Program Will Be National Model for Community Colleges

Sandy Rivera is a 21-year-old immigrant from El Salvador. She works at a retail outlet in Jamaica, lives with an aunt and uncle in East Elmhurst, Queens, and deals with a great deal of stress as she commutes back and forth to classes at LaGuardia Community College.

“It is very difficult,” she says.

Statistics tell us that countless students like Rivera drop out of community college every year. But CUNY, as developing a program that will address the special needs of students like Rivera and many thousands of others on lower economic rungs, is the first to begin as soon as possible, the first thousand students will be selected in the coming months, and will start formal studies this September.

Ofﬁcially known as Accelerated Study in Associate Programs, the initiative will recruit high school students and working- poor adults into the University’s six community colleges, and it will do everything possible to assure they graduate in a timely fashion — within three years — and find meaningful employment.

“As far as we know, no community college system anywhere has ever attempted this approach,” Michael Bloomberg, said in his State of the City address at New York City Technical College in January.

The city has committed to provide $65 million a year for three years toward CUNY Students will receive tuition assistance, tutoring, block scheduling, which permit students to move from class to class with groups of other students who share their professional ambitions.

Kingsborough Community College in recent years has been using learning communities, and the college’s Director of Academic Affairs, Rachel Singer, believes the communities will be a key to ASP’s success. Singer said that the learning cohorts allow students to stay together, so that they and their professors and counselors get to know each other, allowing faculty and administrators to quickly resolve students’ personal problems that arise and improve their learning progress.

In addition to learning cohorts and scheduling blocks, ASP students will have summer classes and special tutoring to sharpen their basic skills. The summer component “includes paid tuition and paid work experience,” the Chancellor notes in his column.

Sandy Rivera, for one, likes that idea and believes many tens of thousands of other New Yorkers will also.

Grad Center Doctoral Programs Rank Among Nation’s Best

According to a new method of rating doctoral programs, ten of the Graduate Center’s Ph.D. programs place among the top 10 in their respective ﬁelds, with six rated among the top ﬁve.

The rankings are based on scholarly activity and research attainment by faculty in doctoral programs at U.S. universities.

Called the Faculty Scholarly Productivity Index, the research was conducted by Academic Analytics, and an overview of the ﬁndings is reported in the January 12 issue of the Chronicle of Higher Education.

“It is a raw measure of the productivity of a particular program. And the results, for the City University of New York and particularly for the Graduate Center are dazzling,” said Graduate Center President Dr. William F. Kelly, speaking of the new index.

Chancellor Matthew Goldstein said the rankings aﬃrm the success of steps taken by the University in recent years to strengthen its graduate programs. The Chancellor added that the rankings are a loud kudos for the “consortial” system, under which some faculty members at the colleges are also aﬃliated with the Graduate Center, the University’s doctorate-granting body.

The Graduate Center’s programs that ranked in the top ten nationally in their respective categories were — Classics: sec- ond, French: second, Philosophy: second, Hispanic and Luso-Brazilian Literatures and Languages (Hispanic Studies) third, Music: fifth, Theater: ﬁfth, Criminal Justice, Crimi- nal Justice Studies: eighth, and Art History: ninth, Linguistics: ninth, English: tenth.

In addition, the Graduate Center ranked number one in “Philosophy and Religious Studies,” one of the broader, aggregate areas evaluated.

The ranking method utilizes a weighted formula to take into account scholarly publications, honors and awards. The approach was devised by Lawrence B. Martin, Graduate Dean at SUNY Stony Brook, which partially owns Academic Analytics.

Opening the doors to all—let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect.”

—Townsend Harris, founder
Helping Those Left Behind

Last year, Mayor Michael Bloomberg convened a Commission for Economic Opportunity to recommend strategies to reduce poverty and increase pathways to financial success. Higher education must be a central partner in the fight integral to this campaign against poverty, and CUNY’s community colleges, in particular, must be the sites where low-income students can begin to build better, more stable futures.

A timely graduation from college is the best means to a bright future, but too many community college students have not been able to complete the associate’s programs they enter. Nationwide, just 16 percent of community college students receive an associate’s degree within six years of beginning college. While some students transfer to baccalaureate programs before completing an associate’s degree, many do not.

CUNY is committed to helping every student achieve educational success, and, as a result of our work with the mayor’s commission and our own longtime efforts to address poverty issues, we are launching a creative new approach to community college education: A.S.A.P., which stands for Accelerated Studies in Associates Programs. This innovative model is linked to a primary purpose of community colleges—to prepare students for well-paying jobs from which both they and their surrounding communities benefit. A.S.A.P. is designed to enhance students’ ability to graduate in a timely manner with the skills that are required in today’s competitive marketplace.

Beginning this fall, 1,000 low-income students will take advantage of this innovative program at CUNY’s six community colleges. The goal is for 50 percent of the participants to earn an associate’s degree and gain employment or enter a baccalaureate program within three years, and for 75 percent to do so within four years. It is an ambitious target—and one that reflects our belief in students’ potential and our certainty that high-quality education is likely to improve their futures.

A.S.A.P. emphasizes increased academic support services, mentoring, and peer interaction.

• The program will recruit highly motivated low-income high school seniors and working or out-of-work adults, based on recommendations from counselors, teachers, community groups, and others. To ensure their readiness for college, those accepted will complete any necessary preparatory coursework before beginning the program.
• Participants will also begin a head start on their college coursework through a summer component that includes paid tuition and 14 paid work experience.
This will allow students to become familiar with college and work expectations, and ease the financial barriers that often prevent low-income students from participating in summer enrichment, extracurricular, or internship programs.
• Once participants begin the program, they will, when possible, be placed in small cohorts within learning communities related to their career areas. Much of their academic work will be done within these supportive groups. Students will also work part-time in a field related to their area of study, such as the health, hospitality, retail, or legal professions. Each cohort will be assigned a full-time, experienced faculty advisor, a job developer, and a tutor, who will work collaboratively to offer students, many of whom are the first in their families to attend college, the necessary support and guidance.

The A.S.A.P. model combines pre-college preparation, full-time participation in a degree program, increased academic and peer support, and paid, relevant work experiences to create a seamless, cohesive academic environment. By integrating academic and work components, the program offers students the intellectual grounding and employment experiences that will increase their likelihood of attaining a degree and pursuing a future that promises financial stability and personal satisfaction. Those who complete the program will have a stronger position, both academically and financially, to continue their education in the future, advancing on to baccalaureate work and beyond.

CUNY is uniquely positioned to address the debilitating, long-term effects of poverty in New York City, where the results of educational and economic impoverishment can be especially stark. We believe in the enormous potential of our community college students and in the expert abilities of our community college faculty and staff, and we look forward to helping all students create their own paths to success.

Chancellor Matthew Goldstein

These are facets of the “integrated university.” The phrase does not refer to CUNY’s ethnic diversity; rather, the integrated university, as first expressed by Chancellor Matthew Goldstein in 2000, seeks to leverage CUNY’s natural advantages as a unique system of closely situated colleges to create educational opportunities system-wide. Clearly, technology is a driving force behind the integrated university. A major investment in online resources has connect- ed the campuses in ways unimaginable 20 years back, creating virtual steps up ladders of learning and research. Millions more dollars will be invested in the coming years to modernize registration, enrollment, course planning, purchasing, communications and a variety of academic functions. Other innovations may be less obvious. The advent of 30-day, unlimited-ride...
Campuses, One Public University

MetroCards, introduced in 1997, gave students affordable transportation alternatives, and mobility increased. Between 2000 and 2005, "permitted students who stay on class beyond their home campus jumped 35 percent. In the Fall of 2006 more than 2,600 permit requests were approved. These days the colleges are even closer than geography suggests.

For the faculty, the integrated university has its advantages. "It provides the opportunities the academic community needs to do distinguished work," Chancellor Goldstein said. And it "enables us to capitalize most effectively on the remarkable wealth of resources at the City University."

Many faculty members have taken up the call and are plunging into collaborative relationships beyond their traditional campus borders. Two recent examples: Baruch College has joined with all of the community colleges and CUNY’s City College of Technology to dovetail their business programs. And John Jay College is partnering with community colleges to start forensics and criminal justice programs while moving to expand its baccalaureate offerings.

Faculty are also searching for common ground beyond the traditional notions of "articulation" agreements and the age-old issue of course equivalences between community colleges and senior colleges. For the agreements to work smoothly, for students to use the University’s resources to the fullest—picking courses that fit their interests, schedules and budgets—there has to be wider agreement on fundamentals.

That’s one reason why campuses are re-examining the "liberal" and "applied" concepts is Robert Whittaker, Lehman College’s General Education Coordinator and a Professor in the Department of Journalism, Communication and Theatre. Whittaker teaches a year he began an ongoing seminar for a dozen professors each from Lehman and LaGuardia Community Colleges; all were teachers of general education courses.

"Community colleges stress vocational skills. Because students need to meet all requirements within a 60-credit associate degree, community colleges generally see general education as proficiencies that span curricula (like writing, math, reading, information literacy and oral communication)."

Senior colleges, having more time, take a more traditional liberal arts approach and usually allow students to spread general education credits over four years. Meanwhile, the comprehensive colleges—New York City College of Technology, the College of Staten Island (CSI), John Jay and Medgar Evers—"need to do it all because they grant both associate and baccalaureate degrees."

When it comes to transferring, students who earn an AA or AS degree (but not an AAS, or Associate in Applied Science) usually are deemed to have met their general education requirements. However, senior colleges may also have other requirements, such as writing, math or foreign languages, which frequently are not considered part of general education. "So students get caught, unfortunately, with requirements that are ‘extra gen ed,’" Summerfield said. "That is why all parts of a college degree need to be coordinated and made transparent to students—and to faculty."

That’s also one reason why in the past year Brooklyn, City and Queens Colleges revamped their general education curricula for the first time in decades. Generally speaking, the changes modernize the coursework, increase coherence among the required areas of study and encourage professors to create interesting and relevant courses.

To help students cope with the changing University, CUNY has been investing in technology to make course and program selection easier. An online academic advising system, along with a list of every University course, lets students see how to meet requirements at their own college or another. And now students can apply online to take a course at another school. [The Transfer Information and Program Planning (TIPP) University Course Guide—cuny.edu/evaluate/aboutequivreg.html—lists a mind-boggling 36,000 course equivalencies.]

One of the bridge builders between the "liberal" and "applied" concepts is Robert Whittaker, Lehman College’s General Education Coordinator and a Professor in the Department of Journalism, Communication and Theatre. Whittaker teaches Russian literature, life and history, and last year he began an ongoing seminar for a dozen professors each from Lehman and nearby Bronx and Hostos Community Colleges; all were teachers of general education courses.

"The students are adept at moving across the bridge [from community to senior college], but the faculty sitting at both ends of the bridge have never crossed it and often have little or no contact with the colleges on the receiving or the sending side," Whittaker said.

The professors asked, "What is it that happens at Bronx and Hostos that’s useful for Lehman to know about? And conversely, what are the expectations at Lehman that are good for the Bronx and Hostos faculty to know about? This sounds very basic—like well, duh—but the thing that’s most astounding is that these conversations have no institutional place."

Exploring faculty expectations about research papers, the professors found that "research at community colleges is more guided, the questions are posed more narrowly, and the sources are set out for them," in contrast, Lehman expects "more free-ranging, individually defined research topics" that use multiple sources and the library, rather than just the Internet.

Knowing that, Hostos and BCC professors can better prepare students for what lies ahead and the Lehman faculty will be more understanding when transfer students tackle their first assignment.

Lehman is far from alone in reaching out to community colleges. In perhaps the most extensive partnership, Baruch College spent three years coordinating its business program with those at six community colleges and New York City College of Technology.

“T hus, students had not taken the courses that Baruch required, which lengthened the time and cost needed to graduate” with a respected Baruch bachelor’s degree, said Michael Zavelle, Vice Chancellor for Academic Administration and Planning.

Now AA or AS students who follow the Pathways Agreement receive preference in admission to Baruch, begin as juniors and lose few, if any, credits.

John Jay College of Criminal Justice is pushing bridge-building even further. In May its College Council voted without opposition to phase out its associate-degree programs over the next four years, in November it voted to raise its baccalaureate standards to top-tier status.

But students seeking an associate-level degree into criminal justice won’t be left out—not by a long shot. President Jeremy Travis said, in a Dec. 11 speech to the Citizens Crime Commission, that by teaming up with community colleges, John Jay will foster ‘a major expansion of the city’s educational offerings in criminal justice, forensic science and related fields.”

John Jay is working with Queensborough and Manhattan Community Colleges on a joint degree program in premedical science, and it is partnering with LaGuardia and Bronx Community Colleges on a criminal justice program. Travis anticipates similar partnerships with Kingsborough and Hostos Community Colleges and with CSI, York and Medgar Evers Colleges.

“We expect to secure approval of these joint degree programs next year, advertise them to prospective students the following year and admit our first classes…in Fall 2009,” he told the commission.

Borrowing from the concept of momentum, or perpetual motion, the University is perhaps an object in motion and that, being so, other such leaps towards “integration” will continue, and perhaps even pick up speed, in the months and years to come.

Photo Illustration by Ruben Cuevas

In Public Health

urban public university in America, we hope to be able to work against these scourges,” Goldstein was quoted as saying in The New York Times.

The new doctoral program will be for health professionals and researchers who have earned masters degrees in public health or related fields, and who have at least three years of public health related work experience. Botman explained that the program would use the “comparative model,” meaning that faculty from the campuses would be involved, along with Graduate Center faculty.

Professor of study and Planning, Chair of the University Faculty Senate and ex-officio member of the Board of Trustees, said of the planned doctoral program, “This is an activity that this University needs to do.” Phillip is past chair of the chemistry department at Lehman College and professor in the Biochemistry and Chemistry Ph.D. programs at the Graduate Center.
FACULTY HONORS

DeCarava, Rabassa Honored

Professor Roy DeCarava, the celebrated photographer who is on the faculty of Hunter College, and Gregory Rabassa, the renowned translator of Latin American literature who is based at Queens College and the CUNY Graduate Center, have been awarded National Medals of Arts. The medals, given to them last semester in a ceremony at the White House, are granted annually to artists or organizations that have made extraordinary contributions to the creation, growth, and support of the arts in the United States.

DeCarava and Rabassa were the only awardees from New York City. Known for his work during the Civil Rights movement, DeCarava has devoted more than 60 years to an extraordinary career as a master photographer and is considered a pioneer in the art. Rabassa has achieved wide recognition for his translations of over 50 books by some of the greatest Latin American writers, including Jorge Amado, Julio Cortazar, Mario Vargas Llosa, Jose Lezama Lima and Gabriel Garcia Marquez.

Named to Humanities Council

Lehman College Professor Manfredi Piccolomini, a native of Florence, Italy, is one of eight new appointees to the National Endowment for the Humanities (NEH) advisory council. He joins distinguished council members from institutions such as Johns Hopkins University and the Guggenheim Foundation.

Nominated by the President and confirmed by the U.S. Senate, members of the council advise the NEH chair- man and meet four times a year to review applications submitted for the endowment’s numerous grant programs. Professor Piccolomini, an expert on the European/Italian Renaissance, joined the Lehman faculty in 1983.

Arch. Award for City Prof

Ance Jay Brown, a noted urban planner and professor at The City College of New York, has been awarded the American Institute of Architects (AIA) Board and the Association of Collegiate Schools of Architecture (ACSA), will be presented at the annual ACSA conference in Philadelphia in March, and a special award ceremony will take place in San Antonio in May. The Topaz Medalion honors an individual who has made outstanding contributions to architecture education for at least 10 years, one whose teaching has influenced a broad range of students, shaping the minds of those who will shape our environment.

Distinguished Professor Takes ‘Queer’ to Heights of Poetic Beauty

When it comes to labels, Wayne Koestenbaum is intentionally difficult to pin down.

It’s not because so many have been applied to him; it’s because he enjoys “being between categories on every level creatively and behaviorally, and as soon as I feel too comfortable in a category, I want to decamp.”

Lately, it has become even more perplexing for the 48-year-old poet/scholar/writer/public intellectual/cultural critic/prominent member and early apostle of the so-called “queer theory” movement because he has a new title—distinguished professor of English at The Graduate School Center—to add to the roster.

“The thing I feel most identified with is my words,” he says. “So I guess you should call me a writer. But I’m an experimental writer. An experimental writer is always queer even if he is not gay or lesbian because he queers the presence of traditional literary processes. I’ve always thought of myself as a writer interested in the poetics of prose; my work is out of the closet. The pressure I bring to prose is very queer—it makes the surface more important than the depth. I like to disobey, perplex, I like to do the thing that nobody expects.”

To reinforce his choice of label, he points to his latest book, Hotel Theory, which will be published by Soft Skull Press in April. The book, whose format was inspired by Andy Warhol’s split-screen technique in “The Chelsea Girls,” literally exists in a pair of parallel columns: The text is split vertically so that one half of each page brings a plot with Liberace and Lana Turner in a hotel, and the other offers a serious reflection on the notion of hotel dwelling. “Part of it’s a novel, but it’s classified as non-fiction or literary criticism,” he says. The use of the term, he says, allowed him to “open up the classroom to make this kind of [gender exploration] work possible and make my students feel comfortable.”

And to make them feel more comfortable than he was growing up as a nonreligious Jew and homosexual in 1960s San Jose: “I didn’t know what gay was or what gay sex was,” he says, “but I did know what being a fag was. I came out in my writing in college; my whole family is queer—queer in the sense of weird. My older brother came out before me, and being gay is not the weirdest thing you could do in my family.”

Koestenbaum, who has a B.A. in English from Harvard College, an M.A. in creative writing from Johns Hopkins University and a Ph.D. in English from Princeton, had hopes of becoming a concert pianist. “I discovered—on the way to a piano lesson—that I much preferred watching people and writing poetry and prose to playing Mozart,” he says. Poetry has been the steadiest genre for me. It’s the common heap for all my other compositions.”

Although Koestenbaum likes to write between the lines in his professional life, he is perfectly clear about his personal life. He and his life partner, architect Steven Marchetti, live in Chelsea and have been together for more than a quarter century. As might be expected from a guy who sets his own course, mainstream gay issues like same-sex marriage and military service are not on Koestenbaum’s radar. “I’ve been drawn to queer theory because of its undermining of these institutions,” he says, adding that he considers them “assimilationist strategies.”

He prefers to focus on what he calls “the emergency issues”—free speech, eco-feminism and global health. “My heart has always been with the queer individuals—the freaks—who will never be assimilated into the military or who will never walk down the aisle,” he says. “I see myself as one of them even though I realize that I’m pretty assimilated. The drag queens are the flashpoints and heroes for me. They are thinking and living with their actions and behavior and making something new happen.”
Postal Worker, Desiring a Broadcasting Career, Takes First Steps at LaGuardia

When Roberto Perez enrolled at LaGuardia Community College as a liberal arts major in 2002, he had no particular career direction in mind. That changed when a friend asked him, “If money was not an issue, what would you like to do?” The full-time postal worker, whose financial situation allows him to take only two or three courses a semester, answered, “Broadcast journalism.” Perez decided to pursue his interest. He called Howard Jordan, host of “The Jordan Journal,” a WBAI-FM talk show he enjoyed listening to, and asked if he could volunteer his services. Jordan, who is also a professor of public administration at Hostos Community College, enthusiastically agreed, and subsequently Perez served as an assistant under Jordan’s tutelage.

Helping Perez further along his path, LaGuardia launched a web radio station and handed him his own weekly public affairs show, called “The Perez Notes,” in 2005. Every Wednesday evening (6 p.m. to 8 p.m.), Perez hosts a wide range of people who have made contributions in local politics, arts, education, and the media. His guests have included Councilman Hiram Monserrate, Assemblyman Jose Peralta, ex-New York Times reporter Carl Caldwell, and Kevin Powell, senior writer for Vibe magazine. On the program, the guests tell their personal stories and describe the steps they took to succeed in their careers. “The purpose is to show listeners that many accomplished individuals came from backgrounds very similar to theirs,” Perez said. “It also provides information about what it takes to achieve success in a particular field.”

Perez is emerging as one of the more popular radio program hosts in the CUNY radio broadcast. In December Dawes and Deborah Douglas, President of CUNY University System of New York, announced that Perez is joining CUNY's new Black Male Initiative. "As a Black American high school and college graduate, his story and passion for education are powerful examples of what can be achieved through hard work and determination," said President Douglas. "His success is inspiring and serves as a reminder that with access to quality education, young people have the opportunity to achieve their dreams and contribute to their communities."
Mia Narvaez has been adapting to new environments all her life. Born in Pennsylvania and raised by her parents in St. Louis and Peru, she now lives in Jackson Heights, Queens, and has been commuting to York College in the borough’s Jamaica section for the past three years. Like many York students, Narvaez can be found rushing to class, using the campus cafeteria and gymnasium or cramming in the library. “I want to take advantage of everything while I’m here,” she explained. “I love science, writing and art. But I haven’t decided what I want to do yet, so I’m just trying to absorb as much as I can.”

While Narvaez has fully settled into life at York, she isn’t actually enrolled there. Instead, the 17-year-old attends one of New York City’s new specialized schools—the Queens High School for the Sciences, which is housed at York. The school is part of a joint initiative launched in the fall of 2002 by the New York City Department of Education and CUNY, which placed three small specialized high schools at York, Lehman and City Colleges.

“Mayor Bloomberg and [former Schools Chancellor] Harold Levy were trying to respond to the strong feeling that there weren’t enough opportunities for high-achieving high school students,” said John Garvey, Associate Dean for Collaborative Programs at CUNY.

“Chancellor Goldstein was sensitive to those concerns and when the Department of Education reached out to us, we quickly assembled a large group from our central office to figure out a way to address the problem.”

Addressing the problem, CUNY came up with a solution. Three solutions, actually: The Queens High School for the Sciences at York; the High School of American Studies at Lehman; and the High School for Math, Science and Engineering at City College.

The Test is the Thing

The phenomenon of specialized high schools goes back decades in New York City. The first ones were the Big Three of School of Science, and Brooklyn Technical School. The elite high schools at CUNY are recognized as a specialized school, but students there are admitted based on their individual advanced algebra, calculus and well-honed goal is to someday use advanced statistics to make risk assessments for insurance companies, as an actuarial scientist. The principal of Queens High School for the Sciences, Jie Zhang, says that the school’s curriculum is enhanced by its academic collaboration with York. “It’s a great relationship and it keeps us balanced,” she said. “We’re taking great advantage of the political science and psychology courses. But there’s so much more we can do with a higher and deeper level of research.”

Zhang, a former math instructor at Forest Hills High School, became the principal at Queens High School for the Sciences after founding principal Bruce Jetter retired.

Lehman’s Helping Hand

There are those who say public colleges have an obligation to be actively involved with the public schools in their communities. Up in the Kingsbridge section of the Bronx—where Lehman College has a col-
which are Growing in Number (Though Not in Size)

At the High School for the Sciences, affiliated with York College, students Devrim Urmada, left, and Sameh Waked work on a project in their Advanced Placement chemistry class.

A more exhaustive review of the nation’s history from the colonial era to modern times over the course of six semesters.

"American Studies is the prism through which we look at topics across all disciplines. We don’t force those connections, but we exploit where they exist," said Alessandro Weiss, who became the school’s principal last August.

"We want students to engage history through a process of conceptual discovery. It’s not about one right answer, it’s about learning the facts and having well-founded opinions on the meanings of those facts."

And while students can take entire courses devoted to subjects like the Revolutionary War or the Civil War, complete with field trips to battle sites, the school also boasts a competitive math and science program. This fall, the school plans to add a fourth-year science course.

Diversity is Stressed

As with the High School of American Studies, diversity is also a feature of the High School for Math, Science and Engineering at City College. Among the 442 students currently enrolled, 31 percent are Hispanic, 25 percent are Asian, 22 percent are white and 20 percent are black. And while scores from the specialized high school exam are the sole factor for determining enrollment, the school’s principal says that the institutions can intervene when necessary in order to foster diversity.

"We’re extremely proud of our balance. We’ve been going a long way to get into the local middle schools and trying to encourage a broader group of students to take the test," said William Dugan, principal at the High School for Math, Science and Engineering.

Other initiatives include several free 18-month courses the city’s Department of Education offers to students from academically low-performing middle schools to prepare for the SHSAT.

At the specialized high school at City College, students study in an atmosphere that is just as imaginative as the course work itself. The school day begins at 8 a.m. and runs through 3:35 p.m. as students take four classes that are 90 minutes each. Multiple classrooms feature computer screens, or so-called smart boards, for students and teachers to complete daily lessons in lieu of traditional blackboards. In addition to a mandatory digital electronics course, the school also offers a two-year biotechnology sequence for juniors and seniors. The 30 students who participate are paired with researchers at the Mount Sinai Medical Center and learn how to conduct an array of scientific operations, from mapping DNA to advanced cancer research.

If there’s one thing, however, that students at the school sorely need, it’s space. With thirteen classrooms housed inside City College’s Baskerville Hall, and the rest of them located in the campus’ North Academic Center, the school doesn’t yet have its own building. In fact, when the school opened, its classes were conducted inside several trailers on campus. For a time, they shared space, not only with CCNY students, but with Borough of Manhattan Community College students who had been displaced for a while by the Sept. 11, 2001 attacks that affected the BMCC campus located downtown Manhattan.

According to City College Provost Zeev Dagan, space is a CUNY-wide dilemma. "The enrollment keeps booming and the buildings aren’t going up at the same rate," he said. "What we do, even under the best of circumstances, is to give up some space we otherwise would have been offering to student clubs. Hopefully, it will all come together in time for the fall." Another challenge facing CUNY is that of recruiting more specialized high school graduates, getting them to attend the CUNY colleges that hosted them during their high school years. "I think we need to be assertive to try to get them to come to CUNY," said Garvey of CUNY’s collaborative programs, adding that extremely bright and ambitious high school students, like those on the CUNY campuses, are often exceedingly tempted by the possibilities of attending elite private colleges.

At York, President Keizs joined Garvey in saying that more must be done to convince those highly sought-after graduates that CUNY is the place for them. "We understand that students have a need to leave home. It’s been four years and they’d like to try something else, but our job at the college is to let them know about the possibilities in our midst right here," said Keizs, who cited a former Queens High School for the Sciences student who now attends York and received an internship with the Food and Drug Administration.

"If they’re the best and brightest, we’d like to see them here."

For Karoline Lee, a 16-year-old junior who attends the high school at York and aspires to a career in medicine, both institutions are helping to reduce anxiety about the sometimes daunting college process while providing a solid path to the future. "When I’m in a library, I’m studying. But I also get to see students interact with each other and I’m getting to see what I have to prepare myself for. Those students aren’t really telling me anything, but they’re showing me what I have to do," Lee said.

Helping Hands: Two Dozen City Schools Have Affiliations With CUNY Campuses

David Podell, Provost at the College of Staten Island, remembers two years ago as a watershed time, of sorts, in the recent history of the college.

That was when the borough’s public institution of higher education, CSI, decided to team up with the New York City Department of Education, the Asia Society and the Gates Foundation in a special undertaking.

"A public university, the CSI High School for International Studies is now in its second year, with 108 students in the freshman and sophomore classes.

The relationship between the College of Staten Island and the other parties is—with variations—repeated across The City University of New York. A total of two dozen public schools are affiliated with CUNY campuses (including the three specialized high schools in the accompanying article).

Our college faculty work with the high school faculty on curriculum development, said Podell. He mentioned professors like George Sanchez, on the college’s drama faculty.

"Professor Sanchez helps the teachers and students learn skills relating to self-expression," Podell said.

In focusing on international studies, the high school—located in a building on the CSI campus—is able to draw from the college’s strengths in that area. "It made sense to have that theme," said Podell, referring to the college’s stress on overseas study trips and various exchange programs.

In Queens, Townsend Harris High School has one of the longest affiliations with a CUNY college. After being closed for two years, it reopened its doors in 1984, in an ongoing collaboration with Queens College.

"We’re right on the campus. They built a new building for us that opened in 1995," said Helen Gaudee, the director of College Preparatory Programs at Queens College.

Students at Townsend Harris, which is not an exam school but is nonetheless extremely selective, can study Latin, Greek and modern languages, as they take credit courses at Queens College. On the other side of Queens, LaGuardia Community College has partnered with the Department of Education and its New York City High School.

"We (LaGuardia faculty) work with Newcomers teachers, in both content and in the area of ESL (English as a Second Language)," said Marion Stein, Assistant Director of College Now at LaGuardia Community College.
CUNY, a National Leader in Environmental Efforts

With nearly 300 buildings, a $75 million energy budget and nearly 23 million square feet of space that must be heated, cooled, electrified and computer-ready year-round, CUNY is one of the city’s top energy consumers, leaving what many call “a big environmental footprint.” But that footprint is getting greener.

According to the Environmental Protection Agency, The University now ranks 10th among U.S. colleges and universities in use of sustainable power. Among the innovations planned or in use to lower energy usage and costs are: Solar-energy panels; motion sensors that flick on classroom lights when needed; and software that puts computers to “sleep” when they’re idle.

What’s more, administrators and researchers are also working to export their innovations and ideas to government agencies and private industry.

CUNY’s emerging leadership in the energy and sustainability arena was showcased at a daylong conference at The Graduate Center. The conference drew more than 200 participants to three panels: “Oil Dependency: How Much Longer?”; “Alternative Energy Sources: From Wishful Thinking to Reality”; and “Energy Management: Sustainability and You.”

Presenters described the substantial and ongoing efforts to control energy usage and costs and to introduce more efficient practices throughout the 23-campus system.

The bottom line? CUNY has spent a lot of time and energy to bring itself into compliance with environmental regulations, and is now a leader among universities in the area of energy conservation.

“This focus on sustainability takes us to the next level. It’s one thing to comply with the law, and another thing to be a leader,” said Dr. Howard Apsan, University Director of Environmental Health and Safety and a key organizer of the December conference.

Developing New Technologies

One of the researchers in this field of sustainable energy is Fred Moshary, a City College electrical engineering professor who has developed a scanning technology that identifies different types of air pollution. And then there is Michael Bobker, manager of CUNY’s Building Performance Lab and a conference presenter, who is working “to promote ideas of sustainability and specific technologies” within the New York real estate industry.

“The monitoring of building systems is required for LEED certification,” Bobker noted, referring to the Leadership in Energy and Environmental Design Green Building Rating System, which sets voluntary national standards. CUNY’s Department of Design, Construction and Management, he said, is installing an innovative pilot supervisory system to collect data to assess building electricity consumption and equipment performance on individual CUNY campuses.

CUNY’s energy-saving efforts translate into “a $10 million-a-year reduction in consumption,” says Art Fasolino, Mechanical Engineer in the Department of Design, Construction and Management.

Creating a Workforce

Along with the development of new technologies, CUNY is creating programs to help supply the workforce for a growing sustainability industry. The training of students to work with tech building systems is underway at City Tech’s Department of Environmental Control and Facilities Management. Also, Bronx Community College and the Center for Sustainable Energy at Bronx Community College, explained: “The goal is to make CUNY as energy-efficient as possible. When we spend capital on a building, we are thinking about what it will cost to operate over its life-cycle.”

The Center is a hub of CUNY’s green projects and of the U.S. Department of Energy’s Million Solar Roofs Project, which aims to install 500 solar roofs across New York City by 2010. CUNY’s sun-amption-cutting efforts include: the purchase of 18,000 megawatt hours per year of wind power through the New York Power Authority. Installation of high-efficiency motors in HVAC equipment. High-efficiency lighting with motion sensors in many classrooms, turning lights off when rooms are not in use and turning them on when someone enters.

• Installation of software to turn off more than 20,000 CUNY computers when they are idle. This achieves $600,000 in annual savings and a reduction of 2,500 tons of carbon dioxide, “the equivalent of taking 600 cars off the road,” commented Spalter.

• The outfitting of university utility meters with wireless devices that will allow CUNY’s Department of Design, Construction and Management to monitor campus energy use through the Internet, with a focus on controlling electricity usage during peak summer months.

• Planned solar installations for five campuses, plus a grant to install a 100-kilowatt photovoltaic (solar) system at LaGuardia Community College.

• Replacement of the central plant at Hunter College and the heating and cooling plants at City and York colleges with more energy-efficient equipment.

• Construction of new campus buildings as LEED-certified, beginning with Fiterman Hall at Borough of Manhattan Community College and the new research center and science facility on the City College campus.

• Participation in the New York Power Authority’s Peak Load Program, which pays the colleges to cut demand for peak electricity use. “We’ve been averaging a little over $300,000 in annual savings for all the campuses,” said Art Fasolino of CUNY’s Department of Design, Construction and Management.

CUNY has spent more than $64 million on initiatives like the high-efficiency motors and motion-detecting light sensors, Fasolino said. “That effort translates into a $10 million a year reduction in consumption. It’s already paid for itself.”

“We want to make sure we’re spending money on energy in a smart way and use the savings to help the academic side of the house,” explained Case. The benefits of CUNY’s innovative efforts to achieve those energy savings extend beyond the campus, she asserted, citing the Bronx Center’s focus on “what New York City should be doing to support more solar energy in the city.”

She said, “More than any other university in the country, we are able to prove out what can work in an urban environment. We have an opportunity to shape the future of energy use.”
How to Get to Andrew Carnegie? Read this Book

By Gary Schmidgall

When it comes to dissecting America’s most prolific philanthropist of the late 19th century, count me out. I got both of my degrees at the university founded by Leland Stanford (railroads); Thomas and Andrew Mellon (banking) have my thanks for the post- and the phd that first brought me to CUNY and its Graduate Center; for more than 30 years I’ve paid annual research visits to the nonpareil rare book and manuscript collection in the California library of Henry E. Huntington (railroads), and, like all Shakespeareans, I’m grateful for the Washington, D.C. library of Henry Clay Folger (oil), not to mention the local treasure-houses made possible by Henry Clay Frick (coking steel) and J.P. Morgan (steel, banking).

There is even a cute little Carnegie Museum of Art in the small coastal town in Southern California where I usually summer. Now that I have read David Nasaw’s massive, nearly 900-page-long biography, Andrew Carnegie (Penguin Press), I vow next summer finally to pay it a visit to honor him.

Nasaw, a Distinguished Professor of History at the Graduate Center and author of a prize-winning life of William Randolph Hearst, chose his subject well: Carnegie (1835-1919) was undoubtedly the jolliest, most voluble Robber Baron of them all. “All his life, people would remark on his remarkably sunny disposition, his broad smile, and nonstop, good-natured chatter” Nasaw pays this least due Scotman imaginably high honor, professing that in his five years’ work on the project—during which he burrowed into many hitherto untouched archives—he found Carnegie “never boring.”

Twelve years after his birth in Dunfermline, Scotland (just north of Edinburgh and where Macbeth had his royal ear), Carnegie’s parents left a depressed cotton industry and ended up in Western Pennsylvania. Meteoric is the only word for his rise to corporate power that followed, beginning as a bobbin boy in a cotton mill in the Pittsburgh area, then as a crack telegraph operator. By the age of 30 he was one of the wealthiest capitalists in Pittsburgh—“the dirtiest place on earth,” he would tell Lord Rosebery; Nasaw minces no words on how the feat was achieved: “crony capitalism at its most basic.”

What made Pittsburgh dirty was mainly the making and rolling of steel, notably for railroad tracks. And it was in steel that Carnegie made the lion’s share of his fortune. By 1870 he was a millionaire, and when he cashed out of the Carnegie Company in 1901, his proceeds were $226 million (nearly $20 billion in today’s money, says Nasaw).

Carnegie cut a small figure. At age 30 he weighed 109 pounds and was not quite five feet high. His long-time friend Samuel Clemens wrote of him in an unpublished memoir, “He looks incredibly small, almost unthinkably small.” His ego was another matter, and Nasaw seems to have inculcated himself against this leprechaunish ball of adoptive Yankee optimism so “proud of himself against this leprechaunish ball of unthinkably small.” His self-importance knew no bounds; he coolly summed up, and elsewhere he observes, “Carnegie was cursed with a loose tongue—and a looser pen.”

Nor does Nasaw let Carnegie off the hook for slowly whittling his own work-day to a few morning hours while demanding that his rolling mill workers increase from 8- to 12-hour shifts for about 14 cents an hour ($3 in today’s money). And this at exactly the time Carnegie was hatching his plan, later announced in his Gospel of Wealth (1889), to give away his entire fortune during his lifetime. A cartoon reproduced by Nasaw captures the irony: it pictures Siamese twin Carnegies, one demanding a 20% cut in wages, the other giving away libraries in Scotland and Pittsburgh.

Nasaw narrates vividly the two major crises of Carnegie Steel, the bloody lock-out and strike at the Homestead steel mill in 1892 and the titanic internal power struggle between Henry Frick and Carnegie in the late 1890s—the “brusque, taciturn” Frick and feisty, in-your-face Carnegie making a wonderful odd couple. Carnegie was hatching his plan, later announced in his Gospel of Wealth (1889), to give away his entire fortune during his lifetime. A cartoon reproduced by Nasaw captures the irony: it pictures Siamese twin Carnegies, one demanding a 20% cut in wages, the other giving away libraries in Scotland and Pittsburgh.

Nasaw narrates vividly the two major crises of Carnegie Steel, the bloody lock-out and strike at the Homestead steel mill in 1892 and the titanic internal power struggle between Henry Frick and Carnegie in the late 1890s—the “brusque, taciturn” Frick and feisty, in-your-face Carnegie making a wonderful odd couple. Carnegie was hatching his plan, later announced in his Gospel of Wealth (1889), to give away his entire fortune during his lifetime. A cartoon reproduced by Nasaw captures the irony: it pictures Siamese twin Carnegies, one demanding a 20% cut in wages, the other giving away libraries in Scotland and Pittsburgh.

Carnegie began his dogged but ultimately unsuccessful effort to draw down to zero his money. And this at exactly the time Carnegie was hatching his plan, later announced in his Gospel of Wealth (1889), to give away his entire fortune during his lifetime. A cartoon reproduced by Nasaw captures the irony: it pictures Siamese twin Carnegies, one demanding a 20% cut in wages, the other giving away libraries in Scotland and Pittsburgh.

In a 1905 letter Carnegie (a great lover and reciter of Robert Burns), melancholy over the deaths of friends, wrote to his old friend Samuel Clemens: “It is something we lived and loved—let us so live that our remaining band of friends repeat Burns’ lines over us: ‘If there’s another world it’s a vast one, in hands. If there be none he made the best of this.’”

Nasaw makes it clear why he was so charming, especially to newspaper caricaturists and reporters—he was always a lively inter- viewee: “He was an extrovert—so I judged of him, an optimist who saw only the silver lin- ings.” Elsewhere, Nasaw sums up, “If ever a man had a gift for saving life’s pleasures, it was Andrew Carnegie.” Just imagine, in this age of corporate fat cats and the unumbilical Blackberry, dropping everything at the age of 43 and sailing off on a year-long trip around the world, as Carnegie did in 1878, taking care to pack 13 volumes of Shakespeare!

Also appealing, there was, to use a phrase of Walt Whitman, a “pri- mal sanity” about Carnegie that made him an “ultra” abolitionist before the Civil War, not much of a friend to organized, pulpit religion (his early influence was Swedehganrian, as Whitman’s was Quaker), but made him—imagine!—even talk up socialism now and then, also made him a strenuous objector to military spending and an ardent voice for peaceful diploma- cy. World War I produced in Carnegie a “four-year trance” of depression, a dismal end to an otherwise exuberant life.

It is as a philanthropist that Carnegie is now best remembered. One of his most vivid memories was of his idol Liberal Prime Minister William Gladstone wag- ging his finger at him and saying, “The desire to hoard is the lowest form of intel- lectual degradation.” Nasaw discovered in Carnegie’s 1887 prenuptial agreement the first statement of his intention not to be a hoarder. Once safely retired in 1901, Carnegie began his dogged but ultimately unsuccessful effort to draw down to zero (after settling his wife and daughter in 1886). When he finally threw up his arms and added a paragraph involving Carnegie’s long-postponed contemplation of marriage (he lived with his redoubtable and adored mother Margaret until she died in 1886). When he finally threw up his arms and added a paragraph involving Carnegie’s long-postponed contemplation of marriage (he lived with his redoubtable and adored mother Margaret until she died in 1886).

What is as philanthropist that Carnegie is now best remembered. One of his most vivid memories was of his idol Liberal Prime Minister William Gladstone wag- ging his finger at him and saying, “The desire to hoard is the lowest form of intel- lectual degradation.” Nasaw discovered in Carnegie’s 1887 prenuptial agreement the first statement of his intention not to be a hoarder. Once safely retired in 1901, Carnegie began his dogged but ultimately unsuccessful effort to draw down to zero (after settling his wife and daughter in 1886). When he finally threw up his arms and added a paragraph involving Carnegie’s long-postponed contemplation of marriage (he lived with his redoubtable and adored mother Margaret until she died in 1886).

When there is another world, Carnegie must make it clear why he was so charming, especially to newspaper caricaturists and reporters—he was always a lively inter- viewee: “He was an extrovert—so I judged of him, an optimist who saw only the silver lin- ings.” Elsewhere, Nasaw sums up, “If ever a man had a gift for saving life’s pleasures, it was Andrew Carnegie.” Just imagine, in this age of corporate fat cats and the unumbilical Blackberry, dropping everything at the age of 43 and sailing off on a year-long trip around the world, as Carnegie did in 1878, taking care to pack 13 volumes of Shakespeare!

Also appealing, there was, to use a phrase of Walt Whitman, a “pri- mal sanity” about Carnegie that made him an “ultra” abolitionist before the Civil War, not much of a friend to organized, pulpit religion (his early influence was Swedehganrian, as Whitman’s was Quaker), but made him—imagine!—even talk up socialism now and then, also made him a strenuous objector to military spending and an ardent voice for peaceful diploma- cy. World War I produced in Carnegie a “four-year trance” of depression, a dismal end to an otherwise exuberant life.

It is as a philanthropist that Carnegie is now best remembered. One of his most vivid memories was of his idol Liberal Prime Minister William Gladstone wag- ging his finger at him and saying, “The desire to hoard is the lowest form of intel- lectual degradation.” Nasaw discovered in Carnegie’s 1887 prenuptial agreement the first statement of his intention not to be a hoarder. Once safely retired in 1901, Carnegie began his dogged but ultimately unsuccessful effort to draw down to zero (after settling his wife and daughter in 1886). When he finally threw up his arms and added a paragraph involving Carnegie’s long-postponed contemplation of marriage (he lived with his redoubtable and adored mother Margaret until she died in 1886). When he finally threw up his arms and added a paragraph involving Carnegie’s long-postponed contemplation of marriage (he lived with his redoubtable and adored mother Margaret until she died in 1886).
Social Explorer: A Demographic Tool Allowing Us

To extract information from its reports, Beveridge has provided analyses of Census data and maps of New York City from 1910 to the present, working with Times reporters on their coverage of the 100th anniversary of the city’s consolidation into five boroughs in 1899. In addition, Beveridge has provided analyses of Census data for dozens of New York Times articles, including a recent one detailing the swelling numbers of immigrants in the New York metropolitan area, and another analyzing the declining number of married couples among American households.

Over the years, Beveridge became interested in a fast-growing technology called Geographical Information Systems (GIS), an approach that uses computer software to link specific types of information to locations—often through the use of thematic maps. The user could layer these maps to get a better understanding of a broader trend or issue. For instance, a bank could map the distribution of its branches in New York City in relation to the deposit potential of customers in various areas to determine where its coverage is strong or weak.

In 1999, Beveridge received a grant from the National Science Foundation that eventually led to the first version of Social Explorer. This pilot project used interactive Web-based tools to map demographic change in New York City from 1905 to 2000, using Census data.

“We thought that if we could set this up in an interactive way, then people could...
Mapping a Manhattan Boom, in Babies and Income

Median household income increased massively in certain neighborhoods of Manhattan over the past 15 years. These are the very same areas where now there is a baby boom among non-Hispanic white parents, virtually all of whom are married, and many of whom are older (in their mid-thirties) than parents from other groups. These are elite areas, where apartments fetch at least $1,000 per square foot, and where the median family income is now above $250,000 (for those families with children). The neighborhoods include: the upper East and upper West Sides; Chelsea; Mid-town; Tribeca; Greenwich Village and Battery Park. These areas are plainly visible on the map.

Andrew Beveridge

**Project Will Create Maps of Areas Where Students Live**

As a Social Explorer continues to mature, the Web site is poised to produce an offspring: CUNY Social Explorer. The new site, now being planned by University faculty and administrators, will use Social Explorer’s interactive mapping technology to display demographic information about CUNY’s student population. It would open up doors for our students to learn more about themselves, and for the University to learn more about them,” said David Crook, University Dean for Institutional Research and Assessment.

For instance, on the latter point, official carriers of the CUNY state and federal aid programs can become self-sustaining.”

Scholar on a Mission

In a fall 2003 article in _Q magazine_, a Queens College alumni publication, Beveridge was described as a sociologist who has moved between the worlds of sociology and civic involvement. In 1988, he was elected president of the school board in Yonkers, New York, and during his two-year tenure he worked with local organizations to end the city’s opposition to a desegregation order. He also led a fight to convince the board to sue New York State, an action that resulted in a multimillion-dollar settlement.

Beveridge also has worked on numerous consulting assignments over the years, including more than two dozen civil rights cases, and he’s begun another NSF-funded project to develop social science curricula using Social Explorer technologies. A few months ago, Social Explorer began offering more comprehensive subscriber services to other educational institutions and nonprofit organizations.

“Real hope,” Beveridge said, “is that we can become self-sustaining.”

CUNY Matters — February 2007 | 11
Matters
FOR MORE, visit www.cuny.edu and click ‘events.’

Music Matters at York and Queens

THERE’S A LITTLE MUSIC STORE in the Park Slope section of Brooklyn with an intriguing sign that reads “Music Matters.” A passerby entered and told the manager that a third M-wo rd should be added to the sign: Most, as in Music Matters Most.

Around the sprawling urban University called CUNY, there is a broad awareness that life is enhanced by and sometimes even rescued by the rhythms and melodies of music. At York College, for one, there is a commitment to the study and presentation of jazz, a dedication that is an outgrowth of the college’s location in southeast Queens, home over the years to many jazz and blues artists.

“Jamaica has a rich history, with everyone from Billie Holiday to Milt Hinton,” says Tom Zlabinger, a professor of ethno-musicology who teaches a class known as The Jazz Workshop and who presents the periodic Jazz Forums.

“Louis Armstrong lived in Queens. John Coltrane lived in Queens,” adds Zlabinger, a bass player.

Speaking of Armstrong, his music and memory have been kept alive largely through Queens College, which maintains the Louis Armstrong House Museum, located in Corona, Queens, where the great trumpeter lived. Queens College also is home to The Aaron Copland School of Music, where budding musicians of all styles can pursue undergraduate and graduate degrees. York has consciously chosen to study, teach and practice the blues and jazz traditions.

Among the presentations around CUNY this season is the free March 5 event at York College’s Performing Arts Center, where jazz pianist Rachel Z will perform with Zlabinger and fellow York professor George Gray, a drummer. The director of the York Performing Arts Center is Matthew Katz, who conceives of and oversees a host of artistic offerings through the year.

Music Matters

Matters

Office of University Relations
The City University of New York
555 East 80th St.
New York, NY 10021