From Labyrinth to Pathways

The new Pathways plan for streamlining credit transfers within CUNY promises to improve academic quality and graduation rates plus save money for students and the University.

ASKED WITH transforming general education and streamlining the credit-transfer process, a distinguished panel of educators has begun to tackle the complexities of developing a new “Common Core” for all CUNY colleges as well as a transparent, efficient and fair system for transferring course credits across the University.

CUNY Law School Dean Michelle Anderson has been appointed by Chancellor Matthew Goldstein to head the task force, appointed by the chancellor after consultation with the Council of Presidents and the 39-member working committee to advise it and serve as a two-way dialogue for transferring course credits across CUNY campuses and 12 “College Option” credits that each baccalaureate college will designate.

The task force convenes on Aug. 26 for a “tremendously successful” working retreat, to 63 credits, averaging 51 credits.

The task force convener on Aug. 26 for a “tremendously successful” working retreat, Dean Anderson said. Another retreat is scheduled for Oct. 14, and a preliminary draft of the Common Core proposal is to be sketched by Nov. 1 and circulated for feedback from the campuses before it is to be presented to the chancellor Dec. 1. After he approves the Common Core structure, each undergraduate college will specify individual courses that meet the 30-credit Core requirements.

The Aug. 26 retreat at the Graduate Center — the first joint meeting of the steering and working committees — focused on a key piece of the initiative, identifying the learning outcomes to be required for the Common Core’s various multidisciplinary areas, following “best practices” modeled at other universities.

Anderson said committee members “broke into small groups to deliberate on possible cross-curricular learning outcomes,” such as the ability to understand and criticize sources of information, the ability to communicate through writing or verbally, or to employ quantitative reasoning.

“W e came up with seven different versions that the steering committee will assimilate and winnow… to provide a touchscreen for the work as we go forward.”

“I was very impressed with the engagement and intellectual commitment that the steering committee will assimilate and winnow… to provide a touchscreen for the work as we go forward.”

Continued on page 4

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

— Horace Webster

Founding Principal, The Free Academy

FALL 2011

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, foundations and leading corporations. Pictured at left are just a few of the most recent honorees. Brief summaries of many ongoing research projects start here and continue inside.

University Vice Chancellor for Research Gillian Small has been awarded a $1,075,968 grant from the Alfred P. Sloan Foundation to encourage and support promising early career scientists — students and faculty members — through two awards plans: a Summer Undergraduate Research program and a Junior Faculty Fellowship program.

Kingsborough Community College has received a $1,874,604 grant from The Mayor’s Fund to Advance New York City for the “Young Adult Program: Access to Success,” under the direction of Robert Schuman. The U. S. Department of Homeland Security has awarded an $399,963 to David Green and Maria Hartung of John Jay College for a “Homeland Security Doctoral Fellowship Program.”

Distinguished Professor of Psychology among many others, have received $341,475 in funding from the National Institutes of Health for research concerning “Carbohydrate Appetite, Fat Appetite and Obesity.”

Hunter College Distinguished Lecturer Colum McCann has won the International IMPAC Dublin Literary Award, more than $140,000, for his latest novel: Let the Great World Spun. Kingsborough Community College professor of physical sciences Harold C. Connolly was among a team of scientists who recently discovered a new mineral, named Noitite.

City College has received $2,699,999 in funding from the National Science Foundation for continued on page 4
The New York State Legislature passed a five-year tuition plan for CUNY and SUNY, after an agreement reached by Gov. Andrew Cuomo, Assembly Speaker Sheldon Silver and Senate Majority Leader Dean Skelos. Chairwoman Deborah Glick and Chairman Kenneth P. LaValle, who lead the higher education committees of the legislature, worked diligently to achieve a new five-year tuition plan that would hold steady.

The five-year plan also helps the University meet the growing needs caused by record student enrollment. This fall, the University’s enrollment of degree-seeking students tops 269,600. Over the last three years, senior college full-time-equivalent enrollment increased by 10.7 percent. In the same period, the University’s operating budget sustained reductions of $205 million. This year, an additional $95 million was cut, for a total of $300 million. State base aid at the community colleges has been reduced by more than 20 percent over the last four years, and the 2012 city adopted budget included further reductions.

Cuts of this magnitude are unsustainable. Without increased and predictable income, the University simply could not meet students’ needs, whether for sufficient course sections, laboratory equipment, or financial aid. We must facilitate our students’ progress and their ability to earn a degree. The longer it takes for students to graduate, the greater the financial burden they and their families face.

The state has taken a historic step in approving a rational tuition policy for CUNY and SUNY. Its actions send a strong signal that developing a highly skilled workforce is a priority in New York. That bodes well for all New Yorkers.

In June, such a policy came to fruition. The New York State Legislature passed a five-year tuition plan for CUNY and SUNY, after an agreement reached by Gov. Andrew Cuomo, Assembly Speaker Sheldon Silver and Senate Majority Leader Dean Skelos. Chairwoman Deborah Glick and Chairman Kenneth P. LaValle, who lead the higher education committees of the legislature, worked diligently to achieve a new five-year tuition plan that would hold steady.

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Enrollment at the new Free Academy, CUNY's founding college, was 202 students in 1849. Over the next 152 years, enrollment has swelled to 269,321 overall at the University's 11 senior colleges, six community colleges, Macaulay Honors College and six graduate and professional schools.

During the academic year 2010-2011, an estimated $770 million in combined need-based federal Pell grants and New York State Tuition Assistance Program awards went to some 170,000 City University of New York undergraduates, keeping a college education within reach for CUNY’s neediest students. As University enrollment continued its ascent to this year's record levels, CUNY administered about $841 million in Pell grants for 139,690 recipients and $228 million in TAP awards to 100,118 students. The American Opportunity Credit, which can be claimed for four years at senior colleges, effectively cuts in half the new two-semester tuition rate.

will receive proportional offsets.

"A critical part of this five-year plan is that it addresses the importance of financial aid as a component of any tuition increase," Chancellor Matthew Goldstein said at an Aug. 4 Board meeting. "So part of the revenue that the University receives from this increase is going to support students who are most at risk. The neediest students should not be impeded in their pursuit of a degree because of a tuition increase."

A less well known source of aid is a $2,500 federal tax credit for students with higher incomes (up to $90,000 for individually and $180,000 for married couples). The access that can be traced to its founding in 1847. There are some who remain wistful for the return of traditional free tuition for all as a mere just societal imperative, despite CUNY's evolution, financing structure and state-funded status along with SUNY, which has always charged tuition. At stake today, however, is the challenge of providing a quality education and student support services on an unprecedented scale, to 270,000 degree-seeking students and at least 250,000 adult and continuing-education students. These 21st century realities require year-round fundraising and resource acquisition, to provide facilities and instrumentation, services and programs of a complexity far beyonds of old when teaching on line meant talking to students during class registration. CUNY's tuition history has tracked with the economic realities of fulfilling the University's historic mission — the principle of a free or low-cost quality public higher education that has connected many generations of immigrant New Yorkers and their children, those not born into wealth, to the ladder to social, economic and educational success.
Students & Museums Profit Via Creative Collaborations

By Ralph Blumenthal

THE ROMANS defined the liberal arts as grammar, dialectic, rhetoric, geometry, arithmetic, astronomy and music. CUNY has always had broader aesthetic vistas, evidenced now through pioneering partnerships with the city’s leading cultural institutions.

From Baruch to Lehman, from CCNY to Queensborough Community College, CUNY students are curating art shows, critiquing masterworks, combing historic archives and researching the natural sciences in museum laboratories, changing themselves in the process.

Michael Prettyman, 45, an artist and CUNY Baccalaureate candidate now at Hunter, has painted rain forest and dolphin dioramas for the American Museum of Natural History. He spent the summer creating a 50-foot-tall hanging scale model of the solar system for a Canadian astrophysicist. Closer to home, he designed a mural for the Brooklyn Museum of Art, the Rubin Museum of Art, El Museo del Barrio, the Museum of Historical Society, and the Queens Museum of Art, the Brooklyn Historical Society, and the Queens Museum of Art.

Nowhere is the collaboration closer than at Baruch, where a five-year plan, backed by a promised $1 million gift, has been engaging all 17,000 students in programs of the Rubin Museum, the premier showcase of Himalayan art in the Western world.

“This project is unique in its attempt to connect students and faculty to the Rubin Museum in ways that move beyond the traditional ‘visit to the museum,’” said Stan Altman, a former Baruch president who worked with Tibetan refugees in the 1980s and was instrumental in securing a pledged $200,000 a year for five years from the Shelley and Donald Rubin Foundation that underwrites projects at the museum, located in a redesigned portion of the former Barney’s store at 150 W. 17th St. As part of the project, Baruch paid $3,000 for an institutional membership allowing students and faculty to visit the museum free and underwrote institutional memberships for Hunter, John Jay, and Queensborough and Borough of Manhattan community colleges.

All Baruch freshmen viewed a PowerPoint presentation about the museum and were able to fulfill their art requirement with museum visits and studies of the art. A writing competition soliciting essays about the exhibits drew four winning entries rewarded with prizes of Apple iPads. Six faculty members were named Rubin Fellows, receiving grants of $5,000 each plus $2,500 for a student assistant. And five more Rubin Fellows were just appointed, for a total of 11.

They brought classes to the museum and designed assignments using the collection. One, Lilia Ziamou from the Zicklin School of Business, an accomplished sculptor, used her Marketing Management course to suggest marketing strategies for the museum.

In his recent, first-year report on the project, Altman wrote, “A key assumption is that exposure to the Museum’s art collection and exhibitions will transform their perceptions of themselves, help them question their moral values and broaden their sense of social responsibility through learning about other cultures.”

Beyond Baruch, other creative collaborations include City Tech’s work with the Brooklyn Historical Society and other schools in a federally funded initiative called Students and Faculty in the Archives: History Museums, Colleges and Critical Thinking. “The goal is to engage students in archival research early in their college career,” said Matthew Gold, an assistant professor of English among 18 faculty members who bring their classes into the society’s Othmar Library for original research. His class has been searching for traces of Walt Whitman in official records. “One student found his name in a land conveyance,” Gold said.

The Rockefeller Foundation awarded a two-year, $200,000 grant to Queens College and the Queens Museum of Art in fall 2010 to develop a pilot program for a master of fine arts degree in social practice. They presented the Yes Men, Incubate, Ted Purves, Larry Bogad and Pablo Helguera — all well known artists notable for their avant-garde performances tweaking the establishment. The Queens Museum’s first artist-in-residence, Tania Bruguera, offered a project, Immigrant Movement International, using college students as interns and assistants. With Queens College also enjoying a close relationship with the Rubin, a class on East Asian Civilization will be taught at the museum this fall by professor Gopal Sukha from the Department of Classical, Middle Eastern, Asian Languages and Cultures. A minor in Tibetan and Himalayan Studies is in development.

The Lehman College Art Gallery has a long-standing collaboration with El Museo del Barrio, New York’s leading Latino cultural institution. For the first time the Museum’s biennial event, The Street Files, is being staged in the five boroughs, with an installation at the Lehman art gallery. The exhibit, through Jan. 6, 2012, features “the most innovative, cutting-edge art created by Latino, Caribbean and Latin American artists currently working in the greater New York area.”

Hunter students have worked on exhibits with the Metropolitan Museum of Art. For the recent “Objects of Devotion and Desire,” curated by art professor Cynthia Hahn in spring 2011, Hunter students worked with the Met for the loan of five medieval reliquaries.

The Gallery and Museum Studies program at Queensborough has collaborated with the Whitney, the Met, MoMA, and the Rubin, among other museums. This past semester students assisted with the installation of “Through the Eyes of Our Ancestors,” an extensive exhibition of African masks, costumes and ceremonial objects.

QCC’s Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives has also designed exhibits sought by other institutions. This summer the Virginia Holocaust Museum showcased “Defying the Devil,” about Christian clergy who helped Jews escape the Nazis. The Holocaust Center of Suffolk Community College is showing “Gooose Stepping on Long Island: Camp Siegfried,” focusing on Nazi camps in New York’s backyard in the mid-1930s. The Kupferberg center exhibited “Coming from the Shadows: The Story of the Comfort Women of Korea, Rape as a Weapon of War.”

Bronx Community College is the home of the Hall of Fame for Great Americans, a 630-foot open-air colonnade designed by Stanford White and originally gifted to NYU in 1903. The 28 busts were acquired by CUNY with the University Heights campus in 1973. Starting this fall, said director Wendell Joyner, English and history classes will make field trips there for educational assignments.

City College professors with appointments as scientists at the Museum of Natural History include Robert Anderson, Amy Berke, Ana Caravala, David Lehman and Robert Rockwell. Yael Wyner, an environmental educator in CCNY’s School of Education, also has a museum appointment. The chemistry department’s John Lombardi is working with the Met on restoration of paintings.

York College’s Mande Holford, assistant professor of chemistry, is a research associate with the natural history museum, working in the Sackler Institute for Comparative Genomics. Three of her students are sequencing the genes of snails there. Kingsborough Community College geology professor Harold Weisberg now shares an office with Harold Connolly, and chemistry professor Homar Barcena, also has a relationship with the museum. Working from its extensive collection of 4,000 meteorites, Robert Weisberg’s students have performed chemical analyses of still-untested samples.
GOV. ANDREW M. CUOMO has tapped CUNY to play a leading role in helping the state create a comprehensive economic development plan for the New York City region.

Chancellor Matthew Goldstein is co-chairing one of 10 regional councils from around the state whose mission is to create a five-year strategic plan. The councils, which present their plans to the state on Nov. 14, are competing for $200 million in capital funds and tax credits. The four regions that come up with the top plans will get $40 million each; the rest of the money will be divided among the other six.

The councils — which are chaired by Lt. Gov. Robert Duffy and comprised of local officials, business leaders and community leaders — are part of Cuomo’s plan to take a community-based approach to stimulate economic development and create jobs statewide.

“Today, we are taking a new approach to economic development that will send a clear message that New York is open for business,” Cuomo said at the July 29 launch of the project. “With the regional councils, we will empower individual areas to chart their own course for job creation and growth.”

The New York City regional meetings, scheduled at CUNY campuses, focus on development in Bronx, Kings, New York, Queens and Richmond Counties. Kenneth Chenault, chairman and CEO of American Express, is Goldstein’s co-chair. At the inaugural meeting on Aug. 10 at Baruch College, Goldstein said that CUNY’s task force on jobs, formed before Cuomo’s initiative, puts it in “significant alignment” with the goals of the New York City regional council.

Jay Hershenson, senior vice chancellor for University relations, said Goldstein’s appointment to the council “is both an important recognition of the chancellor’s exemplary leadership and CUNY’s invaluable role in preparing the city’s workforce to meet the challenges of a highly competitive, increasingly technology-driven and global economy.”

In addition to Goldstein, Marcia V. Keizs, president of York College, is on the council. Howard Apsan, University director of environmental, health, safety and risk management, and Suri Duitch, University associate dean of continuing education, are facilitators.

Gov. Andrew Cuomo approved creation of the New Community College in a Sept. 20 letter to Education Commissioner John B. King Jr. The college is scheduled to open in Fall 2012 near Manhattan’s Bryant Park. “We are finding strong support and helpful collaboration across CUNY’s other campuses,” said college President Scott Evenbeck, in 2005.

Chancellor Matthew Goldstein asked John Mogulescu, senior University dean for academic affairs, to plan for a differently structured school to boost graduation rates. Tracy Meade directed that effort.

Commemorating CUNY’s Golden Anniversary Via Historic Photos and Recollections

FIFTY YEARS AGO, then-Gov. Nelson A. Rockefeller signed legislation codifying New York City’s system of seven municipal colleges as a new University, with the new authority to grant doctoral degrees. That April 1961 milestone, which marked the birth of the modern-day City University of New York and heralded the creation of the Graduate Center, evolved from a series of historical, political, demographic and cultural forces reflecting decades of change in the city and the nation.

In its Fall 2011 issue, Salute to Scholars commemorates the birth of the modern University with a detailed exploration of the forces — city, state and national — that fueled the decision to establish a public university in New York City. It looks at the educational, financial and social challenges the institution has faced, and the mission it has embraced from the mid-1800s to today. The Salute to Scholars article, illustrated by some rarely seen historical photographs of New York’s public college system as it expanded to meet the burgeoning demand of the mid-20th century, can be read online at www1.cuny.edu/mu/forum/2011/09/16/the-birth-of-a-modern-university/
To Serve

A number of University staffers are also U.S. military reservists, who must leave their jobs and families on short notice if called to active duty.

By Barbara Fischkin

MARLENE E. RANJITSINGH is the director of administration at Kingsborough Community College. She also mentors students, serves on the board of her condominium and is the single mother of a 15-year-old daughter.

It's a full life.

But there is more.

As a Navy Reservist, Ranjitsingh has a letter saying that within a year or two she could be deployed to the war on terror, still raging a decade after Sept. 11.

She tries not to make too much of this. In the morning she reads The New York Times and watches CNN footage showing American military personnel overseas. She calmly reminds herself “that could be me” — and then goes to work.

One weekend a month and two weeks a year she drills at Fort Dix in New Jersey. And once a year, as is also required, she asks her mother to sign a paper saying she will care for Ranjitsingh’s teenage daughter if the CUNY administrator is deployed.

A retired naval personnel specialist, she emphasizes that even though she joined the reserves, the country’s backup forces, in 1996 — in peacetime — it is now her duty to go to war if called. “Reservists are not just here to collect a paycheck. They are here to serve like everyone else.”

Ranjitsingh has seen things change from afar before. On active duty in the 1990s, she spent time in Guantanamo Bay when it was a camp for Cubans fleeing their country.

Throughout CUNY, in the University’s colleges and offices, at least 70 employees are either in the military reserves or are recent reservist retirees. Including Ranjitsingh, eight were interviewed earlier this year. Others preferred not to speak, and their reticence is powerfully comprehensible. Some, perhaps, have experienced what Ranjitsingh may await: They have been deployed.

As of February 2011, more than 800,000 reservists have been mobilized since 9/11, 01; 250,000 have served more than once and half of reservists returning from deployment “experience some form of post-traumatic stress disorder (PTSD), whether they realize it or not,” says Queens College assistant professor of history Bobby A. Wintemute, a military historian who has also connected with many current veterans. The more than a million reservists serving in U.S. armed forces include more than 800,000 men and almost 200,000 women, according to a December 2009 Defense Department presentation.

CUNY — and U.S. Veterans Affairs offices throughout New York City — offer counseling and other benefits for reservists (see box).

Perry A. Mahabeer, a peace officer at Borough of Manhattan Community College, has been deployed twice. In 2007 he was assigned to an Iraqi detainee camp for thousands of suspected Taliban. Rockets, launched by Taliban supporters outside the camp, hit daily. Mornings at 6, Mahabeer scrambled to get his gear together and head for a bomb shelter.

Mahabeer — married with a 6-year-old son, and recently retired from the reserves — says he can still hear thoserockets, particularly when the 4:12 p.m. Long Island Rail Road train he takes home to Nassau County screeches to a stop at Penn Station.

“I say to myself: ‘I am going home. It’s a train … it would shake me up and people would look at me. But then I started to come out of it … when I first came home it was pretty tough.’”

BMCC — the only CUNY campus damaged on 9/11 — has, in addition to Mahabeer, three other reservists on its public safety staff. They include Leonardo “Lenny” Zavala-Salas, also retired from the reserves. Zavala-Salas was on several state-side drills with Mahabeer. In fact, it was Mahabeer — then at LaGuardia Community College — who told Zavala-Salas he should apply for a position at CUNY. Zavala-Salas was then a Bushwick High School teacher specializing in desktop publishing. But he needed a change.

Like Mahabeer and Zavala-Salas, Epifanio Rebollo, who works at Brooklyn College, and Jose A. Ruiz, employed at Lehman College as a sergeant-level peace officer, were deployed while working at CUNY.

Tanesha Orridge of City College was deployed before she worked for the University. She says she would go again.

“It’s not a matter of wanting to go. I have to go,” she says. “I am single. I’d rather go than have someone who is married and has children go.”

Her comment reflects a sense of duty voiced by the CUNY reservists interviewed — and six of them are either married or have children or both. Rebollo has a son with autism. But even the most typical of families have a difficult time when one parent is gone for a year.

Like Ranjitsingh, the Kingsborough administrator, they drill generally one weekend a month and two weeks a year, in the United States — but away from home nevertheless. And, except for those who have retired, they live with the prospect that they could be patrolling perilous waters, or on land in Afghanistan or elsewhere. The majority of reservists are not deployed. But the minority is a substantial one, nevertheless.

Ruiz, a peace officer at Lehman since 1993, is among 25 per cent of Navy reservists who are deployed nationally.

In the 1980s and ’90s he served in the Navy, on active duty, stationed on a guided missile cruiser as a boatswain’s mate. He was, he says “all over the Pacific,” during the Gulf War. “We also shot a lot of missiles towards Iraq and Kuwait.”

The peace officer joined the reserves in February 2000 — like most of us, never expecting that in less than two years the world would change.

Two months later, in November 2001, Ruiz, then the father of an adolescent daughter, was preparing to go to work at 5 a.m. when he got a call from his reserve commander at the Throgs Neck–Fort Penneyfield Naval Operations Supply Center.

Deployment.

Ruiz says that after life on a ship in far-off waters, he was not ready for the proximity to danger — and the conditions — that was part of deployment on a boat patrolling very close to land in Kuwait.

“One hundred and two — to one hundred and twenty-five degrees,” he says. “Sandstorms, camel spiders … We were a stone’s throw away from Kuwait, closer and closer up the river with the Army. Our main job was to keep our eyes and ears open for soldiers who got trapped.”

He also inspected small fishing vessels, looking for weapons and terrorists. Ruiz says that usually he ran into Kuwaiti and Iraqi civilians, fishermen trying to make a living. They were polite to him and he followed his orders, which instructed him to treat civilians with respect. But he also knew he had to be on guard.

Wounded in a freak accident in rough weather weeks before his yearlong tour ended, Ruiz was treated for six months at American naval hospitals. From home he now sees how long the war on terrorism has lasted and agonizes that “it’s never going to get won.”

Mahabeer of BMCC says that he reacts far better to the screeching of the Long Island Rail Road now that years have passed since that first difficult deployment. His second stint in Iraq in 2009 was calmer. The war was winding down and he had a customs-related job, informing other servicemen what war “memorabilia,” items they could — and could not — take home. He remembers a serviceman who had exchanged uniforms with an Iraqi soldier as a way to remember they had fought the same battle.

In speaking more about PTSD, Wintemute notes that although we often “hear about the worst cases,” subler symptoms can also be painful. He describes these symptoms —
including headaches, fatigue, anxiety, loss of appetite, ennui, depression — as the normal response of “sane individuals trying to reprocess the insane.”

CUNY also offers benefits and services for reservists. Wintermute also urges reservists in need to visit Veteran’s Affairs offices, located throughout the city and staffed by veterans and mental health professionals. (See box at left).

“It does sound like CUNY goes above and beyond its obligations to create a positive experience for reservists who deploy,” Wintermute says.

Despite the personal repercussions, Mahabeer emphasizes that he does not regret one minute he spent on active duty earlier in his military career in the Navy, or later in the reserves. About staying in touch with family and friends while he was gone, Mahabeer says, “Skype is a friend of ours and then Facebook came on too.”

“Skype is a friend of ours and then Facebook came on too.”

However, Wintermute cautions that not all servicemen and women benefit from the proximity. “How weird is it to come back to your former job,” he says. “Don’t play any games with them. Be prepared to have them switch from the drugs they are planting to sustainable crops. That is going to take some time and when it is going to end we don’t actually know.”

Wintermute says about 30 percent of reservists do not show up when called for deployment. Others who had been deployed speak about many reservists who go AWOL.

But at CUNY the topic of conversation among the reservists interviewed revolved around duty — and yes, around the need to use force when necessary. But the University’s reservists also spoke about learning from people we view as vastly different, and who look at us with the same misunderstandings about differences. Luis Ruiz says he tried to do that when he set foot on those fishing boats.

Perry Mahabeer of BMCC did much more than protect himself from rockets in that detainee camp in Iraq. He also learned about the people who were being detained. “On my first day they killed one of their own,” he said. “Prison justice.”

But as he got deeper into his deployment he learned more about the detainees and began to see them as individuals. He had frequent contact with an imam and a translator, who had been selected as emissaries by the others. Mahabeer discovered that the translator was a physician and university professor. And that the imam had been a janitor at a hospital.

Sitting in a small conference room in the BMCC department of public safety, peace officer Mahabeer said that serving in the Navy reserves was akin to “being part of the history of the military.”

And he would do it all over again.

It does sound like CUNY goes above and beyond its obligations to create a positive experience for reservists who deploy.

— Queens College assistant professor of history and military historian Bobby A. Wintermute

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**Citizen CUNY Portal Now Offers Even More Services**

*a WELCOME the largest number of students ever to enroll at The City University of New York this fall, the University has enhanced its online portal to student services, which is now called “Citizen CUNY, Your Portal to Service.” The Citizen CUNY portal connects students with University services, including: expanded online library and database offerings to enrich learning and research; online access to grades and transcripts; services for veterans; financial aid; savings on textbooks; campus-based child care; help with citizenship; job-hunting assistance, and more.

At the same time, the new portal’s content reflects the historic importance of public service to CUNY, and reaffirms the importance of student civic engagement today. In the realm of civic responsibilities, the portal helps connect students with such activities as registering to vote, gaining leadership skills through civic engagement and tapping into the mayor’s dynamic database of volunteer opportunities, an easy-to-use pathway to countless outlets for community service. Students will then be able to find opportunities for community service via a featured link to the city’s website for volunteers, www.nyc.gov/service.

Chancellor Matthew Goldstein said that as CUNY’s reputation continues to rise, the University is serving a record number of freshmen and transfer students. “This diverse, engaged and richly talented population shares a common bond as citizens of our University,” he said. “They are essential to the future of our city and state, as they acquire knowledge indispensable to a strong and flexible workforce. Citizen CUNY is about how a great university connects and uplifts people and helps to transform their lives in positive ways that will benefit our city and state.”

Citizen CUNY will stay fresh with rotat- ing content, while providing messages, courses and video announcements targeted to discrete user communities. There will be continually updated information on services, programs and benefits available to citizens of CUNY.

From the University’s birth as The Free Academy 164 years ago, what has grown into the nation’s largest urban public university has maintained an implicit understanding of its public service — public service while in college or after graduation in return for the high quality, low-cost, public higher education that is accessible to all. Nearly a century ago, in 1913, City College affirmed that value by introducing a recitation of the Epitaphic Ode by graduating stu- dents. Echoing young Athenians of antiquity, CUNY graduates still recite the ode, which says in part: “We will strive unceasingly to quicken the public’s sense of civic duty ... We will strive to trans- mit this city ... greater, better, and more beautiful than it was transmitted to us.”

Queens, College, founded in 1937, adopted the motto “Discimus ut Serviamus: We learn so that we may serve.” In 1959, nearly 50 years after CCNY adopted the Epitaphic Ode, some 8,100 students at the city’s public colleges contributed 313,520 hours to social, educational and welfare agencies, according to a report from the Board of Higher Education, which then supervised the small- er, pre-CUNY municipal system.

Today, Citizen CUNY seeks to expand this proud tradition of service for a new generation of students accustomed to the web-based environment. The Citizen CUNY portal was developed through a partnership between CUNY’s Offices of University Relations and University Computer and Information Systems. Among the portal’s other benefits and services are an e-mail, special city cultural counseling services, continuing education and access to athletic events and performances.

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From Labyrinth to Pathways

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Continued from page 1

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**Kingsborough Community College** has been ranked first in the nation by the Center for Digital Education in its 2011 Digital Community Colleges Survey of schools with 10,000 or more students. LaGuardia Community College ranked 10th in the survey. The top 10 colleges were cited for their “common sense approach to utilizing technology and best practices in the educational institution’s operations, as well as serving students, faculty and administrators.”

Joshua Mehigan, a student in the CUNY Graduate School of Education, a political scientist who works as a teaching fellow at Brooklyn College, has won a 2011-2012 creative writing fellow- ship in poetry from the National Endowment for the Arts. In addition, Poetry magazine awarded him its 2011 Editors Prize for the best feature article published in the past year. Mehigan’s first collection of poetry, The Optimist (2004), won the Hollis Summers Poetry Prize and was a finalist for the Los Angeles Times Book Prize.

Simon Rodriguez-Dorestant, Acting Director, School of Professional and Community Development at Medgar Evers College, has received grants totaling $2,119,277 from the New York City Department of Education, New York State Education Department, U.S. Department of Education, New York City Department of Youth and Community Development, and the After-School Corporation for a number of programs, including the Young Adult Learn to Work Center, the Science and Technology Entry Program and a Summer Youth Employment Program. Queens College has received a $242,118 grant from the National Science Foundation to Fund Jumio Liu for a “Reaction Dynamics Study of Biomolecular Ions.”

Professor Marilyn Aguirre-Molina of Lehman College has been awarded a $150,000 grant from the W. K. Kellogg Foundation for a project dealing with “Youth Circles for Racial Healing,” The New York State Dormitory Authority has provided $10,000 to assistant professor Zhongui Cheng of Brooklyn College for “Environmental Science Research.”

“Empowering Youth: to Excel and Succeed,” a program under the direction of Distinguished Lecturer Veronica Udegolanya, of Medgar Evers College, has received $300,000 from the Office of Minority Health. Jason Raucceo of John Jay College has received a $180,295 grant from the National Institutes of Health for “Yeast Cell Wall Damage Response Pathways.”

The CUNY School of Professional Studies has received two grants, totaling $2,012,679, from the New York State Office of Children and Family Services and a $147,781 grant from the New York City Housing Authority for multiple projects under the direction of John Mogulons, dean of the school and Senior University Dean for Academic Affairs. The National Science Foundation recently awarded Hunter College $515,817 in grant funding to Distinguished Professor Marie Filbin for research on “Blocking the Inhibition of Axonal Regeneration by MAb/Melanin.”

**From Labyrinth to Pathways**

**Citizen CUNY is about how a great university connects and uplifts people and helps to transform their lives in positive ways that will benefit our city and state.”** — Chancellor Matthew Goldstein
ERNARD SHAW was tetchy about his first name: “Don’t George me,” he warned. So was the beloved trumpeter known as Satchmo. When he was recording “Hello, Dolly!” for the first time and came to “Hello, Dolly, this is Louie, Dolly” he shouted out, “It’s not Louie, it’s ‘Satch’.” The ho-hum session vamped on, with Armstrong ridiculing this trifle he'd been asked to do. And he and his band, the All Stars, forgot about this one-off session and went out on a Midwest tour. Suddenly they started getting requests for the song.

Unbeknownst to them, Jerry Herman’s 1964 musical had just opened back on Broadway. “Any of you guys remember this damn tune?” he asked, and no one could. The band boy had also lost the sheet music, so a record had to be flown in. In the throes of rampant Beatlemania, vaudeville-flavored “Hello, Dolly!” became an improbable mega-hit for the Dixieland legend, reaching No. 1 on the singles chart, and soon Armstrong could not leave the stage without singing it.

This droll story is among many recounted in Ricky Riccardi’s new biography from Pantheon, What a Wonderful World: The Magic of Louis Armstrong’s Later Years. Ricardis is young—he says the book began in 1995 when he was 15 and saw Armstrong in “The Glenn Miller Story,” but he was perfectly situated for this project, being a jazz pianist himself and the archivist at the Louis Armstrong House Museum in Corona, Queens. His Acknowledgements page shows he is tight with all the right aficionados, jazz historians and surviving members of the entourage that was Armstrong’s in 1970. Riccardi is to borrow his own word, thoroughly “Satch-urated.”

Though his M.A. in jazz history is from Rutgers, there is a major CUNY connection here. Satchmo’s fourth wife, Lucille, who apparently was allowed to call him Louie, kept the flame until her death in 1983, and in 1994 the museum was formally established in the Armstrong house under the aegis of Queens College (it is both a National and New York City Historic Landmark). Its founding director was and is Michael Cogwell, and a new $15 million Visitors Center is scheduled to open across the street in 2013. Visit the website at www.louisarmstronghouse.org.

Riccardi’s admiration for Satch runs deep, and his research is well-timed to counter the often negative criticism that he suffered in his last two decades and in the two following his death, which tended to ac-cen-tchu-ate the negative (his alleged Uncle Tomming, his cartoonish happy-facings, his “tripe” life story, the derisive criticism from fellow blacks like Sammy Davis Jr. and Miles Davis). Riccardi calls the ’50s and ’60s “the most misunderstood period of the life of a genius,” and his goal is “to shatter the myths and wrongheaded assumptions that have distorted” how this period has been viewed. He also argues that Armstrong “became a better technical trumpeter” in his later years, quoting his colleagues convincingly to prove his point. In his last pages, he calls the performances of the later years “epic,” and to underline his defense he quotes a Satch standard between 1947 and 1970: “Someday you’ll be sorry/The way you treated me wrong.”

The book focuses not on the rising meteor of early New Orleans and Chicago days and the great Hot Five and Hot Seven bands, but on the period of the long fourth marriage to Lucille, which started in 1945; the residence on 107th Street, purchased in 1943; and the long, complicated relationship with his manager Joe Glaser, who lorded it over Armstrong’s gigs and finances but also gave him some blunt good advice that he appears to have followed: “Forgot all the critics—Play for the public. Sing and play and smile.” Among the high points covered is the 1964 “Louis Armstrong Plays W.C. Handy” for Columbia, which Riccardi calls “arguably the greatest album Armstrong ever recorded.”

A serious running theme of What a Wonderful World is Riccardi exploding the bad rap on Armstrong’s supposedly excessive “ootfah” — a term among black activists for what black folks do to please white folks. Riccardi notes that the All Stars were an integrated band “from day one,” and he quotes some of Satchmo’s bitter antiracist private remarks and letters, as well as his reminiscences of racism during a lifetime of countless one-nighter bus tours.

An amusing running joke has to do with Armstrong’s avid proselytizing for the herbal laxative marketed as Swiss Kriis (it looked a lot like marijuana, another long-time taste of his). Later in life he would cheerfully pass out packets of it to one and all — fans and flight attendants. When he sent a telegram to President Eisenhower congratulating him on sending federal troops to Arkansas in an attempt to foil Gov. Orval Faubus’ refusal to integrate schools in Little Rock, his closing salutation was: “AM SWISS KRISLY YOURS LOUIS SATCHMO ARMSTRONG.”

The book is rich in backstage moments, including the All Star colleague recalling everyone being back in their hotel and Louis still signing autographs until the last fan was standing; and Joe Muranyi, his last clarinetist, recalling, “He was very real. There wasn’t a phony bone in his body.” Satchmo had a wry way with words, too. He described the phebitis of his last years as “very-close veins,” and he had a little trouble spelling that most important part of a trumpet-player’s anatomy, the embouchure — trying “Embushure or Amberschure.” Fondly recalling his early mentor Peter Davis, he enthused: “You sure taught us the rudiments.”

But nothing is more poignant than Riccardi’s pages on Armstrong’s heroic effort, despite doctors’ warnings, to fulfill the last gig of his life, a two-week run at the Waldorf, a harrowing testament to a fero-cious work ethic and his dedication to his fans. The last song of the final show was “Boy from New Orleans.” The musicologist when the Saints Go Marching In,” but the words rehearsed Armstrong’s life. The last lines he would utter from a bandstand were these: Folks, I’ve had a ball, Oh, thank you, Lord, And I want to thank you all, You were very kind, To old Satchmo, Just boy from New Orleans. To the shock of many, the Queens funeral, presided over by Lucille, featured no music at all. “Satchmo’s Funeral ‘White and Dead’ in New York, but ‘Black, Alive and Swingin’ in New Orleans.” Jet magazine reported. Muranyi brought his clarinet and never got to open his case, but multiple brass bands played in Louisiana for a crowd of 15,000. Riccardi notes a final “beautiful touch” — closing the ceremony: A trumpet performer “Taps” on the same hallowed cornet Armstrong learned to play on at the New Orleans Colored Waifs’ Home for Boys in 1913.

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

CUNY Matters — Fall 2011 | 9
In this CUNY-partnered training ground at a major local hospital, the patients are high-tech ‘human simulators.’

E mergency Medical Technicians rushed two patients on stretchers into the hospital trauma room and reported to a physician. The patients moaned and bled; outside a hurricane raged.


Suddenly a stretcher arrived with a third patient, a 7-year-old boy. He had slipped on water and was also unconscious. His distraught father tried to tell what he knew.

A frightening scene. But it wasn’t real. It was a state-of-the-art training session for medical personnel at a new simulation center that marks an unprecedented collaboration between CUNY and the NYU Langone Medical Center.

The “stars” of the event — the patients — were mannequins, but a far cry from those in store windows. Although made from plastic, they can be programmed by computers to be injured or ill, to stop breathing and to mimic any number of other medical conditions.

In this simulation, Borough of Manhattan Community College Allied Sciences students Ra Jassir and Jonathan Ramos, numerous medical professionals and an actor who played the father worked with the mannequins.

Jassir and Ramos, who are studying to be EMTs at the BMCC campus, said they felt as if they were in a real-life situation — even though the patients were plastic, the hurricane was called “Irene” and the simulation occurred nine days after the real Tropical Storm hit the city.

Jassir said the simulation helped him to prepare for the frightening possibility that the worst could happen here. “You do kind of lose the perspective that it is not real,” he said when the “emergency” was over. “It’s the teamwork, the way everyone gets involved doing their job. It’s very believable. The mannequins simulate blood, they breathe. They shiver if they are in shock. It gives it a sort of reality.”

This practice session on Sept. 6 was one of several that marked the auspicious opening of the New York Simulation Center for the Health Sciences, said to be the most sophisticated facility of its kind in the United States. The center is the result of years of planning, championed by New York State Assembly Speaker Sheldon Silver. It was funded with almost $20.8 million, equally divided between the city and state. The 25,000-square-foot facility is spread out over the entire third floor of the C and D wing of Bellevue Hospital Center at 462 First Ave. in Manhattan. “The City University of New York has always been deeply committed to educating and training those who serve New York as nurses, firefighters, emergency medical technicians, and through many other health-care and emergency-response capacities,” said CUNY Chancellor Matthew Goldstein. He commended Vice Chancellor for Facilities Planning, Construction and Management Iris Weinshall for her exemplary work in overseeing the construction of this largest-of-its-kind facility in any urban setting. He added that partnering with NYU is a “natural extension” of the University’s efforts to train those who can ensure the safety of all New Yorkers.

The crucial role simulation plays in an era where terrorism threats are commonplace and natural disasters seem to be increasing was also emphasized. The opening also occurred after tremors from a distant earthquake rumbled through New York the same week as the tropical storm — and days before the 10th commemoration of the anniversary of 9/11.

“You can never be too prepared for an emergency,” Assembly Speaker Silver noted. And as always, accidents sometimes just happen.

In explaining the need for the center, its founding director Dr. Thomas Riles said he would like to remind the audience about the emergency landing of a plane in the Hudson River in January 2009 by the now legendary pilot Sully Sullenberger.

“Would the outcome have been different had he not spent hours of training in flight simulations?” asked Riles, who is an expert in carotid artery disease and the Frank C. Spencer Professor of Surgery and Associate Dean for Medical Education and Technology at Langone.

Riles added that as the center was being designed he visited other prominent ones around the country.

“None can compare in design, function, sophistication of technology, scope of program or expertise of staff. . . . We want to be the best in the world.”

Other speakers at the packed opening ceremony spoke about simulation as a new model for medical education because it enables professionals and students in various disciplines to get hands-on experience while working with one another. Typically, they are trained separately and often miss learning about the role collaboration plays.

Using the city and state allocations, CUNY provided the capital to construct and equip the center. NYU Langone will provide funding for the operation of the center until the university’s initial investment is amortized. After that, the two institutions will share operating expenses. Bellevue Hospital has given CUNY a 15-year lease for the space plus two five-year extensions. CUNY is subleasing the space to NYU Langone.

The center has multiple simulation rooms, including a disaster training room, a five-bed Intensive Care Unit, two operating rooms, trauma rooms, a labor and delivery room and 14 patient
I can bleed from my uterus — or my veins. I can make all sorts of noises: normal and abnormal heart sounds.

I am a plastic mannequin, although as a “human simulator” I am technologically very complicated. I can act like a real patient. The company that makes me, Laerdal, started in 1940 as a Norwegian manufacturer of greeting cards, children’s books and wooden toys. Laerdal is historically famous for making Resusci Anne, a training mannequin used for cardo-pulmonary resuscitation.


I am SimMan-3G.

I can sweat and make saliva.

I can make normal and abnormal breathing sounds.

My body can produce urine.

When pre-programmed I can respond to more than 108 drugs.

I can make normal and abnormal heart sounds.

I can be normal, dilated or constricted.

I can make the sounds of all major arteries — from my heart to my toes.

I can produce more than 108 drugs. Other models can cost less or more.

I can bleed from my uterus — or my veins. I can make all sorts of noises: normal and abnormal heart sounds.

I have a small cut. Or amputated leg.

The baby not only survived. To provide reassurance that all was fine, it also cried.

The wrong decision or action could result in procedures being used a mannequin’s condition will improve. The center also uses more than a hundred cameras to record training sessions, so that students can study them afterwards to view their successes as well. On the day the center opened — along with treating the Tropical Storm Irene “patients,” a male mannequin was brought into the center for decontamination training and an allocation to CUNY’s Community College, where she previously taught writing, friends and colleagues still remember her. “She was one of those people the world is going to be missing,” SEEK program Director Annette Hernandez said of Fasulo.

We remember — Jennifer Fasulo.
“The Eichmann Trial”

Oct. 27
10 a.m. $10, $5 students
6 p.m. Free

Deborah Lipstadt, in a lecture at Kingsborough Community College School of Architecture.

The Eichmann Trial: A Life of Reinvention

Oct. 15
7 p.m. Free

Biologist Jayne Raper discussed her recent book — The Eichmann Trial: A Life of Reinvention, by the late author Manning Marable — and pondered the skyline's fate in a lecture "The Element's Fate: An Exploration of the City's Future" at the Graduate Center.

NYC History

Oct. 5
2:45 p.m. $35-$40
7:30 p.m. Free

“The Secret Life of New York City Water.”

With 79 million Boomers reaching retirement age, the much-needed boost to the economy, says Dowell Myers in a lecture at Macaulay Honors College.

NYC History

Oct. 2
6 p.m. Free

"Witnessing the War: Visual Stories of the Middle East and Africa.”

Elegant, Artistic, Glamorous – Passe?

Oct. 12
7 p.m. Free

"Economic Boost”

Oct. 3
5:30 p.m. Free

“Michio Kaku”

Oct. 11
11 a.m. $10, $5 students
1:30 p.m. (9/22), 7:30 p.m. (9/23-24)
7:30 p.m. $39-$45

Michio Kaku in "Yankee Cagney: Scenes through the Olympian Power" and "Incanto Productions Presents: Women of Life" in "Yankee Cagney: Scenes through the Olympian Power" and "Incanto Productions Presents: Women of Life".

Economic Boost

Oct. 1
7:30 p.m. $15; $7 students/seniors
8 p.m. $30

"The Eichmann Trial: A Life of Reinvention" in "Yankee Cagney: Scenes through the Olympian Power" and "Incanto Productions Presents: Women of Life".

Economic Boost

Oct. 4
5:30 p.m. Free

"NYC History" in "Yankee Cagney: Scenes through the Olympian Power" and "Incanto Productions Presents: Women of Life".

Economic Boost

Oct. 12
5:30 p.m. Free

"NYC History" in "Yankee Cagney: Scenes through the Olympian Power" and "Incanto Productions Presents: Women of Life".

NYC History

Oct. 11
11 a.m. $10, $5 students
1:30 p.m. (9/22), 7:30 p.m. (9/23-24)
7:30 p.m. $39-$45

Michio Kaku in "Yankee Cagney: Scenes through the Olympian Power" and "Incanto Productions Presents: Women of Life".