CUNY Matters

IN A BOLD MOVE expected to increase the number of primary care physicians in New York, Gov. Andrew Cuomo announced in July the accreditation for The CUNY School of Medicine, located on the City College campus in Harlem. The new medical school will expand access to an academically intensive medical education for more black and Latino students and train physicians for underserved communities across the state.

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

The CUNY School of Medicine will launch its inaugural class in 2016 in partnership with St. Barnabas Health System in the South Bronx. The Liaison Committee on Medical Education (LCME), a U.S. Department of Education accreditor of medical education programs leading to an M.D. degree, 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 are just a few of the recent honorees. Brief summaries of many ongoing research projects start here and continue inside.

Jesus Angulo of Hunter College has received a $2,704,400 grant from PHS/NIH/National Institute on Minority and Health Disparities for “Research Center in Minority Institutions: Center for Gene Structure and Function”; and $105,331 from PHS/NIH/National Institute on Drug Abuse for a “Summer Program for Undergraduate Research at the Center for Gene Structure.”

James Popp and Kevin Lynch of York College have received a $300,000 grant from the Air Force Office of Scientific Research for a project to “Develop a Portable All Weather Weapon Material Detection System.”

David Kennedy of John Jay College has received two grants:

Continued on page 3

21ST CENTURY CUNY

In a recent University-wide email blast to faculty and staff, Chancellor Milliken announced 21st Century CUNY, a strategic planning initiative to envisage University priorities and goals for a new generation.

The Chancellor said the initiative would encourage a robust exchange of ideas from the many internal and external stakeholders who are committed to CUNY and its role in New York and the world.

“I expect this to be an exciting opportunity to think expansively and creatively about what it should mean to be the nation’s -- if not the world’s -- leading urban public university,” he said.

Continued on page 2
Coming Soon... 

CUNY School of Medicine

Continued from page 1

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

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

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

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

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

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

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

Graduates of the program have gone on to complete their medical degrees and become primary care physicians, pediatricians, anesthesiologists, internists, geriatricians, family medicine doctors, OB-GYNs and neurosurgeons.

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

Some Sophie Davis alumni have also risen to national prominence including Dr. Jonathan Woodson, (Class of 1977) who is Assistant Secretary of Defense for Health Affairs and Director of TRICARE Management Activity, overseeing the more than $80 billion Military Health System budget and serving as principal adviser to the secretary of defense for health issues; Dr. Laurie Zephyrin, M.D., MPH, MBA (Class of 1997) first National Director for Reproductive Health in the U.S. Department of Veterans Affairs; and Dr. Helen Burtin, M.D., MPH (Class of 1984) Senior Vice President for Performance Measurement of The National Quality Forum, a private, not-for-profit membership organization established in 1999 to develop and implement a national strategy for health care quality measurement and reporting.

Alumni, like Dr. Woodson, said that the patient-centered approach taught at the Sophie Davis School remains with students throughout their careers. “I never lost that broad approach to taking care of patients, understanding them in a holistic way,” said Dr. Woodson.

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

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

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

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

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

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

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

The CUNY School of Medicine is also expected to provide its students with earlier clinical experience through a curriculum incorporating course work and experiential learning alongside the medical training so they become leaders in community care across the nation.

In addition to the CUNY Medical School, two other medical schools received preliminary accreditation from the Liaison Committee on Medical Education. The nation now has a record 144 medical schools.
Physician Assistants
426 Baccalaureate Degrees
City College
College of Staten Island
York College

Medical Radiologic Technology/Science
1,228 Associate and Baccalaureate Degrees
City Tech
Bronx Community College
Hostos Community College
LaGuardia Community College

Health Information/Medical Records Technology
186 Associate Degrees
Borough of Manhattan Community College

Medical/Clinical Assistants
312 Associate Degrees and Certificates
Bronx Community College
Queensborough Community College

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

Licensed Practical/Vocational Nurses
1,318 Associate Degrees
Medgar Evers College
Bronx Community College
Hostos Community College
LaGuardia Community College

*Degree figures are for the 10-year period 2004-2005 to 2013-2014.
Continued from page 3

LINK supports emerging scientists through an effective science mentoring community and by expanding minority participation in STEM research.

Karen Mackey Witherspoon, Vice President for Government, Community and Cultural Affairs at City College, was honored at The Network Journal’s “25 Influential Black Women in Business” luncheon in March for her outstanding professionalism. Witherspoon has helped raise more than $10 million for several community-focused CCNY organs.

Senior University Dean for Academic Affairs John Magnifico announced that CUNY Start has received a four-year $2.5 million grant from the Conrad N. Hilton Foundation to support Transition Age Youth (TAY) from foster care to earn an associate degree at CUNY. Strategic partnerships will be established with foster care agencies and the Administration for Children’s Services to create a pipeline for 325 TAY into and through CUNY Start and the Accelerated Study in Associate Programs. The grant proposal team included: Mia Simon, Znobia Johnson, Gayle Cooper-Shpirt, Drew Allen, Gary Dine, and Donna Linderman.

Vice Chancellor for Research Gillian Small reported that three of 10 startup companies selected to present in the Company Showcase at the prestigious University Startups and Global 1000 conference in Washington, D.C., are CUNY start-ups: ARL Designs, faculty leader Alan Lynn; Coleman of Staten Island; Infoshift; faculty leader Delaram Rahkroaeh, New York City College of Technology; and Vista Wearables; faculty leader Zhiqiang Zhu, City College.

Mary E. Coleman, Vice President for Administration and Finance at the Stella and Charles Gutman Community College, was honored by Congressman José E. Serrano and NYS Senator José M. Serrano at their Black (African-American) History Month celebration for her commitment to helping and strengthening the Bronx community.

Renowned classical violinist Rolf Schulte of the Graduate School and University Center (Music) received a lifetime achievement award from the Association for the Promotion of New Music at a tribute concert in Merkin Concert Hall that included a solo performance by Schulte. The association called him a “most extraordinary artist, who has devoted himself courageously to the cause of living American composers.”

Jeffrey Parsons of Hunter College has received three grants from PHS/NHLBI/National Institute on Drug Abuse, $692,704 for “Multi-component Intervention to Reduce Sexual Risk HAVEn Other Components for Older Women” and $1,621,676 for “A Multicenter Trial of a Multicomponent Intervention to Reduce Sexual Risk HAVEn Other Components for Older Men.”

First Badillo Scholar, Talia Torres, a third-year student in the B.S./M.D. program at the Sophie Davis School of Biomedical Education at City College, is the first recipient of a scholarship named after Herman Badillo, the nation’s first Puerto Rican-born member of Congress and a former chairperson of CUNY’s Board of Trustees. Badillo, who died last year, exemplified the power of public education to transform lives of hardship. Orphaned in Puerto Rico at a young age, he graduated from Haaren High School in Manhattan, from City College magna cum laude and first in his class from Brooklyn Law School. His public service career spanned four decades, much of it centered and celebrated in New York. In addition to his stint in Congress, he was Edward Koch’s deputy mayor, Bronx borough president and counsel to Mayor Rudolph Giuliani. He served on CUNY’s Board of Trustees for 13 years, including two as vice chairperson and two as chairperson. The Sophie Davis School was established to recruit underrepresented minorities into medicine and increase medical services in historically underserved areas. Torres will receive $6,500, a full year’s tuition. For information on the Herman Badillo Scholarship Fund: Search.cuny.edu “Badillo Scholarship”.

George Mitchell, former U.S. senator from Maine and lead negotiator in the 1998 Good Friday peace agreement in Northern Ireland, spoke at Hunter College’s graduation in May. While in town, he caught up with Ryan Merola, who’s from the 2011 class of Mitchell Scholars, named in honor the former senator. Merola graduated from Macaulay Honors College at Brooklyn College in 2007.

Pain Relief From Snail Venom. Snail venom may be the perfect antidote to severe pain…. if it can be administered with ease. Enter Hunter College chemical biology professor Mandel Holford. She is part of a team conducting research on a powerful painkiller called Prialt derived from the venom of marine snails. It is used on people when morphine no longer works. Prialt is a peptide found in snail venom that was FDA-approved in 2004. The problem with the drug is that it doesn’t cross the blood-brain barrier. Holford tells NPR News. In order for it to ease pain Prialt has to be injected directly into the spinal column, which is risky business. Holford and the research team explain how they plan to administer the drug in a novel way in a study published in “Scientific Reports.” “We’re using what I call our ‘Trojan horse strategy,’ in which we put the peptide inside of a carrier — which is called a viral nanocontainer,” she explains. The nanocontainer is a tiny receptacle called a viral nanocontainer,” she explains. The nanocontainer is a tiny receptacle made from proteins found in viruses. “Then we sort of shuttle it across the blood-brain barrier, using another peptide, which is a cell-penetrating peptide, which can cut through the blood-brain barrier,” she says. If this delivery system stands up to further testing, it would be possible to administer the drug intravenously or as a pill. But the next step is to figure out if the drug will still work once it crosses the blood-brain barrier.
Native American artifacts were unearthed at a waterfront construction site at Bronx’s Pelham Bay Park.

Relics Surface in Bronx Project: An archeological team led by CUNY graduates unearthed more than 100 pieces of rare Native American artifacts dating back to 200 A.D. in a Bronx construction site. Fragments of ceramic bowls, pottery and stone tools were discovered in the southeastern section of Pelham Bay Park by Chrysalis Archeology—an excavation firm led by CUNY Graduate Center Ph.D. candidate Alyssa Loorya. The artifacts were found during a $2.98 million construction project that would repair a damaged seawall and add a walking path along the Pelham Bay Park shoreline. Loorya and her team worked alongside the New York City Department of Parks and Recreation and the construction company to excavate the area known for its “archaeological significance.”

It was the 25th anniversary of the signing of the Americans with Disabilities Act over the summer, and to recognize it John Jay College of Criminal Justice hosted “Lights! Camera! Access! 2.0: Achieving Disability-Inclusive Diversity Through a Brand New Lens.” The conference focused on ways to develop strategies for improving the portrayal of disabled people in film and television. The Disability Rights Museum on Wheels, a mobile art exhibit that looks at the history of disability rights in the U.S., was parked outside.

Two new members were recently named to the City University of New York Board of Trustees. Gov. Andrew M. Cuomo nominated Jill O’Donnell-Tormey to serve as a trustee, filling the vacancy for a resident of Staten Island, and Mayor Bill de Blasio appointed former City Council Member Una S. T-Clarke to succeed Joseph Lhota. Trustee O’Donnell-Tormey is CEO and director of scientific affairs of the Cancer Research Institute (CRI), a pioneer in cancer immunology and immunotherapy. Prior to joining the nonprofit, she served as a research associate at Cornell University Medical College and as a postdoctoral fellow in The Rockefeller University’s laboratory of cellular physiology and immunology. Trustee Clarke, born in Jamaica, West Indies, is the first foreign-born woman elected to the Council, where she represented Brooklyn’s 40th Council District for 10 years, sponsoring more than 300 pieces of legislation on issues including child welfare, education, health and mental health, economic development, public safety and transportation. As an active member of the Council’s Black and Hispanic Caucus and an educator by profession, she directed funding to upgrade schools, rebuild parks and playgrounds and increase quality child care programs, and led campaigns for citizenship for immigrants and voter registration.

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Two College Presidents: The City University Board of Trustees appointed two new college presidents: Dr. Thomas A. Isekenegbe, who has been president of Cumberland College for the past six years, as president of Bronx Community College, and Dr. David Gomez, a distinguished academic leader, as president of Hostos Community College. As president of Cumberland, a community college in Vineland, N.J., Isekenegbe has been a leader in developing high-quality academic programs that are data and employment driven. Gomez was a longtime senior administrator at Kingsborough Community College before being named interim president of Hostos Community College last July. Previous to his years at Kingsborough, he spent more than a decade at Hostos in senior administrative positions. Chancellor James B. Milliken also announced the appointments of Judith Bergraum as Vice Chancellor for Facilities Planning, Construction and Management, and Brian Cohen as Vice Chancellor for Technology and University Chief Information Officer. Both appointments were approved by the CUNY Board of Trustees. For the past year, Bergraum has served in the position as the interim vice chancellor. Cohen is currently CUNY’s Associate Vice Chancellor for Technology and University CIO.
LIKE many people around the world, Tarendra Lakhankar, an environmental engineer and assistant professor of research at City College, was horrified by the news of a devastating earthquake in Nepal in April that killed more than 8,800 people, leveling homes and irreplaceable antiquities in the capital of Katmandu and the mountain villages to its north.

Unlike most people, Lakhankar had research ties in the area that enabled him to marshal the first relief party to reach the quake’s most isolated victims.

Coordinating efforts by phone and email from his City College office, Lakhankar helped raise more than $10,000, contacted fellow researchers and family members in India and recruited volunteers who managed to truck blankets, food, batteries and tents to thousands of homeless villagers within six days of the April 25 quake.

Many villagers would be sustained for weeks by those supplies before international relief agencies could get through.

Vice Chancellor for Student Affairs Frank D. Sanchez says there were about 150 students from Nepal enrolled at CUNY, and about 1,000 more of Nepali heritage. While none of the 150 were known to have lost family members, many of their families lost their homes, and some of the students were concerned about being able to continue their studies.

Sanchez says that when the worst happens and a natural disaster strikes — at home or abroad — CUNY has a protocol that enables it to help in the most effective, coordinated way.

When the worst happens and a natural disaster strikes — at home or abroad — CUNY has a protocol that enables it to help in the most effective, “coordinated” way.

According to the protocol, the Chancellor will ask each college president to identify a liaison to represent the college on a Disaster Relief Coordinating Committee and help those on each campus to communicate with one another. A website is also created — and updated — to provide additional information.

Sanchez added that decisions also need to be made about whether it’s better to collect funds or clothing, food and other necessities. “Generally, we find that the best way to use our time and energy is to raise money for a nonprofit working on the ground,” Sanchez said. Usually, the University sets up a central account where colleges can send collected funds.

“Our office has been a part of several natural disasters,” Sanchez said. “The earthquakes in Japan and Turkey, the tsunami in the Philippines and certainly Hurricane Sandy...with Hurricane Sandy that was so local. We lost four students. We worked and raised money with the Robin Hood foundation, which gave CUNY $350,000 in assistance for students.”

Sanchez said that with Nepal “the University student community responded quickly to aid Nepal, collecting more than $20,000 within a couple of weeks.

The University also mobilizes to provide counseling for members of its community who may be worried about friends and relatives, or, in the case of Superstorm Sandy, themselves and their immediate families, as well.

Cultural sensitivity is considered in this process. In the case of Nepal, for example, counselors needed to be aware that for those of the Hindu religion, the grieving
How the University Responds To a Disaster

The University consulted with Lehman biochemistry professor Manfred Philipp, the president of the CUNY Academy of the Humanities and Science who had had a Fulbright in Nepal. At Baruch, professor David Chang, director of the counseling center, conducted a presentation to help with grieving and other issues. A number of campuses have obtained emergency grants — or are attempting to — from the Pettie Foundation and others, to help students who are struggling. Sanchez urged those students to contact the University’s International Student and Scholar Services office to find out about eligibility for reduced course loads, off-campus employment and other services. Sanchez also participated in a White House teleconference on Nepal, which included representatives from the State Department, the Pentagon and the United States Agency for International Development.

In Nepal, Lakhankar heads a 15-member research group that has been working with farmers in remote mountain villages since 2012, developing agriculture technologies aimed at anticipating and adapting to climate change. Two of those villages, Dhading and Ghorka, were near the epicenter of the April 25 quake. The team, which includes researchers from Colorado State University and Small Earth Nepal, a nongovernmental organization, is based at the Cooperative Remote Sensing Science and Technology Center at City College, a research arm of the National Oceanic and Atmospheric Administration established in 2001, and known by the acronym NOAA-CREST.

Building weather stations and developing irrigation techniques for farming in arid conditions, Lakhankar had come to know many of the local farmers and their families during his four visits to the area, often visiting them in their mud-brick houses on the mountain slopes around their fields.

When he heard news of the 7.8 magnitude earthquake, and saw the first images of devastation in Katmandu, Lakhankar pictured those mud-brick structures in his mind.

“I suspected that the damage in my villages would be worse than in Katmandu,” Lakhankar said recently. “And I was correct.”

Though the death toll in the villages was relatively low — the earthquake struck in the daytime, when most people were working in their fields — most of the people in Lakhankar’s villages, as he thinks of them, had no shelter.

He immediately set up a fundraising website, contacted family and friends in India who would purchase food, water and medical supplies; and kept in close contact with Panthi Jeeban, a researcher for Small Earth Nepal who coordinated efforts on the ground. Panthi rented a truck, and met volunteers from Nepal at the India-Nepal border crossing for the first of many six-hour drives into the hard-hit region.

The team also included Dr. Madan Lall Shrestha, another researcher for Small Earth Nepal, and Dr. Mohan Prasad Sharma, a professor at the Agriculture and Forestry University in Rampur, Nepal.

Three years ago, Lakhankar developed an automatic weather station to monitor climate change in three districts of Nepal: Dhading, Sanyang and Kapilvastu. Lakhankar and his team also created demonstration farms in those villages.

“The village where we set up the weather station and climate adaptation demonstration farm was destroyed. “It could take six months before it is running again, he said. “But right now the priority is on helping the villagers.”

“Katmandu. And I was correct.” — Tarendra Lakhankar, Environmental engineer and assistant professor of research at City College

Process “can be very, very long.” For counseling and other support in these situations, CUNY often uses the services offered by the CUNY Work/Life program, as well as its own counselors, its human resources officers and professors who might have expertise in the country in question. After the earthquake in Nepal, the University was one of only 10 professors worldwide who were available. Continued on next page.

Continued from page 4 and Substance Abuse”, $689,429 for “Synchrony: Resilience for HIV Transmission in a National Sample of Vulnerable Men”, and $350,686 for “Intervention Targeting Substance-Using Older Adults with HIV”; as well as $155,699 from Yale University/NHH for “Intervention Development for Social Stress, Mental Health and HIV Risk Among MSM.” The National Institutes of Health and Space Administration has awarded $358,800 in grant funding to Shubha Govind of City College for a project entitled “Does Spaceflight Alter the Virulence of a Natural Parasite of Drosophila?”

The Robin Hood Foundation has awarded $350,000 to Roger Sherwood of Hunter College for a “Project for Return & Opportunities in Veterans Education.” “Investigating the Effects of Trans-Spinal Direct Current Stimulation on Muscle Tone and Functional Recovery in Mouse with Spinal Cord Injury,” a project directed by Zagrou Ahmed of the College of Staten Island, has received $238,041 in grant support from the NYS Department of Health. The U.S. Department of Education has awarded $229,450 to David Barnet of John Jay College for “Title V – Enhancing Student Success in Criminal Justice with Bronx Community College.” Yu Guo of Brooklyn College has received a $152,004 grant from the National Institutes of Health for “Biomarkers for Conduct Problems: Abnormal Conditioning to Punishments and Rewards.”

Gilda Barabino of City College has received two grants from the National Science Foundation, totaling $501,819, for “Collaborative: Academic Career Enhancement for Underrepresented Faculty in Engineering.” Lehman College has received two grants from the NYS Education Department: $245,399 to Marcie Wolfe, for “EL CIVICS Workforce Investment Act”; and $327,733 to Anne Rothstein, for the “Science and Technology Entry Program: Mathematics and Science Through Excellence and Research.”

Timothy Paglione of York College has been awarded $484,745 from Cornell University for “Improving the Graduation and Transfer Rates of Community College and Technical School Science Technology Engineering Mathematics (STEM) Students from Underrepresented Groups.” John Jay College has received $201,819 from the Department of Health and Mental Hygiene (DOHMH) for a project titled “From Punishment to Public Health (2PhH),” under the direction of Anne Lopes and Jeffrey Coutts. New York City College of Technology has received a $200,000 grant from the NYS Education Department for a “Teacher Leader Quality Partnership Program” directed by Ivonne Barreras.

Linda Ridley of Hostos Community College is one of only 10 professors worldwide who were available. Continued on next page.
Continued from previous page to receive a 2013 Case Centre Writing Scholarship. The Case Centre’s method, which is dedicated to sharing knowledge, wisdom and experience through “cases,” was pioneered at Harvard and is the preferred teaching method at most of the world’s leading business schools. Ridley has taught business at Hostos since 2012.

Azita Mayeli of Queensborough Community College’s mathemtics and computer science department has won the Feliks Gross Endowment Award — CUNY’s highest award for assistant professors, which is presented annually for outstanding research or potential in the humanities or sciences, including social and life sciences.

Vice Chancellor for Student Affairs Frank D. Sanchez reported that the NYS Commission for the Blind has awarded more than $330,000 for a five-year NYC Summer Transition Program for Legally Blind Youth. The program will be facilitated by VISIONS/Services for the Blind and Visually Impaired and Queens College and is aimed at improving mobility, promoting daily living and technology skills, and helping legally blind youth identify college and career opportunities. Central Office of Student Affairs staff Chris Rosa, Roberta Adelman and Barbara Bookman prepared the proposal in cooperation with VISIONS and VP Adam Rockman of Queens College.

Jun Liang of Borough of Manhattan Commnity College and Cathy Savage-Dunn of Queens College have received $150,000 from the National Institutes of Health for research concerning public health and economic issues resulting from a projected increase in the number of people aged 65 and over, which is expected to nearly double to 83.7 million by 2050. It is the first NIH grant BMCC has received as the lead institution for active scientific research and the first time a major NIH research grant has been awarded to a community college as a lead institution in the U.S.

Jennifer Katona of City College is the recipient of the American Alliance for Theatre and Education’s Lin Wright Special Recognition Award after having launched and developed the educational theater program in the college’s School of Education from eight students in 2007 to more than 85 at present.

Matthew Caballero and Rachel Chase of Hunter College have received a $157,141 grant from the NYS Education Department for the “2013-2016 21st Century Community Learning Centers Program,” and Caballero was also awarded $186,600 from Teach for America for “Graduate Educational Services.” The National Science Foundation has awarded $331,682 to Laura Rabin of Brooklyn College for a project entitled “REU Site: Integrated Mentored Research Experience for Undergraduates in Clinical, Cognitive, and Behavioral Neuroscience at an Urban Public College.”


A comprehensive New York State policy to combat sexual assault on college and university campuses has been signed into law by Gov. Andrew Cuomo, who praised state leaders for their bipartisan work on his “Enough is Enough” bill and said he saw it as a national model for legislation.

Chancellor James B. Milliken praised the governor’s leadership in pressing for the new policy. “Gov. Andrew M. Cuomo has made safety on college campuses a matter of the highest priority and through legislation he championed, has set an example for the nation in addressing sexual violence on campus,” the Chancellor said. “We commend the Governor and the New York State Legislature for reaching agreement on this important legislation. CUNY has been a strong supporter of these important reforms.”

The new law, based on revised sexual assault policies developed last year by The City University of New York and the State University of New York, mandates tough and consistent on-campus sexual assault prevention and response policies and protections. It requires all colleges and universities in the state to adopt a set of procedures and guidelines for dealing with assault and assault allegations, including a uniform definition of affirmative consent and expanded access to law enforcement to ensure student safety.

“A day like today, you see the power of government actually change the way society lives and how we treat one another,” Cuomo said at the July 7 bill signing at New York University School of Law, which was attended by U.S. House Democratic Leader Nancy Pelosi, New York State Senate Majority Leader John Flanagan, Assembly Speaker Carl Heastie, Assemblywoman Deborah Glick, Lt. Gov. Kathy Hochul, State Police Superintendent John D’Amico and other leaders.

Referring to the recently concluded legislative session in Albany, Cuomo said, “We dealt with a lot of difficult issues, but at the end of the day it was actually an extraordinary session for getting things done for the State of New York. … And we did. For that we owe thanks to both the Democratic Assembly and the Republican Senate because if those two don’t say yes, then you have nothing. And they both did on this bill.”

Noting that “When New York acts, people notice,” Cuomo said he expected it would prompt people in other states to ask for similar protections for their states’ college students. “And Leader Pelosi can now go back in Washington and say, ‘This is a national issue,’” the governor added. “It should be addressed federally. It can be done. They did it in New York. Republican Senate, Democratic Assembly. They came together. They passed the bill. Use that as an example to protect women all across this nation.”

Citing the statistic that one in five women is assaulted on college campuses, Cuomo continued, “How could it have that frequency and have nobody know about it? Because we cloaked it, we camouflaged it, and we didn’t want to admit it.”

“This law does the exact opposite,” he said. “First, it says, ‘We admit the problem. … and that’s the first step toward solving the problem.’ And then we passed the law that is the most aggressive law in the United States of America. … It says, number one, affirmative consent – the other person has to say ‘yes’. … It’s yes on both sides. Second, if there is a victim of a sexual assault or alleged sexual assault, that victim has rights. … Every school official is going to read a copy of the law and understand what it means. Third, every school official is going to read a copy of the law and understand what it means.”

The law also requires colleges and universities to conduct an anonymous campus climate survey of all students at least every two years and publish the results and to report annually to the state Education Department the number of allegations, and a description of the final sanctions; and how many went through the student conduct process for violent offenses such as assault, sexual assault, dating/domestic violence, and stalking, and require that the notations remain for at least one year after conclusion of the suspension, and that expulsion notations remain unless such a finding is vacated.

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The new law, based on the CUNY and SUNY policies adopted last year, adds requirements including:

- In addition to required training for all new students, annual training on sexual violence prevention and response policies will be required for leaders and officers of clubs, and student athletes involved in interscholastic competition. Colleges must also provide information to parents of incoming students.
- When campus no-contact orders and other interim measures are provided, colleges must provide upon request a reasonable process for prompt review of these measures to students affected by them.
- The student conduct process must allow both parties to be accompanied by an advisor of their choice who may assist and advise throughout the process. Colleges must include a standard notation on the transcript of a student found responsible by the student conduct process for violent offenses such as assault, sexual assault, dating/domestic violence, and stalking, and require that the notations remain for at least one year after conclusion of the suspension, and that expulsion notations remain unless such a finding is vacated.
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- In every institution must amend its policies and file by July 1, 2016, and then annually, a certificate of compliance with this law, and must file by July 1, 2016, and then every 10 years a copy of all policies adopted as required by the law. Institutions failing to file by Sept. 1, 2016, or any year thereafter will be ineligible to receive state aid until they file.
Phil Klay, a former Marine who served in Iraq and earned a Master of Fine Arts in Creative Writing from Hunter College in 2011, discusses his acclaimed book, Redeployment, a poignant and powerful collection of short stories about war’s deep impact on soldiers in combat and when they return home. Klay won the 2014 National Book Award for Fiction.

Why did you enlist in the Marines?

“I accepted my commission in the Marine Corps in 2005. I knew that we were a nation at war, and I wanted to do my part. My family had a strong respect for the idea of public service. Neither of my parents were in the military, but public service was something that was very much valued. One of my older brothers had joined the Marines already. It seemed like a way that I could put myself in a position where, hopefully, I could affect things for the better.”

What was your role in the military?

“I ended up as a public affairs officer, and I had a group of Marines who worked for me. ... I was in Iraq from January 2007 to February 2008, through the surge. They would go out through Anbar Province, write stories, take photographs. I handled media imbeds, I coordinated interviews, and I was an adviser to the general.”

How soon after you returned did you start writing your book? Was that immediate or did it take time to process everything?

“I actually started writing fairly quickly. The first story [Redeployment] is the first one that I started writing, and that was a couple months after I got back from Iraq. Of course, I ended up rewriting that story, you know, 15 or 20 times before it was ultimately done. The book took me about four and a half years.”

You enrolled in Hunter’s MFA in Creative Writing program while working on your book. How did that help you focus your writing?

“It was tremendous because you’re studying with really great writers. I studied with Peter Carey, Colum McCann, Nathan Englander, Patrick McGrath and Claire Messud. Being in an environment where you have a lot of serious writers who are doing something different; they’re not all doing the same thing that you are, but are very smartly reading your work. They help you expose the kind of blind spots that you can’t see. The other thing is that you get inspired by the work that you’re reading. You’re reading really quality work and giving comments on it and that teaches you how to read your own work in a different way.”

Were the characters based on real people, or were they just drawn from memories?

“No. In a strange way, I think that if I were writing about real people, I would have felt more constrained. It would have prevented me from being as honest as I wanted to be. Because I would have felt that I would have to do justice to those people or include elements of that experience that weren’t really what I was trying to look at. So there are certainly plenty of details that are drawn from real life. I did a lot of research aside from the fact that I was in the Marine Corps and knew a lot of people who had had some of the experiences that I talk about in the book. I talked to a lot of Marines, I read a lot of books, I read a lot of journalism. And I also made things up that tell, or that allowed me to kind of cut the experiences that I wanted to examine under a little bit more pressure.”

A recurring theme in the book is the disconnect that the soldiers feel when they come back home. You write about that in the short story, ‘Bodies.’ Can you discuss that story?

“The narrator of ‘Bodies’ worked in a mortuary. He was one of the Marines who prepared the bodies of the dead to be sent home. And he comes back and finds it’s not the sort of job that provides the kind of war stories that maybe he expected he was going to get. These are not the sort of war stories that people that he meets expect to hear. And he doesn’t know how to talk about some of the things that are really emotionally important to him. So, in some ways, the story is about him trying to find a way to talk about what he’s been through and what matters to him about it.”

What were you hoping people will take away from your book?

“Well, I wanted to invite readers into these [characters’] heads, and look at the experiences that these people had, the way that they interpret those experiences, and also the choices that they make. These characters are not deciding whether to go to war or not. They’re making choices within that context of what do they do when they’re back home, with spouses, girlfriends, people they meet in the bar. I also wanted the reader to compare the different narrators and join the conversation about war. And start thinking very deeply about what it means to go to war and what it means for us as a country.”

This Q & A is excerpted from a CUNY Book Beat podcast; to listen to the entire interview and hear Klay read from his book, go to www.cuny.edu/bookbeat.
THANK YOU

Last year at CUNY, 409 students attend college and enter the workforce. Many of them have autism and are determined, encouraged and able to participate in the work of disability rights movements, an important aspect of human diversity. The view that neurological differences are ‘disabilities’ is why ASD and the parameters of self-disclosure.

Your Co-Workers With Autism

By Barbara Fischkin

What Can You Do to support and work productively with a co-worker who discloses that he or she has autism? These days that is an important question to ask.

Here’s why:
The number of people diagnosed with autism, a bio-neurological communication disability — also referred to as Autism Spectrum Disorder (ASD) — has skyrocketed in recent years. The federal Centers for Disease Control and Prevention (CDC) now estimates that one in 68 children has autism.

In recent years there has also been a growing awareness of ‘neurodiversity’ — the view that neurological differences are an important aspect of human diversity that should be respected. This, along with the work of disability rights movements, has contributed to the increasing numbers of individuals who have autism and are determined, encouraged and able to attend college and enter the workforce.

Last year at CUNY, 409 students disclosed that they had ASD, a 79 percent increase over three years. It is estimated that the University’s undisclosed ASD population may be three times higher than even the new figure and that this could be mirrored in the workplace.

So, if you work with someone who has autism, what should you do? Or not do?

First understand the basics of ASD — and the parameters of self-disclosure.

ASD presents in different ways, which is why it is diagnosed on a spectrum. In some, it may not be evident unless a symptom is triggered. Other people who have autism cannot speak, or they may exhibit what co-workers consider unusual behaviors. Others speak too much or idiosyncratically. Some have sensory issues. Some need support to show what they know. Some may come to work with job coaches. There are also many people with autism who have achieved remarkable levels of success in their respective professions.

According to many estimates, as late as the 1960s only one in 10,000 children had autism. The astounding increase has, in part, been attributed to better awareness of autism. The astounding increase has, in part, been attributed to better awareness of autism. The astounding increase has, in part, been attributed to better awareness of autism. The astounding increase has, in part, been attributed to better awareness of autism. The astounding increase has, in part, been attributed to better awareness of autism.

Recognize strengths: People on the spectrum are often exceptionally honest, reliable, motivated to work well, respectful of rules and detail oriented.

Be aware of potential sensory issues: For example, try to minimize things that beep or flash or otherwise make the workplace an uncomfortable sensory environment.

Be aware of anxiety in autism: An employee may prefer not to look others in the eye.

Discuss problems: If an employee is doing something that makes others uncomfortable, often sitting down with them to talk about why they are doing it and strategies for behaving differently can solve the issue. Some people on the spectrum will struggle with understanding social boundaries and will need help developing guidelines for themselves in order to recognize and respect boundaries.

Understand ‘difference’ in social interactions: Many people on the spectrum would like to be friends with their colleagues but struggle to figure out how to interact. Their difficulties may be misinterpreted as disinterest in social interaction. To this Bookman adds, ‘Whether you are dealing with a supervisor or a fellow employee on the spectrum, it is important to be inclusive and understand that sometimes ‘small talk’ can be a challenge for someone on the spectrum.’

Employees are also urged to take an hourlong online training session about autism developed by Gillespie-Lynch and colleagues. Participation in this training has been associated with increases in autism knowledge and decreases in autism stigma among college students in the United States and abroad. The training would likely provide similar knowledge for staff and others and can be found at: http://www.autism-collegeducation.com/training.

You Could Look It Up

If you work with someone who has autism, what should you do? Or not do?

Choose “Self-Service,” which is the first menu option in the upper left-hand corner under the heading “Enterprise Menu.” Alternatively, you can select “Self Service” from the “HR/Campus Solutions” menu.

Sign into CUNYfirst at: home.cunyfirst.cuny.edu

Visit the pages “Ethnic Groups,” “Veteran Status” and “Disability,” which is the first menu option in the upper right corner under the heading “Human Resources.” You can only be diagnosed through symptoms.

But many believe that better diagnosis is not the only reason for the sharp rise and, according to the CDC, other factors “cannot be ruled out.”

Barbara Bookman, the director of the University’s Project REACH, which since 2012 has offered support to students who have autism, emphasizes that individuals with ASD bring “many talents, unique skills, strengths and diversity to the workplace.” She adds that “Neurodiversity is basically another aspect of the overall diversity of the world in general.”

Many people on the spectrum will not disclose their diagnosis, cautions College of Staten Island assistant professor of psychology Kristen Gillespie-Lynch. “It is totally up to them if they choose to or not,” says Gillespie-Lynch, who runs the college’s Building Bridges Project REACH mentorship program for students with autism and other disabilities. Before assuming someone has autism, it is best to speak to a supervisor or your college human resources office for general advice, CUNY experts say. But please note that a human resources office cannot disclose disability information, even if an employee has disclosed it to the office. Only the employee may disclose to his colleagues if he or she chooses to share that information.

Gillespie-Lynch, along with CSI associate professor of English Alyson Bardsley, presented a session on autism, “A Cross-Disciplinary Dialogue about Neurodiversity in the Academy” at CUNY’s second biennial Faculty Diversity and Inclusion Conference in March. The workshop focused on supporting and accepting the “neurodiversity” of autistic students, and Gillespie-Lynch later offered this additional advice for the workplace.

1. Recognize strengths: People on the spectrum are often exceptionally honest, reliable, motivated to work well, respectful of rules and detail oriented.
2. Be aware of potential sensory issues: For example, try to minimize things that beep or flash or otherwise make the workplace an uncomfortable sensory environment.
3. Be aware of anxiety in autism: An employee may prefer not to look others in the eye.
4. Discuss problems: If an employee is doing something that makes others uncomfortable, often sitting down with them to talk about why they are doing it and strategies for behaving differently can solve the issue. Some people on the spectrum will struggle with understanding social boundaries and will need help developing guidelines for themselves in order to recognize and respect boundaries.
5. Understand ‘difference’ in social interactions: Many people on the spectrum would like to be friends with their colleagues but struggle to figure out how to interact. Their difficulties may be misinterpreted as disinterest in social interaction. To this Bookman adds, “Whether you are dealing with a supervisor or a fellow employee on the spectrum, it is important to be inclusive and understand that sometimes ‘small talk’ can be a challenge for someone on the spectrum.”
6. Employees are also urged to take an hourlong online training session about autism developed by Gillespie-Lynch and colleagues. Participation in this training has been associated with increases in autism knowledge and decreases in autism stigma among college students in the United States and abroad. The training would likely provide similar knowledge for staff and others and can be found at: http://www.autism-collegeducation.com/training.
Jennifer Rubain, the University dean for recruitment and diversity, whose office organized the March conference, compiled this additional advice:

- If you are managing someone with ASD, take time to learn about it. You could consult with the 504/ADA coordinator on your campus or read up on your own. There are many useful guides on the Internet from sources such as the CDC or the National Institute of Mental Health.

- To create a workplace in which employees with ASD can thrive may mean establishing formal, reasonable accommodations based on the employee’s individual needs.

- Sound management practices can be especially helpful to those with ASD and may obviate establishing formal accommodations. These practices include: clarifying expectations of the job, including the unwritten rules of the workplace; making sure instructions are clear, preferably orally and in writing; providing direct, constructive feedback when something is done incorrectly; and reviewing performance regularly as more frequent, shorter reviews are more helpful to those with ASD than longer reviews delivered less often.

- It’s important to note these practices will help all employees reach their full potential, not just those with disabilities. (Universal Design, or an emphasis on proactive strategies to structure environments so they are accessible for diverse individuals, was also emphasized during the aforementioned neurodiversity workshop.)

- Managers and colleagues should understand that the autism spectrum is wide, and one size does not fit all. It’s important to get to know the individual and work collectively to establish an environment of inclusion and acceptance.

Sometimes with ASD there are more questions than answers. But here is one that can be resolved easily: Why is the color blue emphasized more frequently by autism than girls and women? Even the Empire State Building lights up blue.

Answer: Traditionally, it’s a “boy color” and boys and men are affected far more frequently by autism than girls and women. And it is the theme color of the organization “Autism Speaks,” which was also honored by the Empire State lights. But women have their advocates, as well. Temple Grandin, who is autistic, is a well-known author, lecturer and proponent of the rights of all with autism, conducting conferences nationwide.
Eric Bogosian

$45, $39
Me, My Mouth and I
Queensborough Community College
3 p.m.

Joy Behar:
Sustainable Nature Solution II
Queensborough C. C.
Time Varies
Oct. 4
Opening Oct. 8

CUNY Graduate
in Race, Crime and Public Policy — Lecture 1
College of Staten Island
Fall Lecture Series: Studies
CSI Legal Studies Institute
Oct. 22

Nicholas Freudenberg,
Distinguished Professor of Public Health at the CUNY School of Public Health and Hunter College, discusses his latest book,
Legal but Lethal: Corporations, Consumption and Protecting Public Health

AIDS Strategy

Through Dec. 23

"AIDS Strategy"

Hedge fund manager and activist investor Whitney Tilson thought Lumber Liquidators' profit margins were too high. ... led him to accuse the company of using cheap Chinese lumber containing potentially unsafe levels of formaldehyde.

"Knock on Wood"

"Search.cuny.edu"

"Brain Mapping"

"Movements of the Soul"

"Interactive Science" to Shareables: Creating Consumer Connections
Baruch College
8 a.m. – 2 p.m.

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