competition for researching strains of rice that absorb heavy metals—a potential boon to countries like his native Ghana, where mining pollutes drinking water.

But it isn’t just foundations that are supporting study by CUNY students. Alumni are helping as well.

Take the Honors College, where a group of graduates have launched a fund-raising effort targeted at fellow alumni. Some of the drive’s leaders have gone into the financial world, including George Cermak (Baruch 2005) of Taconic Capital Advisors, and Ryan Meltzer (Baruch 2007) of Lehman Brothers. Others are pursuing further study, like Sophie Muller (Lehman 2007), a Ph.D. candidate in history at the CUNY Graduate Center, and Reshma Shah (City College 2008), a student at St. John’s Law School.

They are following the lead of William Macaulay (City College 1966) and his wife, Linda, who donated $30 million to buy and transform a century-old Manhattan townhouse into a home for the CUNY Honors College, which draws students from seven campuses. Chancellor Goldstein had started the college to attract gifted students who were choosing elite private schools over CUNY.

The initiative worked; for this fall’s entering class, 3,829 top-notch students sought 360 spots.

And then there are public-spirited philanthropists who are not alumni. Take Elias Karmon, known as “Mr. Bronx.” He endowed the Bronx CUNY Scholarship Fund, which supports financially needy students at the three Bronx colleges (Lehman College and Bronx and Hostos Community Colleges), preference goes to Bronx residents.

There is a continuing commitment that increasing numbers of our alumni and donors and community leaders have to the success of the University.”

continued on page 4
CUNY’s Top Priority: Faculty Enrichment

In April, the University celebrated when John Matteson, associate professor of English at John Jay College of Criminal Justice, was awarded the 2008 Pulitzer Prize in Biography for his book, Edan’s Outcasts: The Story of Louisa May Alcott and Her Father. (Matteson is the fourth CUNY Pulitzer winner since 1999.) In describing his research on Bronson Alcott to the CUNY Board of Trustees, Matteson said, “Bronson Alcott reminded me that the work I do as a teacher, the work that we together do as a university, is and ought to be a sacred task, one that not only enriches minds but restores and cultivates spirits.”

In Matteson’s exemplary work, and his passionate dedication to it, reminds us that the University’s academic enterprise—its “sacred task”—is sustained and deepened by the outstanding efforts of thousands of scholar-teachers across its 23 colleges and professional schools.

CUNY’s top priority continues to be the hiring of more full-time faculty. This year, we have been pleased to add 280 new full-time positions, most of which were at our senior colleges. The addition of these talented faculty members marks significant progress in our goal to increase our faculty ranks; for example, Queens College alone had 45 new hires, while John Jay College of Criminal Justice added 42 positions.

I am also very pleased that the University has reached an agreement with the Professional Staff Congress (PSC). The 2007-2010 contract extends important provisions to faculty and instructional staff in order to encourage their success at CUNY and to foster a sense of community in our workplace.

The contract calls for across-the-board salary increases, as well as additional increases to top steps and salary ranges. Of particular note, the top step for a professor’s salary was increased by more than 13 percent over the term of the contract. Such increases assist the University in retaining experienced faculty and in recruiting new faculty. As faculty retirements increase at CUNY and across the country, and universities use endowed and other funding to recruit faculty, the competition for faculty intensifies. To that end, the contract calls for an additional $2.25 million for a recruitment and retention fund, consistent with CUNY and PSC priorities.

In addition, the contract addresses significant leave issues for families and colleagues. Full-time faculty will be able to use up to three days of sick leave to care for an ill family member, and the University will establish a Dedicated Sick Leave and Sick Bank policy so that full-time faculty can donate leave either into a bank or directly to a critically ill colleague who may have exhausted his/her own sick leave.

Our agreement also calls for the creation of a fund to provide a parental-leave benefit for full-time employees who care for a newborn or newly adopted child, a provision that will continue to be discussed and pursued with the state.

The work of our adjunct instructors, which is essential to the University, is also recognized in the contract. Adjuncts will be able to count substitute service immediately preceded and followed by adjunct service as continuous service for the requisite time needed to be eligible for tuition remission, health insurance benefits, and advancement within the salary schedule. I am also pleased that, outside of the collective bargaining agreement, CUNY is creating 100 full-time lecturer positions (50 for spring 2009 and 50 for academic year 2009-2010) for adjuncts who have served for several years, acknowledging their dedicated service to the University.

The University has also given increased attention to its doctoral students, who are often employed by CUNY and are integral to maintaining a healthy faculty pipeline. For many years, together with the leadership of the Graduate Center, we have advocated greater support for aspiring Ph.D.s.

Apart from the contract, the University reached an agreement with New York State and the PSC to provide health insurance benefits to eligible doctoral students (those working as graduate assistants or adjuncts and represented by the PSC). I am delighted that beginning in spring 2009, an affordable health insurance plan will be available to such doctoral students and their families.

I am grateful to all of those involved in the collective bargaining negotiations and our other agreements. CUNY’s faculty are the lifeblood of the University, helping students to advance their knowledge and their professional aspirations, contributing original research to the field, and serving as a resource to our communities, both local and global. To every faculty member who, as Professor Matteson said, “enriches minds and restores and cultivates spirits,” I extend my sincere appreciation.

Matthew Goldstein
Chancellor

The Board of Trustees

Matthew Goldstein
Chancellor
Jay Hershenson
Executive Vice Chancellor for University Relations
Michael Arena
University Director for Communications and Marketing

New Resources for Job Seekers

The University is launching an expanded career services and employment initiative for students and graduates to help identify job and career opportunities with various state agencies, the U.S. Census Bureau, the New York State Unified Court System and the New York City Board of Elections.

In a difficult economy, CUNY needs to be “out in front” in lining up employment opportunities and internships for students and graduates, as well as providing career counseling and guidance, Senior Vice Chancellor for University Relations Jay Hershenson said. The new campaign is designed to supplement and support the ongoing efforts by career development centers at the colleges.

University officials including Hershenson, Vice Chancellor for Student Development Carrie W. Moore and Vice Chancellor for Human Resources Management Gloriana B. Waters met recently with New York State Department of Civil Service Commissioner Nancy G. Groenwegten to discuss job opportunities for students and graduates. Representatives from York College, Borough of Manhattan Community College, Medgar Evers College and CUNY’s Black Male Initiative also attended. The meeting was held with the assistance of New York Secretary of State Lorraine Cortes-Vazquez.

Commissioner Groenwegten reported about a new Professional Careers Test (PCT) that will be offered early in 2009 by the Civil Service Department. The PCT is geared towards filling 1,500 full-time jobs encompassing 55 different professional positions in government statewide. Applicants who wish to take the test are required to prepare for and practice the test.

Vice Chancellors Moore, left, and Hershenson, center, met with Commissioner Groenwegten.
Prime Time to Learn Via Work

Cleaning up a future park on Manhattan’s Gansevoort Peninsula is a Lehman College contingent including, from left: Willa Ivory, Amanda Dubois, Lianee Torres, Olga Torres, Maladu Bah and Shamari Brown.

Hudson River Park Trust clean up Manhattan’s Gansevoort Peninsula, seven acres of landfill south of 14th Street. The Trust plans to turn six acres into gardens and other attractions. The work, said Brown, made him “more aware of the importance of keeping public places clean, and I appreciate more where I come from.”

Simon Mairzaheh of Baruch College was in Washington, D.C. this summer, as a Colin Powell Fellow interning in the U.S. State Department’s Bureau of Near Eastern Affairs, office of Egypt and the Levant (Jordan, Syria, Lebanon). “It was amazing being steeped in our country’s foreign policy arm, learning about its structure, and being a part of its function,” said Mairzaheh, who helped organize a conference on the reconstruction of Palestinian refugee camps and drafted briefs as well as letters for officials including the President. “My time at the State Department was one of the paramount experiences of my life,” Mairzaheh said. Next summer, he plans to intern at a U.S. embassy abroad.

Another Colin Powell Fellow, City College history major Angela Pérez, interned in Bogota, Colombia with the nongovernmental Association of Internally Displaced Afro-Colombians. She registered new members, built a database and helped prepare a report on the erosion of Afro-Colombian women’s rights that was to be submitted to Colombia’s Supreme Court. “I collected statements from these women, including a lot of personal information,” she said. “They inspired me to learn and to help.”

Climate change and global warming deeply concern New York City College of Technology student Adam Atia. Supported by a National Science Foundation Research Experience for Undergraduates grant, Atia joined nine other CUNY students at the City College base of the National Oceanic and Atmospheric Administration’s Cooperative Remote Sensing Science and Technology Center. They studied remote sensing as it applies to aerosols, vegetation, hurricanes, coastal waters and “nowcasting” (prediction of severe weather shortly before it occurs). Next March, aboard a NOAA ship sailing the Atlantic between Africa and the Caribbean, Atia will research how aerosols are transported across the ocean. “I want to be involved in work that seeks to solve the world’s problems,” he said.

Queens College geology major Andrea Balbas spent her summer as an associate at NASA Academy at the Goddard Space Flight Center in Maryland. Working with a Goddard researcher, Balbas designed an experiment using microwave radar to measure the ability of common earth sediments such as clay, sand and gravel to absorb energy released in quakes that could cast light on the environmental effects of past radioactive events. She also participated in an Academy project that examined commercialization in space exploration, and completed a paper mapping a strategic plan for NASA and private industry to expand research and space exploration. To read more, see http://commercialspace.pbwiki.com.

And now, cut to the Beijing Olympics, or at least to a TV commercial that ran during the summer games. The scene: Bird’s Nest stadium. Eight runners are at the 100-meter start line. The pistol sounds and they burst down the track. Olympic Games ever. “I want to be involved in research that could cast light on the environmental effects of past radioactive events. I want to be involved in work that seeks to solve the world’s problems,” he said.

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COMING ATTRACTION: CUNY on iTunes U

Physics on your iPod. Newsmaker interviews on your PC. Apple’s iTunes U—which can deliver 24-7 audio and video educational content to Macs, PCs, iPads and iPhones—launches at The City University of New York this fall. Building on the University’s expanding trove of nearly 500 CUNY Radio podcasts, CUNY on iTunes U will allow anyone with an iTunes software, downloadable for free, to access the podcasts and other free information through a University-wide public site, http://cuny.edu/itunesu. That umbrella site will link to both public and password-protected, private iTunes U sites for each CUNY college, through which faculty members can offer their own audio and video for students to download, see and hear anytime. 

Debuting in mid-September with a group of vanguard colleges online but eventually covering all 23 campuses, CUNY on iTunes U will move the University into a new chapter of online learning. “Itunes U will free professors from doing information delivery so they can spend more time interacting with students,” said George Otte, director of instructional technology for CUNY. “It’s a tool to motivate students and faculty.”

The University joins many other top schools, from small colleges to Ivy League universities, that have embraced iTunes U as an academic and promotional tool. The CUNY version is different in at least one way, according to University Chief Information Officer Brian Cohen, the guiding force behind the initiative. “It was our vision to have a single iTunes presence for the University,” he said. “This enterprise approach means that visitors to our iTunes sites will be able to access a wealth of digital content from all over CUNY in one place. We are fortunate that Apple understood the CUNY vision for iTunes and supported our approach and design.”

Potentially, CUNY on iTunes U can be used in conjunction with distance-learning programs such as CUNY’s Online Baccalaureate; by professors to deliver educational information, and by students to create their own podcasts to fulfill class assignments or share information with teachers and classmates. “It’s easy to use, said Cohen. “If you can tape yourself, you can do a podcast. And you can use graphics and PowerPoint.”

The project taps into two trends: the popularity of the podcasting format as a means of accessing information, and professors’ increasing use of audio and video in the classroom. “iTunes offers an advantage because it is portable, the content storage is free and can be integrated effectively with CUNY’s teaching and learning systems,” noted Stephen Landau, who manages technology for CUNY iTunes U. “We want to encourage faculty to use this kind of media because students are familiar with it.”

In a recent pilot program, participants from 17 CUNY colleges have already created podcasts demonstrating how iTunes U can aid instruction. Lehman College’s podcast is a learning tool for students enrolled in Math 104-Algebra. Medgar Evers’ features student performances and spotlights the college’s Music Technology Program. The CUNY Online Baccalaureate program presented three podcasts, including one explaining how to make more effective use of online search engines.

John Jay’s work group created a “Podcast on Podcasting” that demystifies the iTunes U concept by walking faculty, students and staff through the process. The 25-minute audio-video will be distributed throughout the college. At Macaulay Honors College, which presented several student podcasts focusing on required introductory seminars on New York City, technology and learning director Joseph Ugorzetz discussed iTunes U’s potential. (Macaulay) students have a dual identity,” he said. “They have a home campus but take classes at other colleges, so one of the things that will help to build a cross-campus community is iTunes U. We’re interested in student productions,” said Ugorzetz. “iTunes U will give students a chance to be real authors and creators, and they can download other students’ productions and enhance their collaborations.”

For the University, iTunes U provides another platform for CUNY Radio, which pioneered podcast technology two years ago “to bring lifelong learning and information to a global audience, and to better serve students, faculty, alumni and friends wherever they happen to be,” said Michael Arena, University director for communications and marketing. Podcasting is an increasingly popular method of accessing information, he noted.

The 2008 Arbitron/Edison Media Research study found that the audience for radio-style audio downloads has grown nearly 40 percent in the last year, with some 18 percent of Americans “tuning in.” CUNY Radio’s original programming has drawn average downloads of nearly 18,000 a month. Listeners subscribe to programming that includes an ongoing lecture series featuring distinguished speakers such as New York Times columnist Paul Krugman, Pulitzer Prize-winning historian Doris Kearns Goodwin and jazz icon Sonny Rollins, and two programs highlighting the expertise of CUNY professors: “Citizenship Now!” with Allan Wermick, and “City Safe” with professor Joseph King of John Jay. “CUNY on iTunes U makes all of it available, and it allows us to share and showcase in a convenient and cost-free way the vast and thriving intellectual activities at all our campuses,” said Arena.

Public sites of CUNY on iTunes U will feature content developed and produced by the Office of University Relations and the specially designated offices at each of the colleges. The colleges’ private sites will add content under the direction of the Office of Academic Affairs. Public and private sites will be soliciting ideas from faculty and others for new audio/video content, including events and speakers.

Otte is mindful of the limits of the new technology in the classroom. “I would not pronounce the lecture method dead,” he said. “After all, e-mail hasn’t supplanted regular mail.”

POTENTIAL OUTCOMES: COMING ATTRACTION: CUNY on iTunes U

CUNY on iTunes U will offer the following benefits:

1. Accessibility: Students can access the Podcasts anytime, anywhere without having to attend classes or buy CDs.

2. Flexibility: Students can replay and review lectures at their own pace.

3. Portability: Podcasts can be listened to on the go, in the car, during commutes, while exercising, or while doing other activities.

4. Customization: Students can select and prioritize content based on their individual learning needs.

5. Cost-effective: Podcasts are available for free, eliminating the need to purchase expensive textbooks or audio-visual materials.

6. Collaborative: Podcasts can be used as a platform for peer-to-peer learning and collaboration.

7. Comprehensive: Podcasts can be used as a supplement to traditional textbooks and lectures.

8. Accessible: Podcasts are available to students with disabilities as an alternative to traditional learning materials.

9. Sustainable: Podcasts can reduce the environmental impact of traditional materials, such as paper and ink.

10. Inclusive: Podcasts can provide access to educational content for students with limited financial resources or mobility challenges.

11. Engaging: Podcasts can make learning more engaging and enjoyable for students.

12. Personalized: Podcasts can be personalized to meet the needs of individual learners.

13.archiveable: Podcasts can be archived and preserved for future reference.

14. Multilingual: Podcasts can be translated into multiple languages to reach a wider audience.

15. Social: Podcasts can be used as a platform for social interaction and community building.

16. Cross-disciplinary: Podcasts can be used to integrate knowledge across disciplines.

17. Fast-paced: Podcasts can be used to deliver content quickly and efficiently.

18. Cost-effective: Podcasts can be produced at a lower cost than traditional videos.

19. Accessible: Podcasts can be made accessible to students with disabilities.

20. Adaptable: Podcasts can be adapted to different learning styles and needs.

21. Sustainable: Podcasts can reduce the environmental impact of traditional materials.

22. Archiveable: Podcasts can be archived and preserved for future reference.

23. Multilingual: Podcasts can be translated into multiple languages.

24. Social: Podcasts can be used as a platform for social interaction.

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Gillian Small named a Vice Chancellor

Gillian Small has been appointed to the new position of vice chancellor for research.

“Dr. Small is a distinguished research scholar and administrator who has been serving as the University Dean for Research since 2003,” Chancellor Matthew S. Stanley said. “She is eminently qualified to advance CUNY’s science agenda and provide inspired leadership for its research and technology development.”

In her new post, Small will set strategy for the University’s research programs with a view toward fostering visionary initiatives and new models of participation, encouraging information sharing, and connecting research and scholarly activities with emerging opportunities. Central to this will be the recruitment of distinguished research faculty across many disciplines. Her major responsibilities also include planning extensive new state-of-the-art science facilities, which include development of the University-wide Advanced Science Research Center, to be located on the campus of City College, where she is a tenured biology professor (see Page 6 for detailed ASRC story).

Pantaleo Appointed Trustee

PETER S. PANTALEO, a partner in the law firm DLA Piper, has been appointed a trustee of The City University of New York for a term that ends in June 2015.

Pantaleo advises domestic and international employers in labor, employment and civil rights matters, specializing in complex, politically sensitive matters. At DLA Piper he is Joint Global Leader, Employment, Pensions & Benefits Group, Chair, US Labor & Employment Group, and a managing partner of the New York office.

Pantaleo was a Fellow of the College of Labor and Employment Lawyers and a member of the Business Advisory Council of CUNY, the Gaming Law Review’s Editorial Board and the Institute of Directors, London.

Japanese Visit Honors Harris

MAYOR NAOKI ISHI of Shimoa, Japan, led a 21-member delegation to The City College in July to honor CCNY founder Townsend Harris, who later became Consul General to Japan and opened the first U.S. consulate there.

This was the 22nd delegation from Shimoa to visit CCNY to pay homage to Harris, who founded the college as The Free Academy in 1847. The visit coincides with the 150th anniversary of the signing of the Treaty of Amity and Commerce in 1858, which formalized relations between the United States and Japan. Harris, a prominent New York merchant who became Consul General in 1856, negotiated that treaty and is credited as the diplomat who opened the Japanese Empire to foreign trade and culture.

At City College, the Japanese delegation met Richard Rush, Harris’ great-grandnephew, and visited the campus’ Cohen Library Archives’ collection of Townsend Harris memorabilia. Artifacts include the American flag that Harris flew in Japan, his diplomatic pouch, a volume from his journals and his diplomatic passport.

Seeking Cures in Gowanus Canal Microbes

That icky gunk floating in Brooklyn’s infamous Gowanus Canal could provide a potential source of new medicines, two City Tech biology professors report.

“What we suspected turned out to be true,” Naureen Haque recently confirmed. “The extracts from the microbes in the water proved to be potential sources of antibiotics or inhibitors.”

For the past two years, Naureen Haque along with her colleague (and sister) Niloufar Haque have traveled far and wide pursuing research for their biodiversity project, in which numerous University students have participated. But their most intriguing findings came from the Gowanus biofilm.

“Despite the canal’s toxicity, which includes cancer-causing chemical agents, microorganisms are surviving by adapting to the harsh environment there that shouldn’t survive at all,” Naureen Haque said. “Working in synergy, they seem to sense if nutrients are available, they exchange genes and secrete substances — some of which operate like antibiotics. I believe these substances may provide clues that lead to the development of new drugs to combat human disease.”

The Haques lab culture the microorganisms on campus to extract their secretions. Next, scientists at Mount Sinai School of Medicine identify the extracts’ exact chemical composition. DNA sequencing to identify the microorganisms is then done in the department of genomics at The American Museum of Natural History. “This,” Naureen Haque added, “is part of the process of hopefully discovering why some of the microorganisms are bacteria-resistant.” Her previous research as a faculty member at Mount Sinai medical school, which illuminated how heart disease and cancer develop, may help evolve new medicines.

Niloufar Haque researches neurodegenerative diseases such as Alzheimer’s and Parkinson’s and also hopes to discover new drugs as a result of their Gowanus project.

In India, she is conducting stem cell research to determine possible applications for treating dementia.

In the next phase of their Gowanus research, the Haques will examine whether any of the Gowanus microbial extracts can inhibit specific antibiotic-resistant bacteria such as Staphylococcus aureus — again with the help of students.

Ironman USA: a physically, mentally and logistically challenging 2.4-mile swim, 112-mile bike ride and 26.2-mile run. This summer she finished her second Ironman two years of training, she said. “It proved to be one of the greatest days of my adult life: I finished in 11 hours and 22 minutes (more than 40 minutes faster than last year), 17th in my age group and 45th out of the women.”

“The lesson in all of this is to just keep going, no matter what challenges we face in life. We all have the potential to do something great if we put our minds, bodies and hearts to it. I never in a million years thought I could do the Ironman this fast. I was a runner, not a biker or a swimmer. But thanks to amazing coaches, supportive friends and family and a lot of hard work and hope, my dream became a reality.”

NY Times Interactive Seminars

The New York Times Knowledge Network and The City University of New York this fall are offering an exclusive series of seminars led by scholars, researchers, artists and authors on contemporary topics and issues. The online courses, open to the general public, will feature interactive webcasts, video sessions and facilitated discussions that enable one to ask questions directly to the experts as well as share stories and interact with others in the course. The first two seminars are scheduled to begin in mid-September with additional offerings in October and November.

Topics include managing lower back pain, dealing with Alzheimer’s, the answer to insomnia, humor and the art of writing poetry, the new new immigrants, and the art of Christians, Muslims and Jews. For more information and to register, visit www.sps.cuny.edu/knowledge.

BBC Spurs Solar Progress

The 2008 New York City Solar Summit sponsored by Bronx Community College’s Center for Sustainable Energy of The City University of New York brought together pioneers, scientists, business leaders, engineering students and specialists who want to use more solar energy to reduce dependence on costly, polluting fossil fuels.

The center also worked with the mayor’s office to identify policies that would open up the city solar market and helped New York achieve the Department of Energy’s Solar City status as part of the Solar America initiative.

BBC plans to launch a number of new energy alternative initiatives including the first New York City hands-on photovoltaic lab on the BCC campus, with photovoltaic courses now available at multiple CUNY campuses; an energy services and technology program that offers an associate in applied science degree; a hybrid vehicle training program partnered with BBC’s Automotive Program that will be available this fall.

The center and the City University Economic Development Corporation also will develop a sustainable business and technology incubator as part of the Bronx Community College campus. And to register, visit www.sps.cuny.edu/knowledge.

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Building Synergy

CUNY’s Advanced Science Research Center, now in the works, will offer ultra-sophisticated tools to scientists University-wide.


These are possible applications of research by University scientists—research that is poised to reach a higher level as CUNY prepares for work to start on the technologically sophisticated and visually sparkling Advanced Science Research Center.

When it opens in 2012, ASRC’s 200,000 square feet will house an estimated $40 million to $50 million worth of instrumentation ranging from functional magnetic resonance imaging equipment for studying brain activity to a rooftop observatory for studying the atmosphere.

Each floor of the $300 million ASRC will focus on one of five flagship areas recommended by a faculty task force created to acquire and maintain the ASRC project since 2003 as University dean for research.

As the concept gained momentum, a faculty task force recommended areas of strength that could be leveraged for national prominence. “The goal was to identify areas where an investment now would still be of national and international importance 10 or 15 years from now,” she said.

Faculty will apply to a peer committee to work in the labs. The goal will be to maximize usage. Some researchers will need bench space for a day, while others will require space for students or postdoctoral associates for a semester or longer. “Our design mantra was ‘loose fit, long life,’ because we wanted to have flexible space to change as technology changes,” said Iris Weinshall, the vice chancellor for facilities and management.

The ASRC, situated near the southern perimeter of City College’s uptown Manhattan campus, will house about 50 professional staff members, including some 20 faculty members affiliated with CUNY’s campus but appointed on a CUNY campus basis. Some laboratory directors will be recruited, CUNY’s chief fundraiser. A nationally known scientist will direct each building.

T(E)OMERES, specialists in by forming a division that will house state-of-the-art equipment.

“TOMERES, specialists in by forming a division that will house state-of-the-art equipment.

For example, “You can inhibit tumor growth by inserting a specially synthesized protein that can insert itself into the cancer cell,” said Lesley Davies, a professor and director of the Molecular and Cell Biology Department at Queens College’s School of Science. “It opens an avenue for cancer research, which can then be developed into a drug.”

The ASRC, situated near the southern perimeter of City College’s uptown Manhattan campus, will house about 50 professional staff members, including some 20 faculty members affiliated with CUNY’s campus but whose grants will run through the facility, helping to fund its operations. An executive director will run the building and be its chief fundraiser. The center’s central location—just a block from the campus—makes it a perfect fit for the University’s need to be a leader in the sciences.

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Faculty Views: How New ASRC Will Enhance Their Work

Here’s a look at some of the scientists whose ideas helped shape the Advanced Science Research Center.

Fred Moshary watches the wind

A PROFESSOR AT CITY COLLEGE’S Grove School of Engineering, Moshary helped make the case for placing a 12-by-24-foot atmospheric observatory on the ASRC’s roof. There, researchers will visualize the air with novel sensing equipment. For example, they are designing a laser device to bounce light off airborne particulates and molecules. “The main thing we’re looking for on the health side is pollution,” Moshary said. “On the environment side, aerosols [liquid or solid particles] figure into the global warming equation, primarily because they represent a cooling effect, not a warming effect.” Carbon dioxide, water vapor and other components of air also have an impact. “When you’re studying the global warming picture, you have to look at the overall energy balance.”

Marie Filbin hits a nerve — and enables it to regenerate when injured

Nerves are protected by a sheath containing a protein called MAG (myelin-associated glycoprotein), which prevents nerves from sprouting randomly. But MAG also blocks damaged nerves from regrowing. Filbin, a Distinguished Professor of Biology at Hunter College, found that cyclic AMP, a molecule present in every cell, counters MAG. The next step is for colleagues to conduct preclinical trials that could lead to treatment of paralysis and nerve-killing Parkinson’s, Alzheimer’s and motor neuron diseases.

You design materials that do not exist in nature, you send light through them, and the light behaves in the way you want it to, such as by turning off or on. Or you design a medium so that the light changes the properties of the material,” such as by switching between transparent and reflective, said Queens College Assistant Professor Vinod Menon, one of CUNY’s “cluster hires” in photonics. Photonics is best known for fiber-optic communications, but research also includes biology, medicine, computer displays and lighting (think light-emitting diodes, or LEDs)—plus the futuristic fields of quantum information processing and quantum encryption, in which data reside on single photons (which are to light what electrons are to electricity). Menon looked forward to using the ASRC’s nanofabrication facility and ultrasharp imaging equipment to make his devices.

Daniel L. Akins thinks small — very small

THIS DISTINGUISHED SERVICE PROFESSOR AT Chemistry at City College has patented an inexpensive way of making nanotubes, which are cylinders of carbon atoms that “have fantastic properties. They’re stronger than steel, conduct better than the best metal conductors and have chemical properties that allow one to attach things to them.” Things like gold nanoparticles that can register minute electric currents, turning nanotubes into atomic-sized sensors.

Such a sensor could, with the right blood-sampling system, alert people with diabetes to the presence of hydrogen peroxide, which indicates insulin deficiency. The ASRC’s advanced imaging equipment will give Akins an even more precise view of the normally invisible world in which he works.

Vinod Menon plays tricks with light

Neuroscience

Those firms also designed a companion four-story, 200,000-square-foot science research and instructional building for City College to supplement the college’s Robert E. Marshak Hall, a 1960s structure that is under renovation. Anticipating future needs, the University has commissioned preliminary design work on ASRC Phase II, an adjacent building of about the same size. Excavation of the bedrock beneath all three buildings will occur simultaneously, but the Phase II site will then be filled in to await construction. Removing all of the bedrock now will minimize future interference with sensitive instruments at the ASRC and City College building, as well as at the New York Structural Biology Center just a short distance away on the campus. The structural biology center is a consortium of research institutions including Albert Einstein College of Medicine of Yeshiva University, The City University of New York, Columbia University, Memorial Sloan-Kettering Cancer Center, Mount Sinai School of Medicine, New York University, The Rockefeller University, Wadsworth Center of the New York State Department of Health, the Joan and Sanford Weill Medical College of Cornell University and SUNY.

CUNY MATTERS — Fall 2008 | 7
Students Helping Students

In the wake of the Virginia Tech tragedy, new CUNY clinical psych program focuses on mental health issues.

Perhaps no event drew as much attention to the reality of mental illness on American campuses as the horrific massacre, in April of 2007, of 32 students and others at Virginia Polytechnic Institute and State University. It was an act of madness carried out by a deranged student, whose significant psychological disturbances had floated below the radar of police and university officials. But even before that tragedy, CUNY Student Affairs administrators had been seeking ways to more vigorously respond to the mental health needs of its students.

Virginia Tech put us on the fast track. I’m not going to lie. But this had been on the radar even prior to Virginia Tech,” said Matthew Schoengood, vice president of student affairs at the Graduate School and University Center.

Schoengood was referring, among other things, to a new Clinical Psychology Fellowship program that the University is especially proud of, and that it hopes to expand.

With Vice Chancellor Garrie W. Moore as a guiding force, the University has been tapping the passions and skills of its Clinical Psychology doctoral candidates, employing them to help students struggling with problems ranging from simple anxiety to depression and even thoughts of suicide.

“He was the visionary,” said Dr. Elliot Jurist, head of the University’s doctoral program in Clinical Psychology, speaking of Vice Chancellor Moore and his efforts to deal with the problem of mental issues, the incidence of which has been growing at CUNY as elsewhere in American society, according to Dr. Jurist.

“We’re seeing much more severe psycho-pathologies,” Dr. Jurist said, mentioning bipolar disorders and other illnesses that often require medication. “Life is much more stressful than it used to be.”

Winners of the Fellowship in Clinical Psychology earn $18,825 a year, and they receive full tuition assistance (amounting to roughly several thousand dollars a year, depending on the student’s level in the doctoral program). They are assigned to counseling centers at CUNY colleges around the city. This gives the future psychologists the opportunity to train under certified professionals as they build resumes that make them more competitive in applying for future positions, and as they (perhaps most importantly) assist in helping students cope with sometimes debilitating stresses.

There are roughly 100 clinical psychology doctoral candidates, including those who have finished their four years of course work but are focusing on writing their dissertations. The candidates often need to be employed as they struggle toward their degrees.

But opportunities to work and be paid in their chosen field are limited. Enter the Clinical Psychology Fellowship program, which now boasts 20 Fellows, up from 12 last year. The University is funding the Fellowship at a cost of about $350,000 for the current academic year.

Fellows must be in their third or fourth year of course work.

“This gives us the opportunity to do good on two complementary fronts, tending to the mental health needs of our hundreds of thousands of students, while we assist Dr. Jurist in turning out the most competent and most diverse collection of clinical psychologist in the country,” Vice Chancellor Moore said.

One of the fortunate Ph.D. candidates is Amber Kraft Nemeth, who is in her second year of the Fellowship, having been assigned last year to the counseling center at The New York City College of Technology. As she was interviewed, she was about to begin the current academic year at Brooklyn College’s center. Nemeth is a fourth-year candidate who eventually plans to write her dissertation on “social relationships as they are unfolding in this technology, Internet-laden world.”

As for now, as a Fellow, she feels she is learning even as she helps to heal. “The students I met had very complex lives and were struggling with all sorts of social pressures, with immigration pressures, with family pressures, you name it. And they were faced with these pressures in addition to going to school and trying to obtain a college degree,” Nemeth said, speaking of her 15 hours a week at City Tech’s counseling center last year.

“Some come in with severe distress, in crisis,” Nemeth said, “but many require only short-term help.”

Some come in with severe distress, in crisis, but many require only short-term help.

Amber Kraft Nemeth, Ph.D. candidate

Clinical psychology doctoral candidates are providing counseling services to students.

Students Saves Day at QCC

A powerful, fast-moving, mid-summer electrical storm drenched transformers in an underground vault by the main gate at Queensborough Community College last month, destroying them in a 4 foot-high flood of water.

All power was lost to the Administration, Library, Science and Humanities Buildings prompting officials to close the college for a day.

But thanks to CUNY Alert, most students and staff were saved the trouble of a needless trip to campus because they got the news that evening. When repairs were made and power restored, they were informed via CUNY Alert the night before the college re-opened.

CUNY Alert was launched last spring, a reaction in part to school shootings across the country when universities realized they needed a way to quickly notify students and teachers about danger on campus. In a very short time CUNY Alert, perhaps the country’s most comprehensive collegiate emergency notification system, students and staff have to sign up for it. So far, more than 70,000 are participating.

For CUNY Alert,” advised Vice President for Student Affairs Edward Baer, it’s community with real-time information about campus-specific events. Occasionally, some alerts will be issued university-wide.

“Voices became a personal experience for CUNY Alert, perhaps the most visible sign of the quickness with which American universities responded after the Virginia Tech shootings last year,” explained University Chancellor Janet E. Napolitano.

In the wake of the Virginia Tech tragedy, new CUNY clinical psych program focuses on mental health issues.
By Gary Schmidgall

WELL INTO the newest of Michio Kaku’s several layperson-friendly books, Physics of the Impossible ( Doubleday), one encounters as an epigraph O. Henry’s churlish scion, SF writer and biochemist Isaac Asimov: “The most exciting phrase to hear in science, the one that heralds new discoveries, is not ‘Eureka! (I found it!’) but ‘That’s funny.’”

Which—this is certain—will undoubtedly recall to mind “Time for Beany.” Whenever this ’50s TV puppet started to tell a funny story, his loyal sidekick, Cecil the seasick sea serpent, would ask, “Is this story funny ha-ha or funny peculiar?” Asimov obviously had the latter in mind, and boy-oh-boy has Kaku produced a funny book in that sense. Not a single one of his 15 chapters fails to leave one scratching the head and muttering, “That’s funny.” As in weird, twilight-zoom, or plain absurd.

But beware: The very first of many provocative chapter epigraphs in Physics of the Impossible is Albert Einstein’s remark, “If at first an idea does not sound absurd, then there is no hope for it.” (There’s one epigraph slip: not Shakespeare but Neil Gaiman said “It is a fool’s prerequisite to utter truths that no one else will speak.”) Kaku, a professor of theoretical physics at the Graduate Center and City College, is a consummate and multidisciplinary futurist, seemingly at home rubbering shoulders with the world’s leading-edge physicists, mathe- maticians, astronomers, cosologists and engineers. As the cofounder of string theory, which Kaku proudly calls “the leading (and only) candidate for a theory of everything,” his credentials as a futurist are impeccable. His book is bound to leave a lay reader just like me with jaw dropped and mind bogged. But, though sometimes a term of art slips by unexplained (what’s an accretion disk?), Kaku clearly has the knack for fooling the lay reader into thinking he can grasp at least the outline of the topics he explores. He also is careful to set these topics in historical and cultural contexts, aerating his discussions with cameo appearances by major scientific fig- ures, suggestive tie-ins to the giants of science fiction, and fascinating parallels to world literature.

The purpose of this book “is to consider what technologies that sit at the very edge of our understanding,” as Kaku ominously notes, “perhaps are impossible.” The book in question? Kaku’s highly acclaimed Hyperspace: A Scientific Speculation (Doubleday), one encounters as an epigraph from just last year on one of the coldest substances reappear elsewhere and electrons can be many places at the same time.” Soon one is hearing about breakthrough research from just last year on one of the coldest substances in the universe, a Bose Einstein condensate or BEC, a as the Alcubierre drive, negative energy, wormholes, black holes, and Planck energy.

The next Class II impossibility is time travel. Kaku rules it out to the past, but that to the future “is possible” in principle. He notes that, because clocks beat a bit slower in space, Russian cosmonaut Sergei Korolev has calculated for 748 days, holds the world record for time travel. He “was hurled .02 seconds into the future.” Quoting e. cummings—“there’s a hell of a good universe next door; let’s go”—Kaku addresses the time travel notion: parallel universes. He cites the TV series “Sliders,” in which a boy reads a book and is inspired to build a machine for “sliding” between universes. The book in question? Kaku’s highly practical one Class I impossibilities, the Pentagon and its spook agencies have sunk lots of money into research. Between 1972 and 1995 the CIA paid psychics, remote viewers and researchers at the Stanford Research Institute $20 million. The results, Kaku reports, were worthless, but he is more bullish on mind-reading, in particular MRI-based lie detection.

The chapter on psychokinesis, after quickly dismissing of spoon-bending nonsense, gets into the fascinating interface of mind and machine. Indeed, the future seems to have arrived earlier this summer. Kaku writes, “it is well within the laws of physics for a person in the future to be trained to mentally manipulate an electronic sensing device.” Didn’t The New York Times carry a story in May 2008 about monkeys trained to operate a prosthetic arm mentally through an embedded chip and biofeedback?

Other Class I chapters are devoted to robots and artificial intelligence, extraterrestrials and UFOs, antimatter and anti-universes, and starships (needed for escape from an Earth dying “in flames as it is consumed by the sun”— the good old days). This last chapter was probably hardest on my poor mind, for it turns out to be possible, it “would set off a major shake-up in the very foundation of modern physics.”

Kaku refines his taxonomy for the no-way-Jose’ of physics by suggesting what kinds of civilizations will achieve these technologies. Corresponding to the classes of impossibilities, they are the Type I civilization, which harvests all energy available on a given planet, Type II civili- zation, which can exploit the entire power of a sun, making it 10 billion times more powerful than Type I (Star Trek’s space ship Federation or a Type II). Type III civilization, able to utilize the power of an entire galaxy, another 10 billion times more powerful than II (the Empire in “Star Wars” and civiliza- tion in Asimov’s Foundation series are Type III).

Where do we fit in? In Hyperspace, Kaku defined us on Earth as a Type 0 civilization, “too primitive to live up to our dead plants, oil and coal to fuel our machines” and we “use only a fraction of the sun’s energy that falls on our planet.” A Type 0 civilization, he concludes, is “still wracked with sectarian- ism, fundamentalism, and racism”—though Kaku sees glimmers of a uni- fied planetary culture that will “perhaps be dominant- ed by youth culture and commercial- ism.” This could be the only bit of odd news in the whole book.

Kaku guesses that in a couple of hundred years we might hoist ourselves to Type I status. That is, of course, assuming we don’t (as some physics jargon) become decoher- ent. That is, if either by accident or intention we blast ourselves to smithereens in a nuclear holocaust. As Kaku says, “The most basic lesson of 20th century physics is the one that we don’t see Type I civilizations in the galaxy is because they never made the transition, i.e. they never made the jump.”

My space has run out, and I haven’t even mentioned Kaku’s talk of demons, nanobots, gamma ray bursters, charge-parity-reversal universes, tachyons, or NASA’s Laser Interferometer Space Antenna. Scheduled for launch in 2015 and involving 3 million-mile-long laser beams, LISA will be the largest scientific instrument of all time.
When Chandra Cherry enrolled at a Long Island community college in 1987, she was enthralled by the possibilities of campus life. But almost from the start, she realized she wasn’t ready for college. It was a decade before she took another stab at higher education. By then she was a single mom with a 2-year-old daughter and a demanding job as a computer trainer. “Traditional class schedules still proved too difficult to manage.”

Then, in the summer of 2006, she got a flier in the mail announcing the CUNY Online Baccalaureate, a new program designed for students who had “stopped out” of college and wanted an opportunity to complete their degree online. Now at age 38, Cherry finally has her eye on the prize. In December, she expects to receive her Bachelor of Arts in Communication and Culture through the University’s Online Baccalaureate program, part of a burgeoning trend in online higher education nationwide.

Online learning gets high marks from students and teachers alike, and it’s easy to see why. More than 90 percent of CUNY students surveyed by the Graduate Center’s Center for the Advanced Study in Education said online courses are as good as or better than traditional courses and more than 60 percent found them better – largely because of the higher levels of interaction with faculty and fellow students.

About half the faculty is involved in online instruction, including Web-enhanced courses; “hybrid” courses, in which at least half of the class activities are completed online; and “asynchronous” courses, which are conducted almost entirely online. While online classes tend to be more rigorous than face-to-face classroom experiences, they’re also more interactive, honing students’ writing and other communication skills over the Internet. And there’s a better chance for students to respond to your professors better than in any classroom, except, perhaps, a seminar.”

Robert Whittaker, a professor of journalism and theater arts as well as Acting Associate Provost of Undergraduate Studies and Online Education at Lehman College, agrees. “I imagine having 20 parallel tutorials,” he says. At the same time, faculty members take on a different kind of role: “You’re more of a manager rather than a deliverer of knowledge. You do not lecture; you set up materials for students to respond. The students are much more engaged and spend more time on task.”

THERE’S A NEW DATE to enter in the annals of CUNY history: Tuesday, June 10, 2008. That’s the day the School of Professional Studies recognized the first group of graduates of CUNY’s Online Baccalaureate. Eleven students—Dennis Michael Quinn, Randi Gail Delano, Holli Brinkerhoff Marshall, Manuel Ponce III, Debra Connell, Christopher J. DiSibato, Olivia Giovetti, Lancelot H. Goller, Zack Kaplun, Mayra Matos, and Neeroopa Surendranath — were awarded the Bachelor of Arts degree in Communication and Culture. (Three students officially completed their degrees in January.)

The new graduates include a grandchild of Mexican immigrants who is the first person in his family to graduate from college and several working mothers (including one who delivered twin boys at the end of her first semester and is now pursuing a master’s degree).

Held at Elebash Recital Hall, the ceremony featured a keynote address by John Mogulescu, Senior University Dean for Academic Affairs and Dean of the School of Professional Studies, as well as remarks from new graduate Goller, who received his degree summa cum laude. The commencement was really well done,” said Brian Peterson, Associate Dean of the School of Professional Studies. It [the Online Baccalaureate] is really moving to being a full program—with full pomp and circumstance.”

Faculty members “came out in droves” to meet this new crop of graduates—many of whom they had never seen face to face, said George Otte, Academic Director of the Online Baccalaureate. Initially, these first meetings can be “very disconcerting” when you don’t know students’ faces, added Robert Whittaker, a professor of journalism and veteran online instructor at Lehman College. “But once you recognize the student by name, the conversation rocks up from all your shared experiences online.”
than in some traditional classes

“I’m better here than in a classroom setting,” says Chandra Cherry, whose courses have ranged from The History of the Black Civil Rights Movement to Analyzing Organizational Structures. While online interaction is more time-consuming, it forces her to pay more attention to how she participates and communicates with others. “If people ask you to respond to a posting,” she says, “you have to follow up, back it up—not just say, ‘I agree.’” Although Cherry rarely meets fellow onlineers, she says she has gotten to know many better than she normally would. “In online class, you get to know a person based on name, it’s burned into your brain, even if you don’t see them. You get to know who you’re dealing with better than in most traditional classes.” Some of the deeply personal experiences I get to hear— I don’t think anyone’s ever shared that in my classroom,” says Cherry. “Behind a keyboard, people tend to be more open.”

Barbara Walters, associate professor of sociology at Kingsborough Community College, spurs interaction by creating online team projects. “The goal is to teach students how to divide work so they’re interdependent,” she says. “They must share so they have a successful individual and collective project. It’s a real integrative learning experience… The students end up being more concerned about others not participating than the faculty are. There’s a lot of peer pressure—and I think that’s good.” She also notes: “In an online environment, students cannot sit in the back row of the class; either they’re fully present or they’re absent.” So when she goes back into the classroom, she is more aware of those back-row strugglers: “You get much better at tactfully drawing them into class, not allowing that [lack of participation] to happen.”

Walters, who began teaching hybrid courses at Kingsborough in 1999, is on the Consortial Faculty for the Online Baccalaureate, providing services such as helping to convert traditional classroom curricula. Her online courses, such as Studies in Communication and Cultural Change, often involve individual weekly assignments and wikis (collective discussion groups) where students comment on each other’s work as well as team research projects.

The University provides continuous training for online instructors, who also can share ideas and issues on university websites devoted to the same courses or disciplines. notes George Otte, Academic Director of the Online Baccalaureate and Director of Instructional Technology. “Teaching with technology is an ever-changing proposition,” Otte says. “We have found that things like wikis and blogs have become a much more integral part of instruction; they’re not just bells and whistles.”

While several other universities offer online degree programs, “We’re one of the few just for degree-completers,” says Brian Peterson, Associate Dean of the School of Professional Studies, which administers CUNY’s Online Baccalaureate. Candidates must already have at least 30 college credits to enter the program, “but many are coming in with 65 or more credits,” Peterson says. “They’re highly motivated.”

Peterson and others point out that Online Baccalaureate students tend to be older than traditional transfer students—almost 90 percent are over 25, compared to less than 30 percent of other CUNY students. More than 70 percent are women. These students “stopped out” not because they couldn’t do the work. “Mainly, something came up in life—family commitments or an advancement in the workplace,” Peterson says. Some of these students returned because they found themselves facing “an educational glass ceiling” at work, he adds.

While online education has often been dubbed “distance learning,” CUNY has discovered that the key concern for students is time, not distance from campus. Many students work full-time and have substantial family obligations, so the major barrier is finding flexible ways to fit classes into their schedule. And despite such heavy outside obligations, many Online Baccalaureate students have impressed their teachers with unusually strong academic performances. “One of the biggest surprises is how outstanding these students are,” says Otte. “Half of them make the Dean’s List.”

Most CUNY online students are from New York, but there’s a sprinkling of students from other states as well as a few from abroad. Recently, Peterson received an e-mail from a student in Japan who is going to Kenya for four months and needed to make sure her books were shipped to Africa. In three years the program has almost doubled in size, from 239 students to a projected 700 students this fall. In addition to a B.A. in Communication and Culture, today’s students can earn a Bachelor of Science in Business.

“We want to have steady growth in online degree programs,” Mogulescu said. “We hope to be up to about 1,500 students within three years.”

It’s this kind of faculty and staff support that has captivated pioneering students like Crispin Goytia. The daughter of Puerto Rican immigrants, Goytia first tried college in 1997, with a full scholarship from a private university. After her son was born in 1998, she went to school on and off for three years, then stopped. “I was the second person in my family to go to college,” says Goytia, now 28. “Everyone else went to high school, became a city employee and that was the end of it.”

Goytia made two more attempts at college before she discovered the CUNY Online Baccalaureate two years ago. “The administration has been very supportive and the accommodation is always available,” Goytia says. “If I had this opportunity 10 years ago, I would have finished on time.”

Goytia, who now has a young daughter as well as a 10-year-old son, works full-time as a senior clinical research technologist. “Everyone else is finessing because I worked with journalists eager to expand their skills and get out from under government controls,” he said. “Jordon, like most countries in the region, has restrictive laws governing the practice of journalism and journalists work under the threat of arrest if they go too far in criticizing the government, the king, or other government officials.”

During Isabel’s earlier trip, he trained several Jordanian journalists and advised a group who wrote the first widely accepted journalistic code of ethics and conduct in the country’s history.
### OCTOBER

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<td>Queensborough Community College Bloom and Fashions Art Show. Last day: Free</td>
<td>Queens College Department of Photography: Film &amp; Video Series. 6 PM Free</td>
<td>Queens College Department of Humanities: “Documented Italians.” Film &amp; Video Series. 6 PM Free</td>
<td>City College of Science, Engineering and Technology Career Fair. 12 Noon - 4 PM Free</td>
<td>Hostos Community College Fourth Annual Bilingual Education Conference. $60 Student Fee $20</td>
<td>College of Staten Island Community Fall Festival. 11 AM - 4 PM Age 2 and under free</td>
<td>College of Staten Island Spring Island Family Musical “The Ant and the Elephant”. 3 - 5 PM $10, $12, $15</td>
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<td>Queensborough Community College Joel Grey in Concert. 3 PM Free</td>
<td>Lehman College Center for Human Resources. Free; Baruch CAPS Students/ $25 non-students</td>
<td>Oct. 19: Baruch College Blood Drive. 11 AM - 4:30 PM Free</td>
<td>Baruch College 4th Annual Viola Festival. 5 - 10 PM Free</td>
<td>Lehman College Mammogram Van 9:30 AM - 1:30 PM Free</td>
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<td>Brooklyn College National Yiddish Theatre. 11 AM - 2 PM Free</td>
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<td>Queensborough Community College: Jewish Studies Music &amp; Theater Series. 2 PM $15, $25 for series</td>
<td>John Jay College of Criminal Justice: American Jews and Pope Pius XII. Thursday 11/13 1 PM Free</td>
<td>Baruch College Public Policy Forum. 6 - 8 PM Free</td>
<td>Lehman College Mammogram Van 9:30 AM - 1:30 PM Free</td>
<td>College of Staten Island: Annual Career Fair. 3 PM Free</td>
<td>College of Staten Island: Creative Teaching in the College of Staten Island. 3 PM Free</td>
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<td>Queens College Classical Concert Series: Vladimir Feltsman, piano. 2 PM $36/$44, $160 5-event series</td>
<td>Queens College Department of Language and Culture: The Tropics in Music. 8 PM Free</td>
<td>College of Staten Island: Kids: Citizens of the World Little Miss Big Heats Talk Show. 3 - 5 PM $10, $12, $15</td>
<td>Queens College Department of Language and Culture: The Anthropology of Ernesto de Martino. 8 PM Free</td>
<td>College of Staten Island: Fall Open House. 8:30 - 11:30 PM Free</td>
<td>Macaulay Honors College: Fall Open House 8:30 - 11:30 PM Free</td>
<td>For more events, visit <a href="http://www.cuny.edu">www.cuny.edu</a> and click events</td>
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### CUNY Radio - Podcasts

*Hear word-renowned theoretical physicist and City College professor Michio Kaku on what’s possible. Take a tour of the Queens College-affiliated Louis Armstrong House Museum, where the legendary trumpeter lived with his wife, Lucille, for decades. And listen to why professor Peter Kwong of Hunter College believes that the Chinese government may have missed a unique public relations opportunity as host of the Beijing Olympics this summer. Subscribe to CUNY Radio podcasts at www.cuny.edu/podcasts*