A Compact for Public Higher Education

“New York State’s public higher education institutions face a chronic problem—they have too little revenue and too little investment. A comprehensive financing platform is essential.”

With those words, the New York State Commission on Higher Education, in its preliminary report in December 2007, urged adoption of the New York State Compact for Public Higher Education to ensure consistent, predictable funding for public higher education in New York in the 21st century. Based on CUNY’s successful model, the Compact would finance both The State University and The City University of New York through a partnership among philanthropists, students, alumni, the State/City and the Universities. “It would offer a balanced financing approach by delineating responsibility among partners and creating opportunities to leverage public and private aid, while assuring both government leaders and donors that their support yields additional revenues for investment in academic quality,” said the Commission, convened by Gov. Eliot Spitzer.

The Compact: How it Works

• Ensures State and City Funding: Government pays 100 percent of the University’s mandatory costs, such as energy and labor, and at least 20 percent of new academic programs and student service priorities consistent with the University’s master plan.

• Encourages Philanthropy: Private contributions are encouraged by the clear roles and accountability of Compact partners. At CUNY, Compact funding has ranged from thousands to hire tutors, to donations that have changed the course of the University such as business leader and City College alumnus William E. Macaulay’s $30 million gift to CUNY’s Honors College.

• Creates Efficiencies: From energy savings to retooled budgets, the University commits to cutting internal costs, freeing up funds for education. At CUNY, such measures have saved more than $40 million.

• Provides for Small, Predictable Tuition Increases: Instead of the large tuition spikes of the past, the Compact envisions modest, predictable increases. Financial aid would continue to protect students against unaffordable increases.

Leveraging Philanthropic Support

CUNY pioneered the Compact in 2006, obtaining funds which it leveraged to maximize philanthropic contributions. Examples of the Compact’s many benefits to CUNY:

- BMC’s molecular biology lab does cutting-edge research into links between diet and disease. But its professors and student researchers can’t compete with bigger schools for research funds. Compact support, including a $20,000 grant for student stipends from the James T. Lee Foundation, is invaluable.

- At peak registration times, Brooklyn College’s Enrollment Services Center processes up to 400 students and tries to field at least as many phone calls about financial aid and admissions. Thanks to Compact funds, ESC will launch a new call center to handle the deluge, and improve the flow of the registration process.

- Man Gone Down, praised by The New York Times as one of the most notable fiction books of 2007, was written by Hunter College alumnus and longtime adjunct faculty member Michael Thomas. Compact funds made it possible to hire him fulltime.

Proposed CUNY Compact Revenue Sources:

- ENROLLMENT GROWTH — $8.2 million or 4.3% from anticipated new enrollment to support new initiatives in the Compact
- EFFICIENCIES/RESTRUCTURING — $7.5 million or 4.0% redirected to new initiatives in FY 2009 as a result of budget reshaping and redeploymen of resources
- PHILANTHROPY — $15.0 million or 7.9% raised through an unprecedented focus on philanthropy
- TUITION REVENUE POLICY — $42.4 million or 22.4% from a 5% tuition increase—$100 per semester for New York State resident undergraduates at senior colleges, $70 per semester community colleges—to help fund the CUNY Investment Plan which calls for $500 new full-time faculty and improved student counseling and financial aid services
- PUBLIC/MANDATORY — $115.9 million or 61.4% in State/City tax-levy funding to cover 100% of CUNY’s mandatory costs, including labor contracts, fringe benefits and energy, and at least 30% of the Investment program’s costs

CUNY’s Budget Request for 2008-2009
Statewide Plan Based on CUNY's School of Journalism and its School of Law

The New York State Compact for Public Higher Education was established in 1969 to hire additional faculty. It helped the University's senior and community colleges to sustain renewed investment. In its first year, CUNY Compact funding allowed the University to launch its Graduate Center and its School of Law.

Prior to the CUNY Compact, funding for higher education in New York was determined on a year-to-year basis. This discouraged long-term investment and made public universities vulnerable to economic downturns. Students were hurt and made public universities vulnerable to the state's well-being. We owe the students of CUNY and SUNY and their students to remain focused on serious investment, increased enrollment, and the recruitment of high-quality students. We must continue to invest in CUNY to support the students' and faculty's ability to foster national prominence and ensure greater opportunities for students and faculty.

The commission's recommendations—focused on serious investment, increased faculty, student access and preparation, innovative research and economic development—are an urgent call to enable CUNY and SUNY and their students to remain nationally competitive and to contribute to the state's well-being. We owe the students and people of New York nothing less. I urge you to visit www.support-cuny.org to find out how to contact public officials and become involved in University-wide advocacy efforts. This critical opportunity to invest in CUNY must not be missed.

Matthew Goldstein, Chairperson

The commission's recommendations are informed by a basket of economic indicators (such as the Consumer Price Index or the Higher Education Price Index), and full enrollment figures are used to inform the state's well-being. We owe the students and people of New York nothing less. I urge you to visit www.support-cuny.org to find out how to contact public officials and become involved in University-wide advocacy efforts. This critical opportunity to invest in CUNY must not be missed.

Matthew Goldstein, Chairperson

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Associate Professor Robert Till
John Jay College of Criminal Justice

Being able to run the model... on a certain processor in a couple of days—that's an incredible resource. It's the difference between being able to do a project or not.

--- Associate Professor Robert Till

Virtually In The Fast Lane

College of Staten Island's Athena, Zeus and Neptune make supercomputing even faster for research

The NEXT TIME you're waiting at a toll plaza—frustrated by a line of cars blocking your way—take heart. Researchers Michael Kress and Jonathan Peters are trying to ease the congestion with the help of a sophisticated computer array that will be available to faculty across the University for high-end research projects.

The research team based at the College of Staten Island began developing computer simulations three years ago to better understand so-called “queue blocking” of the E-ZPass lanes at the Outerbridge Crossing tolls on Staten Island—that tracking drivers’ behavior when they find themselves blocked. But to better understand the phenomenon, Kress and Peters needed a higher level of computational power that can crunch massive amounts of data.

Enter Athena, a high-speed computer with 96 nodes (each node has four processors) accompanied by Zeus and Neptune. This cluster of computers based at the college is used to analyze data, which is then made available to the public through the E-ZPass research portal.

“The E-ZPass analysis helps understand how many cash lanes and how many E-ZPass lanes you need, especially during high-volume times like Thanksgiving and Christmas,” Kress said. “We can show at what point the system breaks down.”

Across the university, researchers are using high-performance computing to perform simulations in subjects ranging from molecular chemistry to studies of large-scale weather and climate changes. This approach employs some of the complex equations used in traditional research methods, according to Kress, who also chairs the advisory board for CUNY’s Scientific Computation and Visualization Center. “But now we have so much computational power, we can mimic life.”

The advent of Athena is key to CUNY’s “Decade of Science,” the University’s renewed commitment to strengthening science, math, technology and engineering. “It’s essential to have a state-of-the-art computational facility to take CUNY to the next level as a research powerhouse,” said University Dean for Research G. William Small.

University officials located at CUNY’s Staten Island, Hunter, Medgar Evers College and Baruch College made high-performance computing a strategic priority for the campus—and had the necessary space, adequate electrical power and air-conditioning capabilities. “We still have clusters, but it makes sense to have one major facility,” Small said. Less expensive computational clusters already exist at the Graduate Center and at City College. Eventually, the goal is to link the

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Dr. Jonathan Peters, left, De Cameron Gordon, center, and Dr. Michael Kress discuss rapid-transit route patterns in the high-performance computing facility.

model...on a certain processor in a couple of days—that’s an incredible resource,” he said. “It’s the difference between being able to do a project or not.”

Other researchers, like Anatoly Kaklov, use supercomputing to explore the microscopic world. Kaklov, a theoretical physicist at CSI, focuses on quantum mechanics, particularly "superfluidity" and "super solid" states. With HPC simulations, he has shown that if Helium-4 is cooled to extremely low temperatures, these isotopes can demonstrate properties of a solid, but appear to act simultaneously like liquid under certain conditions—for example, if a defect is introduced into its crystalline structure.

These “virtual experiments” require large-scale calculations that researchers cannot perform on a simple desktop computer, Kaklov said. “It’s 100 times faster [with a high-performance computer]. Calculations that used to take a couple of years now take a couple of weeks.”

Besides speed and processing power, CUNY’s simulation center offers another important service: strong tech support. Much of that comes through Florian Lengyel, assistant director for research computing at the Graduate Center, who has three technology fellows working with him to keep the network running and help faculty configure their software. "Florian is a huge asset," Till said.

CUNY aims to expand utilization of the center throughout the university, while increasing computing capacity and storage. Faculty can visit www.cscl.cuny.edu/cuny-ohpc or http://research.gc.cuny.edu for details on how to start up Said Kress. "We have a sweeping vision: to develop a system to solve world-class problems in modeling and simulation and give the CUNY community at large this resource.”

...analysis helps understand how many cash lanes and how many E-ZPass lanes you need, especially during high-volume times...we can show at what point the system breaks down.

--- Dr. Michael Kress
College of Staten Island

University researchers using high-performance computing can quickly simulate long-range global climate changes as well as predict tomorrow’s local weather.

In the meantime, dozens of faculty and doctoral students use computational clusters at Staten Island, the Graduate Center and City College, in departments including chemistry, structural biology, economics, physics, engineering and applied math. What links many of these projects is the use of computation-based methods to simulate experimental conditions without having to recreate them in a lab.

At Staten Island, for example, Assistant Professor of Mathematics Andrew Poje is developing complex ocean models to determine where masses of particles—for example, oil spills—go when you drop them in the ocean. "Ocean models are 15 to 20 years behind weather prediction," Poje said. Conditions that may influence particle dispersion, such as rain, salinity, temperature and current velocity, generate "so much model data, it can take many days to figure out where many particles are going.”

Supercomputing speeds the research. Instead of using one processor at a time to trace the dispersion of 100,000 particles over several days, Poje can use dozens of Athena's 384 processors simultaneously, with each performing one of his computations. “The whole thing could be done in a day,” he said.

Poje acknowledges that the world’s oceans offer a vast arena for his simulations, but he hopes that in the next five years he can complete a more modest goal: creation of a good model of ocean dispersion for local coastal areas, such as New York Bay or Raritan Bay.

At John Jay College of Criminal Justice, Associate Professor Robert Till has been working on computer simulations of fire dynamics, examining combustion patterns and smoke production as fires break out in buildings or large public spaces. "Smoke is usually what kills people, so you want to run a lot of models to know where the smoke is going," Till said. Such modeling is being used in the design and ventilation systems of new buildings and subway stations in New York City, he says.

Because Till’s work requires tracking dozens of variables and scenarios for each case study, CUNY’s high-performance computing facilities have made a critical difference. “Being able to run the...
W

ITH CONCERNS deepen-
ing over climate change,
shrink natural resources and rising energy costs,
CUNY is moving to slash its
greenhouse gas emissions by a third through conservation,
new construction and upgrading of heating and cooling
plants. And in research laboratories, University scientists are
seeking ways to help rescue the environment, including build-
ing better batteries for electric cars, purifying sewage sludge
and turning algae into biofuel.

Chancellor Matthew Goldstein has named a Task
Force on Sustainability* to drive this initiative. It dovetails
with Mayor Michael Bloomberg’s call for municipal and
other institutions to cut their emissions by 30 percent as 10
years, a challenge which CUNY and eight other universities
pledged to meet last June. “Universities are really the right
group to lead the charge on climate change,” Mayor
Bloomberg said. “They are in the business of shaping the
leaders of tomorrow, which means they have a huge stake in
the future.”

Buildings account for 80 percent of carbon
emissions in New York City, including 18 per-
cent from government and institutional build-
ings, according to the city’s first carbon-emissions
inventory. CUNY is the city’s biggest collegiate
player with 23 campuses, 280 buildings and
some 27 million square feet of space.

“The University is poised to become a leader in sustainable operations for both the
city and the state,” said Executive Vice
Chancellor Allan Dubin, the University’s chief
operating officer, who noted that CUNY’s
energy costs per square foot have already decreased by 10
percent in the last decade. But more than the savings, mov-
ing toward a University that supports a sustainable environ-
ment “is the right thing to do.”

CUNY has already started slashing consump-
tion of oil, gas and elec-
tricity—goals key to the sustainability plan each
campus is developing. The University is buying electric-
ty-greener, securing 41.4 million kilowatt
hours—or 10 percent of its
needs—from wind gen-
eration. That makes
CUNY the nation’s eighth greenest university pur-
chaser of electricity, according to the U.S.
Environmental Protection Agency’s Green Power
Partnership. The
University is gradually
adding solar power. A sci-
ence lab at Bronx
Community College
already runs off a photo-
voltaic roof. Keyspan will
pay for a 100-
kilowatt roof for a com-
puter lab at LaGuardia
Community College. And a 51-kilowatt array is
planned for Kings-bor-
ough Community
College.

“CUNY’s commitment to sustainability is impor-
tant,” said Robert “Buz”
Paaswell, a distinguished
professor of civil
engineering at City
College’s Grove School of
Engineering and one of the three Task Force co-
chairs. “The challenge is how do we green our
buildings and operations—the energy, air
and light we use—as we go through capital
expansion over the next 20 years? We have to ensure that
everything we do improves the environment.”

CUNY’s Center for Sustainable Energy conducted exten-
sive research on local solar power and helped craft the city’s
winning application to the U.S. Department of Energy to
become one of 13 federally designated Solar Cities. As such, the Center now
offers hands-on help to businesses and landlords public and private that want
to go solar; from helping them determine what systems are best for their purposes
to analyzing installers’ bids. The Center also is helping to implement the city’s
plan to generate 8.1 megawatts of solar power by 2015. “There is no silver bullet
technology to take us off the grid,” said Tria Case, executive director of both the
Center and the CUNY Task Force. “But there are opportuni-
ties for adopting renewable energy or energy that can
reduce our carbon footprint and our peak-load
requirements, and that’s where the city’s energy problem is.”

The University has invested $110 million in the last
decade in upgrading its physical plant, particularly energy-
related components such as new heating and cooling sys-
tems at sites including Hunter, York and City College. Vice
Chancellor for Facilities Planning, Construction and	
Management Iris Weinshall, another Task Force co-chair,
expects green design, while more costly to build, to yield $6
million to $8 million a year in recouping energy savings
within seven to 10 years. The ambitious goal is to have as
much as a quarter of CUNY’s facilities portfolio, which
includes many historic and landmark buildings, energy effi-
cient by 2017. “We have quite a task
ahead of us,” she said.

She directed that all new build-

ing should be certified under the U.S.
Green Building Council’s Leadership in Energy and
Environmental Design (LEED) Green Building Rating System™.
LEED has four certification lev-
els—certified, silver, gold and platinum—based on the
num-
er of points that the Building Council grants for sustain-
able sites, water efficiency, energy and atmosphere, materials
and resources, indoor environmental quality, and innovation
in design.

The University seeks silver certifications for its new build-
ings. Although the new Heart Tower and 7 World Trade
Center in Manhattan garnered gold certification, they differ significantly from academic and particularly science build-
ings: “Office towers recirculate their air, but in a science
building you need to change air more frequently,” Weinshall said. Laboratory fumes must be quickly exhausted, so sci-
ence buildings need to heat or chill outside air, use it once
and then expel it, thereby favoring health and safety over energy
efficiency.

CUNY’s first LEED-certified science building will be at
Lehman College, with additional silver-certified science
buildings on the drawing board for City College and a
replacement for Roosevelt Hall at Brooklyn College. The University has also negotiated 400,000 square feet for class-
srooms, labs and faculty offices for New York City College of
Technology, which a private developer will build as an ener-
gy-efficient, residential tower on the edge of the campus.
The complex is being designed by Pritzker Prize-winning Italian architect Renzo Piano.

CUNY includes green elements wherever possible in
every retrofit, redesign or renovation. For example, Weinshall added a landscaped plaza to the building now under construction at John Jay College. CUNY also is
Plants at Heart of CUNY’s 1st Green Building

The science building slated to rise at Lehman College starting this summer relies partly on plants for its anticipated LEED® certification. It’s a natural, considering that the Plant Sciences doctoral subgroup, along with undergraduate sciences, will have expanded facilities. Architect Tony Alfieri of Perkins-Will describes “a comprehensive system of water management and study:

1. A rooftop system will collect rainwater.
2. A separate system will collect “greywater” from drinking fountains, lavatory sinks and eventually gym showers.
3. Water will be held in separate tanks, where solid materials will settle.
4. Plant scientists can nourish a 4,000-square-foot wetland in three planting beds with water from either source, or both. The plants and microbes in their roots will filter the water, which then...
5. ...will return to the building for “blackwater” use in toilets and janitors’ sinks.

The challenge is how do we green our buildings and operations—the energy, air and light we use—as we go through capital expansion over the next 20 years? We have to ensure that everything we do improves the environment.

—Robert “Buz” Paaswell, Distinguished Professor of Civil Engineering at City College’s Grainger School of Engineering, is leading the Performance Laboratory, which offers green operation and technology instruction to workers who run energy systems in commercial and residential buildings; building owners; property managers; major tenants, energy regulators and government representatives. Paaswell has studied ways to improve transit operations; freight movement; design; travel, truck routes and their impact on asthma, and pedestrian safety. Examining how students and staff get to campus—and getting them out of cars—is also on his agenda.

That’s also a keen interest of Robert Bell, Economics Department chair at Brooklyn College. He suggests CUNY consider partnering with a vendor to install a system on its campuses akin to the new Velib system in Paris and Lyon, which provides easy and cheap bicycle rentals.

“Students traditionally have ridden bicycles, so it’s not a far-out idea, and it works spectacularly in Paris,” he said.

Bell, whose new book, “The Green Bubble: Waste into Wealth: The New Energy Revolution,” examines the coming “after-oil” scenario, believes, “We can fight and win this war [against climate change] with the weapons we have today: Insulation, double glazing, hybrid cars like the Prius, wind turbines and solar photovoltaics work now, but we better get on the stack. We can’t wait for another new invention.”

G R E E N  R E S E A R C H

Creating Power from Sludge

S PRING AND INDUSTRIAL SLUDGE may seem toxic to you, but to City College Chemistry Professor Teresa J. Bandosz it’s pure environmental gold. Using pyrolysis (heating at high temperatures in an inert atmosphere), she converts sludge into abundant materials that can fuel gases of hydrogen sulfide, a first step leading to pure hydrogen, an environmentally friendly power source. Along the way, hazardous heavy metals get embedded in carbon, rendering them non-toxic. “Copper and dyes are adsorbed in significant quantities,” she said. “We haven’t started with mercury yet, but we expect a good adsorption capacity.” CUNY holds a patent on some of her research.

T UNING ALGAE INTO JET FUEL

Half the nation’s 2008 corn crop will be diverted to make ethanol, the U.S. Agriculture Department estimates. The resulting corn scarcity will drive up the cost of eggs, milk and steaks. Microscopic algae, like that found in ponds, could be better and cheaper, says Juergen Polle, an associate professor of biology at Brooklyn College. Per acre, algae “can produce much higher levels of biomass than other plants” and unlike corn, they can grow in salty or brackish water, without pesticides.

“Harvesting is the real problem, because you’re dealing with microscopic organisms, rather than being able to send a tractor through a factory,” said Polle, who is working, under an Air Force contract, to isolate new microalgae strains for making jet fuel.

D ESIGNING BETTER BATTERIES

INTERCOLLEGE Physics Professor Steven Greenbaum believes his research into improving batteries for NASA projects and implantable cardiac defibrillators will extend the range and life cycle of electric cars—or even cars that don’t need fuel cells at all, because there’s no Radio Shack on Mars and when you have a heart attack your defibrillator has to work,” he said. “But you’ll never sell an electric car if the battery pack costs $25,000.” Greenbaum received a U.S. Presidential Award for Excellence in Mathematics, Science and Engineering Mentoring in 2002.
Out of Africa, Into Queens

The Art of a Cameroon World

In Cameroon, as in much of Africa, art is where you find it: in the engraved calabashes used for carrying milk in tiny little bottles; in the pictorial game chips carved from the pits of a local tree. Players of the once-popular game, called Abbia, could lose a bag of salt, or win a palm oil plantation, depending on how the chips fell that night. Such everyday objects, along with ceremonial masks and other special items, offer a window into “A Cameroon World,” an exhibit celebrating the art of the west-central African nation at Queensborough Community College’s QCC Gallery.


The fruit of his travels fills the sunny main room of the gallery. Curator Leonard Kahan has organized the masks, figures, costumes, and other objects into discrete groups connected by a common origin and aesthetic.

There are pipes—lots of pipes. Made from brass or terra cotta, they fill two display cases in the back room of the show. The larger brass pipes are strictly for ceremonies, the smaller ones for smoking tobacco. Some are decorated with graceful animals, others geometric patterns, floral or seashell motifs. One standout has a bowl shaped like two German colonial figures, accurate from their caps to their buttoned shirts. At that point, things get a little sketchy: The two have only one pair of feet. Visitors entering the exhibit’s main room are greeted by a colorful collection of prestige headdress costumes constructed from materials including dyed feathers and raffia. Some are small and contained, others burst forth like feathered fireworks.

Further along, powerful face and helmet masks, worn on special occasions by Cameroon elite, show an equally wide range of styles and materials. Wall texts explain their origins and use in secret societies, accompanying photographs by the Mounts show some of the items in use in dances and festivals. One mask, in particular, a five-foot-long cloth elephant mask from the Grassfields area, captures the imagination. Its rounded elephant ears and long trunk belie a curiously human face. Worn by Kuosi society members, elephant masks symbolize royalty. A close look at the mask’s intricately-beaded surface reveals other symbols such as leopards (also a symbol) and a spider (wisdom).

Much has been made of the influence of African art on Modernism (before the 20th century, it’s all surprise in finding refer- ences to its colonial days. Still, one can’t help but wonder about the curious seven-foot-long model canoe made by the coastal Duala people. A crew of German sailors mans the oars, led by a flag man. A European-style heraldic crest flies up front. But what of the animals sharing the prow with the crest? What imaginary army or navy do they belong to, or are they just hitching a ride?

“A Cameroon World” is one of three African art shows to open in New York City this past October. “Spirit and Power in African Art,” which ran through Dec. 15, at the Godbein- Trenbach Museum at Queens College (CUNY), also included pieces from the QCC permanent collection of African art. “Eternal Ancestors: The Art of the Central African Reliquary” will be at the Metropolitan Museum of Art through March 2.

FACULTY HONORS

Chemists’ Invention Featured

Drs. Michael Markin and his team of chemists at Queens College recently were featured in Chemistry World for their development of an electrochemical sensor that delivers solutions via a tip so small it can easily be inserted into living cells without damaging the cell membrane. Their findings also were recently published in the prestigious Proceedings of the National Academy of Sciences.

Award to Lehman’s President

President Ricardo R. Fernandez of Lehman received the President’s Award of Excellence from the Hispanic Association of Colleges and Universities for expanding educational opportunities for Hispanic students and advancing HACU’s mission. Dr. Fernandez, who is Chair of the American Council on Education, was recently named one of America’s “100 Most Influential Hispanics” by Hispanic Business magazine.

Linking Geography and Evolution

CNeny's Professor Robert Anderson received $135,000 from the NSF to use computer mapping and DNA sequencing to study the origins and overall evolutionary relationships among species of the spiny pocket mouse genus. Heteromyi in northwestern South America. He’ll travel to Venezuela with graduate student Ali Raz and undergrad Manya Shcheglovitova to collect tissue samples for DNA sequencing. Ph.D. student Elielce Gutierrez will conduct taxonomy research with Dr. Anderson that is expected to identify at least two new species within the genus.

Fulbright for Nurse-Researcher

Professor Patricia Cholewka of CityTech, a nurse-researcher of Lithuanian ancestry, spent the fall semester at Vilnius University, Lithuania, on a Fulbright Award. Dr. Cholewka lectured and conducted research on the application of information technology to nursing education and clinical practice, and gathered information about its impact on nursing practice there. She also exchanged ideas about nursing practice standards and the effective use of IT in nursing education and patient care.

Management Scholar Honored

Prakash Setha, University’s Distinguished Professor of Management at Baruch, has been elected to the International Academy of Management, the highest honor for an international management scholar. Renowned for originating corporate codes of conduct, Professor Setha’s research and writing in business ethics and corporate social responsibility span more than three decades. He is president of Baruch’s International Center for Corporate Accountability, an independent non-profit think tank.
Representing every borough, and Dutchess, Rockland and Westchester Counties, too, 35 members of the New York State Assembly and Senate have attended colleges of the City University of New York. They form almost a fifth of the membership in each chamber and about a third of New York City’s Assembly and Senate delegations. They serve on committees, commissions and task forces that touch the lives of all New Yorkers. Tackling the most important issues facing society—from those affecting children, families and the elderly to those concerning banking, business and the economy—they channel the knowledge and skills they learned at the University for the public good.

These CUNY alumni have clout. Two-thirds hold party leadership positions or serve as committee chairs or ranking minority members. Their influence shapes legislation that is vital to state residents. These nine women and 26 men follow in a proud City University tradition. Throughout its 161-year history, CUNY has educated a steady stream of talented students who have served with distinction in the Legislature, as well as in all branches of city, state and federal government. Many of CUNY’s “legislative” alumni might not have been able to enroll in a college if it had not been for the City University.

“The many legislators who have attended the City University of New York have long enriched public discourse and policy-making in our state,” said Kenneth LaValle, chair of the Senate Higher Education Committee. “CUNY is an essential component of our state’s system of public higher education, providing the opportunity for a quality education at an affordable price. The diversity of the University’s academic programs and the vision for CUNY’s future have helped to ensure that CUNY remains competitive with the best schools in the nation.”

“Without City University, college would have been an impossible dream,” said Deborah Glick, chair of the Assembly Higher Education Committee, BA Queens College, 1978. “It’s important to the entire city. There are many people in public life whose careers were directly attributable to City University or to their parents having attended City University, which made it possible for them to have distinguished careers and, ultimately, for their children having the ability to go to private schools. So by extension, the University’s impact is quite significant.”

From the beginning, it opened its doors to immigrants, the working class and the poor. The City University’s ancestor, the Free Academy, started in 1847 because Townsend Harris, a merchant who was president of the Board of Education, recognized an appalling fact: In a city of a half million residents, fewer than 300 were enrolled in the two private colleges then in existence—and most of them were the children of the wealthy and the privileged. With the Industrial Revolution and scientific advances transforming society, Harris saw that broad-based education was essential to the future not only of the city, but of the state and nation as well. As in his day, New York continues to attract immigrants—although their ethnicities, religions and national origins would likely surprise Harris. This, of course, isn’t news to CUNY’s legislative alumni. If today’s Senators and Assembly members are not immigrants themselves, most likely their parents, grandparents and a good number of their constituents are.

Similarly, newcomers constitute a sizable part of CUNY’s student body. Fully 38 percent of CUNY’s first-time freshmen were born outside the United States. Coming from 172 countries and speaking 131 languages in addition to English, CUNY students reflect the dynamism that has always flavored the city.

“Strengthening CUNY is at the core of a strong economy,” said Toby Stavisky, Ranking Minority Member, Senate Higher Education Committee. “When I went to Hunter and Queens, I was already a high school teacher, so finances were not a problem. I was taking graduate courses to get the 30 credits above the master’s [needed for top pay in New York City’s public schools]. But my husband, Leonard, grew up during the Depression in a single-parent family. Money was tight. Fortunately, he had access to City College.”

The City University of New York’s 23 institutions—11 senior colleges, six community colleges, the William E. Macaulay Honors College, the Graduate School and University Center, the Graduate School of Journalism, the School of Law, the School of Professional Studies and the Sophie Davis School of Biomedical Education—continue to meet the challenge. They serve more than 231,000 degree-seeking students and 230,000 students in adult-, continuing- and professional-education programs. All in all, 46 percent of all college students in New York City attend CUNY.

Townsend Harris’ essential insight—that widespread higher education undergirds a strong economy and a resilient democracy—is perhaps even more timely today. Environmental, scientific, technical, economic and social changes now seem to occur at warp speed and on a global scale.

As a result, the consequences of making the right legislative choices to guarantee quality, readily-available higher education are greater now than ever. CUNY alumni are in critical positions in Albany and can make the difference.
STATE LEGISLATORS WHO ATTENDED CUNY

New York State Senate

Eric Adams
NY City College of Technology
20th Senate District, Brooklyn

Ruben Diaz, Sr.
Lehman College
32nd Senate District, Bronx

Martin Malave Dilan
Brooklyn College
17th Senate District, Brooklyn

Martin Golden
John Jay College of Criminal Justice,
College of Staten Island
22nd Senate District, Brooklyn

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36th Senate District, Bronx and Westchester

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NEW YORK STATE ASSEMBLY

Carmen Arroyo
Hostos Community College
84th Assembly District, Bronx

Michael Benjamin
Hunter College
79th Assembly District, Brooklyn

William Colton
Brooklyn College
47th Assembly District, Brooklyn

Ruben Diaz, Jr.
LaGuardia Community College
Herbert H. Lehman College
85th Assembly District, Bronx

Jeffrey Dinowitz
Baruch MBA
81st Assembly District, Bronx

Adriano Espaillat
Queens College
72nd Assembly District, Manhattan

Deborah Glick
Queens College
60th Assembly District, Manhattan

Diane Gordon
NYC College of Technology
40th Assembly District, Brooklyn

Carl Heastie
Brooklyn College
83rd Assembly District, Bronx

Dov Hikind
Brooklyn College, Queens College
48th Assembly District, Brooklyn

Janele Hyer-Spencer
CUNY School of Law, Queens College
60th Assembly District, Staten Island, Brooklyn

Rhoda Jacobs
Brooklyn College
42nd Assembly District, Brooklyn

Ellen C. Jaffee
Brooklyn College
95th Assembly District, Rockland

Ivan Lafayette
Brooklyn College
34th Assembly District, Queens

Rory Lancman
Queens College
25th Assembly District, Queens

Assembly continues
New York State Assembly

STATE LEGISLATORS WHO ATTENDED CUNY

Alan Maisel
Brooklyn College
59th Assembly District, Brooklyn

Daniel J. O’Donnell
CUNY School of Law
69th Assembly District, Manhattan

José R. Peralta
Queens College
39th Assembly District, Queens

J. Gary Pretlow
Queensborough Community College
Baruch College
87th Assembly District, Westchester

William Scarborough
Queens College
29th Assembly District, Queens

Nettie Mayersohn
Queens College College
27th Assembly District, Queens

Joel Miller
City College
102nd Assembly District, Dutchess

K. Nick Perry
Brooklyn College
58th Assembly District, Brooklyn

Audrey Pheffer
Queens College
23rd Assembly District, Queens

Alan Maisel
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Joan Millman
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Top Filmmaker and Editors Are Mentoring Students

Top EDITORS at leading publications are guiding students this semester in the new CUNY Graduate Center Writers Institute, and an Emmy award-winning filmmaker is teaching a documentary course via the Jack Newfield Visiting Professors of Journalism at Hunter College.

The spring faculty of the new Graduate Center program features Jonathan Landman, deputy managing editor of *The New York Times*, and Daniel Menaker, executive editor-in-chief of *The Atlantic Monthly,* Katherine Bouton, deputy editor of *The New York Times* Magazine, Rachel Donadio, editor and writer for *The New York Times Book Review,* Michael Miller, deputy editor at *The Wall Street Journal.* The program is coordinated by noted author Andre Aciman, who heads the Graduate Center’s Comparative Literature Ph.D. program. Students are published writers who want to hone their skills in nonfiction writing. “I realized that over the years I have learned the most from editors… delegating responsibility, encouraging other people to be creative and giving them credit for it. In short, leadership is not all about you,” said Ms. McCarthy, Distinguished Publisher—nine women Presidents and Deans of CUNY colleges (from left): President Jennifer J. Raab (Hunter), President Gail O. Mellow (LaGuardia), President Gloriana B. Waters, President Abraham Lincoln’s Gettysburg Address during the Civil War and the 1906 San Francisco earthquake to World War II, the Iraq War and 9/11.

President Abraham Lincoln’s Gettysburg Address during the Civil War and the 1906 San Francisco earthquake to World War II, the Iraq War and 9/11.

New Vice Chairs Appointed by Trustees

TWO NEW Vice Chairs, with responsibilities in the areas of human resources and labor relations, have been appointed by the CUNY Board of Trustees: Vice Chairperson Gloria B. Waters, who has been serving as Interim Vice Chairperson of CUNY’s Office of Faculty and Staff Relations, will be responsible for developing, coordinating and implementing Universitywide Human Resources policies. Vice Chairperson Pamela S. Silverblatt, who has served as First Deputy Commissioner at the Mayor’s Office of Labor Relations for the last six years, will have responsibility for CUNY instructional staff and classified staff labor relations, including negotiation of collective bargaining agreements, labor hearings and appeals.

Chancellor Matthew Goldstein, who recommended the appointments after a nationwide search, said, “Vice Chairs Waters and Silverblatt each bring an impressive array of talent, experience and commitment to their respective positions. As the integrated university continues to develop and grow, their leadership will be essential to our progress.”

Hear Malcolm X, Former Slaves Via New CUNY Site

LISTEN AS Civil Rights activist Malcolm X delivers his impassioned “Message to the Grass Roots” calling for black unity barely a year before he was assassinated during a Manhattan speech on the first day of National Brother-hood Week in 1965. Hear from America’s slaves describe lives of bondage and surprising reactions at the end of the Civil War. These rare opportunities to hear/read voices from American history are available via “Let Freedom Ring,” the new 2008 CUNY/New York Times Knowledge Network calendar and website—fourth in a groundbreaking educational series exploring the fundamental American principle of freedom. Other themes in the series include “A Nation of Immigrants,” “Voting Rights and Citizenship” and “Women’s Leadership in American History.” All are rich with facts, documents and rare photographs from The LaGuardia and Wagner Archives at LaGuardia Community College and the photo archives of The New York Times. The calendars have been prepared under the direction of CUNY President Matthew Goldstein, Jay Hershenson and LaGuardia Community College History Professor Richard Lieberman. Project co-chairs are JP Morgan Chase and TIAA-CREF. For more, go to www.cuny.edu/letfreedomring and www.cuny.edu/freedom.

What Is Leadership? It’s “Not All About You”

WOMEN WORLDWIDE are gaining more respect personally and professionally—notably exemplified by their achievements at CUNY. Two recent events presented advice and role models to CUNY women students and honored administrators in top positions at the University. At “Women’s Leadership for Change: Building a Better New York,” the Third CUNY Women’s Leadership Conference held to inspire student interest in public service and women’s issues everywhere, co-keynote speaker Sheryl McCarthy said it that all the stories produced by the students should be creative and in keeping with Jack’s spirit. “It is in Newfield ‘gave voice to the disenfranchised, and it is in keeping with Jack’s spirit,” Stuart said.

COMPARATIVE LITERATURE Ph.D. program.

AP’s “Lost New York” Photo Exhibit

Found a Home at the Graduate Center

NEW YORKERS OF PAST ERAS Lindy-hopped at the legendary Savoy Ballroom, packed the mbuleeared seats for ball games at beloved Ebbets Field and the Polo Grounds, rode the rattling Third Avenue El and thronged under the clock at the grand Peninsul Station. Images of such long-gone city activities and landmarks—as well as the iconic World Trade Center towers, tragically felled not by progress but by terrorists—still survive in extraordinary photographs recently displayed at the CUNY Graduate Center. Many were taken by photographers working for Manhattan-based Associated Press, and the city they saw was shown in “Lost New York”—part of the larger exhibit based on the AP’s recently published book, BREAKING NEWS: HOW the Associated Press Has Covered War, Peace, and Everything Else. “It’s a real, great pleasure for us to be associated with City University,” said Tom Curley, President and CEO of The Associated Press. “This is such an important center in New York, and we can think of no finer place to house our exhibit and show off our history!” The display included the “banquet” of New York City images of people and places to “customize” it for CUNY, said Chuck Zoorler, director of The Associated Press Photo Library and exhibit curator. The overall exhibit and book recount how AP’s newsrooms and newswomen covered some of the biggest stories in the news service’s 161-year history—from President Abraham Lincoln’s Gettysburg Address during the Civil War and the 1906 San Francisco earthquake to World War II, the Iraq War and 9/11.

I realized that over the years I have learned the most from editors… I wanted to offer a faculty that features famous writers’ editors, rather than famous writers.”

At Hunter, filmmaker Charles C. Stuart is teaching advanced documentary filmmaking for television and the Internet as the college’s third Jack Newfield Visiting Professor. Stuart co-produced documentaries with Newfield, the crusading investigative reporter whose legacy is honored by the professorship at his alma mater Newfield “gave voice to the disenfranchised, and it is in keeping with Jack’s spirit,” Stuart said.

“What Is Leadership? It’s “Not All About You,”” said Ms. McCarthy, Distinguished Lecturer in Journalism at Queens College and host of the weekly public affairs program “One on One” on CUNY TV.

At the second event—the 37th anniversary gala at The Feminist Press, the world’s oldest continuing women’s publisher—nine women Presidents and Deans of CUNY colleges and professional schools received the Sue Rosenberg Zalk Award, given for dedication and service to The City University of New York. The Feminist Press also honored Philip Alphonso Berry, Vice Chairperson of the CUNY Board of Trustees.

What Is Leadership? It’s “Not All About You.”

Women’s Leadership for Change: Building a Better New York.” The Third CUNY Women’s Leadership Conference held to inspire student interest in public service and women’s issues everywhere, co-keynote speaker Sheryl McCarthy set the stage for discussion. Although women are “making great strides,” she said, all over the world they still are brutalized, barred from controlling their own money and prohibited from participating in public or political life. Leadership, she said, is “about listening to the ideas, and concerns and the knowledge of others… delegating responsibility, encouraging other people to be creative and giving them credit for it. In short, leadership is not all about you,” said Ms. McCarthy, Distinguished Lecturer in Journalism at Queens College and host of the weekly public affairs program “One on One” on CUNY TV.

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CUNY assures New York City's newest immigrants—the Mexican community—that a college degree is within reach

IKE COUNTLESS immigrants in New York City's fast-growing Mexican community, Virginia Ramirez and Israel Garcia arrived as teenagers not knowing English. But they quickly found work and soon were building a life here, far from their rural homes. Their path to the future ran through CUNY. It's a path that the University—in an unprecedented partnership with Mexico's Consulate General—intends to widen. CUNY's goal is its historical one: helping Mexicans and Mexican-Americans move into the American mainstream, just as it has helped so many previous waves of immigrants. Ms. Ramirez, 25, arrived when she was 16. “I realized that in order to do what I wanted to do, I had to get an education. I found work in a deli as a cashier, started in ESL at LaGuardia Community College and moved to a GED. Then I enrolled at LaGuardia,” studying theater. She founded the college’s first club for Mexicans, joined the student government and was the class representative at last spring’s commencement. Now at Brooklyn College, she expects to graduate with a television and radio degree in 2009.

Mr. Garcia, 37, came illegally at 19. He worked in restaurants, starting as a $25-a-day cook trainer; studied English at a library and, at church, he heard that he could enroll at bilingual Hostos Community College (Ruling in Pfyrie v. Doe in 1982, the U.S. Supreme Court barred states from denying education funding to undocumented children.) He had lived here long enough to qualify for in-state tuition, but, being illegal, was ineligible for financial aid. He kept working, eventually becoming a chef, waiter, host and manager After a year at Hostos, Mr. Garcia transferred to City College, took remedial English and graduated with a B.A. in psychology 5½ years later, in 1989. “I think I was the only Mexican in college; I never met another.” He legalized his status, earned a master’s in social work from Columbia University in 2005, and is now a planner at the city Department for the Aging. He said his CUNY degree “allowed me to be a contributor to this country.

The difference between now and when Ms. Ramirez and Mr. Garcia came to New York is the numbers. The 2005 census counted 264,000 city residents of Mexican birth or heritage, nearly 44% more than in 2000. Between 2005 and 2006, their community grew by 16%

Jay Hershenson, CUNY’s Senior Vice Chancellor for University Relations and Secretary to the Board of Trustees, said this influx of often unrecognized migrants, with their general lack of education, poses a short- and long-term “educational catastrophe.” In response, Chancellor Goldstein asked him to chair a Task Force on Strengthening Educational Opportunities for Mexicans and Mexican-Americans. Its mission is to devise and deliver educational, leadership and outreach services to that community. It met for the first time in October after CUNY negotiated a memorandum of understanding with then-Consul General Arturo Sarabia, who is now Mexico’s ambassador to the United States.

Over the long term, children born here will likely enter the school system and go on to college, like previous groups. But Hershenson worries about today: The 2005 census found that just 49% of New York City’s Mexicans and Mexican-Americans aged 25 or older had earned a diploma or degree. 28% had a high school diploma, 12% an associate’s degree or higher and 9% a BA or higher.

And, says Baruch Associate Professor Robert Smith, the high school dropout rate—
and never-dropped-in rate among school-aged migrants—are high. The city’s public schools do not track students by national origin, but Dr. Smith estimates that nearly half of the Mexicans aged 16 to 19 are neither in school nor high school graduates. At age 14, about 95% of Mexican boys are in school, but by age 18 or 19, only 26% are; the census says it falls to 31% from 96%. His research found that most Mexicans quit at the end of the sophomore or the beginning of the junior year. Moreover, many believe that “college is not for Mexicans” or is only for the rich, he said.

The immediate result, as Hershenson sees it: “You’re going to have a significant number of children who are growing up in households where college education isn’t present, and an increasing number of children will need future access to higher education. That’s what’s motivating CUNY to provide greater access to the community.”

Guaspar Orozco, Mexico’s Consul of Community Affairs, agreed. “I think the creation of the task force shows the true interest and commitment of CUNY. We want to reach the Mexican community and let them know the university option is open, not withstanding their immigration status.”

CUNY believes that 2,880 Mexicans enrolled in 2006 and 2,050 in fall 2005. This fall, or about 1.4% of the more than 202,000 Mexicans in New York City, 1990-2005, “one of Bergad’s studies, helped spark creation of CUNY’s task force to improve educational opportunities for New Yorkers of Mexican descent. In Mexico in New York City, released last June, Bergad sifted census data and found:

• Only 9% of Mexicans over age 25 had attained a B.A. degree or higher in 2005—the lowest rate among Latino nationalities.

• Mexicans were the city’s fastest-growing Latino group and became the third largest in 2005, after Puerto Ricans and Dominicans.

• If current growth rates continue, Mexicans will become the city’s largest Latino nationality by 2035.

• The Mexican community is growing due to migration and extraordinarily high birth rates, compared to other Latino groups.

• Mexican households are highly stratified. 21% earned more than $75,000 in 2005, while 22% earned less than $20,000.

For the complete report and research on other Latino groups visit http://web.gc.cuny.edu/faststudies

Los Mexicanos

THE MEXICAN INFLUX into the city is studied by scholars throughout CUNY, but a nerve center for such research is the Center for Latin American, Caribbean, and Latino Studies at the Graduate Center. Its director, history professor Luard Bergad, believes Mexicans will follow “the typical pattern among migrant groups,” with many eventually entering educational programs and their children flowing through public schools and into CUNY. Mexicans in New York City, 1990-2005,* one of Bergad’s studies, helped spark creation of CUNY’s task force to improve educational opportunities for New Yorkers of Mexican descent. In Mexico in New York City, released last June, Bergad sifted census data and found:

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seed money for a fund run by the Institute for Mexicans Abroad, an agency linked to Mexico’s Ministry of Foreign Affairs.

• Citizenship/immigration outreach. Allan Wermick, chair of CUNY’s Citizenship and Immigration Project and a law professor at Baruch College, said the project’s six full-time and six part-time centers assist anyone seeking permanent residency or citizenship. The Consulate General, which endorses dual citizenship, is cooperating.

• Communications. This includes CUNY’s Mexican-targeted 1800 521-5263.

• Research. David Radillo, an associate professor of Latin American and Puerto Rican studies at Lehman College, coordinated CUNY’s first conference on Mexican migration in 2006. “One interesting thing is that many of the undocumented immigrants have not learned Spanish and speak one of half-a-dozen indigenous languages,” he said.

• Hospitality management. Stephen Soffer, assistant to the president for institutional advancement at New York City College of Technology, noted that many Mexicans work in restaurants, hotels, travel and tourism. With training, they could become managers or entrepreneurs, he said.

• Community leadership. CUNY’s School of Professional Studies, Baruch College’s School of Public Affairs and the American Jewish Committee train new Mexican community leaders, helping them develop advocacy, public relations and communications skills.

Task force coordinator Jesus Perez, director of Brooklyn College’s Academic Advisement Center, traveled the CUNY path himself. Arriving at 10, he attended public school and Brooklyn College. “My parents worked very hard for me to continue studying. They said it will help you get a better life. I don’t think there’s a parent out there who will tell you otherwise.” But, he added, “In the Mexican community, parents aren’t informed. You’ll be surprised at the number who say that college is too expensive, or that their children can’t go, or they don’t know what college is. That’s where this initiative comes in. We will inform them.”

Q&A: BARRY COMMONER

Clean Energy = Solar Power, Ecology Pioneer Says

DECADRES BEFORE AL GORE was honored with the 2007 Nobel Peace Prize for his efforts in spreading awareness of man-made climate change, there was Barry Commoner. An early prophet in the green movement, Dr. Commoner was dubbed “the Paul Revere of the environmental movement” in a 1970 Time magazine cover story. His groundbreaking books, including The Closing Circle and The Politics of Energy along with 35-plus years in the classroom, have influenced a generation of scientists. The founding director of the Center for the Biology of Natural Systems at Queens College, Dr. Commoner officially stepped down in 2000, but, at age 90, continues to make daily visits to the center. He recently spoke with CUNY Radio’s Richard Veh.

Q: Your work in the field of ecology has influenced over a generation of scientists. How did your interest in ecology come about?

DR. COMMONER: When I first taught at Queensns College in 1940 I gave a course in Ecology because that was required. I’m not an ecologist. I’m a biologist. But it was very clear to me after my service in the Navy that there were very serious problems that arose out of the development of modern technology, such as nuclear power and nuclear weapons. I decided that just as we have a responsibility to teach and do research, we have a responsibility to help educate the general public about issues in science that affect their lives. For example, immediately after the war the public was clearly being mislead by the government about the biological effects of radiation. We began to take on the Atomic Energy Commission and began to get staff declassified. That was extremely important to give people the knowledge to make judgments about fallout shelters, atomic bomb tests that were polluting the environment, the whole question of nuclear war.

Q: What in your opinion is the most pressing environmental issue we face today?

DR. COMMONER: Global warming encompasses our entire system of industrial, agricultural production, communication. You can’t do anything without expending energy. And the second thing is that all of these things that we have been doing on the earth have been made possible only because of a single source of energy... the sun. All of it including oil, coal and natural gas, which are remnants of fossil plants in other words, global warming was inevitable the moment we began to burn the organic material that the sun produces. There is no way that that can continue, no way. And the fact that that heating up begins to trigger weather changes and the threat of flooding, which is inevitable, is a trigger that finally can remake everybody if they understand these connections, how serious this is.

Q: Is it possible to live a sustainable lifestyle in today’s world?

DR. COMMONER: I think so. What is needed is to understand what we need to do politically. What has to happen is that we switch 100% from our non-renewable sources to solar energy in its various forms. If we are given vehicles that burn inefficiently, but even burns efficiently non-renewable oil, we’re doomed. The same is true of every single thing that is done by the industrial system, by the agricultural system, by communication. What we don’t have is a program that can continue, no way. And the fact that that heating up begins to trigger weather changes and the threat of flooding, which is inevitable, is a trigger that finally can remake everybody if they understand these connections, how serious this is.

Q: What is your work in the field of ecology has influenced over a generation of scientists. How did your interest in ecology come about?

DR. COMMONER: Global warming encompasses our entire system of industrial, agricultural production, communication. You can’t do anything without expending energy. And the second thing is that all of these things that we have been doing on the earth have been made possible only because of a single source of energy... the sun. All of it including oil, coal and natural gas, which are remnants of fossil plants in other words, global warming was inevitable the moment we began to burn the organic material that the sun produces. There is no way that that can continue, no way. And the fact that that heating up begins to trigger weather changes and the threat of flooding, which is inevitable, is a trigger that finally can remake everybody if they understand these connections, how serious this is.

Q: Is it possible to live a sustainable lifestyle in today’s world?

DR. COMMONER: I think so. What is needed is to understand what we need to do politically. What has to happen is that we switch 100% from our non-renewable sources to solar energy in its various forms. If we are given vehicles that burn inefficiently, but even burns efficiently non-renewable oil, we’re doomed. The same is true of every single thing that is done by the industrial system, by the agricultural system, by communication. What we don’t have is a national policy, and no one is willing to talk about it. Eventually the truth will prevail.

Q: But is eventually going to come soon enough before the damage becomes irreparable?

DR. COMMONER: I don’t know. Is having [Hurricane] Katrina soon enough?

Q: In 1980, when you ran for President on an environmentalist platform, a reporter asked you the following question: “Dr. Commoner, are you a serious candidate or are you just running on the issues?”

DR. COMMONER: When I ran, nothing happened with the television people. Towards the end of the campaign, we visited all of the major networks and only one, I think it was ABC, one of the vice presidents said Dr. Commoner is right. We really ought to have a program about the issues right after the campaign. That was the low point.

Barry Commoner, longtime Queens College professor and early environmentalist

To listen to the full Barry Commoner interview and other podcasts, visit CUNY Radio Online at cuny.edu/podcasts and click Newsmakers.
When talk turns to crime and punishment, it’s the headline-grabbing issues—the death penalty, wrongful convictions, mandatory sentences and human-rights abuses in prisons—that spark the most lively public debate.

But for Nicholas Freudenberg, a Distinguished Professor of Urban Public Health at Hunter College, it’s the inmate-related topics that go virtually unnoticed that have the biggest impact.

So for two decades, Freudenberg has been going behind the bars at Rikers Island Detention Center to try to find out what’s keeping jail inmates from making a fresh start on the outside.

There was, for example, the 18-year-old who grew up in Brooklyn coping with a mother who drank and a father who had a tendency toward violence. He left school after 10th grade and had been arrested several times for minor offenses that ranged from possession of marijuana and jumping a subway turnstile to disorderly conduct and resisting arrest.

After completing the REAL MEN, or Returning African-American Latino Men, program, this young man started to turn his life around. He began working on his high school equivalency degree and took a job at Dunkin’ Donuts, where he has worked his way up to shift leader.

He says REAL MEN showed him the value of a high school education and the potential to go on to college.

But for Nicholas Freudenberg, a Distinguished Professor of Urban Public Health, Hunter College

**We have the opportunity to connect these people to services while they are in jail as opposed to making our jails schools for criminals.**

―Nicholas Freudenberg

Distinguished Professor of Urban Public Health, Hunter College

The research, which between 1992 and 2002 was funded with more than $8 million from the Robert Wood Johnson Foundation, has led to changes in city and state policy.

When one of his recent studies showed that women who had Medicaid were more likely to stay out of jail, the city began a program to offer sentenced inmates the opportunity to sign up for coverage that begins on their first day of freedom.

And it was his data that helped lead to the passage of a state law in July that restores immediate Medicaid coverage to jail and prison inmates after their release.

“Dr. Freudenberg’s research was an important factor in our starting this,” said Kathleen Coughlin, Deputy Commissioner for Programs and Discharge Planning for the New York City Department of Correction. “Some people might ask, ‘Why give incarcerated people extra services?’ Dr. Freudenberg’s research helped us to demonstrate that the answer is at least partly economic—it costs more not to provide the services that help people to stay out of jail than to pay for putting them in jail again.”

The benefits accrue to the released inmate, and also to society at large, Freudenberg said. “We have the opportunity to connect these people to services while they are in jail as opposed to making our jails schools for criminals. Changing these policies will benefit community health because the inmates are connected to the people and services that can help them stay on a healthy path. If we’re going to see any improvements, though, we’re going to have to deal with

**Entrepreneurial Training Seen as Key to Protective Jobs for Former Prisoners**

**The publication noted that self-employment may not be a viable option for all Former Inmates, but there is value in the entrepreneurial training. “These individuals may never become entrepreneurs themselves, but will use their entrepreneurial training to improve their performance as employees and to proactively engage with their families and communities,” the report said.**

Case studies of formerly incarcerated persons who have launched their own successful businesses are interspersed throughout the publication. Adrienne Smalls saw a need while incarcerated for a service that would help families purchase and send “high-quality, state-approved products to their loved-ones in New York State prisons.”

Smalls started in 1999 with $500 and a shopping cart to haul her inventory. Her company, Small’s Quality Packaging Corp., now nets nearly $50,000 a year and reaches over 4,000 inmates and their families.

Another former inmate, Thaddeus Whitlow, started the non-profit Internship-Ready Education Program with a government grant and a $10,000 personal loan.

The non-profit provides internships in various fields for former inmates, including New York City’s sanitation department. Interns have the opportunity to earn a fixed salary each week and to receive professional training.

**Former inmate Adrienne Smalls provides a service to help families send products to loved-ones in New York State prisons.**

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Cycle of Repeated Incarcerations

Since 2004, Freudenberg has been working more closely with the city as a member of the New York City Department of Correction and homeless services to bring together city officials, service providers, researchers and advocates to identify new approaches to improving outcomes for those discharged from jails and shelters. “We’re trying to figure out how to best intervene to help break the cycle of re-entrance into jail,” Couglahan said. “We’re hoping to come up with new ideas.”

Freudenberg chose to base his research on inmates at Rikers Island’s 10 separate facilities because it is the city’s largest jail and also one of the nation’s largest; he and his staff personally interview inmates and follow up with them after they are released. “Jails, as opposed to prisons, are where we place people who are awaiting sentencing or who are serving sentences of less than a year,” he said. Most public attention has been focused on the 600,000 people per year who are released from state and federal prisons instead of the more than 7 million who are discharged from jails. These people have a profound impact on the health of low-income urban communities.”

Freudenberg became interested in the jail populations in 1988 when he was working to develop HIV-prevention programs in poor New York City communities. “Jails were collecting points for people with, or at risk of, HIV and other health problems, so it seemed like a good place for public health intervention,” he said.

His most recent study focuses on jailed Latino and African-American adolescent males and how their concept of masculinity may put them and the people they care for at risk. “Some of the so-called macho behaviors they need to protect themselves in jail, like violence, are dysfunctional and don’t work well for them or for society when they are released,” Freudenberg said. “There’s not any single thing we can do,” he said. “Inmates have a variety of intersecting problems—substance abuse, being victims and perpetrators of violence, chronic health problems, low levels of education—so it’s a challenge to find an effective way to address this constellation of problems.”

The support of Mayor Michael Bloomberg’s administration, as well as interest from the state and federal government, has given Freudenberg hope that there will be more reforms. “I’m optimistic,” he said. “We’ve only begun a process of disenchâºment with incarceration as a response to every problem. We send too many people to jail. More people are beginning to see that it’s not possible—or desirable—to lock people up and throw away the key because almost everyone who is jailed does eventually come home.”

Science “Bug” Contagious When Contracted Early

A TEAM headed by two CCNY professors has been awarded $2.4 million over five years from the National Science Foundation to come up with new design/technology-based methodologies to teach physical science in urban elementary schools and disadvantaged settings. The program, entitled “Physical Science Comes Alive: Exploring Things That Go,” is headed by mechanical engineering professor Gary Benenson and professor of science education James Neujahr.

Research has shown that early exposure to scientific concepts, such as matter and energy, has long-term beneficial effects on students’ ability to excel in science later on. But many American elementary school children, especially in poorer districts, receive little, if any, instruction in science, especially physical science. “Design provides a rich context for learning science, but it is rarely done in American schools, especially in the elementary grades,” said Benenson. Technology education incorporates the kinds of analytical and critical thinking skills essential for careers dependent upon math and the sciences, such as engineering, architecture and industrial design, he added.

The program aims to produce four curriculum units on Force & Motion and Energy Transformation for the K-2 and 3-5 grade bands. Each unit will focus on the design and testing of kinetic toys, or the development of strategies for playing games that involve principles of mechanics and electricity to achieve successful outcomes.

Training Teachers for Under-served Communities

B LACK MEN make up less than 5 percent of the teachers serving in New York City’s schools. To increase those numbers and to better prepare new teachers for under-served communities, the University is partnering with the city school system in a $1 million initiative supported by Deutsche Bank.

The Deutsche Bank funding is the first phase of a new “Teachers as Leaders” program announced recently at the Clinton Global Initiative by the Deutsche Bank Americas Foundation and its partners, CUNY and the Schott Foundation for Public Education. The Teachers as Leaders program is designed to promote teaching as a preferred career path and improve the talent development model for teachers globally. The first phase will focus on New York City and incorporate structured apprenticeships, mentoring, skills development and scholarships for participating students.

Executive Vice Chancellor and University Provost Selma Botman said these efforts will run in conjunction with CUNY’s Black Male Initiative, which seeks to increase, encourage and support the inclusion and educational success of under-represented groups, in particular black males, in higher education. CUNY is expected to receive $730,000 over two years for teacher education programs.

The New York City Department of Education will help create the program design, a primary goal of which will be to address the lack of representation of black men in the education system by helping them succeed academically and serve as role models for all students. Black male teachers represent just 4.4 percent of the city’s teacher workforce, according to the Department of Education.

“RISE-ing” Stars

LaGuardia Community College has received a five-year $2.7 million grant from the U.S. Department of Education for a project that will build on the school’s award-winning, first-year programs in order to strengthen teaching in key second-year and capstone courses. Project RISE (Re-Invigorating Second-Year Education) will stress faculty professional development through acquisition and assessment of core competencies, creating capstones, and continuing development of ePortfolios. The award will also enhance advisement and expand a new student peer advising network.

In Brief

Brooklyn College $304,894 from the National Institutes of Health for research concerning obesity, and $130,783 from the Air Force Office of Scientific Research for biofuels research.

CUNY Graduate School $330,000 from the Charles Stewart Mott Foundation for its International Fellows Program.

Hunter College $304,011 from the National Institute of Neurological Disorders and Stroke for research concerning spinal cord regeneration; and $282,877 from the NYC Department of Education to develop graduate courses relating to the education of students with autism.

John Jay College of Criminal Justice $218,500 from the U.S. Air Force to study small group dynamics in the evolution of global network terrorism.

LaGuardia Community College $150,389 from the NYC Mayor’s Office for adult literacy programs.

Medgar Evers College $200,000 from the NY State Office of Temporary and Disability Assistance for adult and family literacy programs.

Queens College $232,500 from the National Institutes of Health for research on metastatic melanoma.

York College $297,100 from the National Science Foundation to promote chemical technology education and careers.
**The Number Theory Team**

With Dr. Gouraige as her mentor, Erica Fells presented a novel approach to Euler’s phi function, which dates from the 1700s and helps safeguard online purchases, at an international conference—a rare feat for a community college student. Now an undergraduate teaching assistant at Lehman College, she seeks a doctorate in math.

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**The Chemistry Team**

Mark Smiley vowed to become a physician when he saw a friend shot dead. He joined Dr. Charles Malerich’s research into blood protein components called metal porphyrins. That led to a two-year United Negro College Fund/Merck Science Scholarship for drug research and a federal postgraduate grant to study musculoskeletal injuries. Future plans: devising new orthopedic surgical techniques.

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**The Teacher Development Team**

When sophomore Christina Idava graduates from CUNY’s new Teacher Academy, she’ll help solve New York City’s chronic shortage of math and science teachers. The Teacher Academy offers full scholarships, and Christina has committed to teach math in a high-need public middle school or high school. Dr. Coffee teaches her honors-level calculus, troubleshoots problems and keeps her moving toward her goal.