The Case for Public Higher Education

A nationwide project spotlights affordable advanced learning throughout U.S. history, and its vital role in maintaining a competitive edge in today’s knowledge-driven global economy.

With the economy in turmoil, unemployment at recent highs and Americans surging into public colleges and universities, CUNY has partnered with The New York Times Knowledge Network to highlight the history, scope and diversity of public higher education across the country.

Their medium is a 2010 calendar, website and curriculum with national perspective and participation. Called “Investing in Futures: Public Higher Education in America,” it is being unveiled this fall.

“The availability of high-quality, affordable higher education is one of our country’s best assets and demonstrates the great value that Americans have always placed on advanced learning,” said Chancellor Matthew Goldstein. “The calendar illustrates how, over time, public colleges and universities have become centers of intellectual thought and intense dialogue, groundbreaking scientific research, and artistic expression and performance, all while welcoming a widening cross-section of students and serving as engines of local and national economic development.”

“This vital site will offer educators and students alike the information they need to reach their goals,” said Yasmin Namin, senior vice president of marketing and circulation for The New York Times. “The Times is very pleased to be a part of the team.”

Founding sponsors include TIAA CREF and JP Morgan Chase.

This is a perilous time for public higher education. The National Conference of State Legislatures said in July that states were likely to reduce spending on higher education by at least $145 billion in the 2010 fiscal year. California cut deepest, slashing aid by 17 percent less than it was the year before, said Jay Hershenson, CUNY senior vice chancellor for university relations and secretary of the Board of Trustees. “As we roll out the website and, next year, a curriculum for high school and college courses, we’re involving faculty from across the nation. Already, some of them have seen that the challenges and successes they’ve faced as public institutions are not unique, and that they’re not alone.”

The two people most intimately involved in this project both cited the same example to prove that point. Richard Lieberman, who as director of the LaGuardia and Wagner Archives at LaGuardia Community College spearheaded the calendar project for CUNY, said that as a representative from a community college, he had trouble getting through to people who could help at distant schools, like East Kentucky University. “But when Craig Dunn of the New York Times sends an e-mail to their president, it opens doors.”

Dunn, the Times’ manager of corporate partnerships-education, who also cited East Kentucky University, recalled the resulting conversation that he and Lieberman had with university president Doug Whittlock, who said that 39 percent of their students are first-generation college students are probably first-generation from the immigrant community, so that shifted his paradigm. Is 39 percent the national average? This shapes a very different discussion, because you tend to think that what you know is only in your backyard.”

Lieberman described a frenzied six-month drive to put together the calendar with the help of colleagues Steven A. Levine, Stephen Weinstein and Tara Jean Hickman. The Times Photo Archives also contributed images, historical documents and period material. Several foundations lent their archival support, including the Rockefeller Foundation and the Kellogg Foundation, which has particularly been involved in tribal and community colleges.

The calendar took top priority, but the team’s efforts now shift to the Web. A basic website with the calendar “and the 90 percent of everything we found out that could not make it into the calendar,” Lieberman said, will be unveiled in stages in the coming months. The curriculum is still being developed and, he said, as it goes online, probably starting in January or February, educators around the country will comment upon it and add to it.

“This is a non-print curriculum that’s designed to show teachers how to work our research into the history of public higher education into courses like American history, urban issues, sociology, art and more,” Lieberman said. “It will be a dynamic website and we will involve as many faculty as we can. The most important thing we now have is the network, which includes historical societies, state libraries, national associations and foundations.”

“OPEN 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
Universities Key to Economic Recovery

This is a pivotal time in our country. A fast-moving and deep recession has resulted in the collapse and disappearance of some of this country’s most venerable companies; high unemployment is having a chilling effect on the lives of many Americans; and mounting federal debt is projected to accumulate to approximately $27 trillion by the end of the next decade — all of which, combined, is creating shock waves not seen since the 1930s. It will take time to stabilize this difficult financial environment. Our economy is complex and highly dependent on interlocking relationships and structures across the globe. While most economists believe that we are in the early stages of a recovery, it is clear that systemic changes are needed.

What was once primarily a manufacturing economy is now moving aggressively toward being an innovation-based economy, one based on high skills. As competition from across the globe increases, we must rely more and more on talented, entrepreneurial workers contributing to an economy that changes and evolves more quickly.

That’s why it’s time for serious dialogue about what is really needed to stimulate, stabilize and restructure New York’s economy.

In fact, around the world, cities and countries are trying to figure out not simply how to survive but how to build resilient economies and societies in a new world market. For example, in an economy driven by innovation, many in Germany believe that a movement away from factories and toward think tanks could be a very positive economic development.

The rise of the knowledge-based economy can be seen in Israel, as well. A recent City Journal article noted that this relatively small and young country “is launching far more high-tech companies per year than any country in Europe,” thanks to an influx of highly educated immigrants from the Soviet Union and the availability of capital from American retirees in Israel. The mix has led to momentous change: a flow of bold new ideas, along with the financing to develop them. Knowledge — in the form of research and development — has led to momentous change: a flow of technology and capital. The country’s Economic Development Corporation has begun this effort through programs to encourage entrepreneurial and small business activity in key sectors: the financial industry, retailing and media.

Today, we face the most serious economic downturn since the Great Depression. Universities can be a key to our recovery, encouraging innovation and advancing the skills and creativity of thousands of new workers, at a time when our future has never been more dependent on those talents. Let’s put our universities to use, in partnership with government and business, and get New York back on track to prosper in this innovation economy.

Matthew Goldstein
Chancellor

Efforts are increasing to help University researchers market their important discoveries.

Soldiers’ Uniforms that do Double Duty as Antibacterial Bandages

Light-controlling materials that make it possible to distinguish muscles from background noise. A device that taps sunlight to generate the hydrogen or methanol that may someday power Americans’ cars.

In University labs, researchers are developing the next generation of solar cells, storing materials that can make pollution-detecting sensors, improve solar panels, and make it possible to distinguish missiles from background noise and detect hidden explosive devices. With physics professor Ronald Koder, he is engineering the device that can generate hydrogen or methanol from sunlight.

But Crouse, director of the CUNY Center for Advanced Technology in Photonics Applications, is also an entrepreneur, working with University support, to move his discoveries from lab bench to the marketplace through his Manhattan-based spin-off company, Phoebeus Optoelectronics LLC.

At Queens College, Robert Engel, professor of chemistry and biochemistry, and the college’s interim dean for mathematics and science, said he is nearing licensing agreements with two companies — a Manhattan manufacturer of sporting uniforms and a Newburgh, N.Y., fabric-finishing company — for a lipid-based antibacterial, antifungal coating that can bind to cotton, wood, cork and other surfaces and has many potential applications. Engel said a third license, to a company in Europe, is in the works.

Physicians’ lab coats and soldiers’ uniforms made from fabric treated with the bacteria-decaying coating would repel infection in the hospital or battlefield. “The military would be interested,” Engel said. “If someone is shot in the leg in the battlefield, it’s the infection that kills the soldier. You have a built-in antibacterial bandage. You can wrap the leg with the uniform.”

The intensified focus on commercialization of faculty ideas is a natural outgrowth of the University’s Decade of Science.

“The intensified focus on commercialization of faculty ideas...is a natural outgrowth of the University’s Decade of Science.”

Matthew Goldstein
Chancellor

From Lab Bench to Market

The intensified focus on commercialization of faculty ideas...is a natural outgrowth of the University’s Decade of Science.

“...”
by the University of California, which is a magnet for research dollars and helps drive California’s economy — local and statewide — by facilitating faculty entrepreneurship and promoting partnerships with industry, University spin-off companies and other arrangements.

In New York, the idea of marrying higher education and industry to stimulate the state’s economy has caught on. In May, Gov. David Paterson signed an executive order creating the Task Force on Diversifying the New York State Economy through Industry-Higher Education Partnerships, a task force that includes Sanjoy Banerjee, distinguished professor of chemical engineering at City College and director of the CUNY Energy Institute, and is headed by the president of Cornell University. The task force, which was scheduled to meet at City College in October, is studying best practices and will make recommendations on how to foster business incubation, growth and emerging technology.

The strategy also dovetails with the goals of the University’s new Business and Industry Relations Office, established last month with John B. Clark as acting director. It is to be the University’s primary liaison with business and industry; it will work within CUNY on economic issues from research to workforce development, market the University and facilitate partnerships with business, industry, government entities and nonprofits.

The process of bringing innovations to the marketplace can be lengthy and complex, from obtaining funds for research, to applying for patents, to licensing the ideas to existing companies or to CUNY spin-offs, and then proceeding to prototypes, production and hopefully profits. Under the licensing agreements, which are negotiated by CUNY’s Technology Commercialization Office (TCO), the University splits the royalties from its researchers’ work with the faculty member and his or her college.

The TCO, in consultation with the faculty committee handling intellectual property, evaluates researchers’ ideas for their commercial viability and handles the legal aspects of patenting and licensing them. “The idea is, does it move along that continuum to get funding?” Vice Chancellor Small said. “You need a company to be interested, or you start your own company because the idea is so good. We are encouraging our faculty to work closely with start-up companies and spinoffs, with economic development and getting the idea to the marketplace, the main goals.”

The University has been interfacing with industry for years. The CUNY Center for Advanced Technology in Photonics Applications, or CUNYCAT, encourages and supports technology transfer projects. With significant funding from NYSTAR — the New York State Office of Science, Technology and Academic Research — the CAT develops photonics technology to promote economic development for the medical, biological, industrial and military sectors. This generates millions in economic impact in the state — creating jobs, leveraging millions in industry, company, CUNY and federal funds; and entering into contracts and licensing agreements with many New York companies. The CAT also works with the Sustainable Business Incubator, based at Bronx Community College, which helps to launch, and supports, sustainability-related companies.

Crouse, who directs CUNYCAT, noted that the University is “renovating core facilities and offices” and “resources are being allocated.”

Commercialization of faculty innovations, Crouse said, “can generate revenue and show the University is serving as an economic engine for the community. People want to see the University create more Silicon Valleys.”

Crouse has moved to patent his breakthrough photonic work, and has tapped approximately $3 million in government grants from agencies including NASA, the National Science Foundation (NSF), the Air Force and the Department of Defense’s Missile Defense Agency. Phoebus, his company, has seven patents or pending applications and is finalizing licensing agreements with CUNY for his technologies.

The opportunity to commercialize his discoveries with the University’s support and investment makes for a “very fulfilling” experience, Crouse said.

“It’s an exciting endeavor… You have your teaching, your academic research lab; it complements rather than takes away. You bring to the classroom your lab experience in taking the technology and really applying it to the needs of society. Academic research rarely gets to the marketplace, but this will.”

Robert Engel acknowledged “it has been a long, slow, tedious process,” to get his eight-year-old discovery to the point of commercialization, as well as the final stages of approval by the Environmental Protection Agency. “They’re concerned anything you throw away will get into the ground,” he explained.

He noted that the technology-transfer process, including submitting the patent applications and getting innovations through regulatory agencies, can be expensive.

“If someone provided the funds to do development of a particular application, that’s what we would do,” he said. “We’re looking for people who want to invest.”
Three CSI Faculty Win National Science Foundation Grant

Three faculty members at the College of Staten Island have received an $839,000 National Science Foundation Robert Noyce grant to train tomorrow’s teachers. The funding builds upon the success of the college’s Teacher Education Honors Academy, whose goal is to produce outstanding math and science teachers for high-need schools. The co-authors of the grant proposal are Jane Coffee of the mathematics department and Susan Sullivan and Irina Lyublinskaya of the education department.

$6 Million to Hunter School of Social Work Family Center

The Hunter School of Social Work has received a $6 million five-year grant from the U.S. Department of Health and Human Services to operate the National Child Welfare Resource Center for Permanency and Family Connections at Hunter. The center, which is under the direction of professor Gary Mallon, provides training, technical assistance and information services to child-welfare policymakers, administrators and staff in programs designed to ensure the safety and well-being of young people in the child welfare system, and to strengthen their families.

New York Times Rave Review of Thomas Bradshaw Play

Thomas Bradshaw, assistant professor of mass communications at Medgar Evers College and 2009 Guggenheim-award-winning playwright, received a rave New York Times theater review for his Off-Broadway stage play “The Bereaved.” The Times said Bradshaw “has proved in play after play that he has a confident vision of the theater that is his own.” Bradshaw is the author of “Storm Thurmond Is Not A Racist,” winner of the 2005 American Theatre Co-op National Playwriting Contest, as well as “Cleansed,” “Purity,” “Southern Belle.”

British Book Prize to John Jay Assistant Professor David Green

David Green, assistant professor of sociology at John Jay College of Criminal Justice, received the British Society of Criminology’s 2009 Book Prize for When Children Kill Children: Penal Populism and Political Culture (Oxford University Press, 2008). The book examines the role of political culture and penal populism in response to child-on-child homicide. Green’s research and teaching interests involve the interrelationships between crime, the mass media, public opinion and politics in a comparative perspective.

New Stars on the Horizon

With a transformed architecture school at City College and a new recreation center now open at Brooklyn College, stylish-yet-practical designs for other campuses also are on the drawing board.

The Fall Semester brought the long-awaited opening of striking new buildings designed by the prominent architect Rafael Viñoly at City College and Brooklyn College—the first new academic buildings at each campus in decades. The University’s Board of Trustees, meanwhile, approved a move by the CUNY Law School to spacious new quarters in Long Island City and set in motion the construction of a residence building in East Harlem for the Graduate Center.

City College celebrated the new home of the Bernard and Anne Spitzer School of Architecture, a 118,000-square-foot building constructed over the framing and foundation of a library built in the 1950s. Viñoly’s New York-based firm, renowned for its public and educational buildings throughout the United States and abroad, transformed the structure into a dazzling, multi-functional home for the only public school of architecture in New York City.

The Spitzer school’s new home features classrooms, design studios and offices, of course, but also a digital design laboratory, a lecture auditorium and a rooftop amphitheater with unobstructed southward views of Central Park and the skyline of midtown Manhattan. But the centerpiece is a five-story atrium that illuminates the building with daylight from the roof to the ground floor and features an intersecting series of steel staircases and pedestrian bridges. Like many of Viñoly’s designs for universities and institutions, the layout promotes fluid movement and interaction of the building’s inhabitants.

With these outstanding new spaces, the University reaffirms its national preeminence in creating higher educational learning environments that are both functional and innovative,” said Iris Weinshall, vice chancellor for facilities planning, construction and management. “Our students and faculty deserve spaces that encourage their creative energies because creative energies create knowledge.” Many campuses have already benefited from the University’s multi-billion dollar capital construction program and new buildings will open within the next few years at Medgar Evers College, Bronx Community College, John Jay College and Lehman College, among others, the vice chancellor noted.

At City College, Bernard Spitzer, a prominent real estate developer, and his wife, Anne, an adjunct professor of English literature at Manhattan Marymount College, gave $25 million for the architecture school’s benefit. The building is City College’s first new academic building in over two decades. Bernard Spitzer is an alumnus of CCNY’s Class of 1943, Eliot Spitzer, New York’s former governor, is their son.

It had been even longer since Brooklyn College opened a new building — 40 years, to be precise — and so it was that some 200 CUNY officials, state and local legislators, faculty and students (including the college’s cheerleading squad) gathered to dedicate the building’s West Quad Building. In 2001, Viñoly’s firm was hired to restore the vision of Brooklyn’s 1937 master plan by recreating the west quadrangle as a landscaped space and providing a new home for student services and state-of-the-art physical education and recreational facilities. The old Plaza Building was demolished, replaced by the new four-story glass-and-brick structure with a front lawn that Viñoly describes as an outdoor “living room” for the campus.

Even as two CUNY campuses were celebrating their new buildings, the University’s Board of Trustees was approving plans for expansion at two other — in one case moving the campus itself to more spacious quarters. The Trustees on September 20 authorized the relocation of the 26-year-old Law School from Flushing, Queens, to a centrally located building in Long Island City that will give it nearly 70,000 more square feet of space, make it more accessible to students by mass transit and allow the school to offer a new part-time program.

Under the plan approved by the Board, CUNY will own a condominium interest in a 14-story, environmentally “green” building owned by Citigroup at historic Court Square. The Law School will occupy the first six floors, with Citigroup retaining ownership of the upper eight. The move is expected to be completed in time for fall 2011 classes, and it will trigger another relocation and expansion: The Queens College School of Education will move into the Law School’s Flushing quarters, which is adjacent to its campus.

The Trustees at the same meeting approved the first step in yet another University construction project: a lease arrangement for a parcel of land in East Harlem that will be the site for a residential building for the Graduate Center. The site, on East 118th Street between Lexington and Third avenues, is adjacent to a new campus for the Hunter College School of Social Work. The $29 million project, also expected to be completed by the fall of 2011, will provide housing primarily for graduate students and CUNY faculty. Plans call for an eight-story building with 77 apartments, ranging from studios to as many as four-bedroom units. The new building is expected to be ready in time to house graduate students and CUNY faculty next fall.
What Are the Chances?

WHAT’S the probability of two strangers — whose sons star in the same role on Broadway — working at the same place?

City Tech Provost Bonnie August noticed this strange coincidence when Tammie Cumming came on board this past summer as director of assessment and institutional research, bringing broad experience as a researcher, consultant and teacher to her position. Her son, Alex Ko, is the fifth actor to rotate into the title role of Billy in the Tony-Award winning hit musical “Billy Elliot.” Alex joined adjunct assistant chemistry professor David Alvarez-Carbonell’s son, David Alvarez, who has starred in the show since it opened on Broadway in November 2008 and shared a Tony. Alvarez-Carbonell began teaching at City Tech last spring.

The play focuses on a poor British working-class boy, who, despite the lack of support from his family, pursues his dream of becoming a ballet dancer. Unlike the fictional character they portray, Alex, 13, and David, 15, both had the support of their parents, who made the same decision to relocate their families to New York City from Iowa and California, respectively, to give their sons the chance to make their dreams a reality.

Perfect timing played a major role in bringing Cumming to City Tech and her son Alex, whose father died in 2007, to Broadway. “He had his final audition for ‘Billy Elliot’ the same week I had my big interview at City Tech,” she recalls. “I had told him that if he got the part he could only take it if I could get a job in New York.”

When Alvarez-Carbonell asked his son what he thought about the coincidence, the youngster replied, “Gosh, that’s weird if you ask me.” Says Alvarez-Carbonell, “That’s really funny because it’s the same response that Billy’s friend Michael gives in the play when Billy asks him what he thinks of Billy’s audition for the Royal Ballet!”

Two Interim Leadership Appointments

THE BOARD OF TRUSTEES has announced two interim appointments.

Robert E. Paaswell, a distinguished professor of civil engineering who joined City College in 1990 as director of the federally supported University Transportation Research Center, was named CCNY’s interim president.

Peter G. Jordan, who has been vice president of enrollment management and student development at LaGuardia Community College since 2004, was appointed interim vice chancellor for student affairs.

At City College, Restoring a Portal to the Past

ARCHAEOLOGIST IS NOT his job description, but Robert Santos recently applied his considerable inquisitiveness to unearth a long-forgotten architectural treasure — a covered, below-ground entryway to Shepard Hall, the signature neo-Gothic building on CCNY’s original North Campus.

As the college’s vice president for campus planning and facilities, Santos often walks the campus. One day, as he passed Shepard Hall on the Convent Avenue side, he noticed a box-like structure. It was an old book lift, a remnant, perhaps, of the old bookstore that once existed inside. And there was something else: an opening that seemed to lead to the basement.

Santos was curious. Flashlight in hand, he went in. He was stunned to see an archway, and a door with large bronze hinges. It had to be another entrance to Shepard Hall, maybe a secondary entrance to its old cafeteria, whose alcoves were once meeting places for like-minded students. Two of the alcoves became famous as 1930s meeting spots for highly politicized leftists such as the young Julius Rosenberg, a Stalinist; literary critic Irving Howe, and Irving Kristol — a Trotskyist in his early days and later an architect of the neo-conservative movement.

An old University calendar photo of Shepard Hall confirmed Santos’ theory: It was indeed a lower-level entrance, covered later to create one wide pathway to the building. The photo showed, between two paths then, the opening and the descending stairway to the lower portal.

Santos decided to have the entrance restored. Bringing back the portal, now fenced off for renovation, will not only preserve the design and landmark status of Shepard Hall, but serve as an entryway for 21st century academic programs in the historic space.

Said Santos: “It was the right thing to do!”

Presidential Honors

HUNTER COLLEGE President Jennifer J. Raab was named one of the 50 most powerful women in New York City by Crain’s New York Business magazine. The only president of a college or university on a list dominated by corporate executives, she was praised for making Hunter one of the nation’s best educational values despite a limited budget. She served as Chairman of the New York City Landmarks Preservation Commission for seven years prior to becoming Hunter’s President in 2001.

Lehman College President Ricardo R. Fernández traveled to South Korea to accept an honorary doctorate in education from one of Lehman’s new international partners, Sungshin Women’s University. Last year Lehman and Sungshin began a dual-degree, student exchange program, built on a successful collaboration for nursing students. “This partnership represents a crucial step in preparing our students for a truly global education in an ever-shrinking world,” President Fernández told the audience at Sungshin’s 41st Commencement ceremony.

Should You Give to Harvard?

WELL, NO. With all due respect to your wealthiest and most distinguished university, it’s a far better thing to give our money to say, the Borough of Manhattan Community College. So says Randy Cohen, the widely read Ethicist for The New York Times, in his popular Times Magazine column earlier this fall.

The argument, Cohen said, comes down to this: Which schools have a “greater moral claim to your benevolence?” Nearly half of all college students attend community colleges — “institutions that help keep alive the American promise of economic opportunity,” he said. At BMCC, for example, many of those enrolled are the first in their families to go to college. More than three-quarters of them come from households with incomes of $25,000 or less and 80 percent of them work while going to school.

That’s not to say that Harvard doesn’t offer scholarships to significant numbers of low-income students. But with an endowment of $26 billion and private donations of more than $600 million this fiscal year, the university certainly does not have the level of need that community colleges do. It makes sense, Cohen says, to steer a higher percentage of donations to needier institutions, where such support produces a higher proportionate impact. From an ethical investing perspective, then, he concludes that “the more honorable course is to write that check to a community college or a historically black college or a small Catholic college or other modest institution that genuinely and profoundly transforms the lives of its graduates.”

CUNY MATTERS — November-December 2009 | 5
A new campus education center at Queensborough Community College uses the ultimate hate crime to teach the consequences of prejudice and the value of social responsibility.

For more than two decades, the state’s only Holocaust repository housed at a college was tucked away in a windowless basement beneath the Queensborough Community College library in Bayside, Queens. Now — after four years of planning and close to two years of construction — the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives has emerged from this obscurity in its new home atop a grassy slope overlooking the main entrance to the campus. There the $6 million, 8,000-square-foot glass, steel and brick structure adjoining the administration building is the first facility everyone coming to the college sees, and that is by design. Queensborough President Eduardo Marti wanted it to be sited conspicuously.

“The first day I was being shown around the campus I saw the center, and I decided that it had to be taken out of the basement and placed in a prominent location on campus,” Marti says. “It’s not a memorial. It’s a place where we show what happens when prejudice becomes institutionalized.”

What happens, as history has documented, are horrors like those that are the focus of the new center: Six million European Jews and other minorities viewed as racially inferior were exterminated by Nazi Germany during World War II, an occurrence that Arthur Flug, the center’s executive director, calls “the greatest hate crime ever committed.”

Mindful that there is a resurgence of bias-motivated attacks in New York City and nationally, Marti says: “Having students from more than 130 countries in the 15,000 student body, I believe that using the lessons of the Holocaust to examine the consequences of unbridled prejudice is important for students attending our college.”

With its new prominence, Marti says that the center will serve “as a constant reminder to our students and to the community of Queens the value that this institution places on educating current and future generations about the ramifications of prejudice, racism and stereotyping. It will be a beacon of civility for the residents of Queens,” the most diverse county in the United States.

Because the facility “is about the root causes of prejudice, whether it be expressed in a massacre or genocide,” Flug says, it acknowledges mass killings that took place in Armenia, Bosnia, Cambodia, Rwanda, Nanjing, China; and Darfur. All were hate crimes, he says, but the Holocaust was “the ultimate.”

Customized multimedia and interactive displays in the center’s box-like, glass-enclosed, 2,000-square-foot exhibition space present the story of the Holocaust — whose lessons will be used “to encourage awareness of and appreciation for the value of diversity, and to create a sense of responsibility among all ethnicities,” Marti says.

Permanent features of the exhibition space include:

- A wall designed as a cracked window-pane recalling Kristallnacht (“The Night of Broken Glass”), Nov. 9, 1938, when Adolf Hitler’s Nazi Party unleashed anti-Semitism. Hundreds of synagogues, Jewish homes and businesses were destroyed and people were killed in streets that were strewn with shards of glass.
- Gray cement flooring, a reminder of the bare floors of concentration camps.
- Seven-foot-high kiosks with photographs, video and text that record Jewish life before, during and after the Holocaust.
- Touch screens that enable visitors to hear survivors now living in Queens talk about their experiences, and the voices of student interns who interviewed them for oral histories.
- Four flat screens showing a continuous movie about the origins and development of the Holocaust.
- A peach-colored wall of Jerusalem stone where, with a wave of the hand, you can scroll through images of families who escaped and learn about their history.
- Listening stations where visitors can hear survivors’ stories on phones and type a response.
- An open trapdoor in the floor, suggestive of the crevices in cellars, sewers, barns and attics where Jews hid. Visitors can hear, rising from below the trapdoor, voices of survivors describing their escape.

“The new space enables us to present the Holocaust in a very powerful way,” Flug says. “Rather than get standard newsreel footage that we would use in explaining the stories, we use the stories of Holocaust survivors in Queens.” At night, “the glass box is a shining light that beckons people to come in and study what went on and how to avoid it.”

There are also changing exhibits — currently “From the Star of Shame to the Star of Courage: The History of the Yellow Star,” which traces the lengthy history of the yellow Star of David that the Nazis forced Jews to wear to mark them in public.

The kiosks can be aligned to form a Holocaust mural and moved so that the space also serves as an auditorium with a capacity of 150 for lectures, films, receptions and concerts. Warm-weather presentations can be hosted on an open terrace.

Starting this semester, student volunteers are being trained as docents and teamed with Holocaust survivors to conduct guided tours of the exhibit. “Survivors can tell their story using the exhibit, and students can get a better understanding of the Holocaust and develop relations with the survivors,” Flug says.

Construction of the expanded center — originally housed in two large rooms — was paid for with public and private funds.
IT WAS COLD AND SNOWING as Paul Cavaliere waited at a Little Neck bus stop in Queens last December. He had just heard Ethel Katz relate how she survived the Holocaust.

“The bus was taking a while to come. I remember thinking to myself, ‘It’s cold.’ Then I thought about her;’” he recalls. “She was on the run, had to live in a forest, wearing only pajamas even in the winter months and I’m here in a leather jacket, wool hat and warm underwear. I thought I could stick it out for a few moments.”

Cavaliere, 35, a June graduate of Queensborough Community College, was among students who volunteered to interview Holocaust survivors for a permanent exhibit at the new Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives. Images of Katz, 87, of Little Neck, and Cavaliere, a Flushing resident, appear on touch screens and their voices are heard: Katz recounting the murder of five members of her family by the gestapo, and Cavaliere relating his reactions to her story.

Katz was 17 and living in Buczacz, Poland, when before long her family was decimated during Hitler’s reign of terror against Jews. Her mother died prior to the war, but her twin brother was gunned down on Aug. 25, 1941, the first victim in the family.

For more than two years, she, her father, her older sister and two younger brothers ran from place to place trying to evade capture. They hid in a chicken coop, an abandoned cottage, in shacks and in grain fields. Then the gestapo found them in a farmhouse they’d once owned. All but Katz were murdered. She received a blow to the head, but eluded the killers by pretending she was dead.

She was rescued by three Polish boys and managed to get to her family’s city home. For four months she hid in a false wall, subsisting on 10 slices of bread someone had given her. German soldiers took over the dwelling but one day, her throat parched from thirst, she ventured from her hiding place when they went out, and found a pail of water. Soon afterwards, the Russians liberated the town. In 1947, Katz left for the U.S. to live with an aunt.

“Our Tomorrow Never Came,” a book about her travails, is in the archives at the Harriet and Kenneth Kupferberg center, where she’s also a volunteer.

“It’s imperative to educate the future generations of the result of hate to prevent another deluge of evil engulfing and eradicating innocent humanity,” Katz says. Cavaliere, now studying at Queens College to be a teacher, says his interest in history spurred him to interview her: “I thought it would be a good opportunity to learn.”

And he is passing on what he learned: “I told my friends and my two daughters. Our Tommorrow Never Came. The story has to live on. That atrocity can’t be repeated.”

The architect, Charles Thanhauser, says it was “a challenging CUNY commission, because you don’t want to make it seem like a celebration of death. On the other hand you don’t want it to be something that ignores the somberness of the topic… We did want it to have a hopeful feeling.”

The new facility, which bears their names, is in the archives at the Kupferberg Holocaust Resource Center and Archives. Images of Katz, 87, of Little Neck, and Cavaliere, a Flushing resident, are heard: Katz recounting the murder of five members of her family by the gestapo, and Cavaliere relating his reaction to her story.

GIVING NEW VOICE TO UNSPEAKABLE PAIN

Flug and a two-member staff run the center with help from 24 Holocaust survivors who volunteer. The archives include 5,000 books — some written by Queens residents; 1,200 videos; 500 videotaped interviews of survivors; dissertations; periodicals; paintings and carvings by world-renowned artist Rosemarie Kocy; a book showing a continuous film and kiosks with photos, videos and text are geared toward educating a younger audience.

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The architect, Charles Thanhauser, says it was “a challenging CUNY commission, because you don’t want to make it seem like a celebration of death. On the other hand you don’t want it to be something that ignores the somberness of the topic… We did want it to have a hopeful feeling.”

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The center is open Monday through Friday, 9 a.m. to 5 p.m.; it’s open Sundays for special events. All are free. For more information, go to www.qcc.cuny.edu/hrca.
Students Film a Major Documentary Aired on Channel Thirteen

D ANIEL COWEN AND DAVI SANTOS of the Macaulay Honors College at Hunter and Lehman, respectively, and Andres Otero of Hunter, filmed the Channel Thirteen documentary “National Parks: New Yorkers’ Memories.” The program, inspired by Ken Burns’ epic documentary series “The National Parks America’s Best Idea,” focuses on New Yorkers whose lives were changed after visiting a National Park. It premiered September 27, and is one of the first on-air and online projects shot entirely by students.

Baruch Students Win Top Marketing Awards

B ARUCH COLLEGE STUDENTS have won two prestigious 2009 Collegiate ECHO Awards, presented by the Direct Marketing Education Foundation. Two teams of graduate students from the college’s Zicklin School of Business won silver and bronze trophies. The awards recognize talented college students in the booming field of direct/interactive marketing. Baruch has won more ECHO awards than any other school since the program began in 1986, including five gold, five silver and four bronze trophies, together with honorable mentions.

Hunter Freshman Holds Notable National Award

F RESHMAN AISHA DALHATU entered Hunter College with an impressive achievement on her resume: the President’s Award for Educational Excellence, which she received from the U.S. Department of Education as a student at Brooklyn’s Franklin K. Lane High School. A native of Nigeria who moved to New York at 14, she was honored for meeting “challenging standards of excellence” as a high school student. Dalhatu, who plans to return to Nigeria as a doctor, chose Hunter because of its outstanding pre-med program.

Nine Public Housing Residents Are Awarded Scholarships

N INE UNIVERSITY STUDENTS living in public housing were awarded $1,000 scholarships under the New York City Housing Authority’s Resident Scholarship Program, which has given 44 scholarships since 2005. The awards, announced September 17 by NYCHA and CUNY at a Hunter College reception, are funded primarily by donations from movie and TV companies that film on Housing Authority property. “Our partnership with CUNY will build on family investment and professional development workshops. The academy, Allen said, is “leadership boot camp.” She wants to lead, she said, “because I’ve been blessed, and I’ve been charged with being a blessing to others.”

A complete loss of vision at 9 months didn’t limit Liliette Lopez after she came to the U.S. from Nicaragua in 1990, 13 years old and never having attended school. Lopez began her education at 16, learning English to earn her GED. Today she is one of 25 students from across the University selected as 2009-2010 Leadership Academy Fellows.

Classmates at Hostos Community College, where Lopez is a liberal arts and science major, gave her a standing ovation when her name was called at the Academy’s opening ceremony and reception at Hostos this fall. Representing 16 colleges and 20 majors, Lopez and her Leadership peers comprise the second batch of fellows since the Academy was established in 2007 to teach advanced leadership skills. This class of fellows was selected largely for the leadership they demonstrated as strong advocates and effective leaders on campus and in their communities. Some serve on campus clubs, assist in their churches, at shelters, soup kitchens, halfway houses and nursing homes, some create their own organizations.

“The world is going to be better because of you.” Keynote speaker Philip A. Berry, vice chairperson of the Board of Trustees, added, “A leader is different from other individuals … You are being nurtured and grooming yourself You will create the paradigm shift to show how things can be different.”

Nurturing Students Who Take the Lead

The Leadership Academy was conceived by Garrie W. Moore, the former vice chancellor for student affairs who retired this fall. Moore envisaged the academy as the University focal point for leadership courses, conferences, experiences and contacts long associated with Ivy League colleges. Moore’s goal was to have every student graduate with the leadership skills that are increasingly sought by the business, nonprofit and academic spheres. Such training is available today on all campuses. Building upon this mission is the academy’s executive director, Joe-Joe McManus, who holds a doctoral degree in educational leadership and joined CUNY in February 2008. McManus has brought together campus leadership educators to form the CUNY Leadership Development Council, which created a model for producing global leaders based on self-awareness, identity development, cultural competency, civic engagement, community building and professional excellence. “We wanted to develop something that drew from the … great programs that have developed over the years in leadership,” McManus said.

The academy offers three core programs: the year-long Fellows Program; a CUNY Ambassadors Program in which students develop skills and acumen to advocate for their community and issues they’re passionate about; and CUNY Corps, to nurture leaders who focus on service on campus, in the community, the city and internationally. Welcoming the audience at the opening ceremony, McManus said CUNY has a “great tradition” of producing leaders in an array of disciplines. President Barack Obama, he noted, did some of his early community organizing at City College. “The challenges we face as a nation remind us of the importance of well-prepared and socially conscious leadership,” McManus said.

A surprise announcement that the Verizon Foundation had donated a $5,000 scholarship for each fellow was greeted with resounding applause. McManus later commented, “This is extremely important for our students, many of whom work one or two jobs in addition to attending classes. These scholarships will lighten the load and allow the students to focus on the rigor of their class work as well as the additional opportunities and responsibilities of the fellows program.”

Jay-Sheree Allen and William Leverett, both 20, two fellows whom McManus views as promising future leaders, have plans for the money. Allen, a Jamaican immigrant and a pre-med student at City College, will devote it to Women of Excellence, Strength and Tenacity, Inc., a nonprofit she founded and heads. It seeks to empower underprivileged girls 9 to 12, and women 18 and older, offering them tutoring, mentoring and self-esteem and professional and personal development workshops. The academy, Allen said, is “leadership boot camp.” She wants to lead, she said, “because I’ve been blessed, and I’ve been charged with being a blessing to others.”

A political science and urban studies junior at Queens College, Leverett will save his $5,000 to propel future plans. He hopes to combine the arts and policy-making to provide funding for community groups addressing homelessness and other social ills. “The academy is a place that can mold you,” he said. “Even though you might not have a direct vision of what you want to change, it molds you into that person. Once your passion hits you, you can take off running. This is going to be an intense, productive year to help us grow even more, and I look forward to that.”

Leverett is a former Eagle Scout. He plays clarinet and tenor saxophone, and is involved in the University’s Black Male Initiative; in Yearup, a workforce development program for youth that offers private sector experience; and other nonprofits that provide leadership opportunities.

Lopez, 32, who is in her last semester at Hostos, will use her $5,000 to buy a laptop she will load with software for the blind, and to help pay for future education. Bound for Queens College to study political science, she plans to advocate for low-income people and people with disabilities, and run for office. “I will be fighting for individual rights,” she said.

At Hostos, she helps with college registration and orientation, and was vice president of Ability Awareness, a club for people with disabilities. She participates in the Hostos Leadership Academy whose goal is “to promote leadership as a skill necessary to every single person and a skill to be utilized in every aspect of a person’s life.”

The CUNY Leadership Academy’s website is www.clu.cuny.edu.
A Counter-Veiling Manifesto

By Gary Schmidgall

ARNIA LAZREG begins her new book Questioning the Veil: Open Letters to Muslim Women, which appeared last month from Princeton University Press, with an anecdote from her Algerian childhood. When she was about 7, a roughhousing neighbor boy began pulling her hair and wringing流传。Seeing this from her front door, Lazreg’s mother, taking the time to go in and don her veil, pulled off one of her clogs and kicked the boy. It pleased him but hit Marnia, leaving a bloody gash on her forehead.

Thirty years after the event, Lazreg’s mother discarded the veil for good, and the daughter now wonders whether this event had somehow “prepared her psychologically for the removal of her veil.” Clearly, the anecdote has long continued to resound for Lazreg herself. The reader might well say it captures perfectly the spirit of Questioning the Veil, a vigorous interrogation of what she calls a “complex and internally contradictory custom.” Elsewhere she calls it “the least elevating and most politicized” Muslim custom — even a “dysfunctional” one.

The subject of the veil, Lazreg makes clear, is important — not least because the veil is “the most visible common denominator of Muslim societies.” She might even have said that the veil is the face of Islam, for she is eager to lay bare the veil is the face hidden behind a woven pane.

The first four of Lazreg’s open letters are devoted to examining the main rationales for (re)veiling: modesty, the avoidance of sexual harassment, the assertion of cultural identity, and the assertion of one’s religious conviction or piety.

The subject of modesty brings Lazreg to a discussion of the Qur’an, which she believes, does not explicitly exhort the wearing of a veil, but only says that women should “preserve or protect your pudenda,” which has often been translated poetically as “be modest.” The Qur’an, Lazreg also notes, “does not enjoin a woman to cover her face,” but what angers her most is that the veil “implies that a woman should humble, belittle, and feel sorry for her body.” She also adduces some telling etymology, noting that an “Arabic word for shame or modesty, haya’, is close to hayah, meaning ‘life.’ Is a woman to be ashamed of the life that the body?” But the Qur’an also exhorts men to be modest. The fact that they aren’t, Lazreg argues, is the real reason for the existence of the veil: “Men’s desire is the root cause of veils.” The custom, she adds, is not a personal act but a “social convention.”

That the veil is a shield against sexual harassment is dismissed as an “illusion.”

Veiling as an act of ethno-religious self-assertion, of course, became more pronounced after 9/11. But Lazreg resents that women must suffer because the male Islamic leadership depends so heavily on the custom as a marker of Muslim identity: “Feeling comfortable in one’s culture and asserting its worth is one thing. However, reducing the essence of that culture to the veil is another.”

Lazreg is highly skeptical of those who don the veil out of strategic calculation, the term “elastic” and suggesting the veil may be used “for strategic reasons.” She is at a loss to see what is gained from wearing “a symbol of gender inequality.” As for piety, Lazreg is adamant: “Nowhere in the Quran is there an indication that the veil is a condition of a woman’s acceptance of her faith.”

The fifth and final open letter, titled simply “Why Women Should Not Wear the Veil,” reiterates Lazreg’s multi-pronged attack in the preceding four. Discarding the veil is not a heresy like committing usury or drinking alcohol (veil laws are “made by men, not God,” she tartly notes). It is merely a historical phenomenon that has waxed and waned over the centuries and is subject to change in the future. Lazreg also notes that modern technology — cell phones and the Web — has made circumventing veil laws child’s play.

More philosophically, “the hijab makes a woman feel removed from her environment.” In the workplace, it has “the symbolic effect of diminishing the importance of femininity [gender] equality.” More mundanely, the veil is a terrible physical inconvenience in hot climates and an impairment to hearing — a sartorial “monastery.” It is “neither comfortable nor convenient.”

The last pages of Questioning the Veil are devoted to debunking the neo-fundamentalist mantra that any decline in veiling is a sign of Islamic decadence or of base mimicry of that Mother of All Others, the “West.” She is frustrated that a highly personal decision (whether women’s “bodies are a source of shame or simple joy”) has been taken out of their hands — by Islamic men, of course. The veil, Lazreg finally ventures, “is the last refuge of men’s (sexual) identity.”

Lazreg speaks like the ardent Islamic feminist she is when she alludes for treatment to the Algerian fight for independence from France: “I do not think the women who veil themselves today in Algiers, Paris, or New York are engaged in the same struggle as Algerian women were in the 1950s, when they freed themselves of the veil in order to make history.” The veil, Lazreg believes, will prevent Islamic women from making liberating history in the future. “If the veil is not an act, it is reaction, it is repetition of the past.”

Tears, But Laughter, Too

In Dancing in the Dark: A Cultural History of the Great Depression (W.W. Norton & Company), Graduate Center distinguished professor of English and theater Morris Dickstein explores the despair and surprising optimism at a time of dire economic dislocation in the 1930s. Bringing together materials — from epic Dust Bowl migrations to comedies, swing bands and Deco designs — he highlights the pivotal role of culture and government intervention in hard times. The book shows how our worst economic crisis, as it eroded individualism and punctured the American dream, prepared some of the greatest writing, photography and mass entertainment ever seen in this country.

Lessons From the Crusades

The lives of St. Francis and Sultan al-Kamil are captured by Graduate School of Journalism and Brooklyn College professor of journalism Paul Moses in The Saint and the Sultan: The Crusades, Islam and Francis of Assisi’s Mission of Peace ( Doubleday). The book reveals a timely story of interfaction conflict, war and the search for peace. Though it doesn’t lack for colorful saints and sinners, loyalty and betrayal, and thrilling narrative, the book brings to life an episode of deep relevance for all who seek to find peace between the West and the Islamic world.

Eating It Up

Since the first black-and-white TV sets began to appear in American living rooms in the late 1940s, we have been watching people chomp, sput, fillet and serve food on the small screen. But in Watching What We Eat: The Evolution of Television Cook Shows (Cornell), John Jay College librarian Kathleen Collins shows how cooking shows are also a unique social barometer, corresponding to the transition from women at home to women at work, from eight-hour to 24/7 workdays, from cooking as domestic labor to enjoyable leisure, and from clearly defined to more fluid gender roles.

Family Angst, Caribbean Style

In Anna In-Between, the daughter of an upper-middle-class Cuban family who has a successful publishing career in the U.S. goes on vacation to the island home of her birth and finds that her mother has breast cancer but rejects efforts to persuade her to get treated. It is that perhaps her only chance of survival. Anna and her father must convince her to change her mind. This novel by Medgar Evers College Professor Elizabeth Nunez (published by Akashic Books) explores our longing for belonging to a community, the mutual respect essential for a successful marriage, and much more.

CUNY MATTERS — November-December 2009 | 9
SANDY LEE was a director of business operations for UBS in Weehawken, N.J. Maxine Gomez, who worked in the company’s Manhattan office as a quality-assurance supervisor in equity research, says Naughten was a systems analyst at Citibank. And Larisa Kushelev worked as a payroll specialist for The Bank of New York.

Was it the key word. All were laid off during the financial crisis. They all looked for work and came to the same conclusion: The best way to find a new job was to go back to school.

When they began researching universities and courses, they were pleased to discover that they were eligible for National Emergency Grants (NEG), which pay up to $12,500 per person for tuition for job-training courses at approved institutions for work completed by December 2010. Applicants like them are eligible for part of the $11 million newly given by the U.S. Department of Labor to the state to assist laid-off employees at 31 financial institutions that range from Lehman Brothers and Commerce Bank to Countrywide Funding Corp. New York received the largest award, and an estimated 1,400 workers are expected to receive grants.

Lee, Gomez, Naughten and Kushelev all ended up at Baruch College, which was one of the first CUNY campuses to enter the program.

“I couldn’t have afforded to go to school without the grants,” says Kushelev, who got $1,550 to cover the PayTrain payroll training certificate course she is taking. “I’m upgrading my skills and knowledge. The course is a good tool for passing the test. It’s exactly what I need at this time.”

Lee, who was lucky enough to land a job as director of project management for HBO right before fall’s classes began, says “one of the key things that got me this job was the fact that they knew I had signed up for the project management professional certificate course. It opened the door for me.”

The grants cover the $3,000 cost of his program.

Following Baruch’s lead, other CUNY campuses, like Borough of Manhattan Community College, John Jay College of Criminal Justice and City College, have grant applicants or are fielding inquiries from students who want the aid.

“This is an important program and an important opportunity because it can be used not only for continuing education but also for completing or starting a degree,” says Suni Dutch, University director of adult and continuing education. “And it’s a great opportunity for the University because students have a wide range of educational and employment backgrounds, and they’re looking at CUNY colleges as an option.”

At press time, Baruch alone had more than 20 students who were laid off after May 31, 2008 and who were receiving almost $80,000 in grant money. The grants range from $420 to $10,145 for courses in accounting, bookkeeping, payroll, project management, human resources/Society for Human Resource Management, IT skills training and real estate.

“This will be one of the biggest funders we’ve had,” says Ann Clarkson, associate dean of continuing and professional studies at Baruch College. “It’s not a performance-based program, and although the state has to approve the program for each student, it’s not vocational training. There’s more flexibility in this regard. It targets a population sorely in need. They don’t necessarily want a degree; they want to refine their skills and go back into the market. It also allows them to network.

Gomez, who received $3,700 in National Emergency Grants when she signed up for a project management certification program, chose Baruch “because I’ve heard good things about it. My classes are on the weekends and at night, so if I get a job, they won’t interfere. I had checked a couple of other institutions in Manhattan, but they didn’t have night classes.”

Naughten is using his $6,000 grant to earn a forensic accounting certificate and to take some accounting courses. “Among the top schools I looked at, only Baruch was geared up for NEG,” he says. “When I looked outside CUNY, they were a little deep at the switch. Baruch made the process smooth and expeditious.”

Naughten and his three National Emergency Grant peers are among some 270,000 students who have received aid in 2008-2009 for the more than 4,000 adult and continuing education programs offered by the University this academic year.

The courses, which are designed to reflect the needs of each community, range from those that prepare students for careers as phlebotomy technicians and paralegals to college-prep courses for high school students and personal enrichment courses for seniors.

Continuing education courses are designed to be flexible enough to change on a dime, and since the Wall Street meltdown and resulting recession, CUNY’s colleges have placed a greater emphasis on programs that retrain people for a dramatically different workforce.

“The changes in courses that are occurring are different at each college,” Dutch says. “In general, though, we’ve seen an increase in the numbers enrolled in industry certification and GED courses and a decrease in personal enrichment programs, particularly those for children, because people cannot afford them any more.”

The campuses do extensive research, culling information from state and national Department of Labor reports, and constantly refine and redefine programs to fit the preferences of their populations.

At Borough of Manhattan Community College, for instance, the focus has shifted toward workforce development programs. “In the last year or so, there has been a tremendous change in the way people look at continuing education,” says Sunil B. Gupta, the college’s director of continuing education and workforce development. “Now, skilled individuals need retraining.

This is a big role, and an important role, community colleges can play: CUNY, in general, always has been ahead in the development of workforce programs.”

Continuing education is perfect for this group, Gupta says, because the courses are offered during evenings and on weekends, so students like the ones at Baruch who are getting National Emergency Grants can continue to work or look for work while they study.

When selecting courses, BMCC studies labor department statistics and projections and also solicits information from advisory boards in specialty fields like real estate. In addition, it has staffers on the boards of organizations like the Continuing Education Association of New York, which also give it valuable input on workforce trends.

“We are constantly looking for new programs and new content for existing programs,” Gupta says. “We look at five or six new programs for each sector we cover and typically add two or three after we run pilots.”

BMCC’s workforce development programs primarily are in three areas: health care, technology and urban systems.

According to Gupta, the costs in the greatest demand are in allied health. Paralegal and real estate licensing programs as well as training programs for construction project managers and construction cost estimators, he says, also are popular. BMCC’s new offerings include

Cultivate a Business, Or a Roof Garden

CUNY COLLEGES offer more than 4,000 continuing education courses. Here’s a sampling:

NY Designs Business Courses

This business incubator provides advice and assistance to growing businesses in architecture and interior design, fashion, jewelry and craft design, lighting, industrial and furniture design, and graphic and product design. Courses include Opening Your Design Business; Guerrilla PR Tactics for Designers; Business Boot Camp for Design Entrepreneurs, Effective Proposition and Pricing Strategies; and Ooops, I’m in Business. Now What? LaGuardia Community College

Center for Sustainable Energy Solar Professional Seminars

The center promotes the use of renewable and efficient energy technologies in urban communities through education, training, workforce development, research and project facilitation. It supports clean energy development and energy conservation as the means to protect the environment, enhance public health and position New York City to capture emerging economic development opportunities in the energy sector. Professional seminars include Getting a Job in the Solar Industry; Selling Solar in New York, New Jersey and on Long Island; Making the Financial Case for Solar to Your Customers; Navigating Through the Challenges of New York City Solar PV; Obtaining Permits, Approvals and Incentives. Bronx Community College

Introduction to Green Roofs and Living Walls

This hands-on, interactive course teaches how to install green roofs, care for green roof plants and search for green roof jobs. Course highlights include visits to two green roofs. This course may be taken in preparation for the Green Roof Professional Accreditation Test. New York City College of Technology
Workforce
seekers into valuable professionals.

polysonography technician training and an electronic medical records technician program, which launches in January.

BMCC’s technology programs, Gupta says, are particularly “helpful in this competitive work environment, where certified training programs are in demand. The college addresses this need as it is a certified training center for Microsoft and Cisco and in November will become a certified Apple Academy.”

But BMCC’s role doesn’t end when the classes do. Its state-of-the-art testing center offers a variety of high-level exams for various professions that range from car mechanic to social work. “We’re looking to add more,” he says.

Recently, the college’s continuing education program has begun reaching far beyond its Manhattan campus. During the summer, it partnered with the CUNY Graduate School of Journalism to offer training to students from Italy and has plans to expand business programs to visiting students from China and India.

At John Jay, two students have applied for National Emergency Grants. The number of career courses has been increased, and more seminars and workshops have been added. Some of the more popular courses are EMT training and paralegal courses; and a pharmacy technician program is being considered. “For the first time, we have added two online courses — paralegal and defensive driving,” says Terrance Harris, the college’s director of continuing education. “This is a test, and so far it’s going very well.”

The college is looking to partner with more businesses and training institutions so students can be prepared for existing jobs. “In our paralegal course, for instance, we employ practicing lawyers, and we hope they see someone they want to hire; it has happened,” Harris says.

But the business benefits reach far beyond getting competent employees. In some cases, employers are eligible for city tax credits of up $2,400 for hiring in certain categories.

In keeping with its criminal-justice mission, John Jay is adding a crime-scene investigation course for high school teachers and another for high school students. “We did this because high school teachers are trying to teach it, but they don’t know anything about it,” Harris says. “We started it this semester, and we will go full blown in spring 2010.”

Regardless of which courses students take or for what reason, continuing education means just that. Kushelev, for instance, is considering taking an advanced course in Excel. “The more I know, the more power I feel,” she says. “And I’m eligible for NEG funding for it, too.”

maxine gomez is one of more than 20 laid-off workers who are now updating their skills at Baruch College with the help of new government grants, which also aid students on other campuses.
## NOVEMBER

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<td>Queens College Chamber Orchestra Kremlin 7 p.m. $36; $34 seniors, students, alumni and staff</td>
<td>NYC College of Technology Black Church, Politics and the African American Community, with the Rev. Violet Dease 10 a.m.-1 p.m. Free</td>
<td>Graduate Center Feminist Writings on Technologies 4-6 p.m. Free</td>
<td>Hunter College Crossover Jazz: The Hunter Jazz Ensemble &amp; Jazz Vocal Workshop 1-3:30 p.m. Free</td>
<td>College of Staten Island Unconstitutional: The War on Our Civil Liberties 1:15-3:30 p.m. Free</td>
<td>Baruch College Zicklin School of Business Executive Programs 6-7:30 p.m. Free (Through 11/7)</td>
<td>Kingsborough Community College Family Arts: “Classical” 2-3:15 p.m. $12</td>
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<td>Lehman College Lehman Woodwind Quintet 2-3:30 p.m. Free</td>
<td>Through 11/29 Baruch College Stelios Arestis: “Laughter Through Tears, featuring Theodore Biket. $45-$55: check box office</td>
<td>Queens College Orhan Pamuk, with Leonard Lopate 7:30-9:30 p.m. $20, free with CUNY ID</td>
<td>Brookline College 20th Biannual International Electroacoustic Music Festival 7 p.m. Free</td>
<td>Brooklyn College Conservatory Orchestra 7 p.m. $5</td>
<td>York College Burnt Sugar Antariza 8-10 p.m. $20 adults, $10 students and seniors</td>
<td>Graduate Center The Theory of Everything 2 p.m. Free</td>
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<td>Kingsborough Community College Romance de Tango 2-3:30 p.m. $15, CUNY students, staff and faculty $12</td>
<td>City College Book Talk: Lecture Series Lori Carlson 6-8 p.m. Free</td>
<td>Gradudent Center Extraordinary Lives: Bill Kelly in Conversation With Patti Smith 7-8:15 p.m. Free</td>
<td>Queensborough Community College Kenneth Whalum Quintet 1 p.m. Free</td>
<td>NYC College of Technology Great American Smoke-Out Noon Free</td>
<td>Baruch College Recalling Your Career: Generations X, Y and Baby Boomers 5:15-8 p.m. Free (Through 11/30)</td>
<td>Queensborough Community College David Cassidy in Concert 4 p.m. $40-$90</td>
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<td>Lehman College Lehman Big Band 2-3:30 p.m. Free</td>
<td>Lehman College “Of Mice and Men” 1-5 p.m. $25</td>
<td>Queens College Blood Drive 10 a.m.-4 p.m. Free</td>
<td>Lehman College From Synge to McDonagh: A Century of Violence, Language and Love 12:30-1:30 p.m Free</td>
<td>Hunter College Know Your Rights Training 1-3 p.m. Free</td>
<td>Queens College HIV Screening 11:30 a.m.-3 p.m. Free</td>
<td>Queensborough Community College “The Imagined Worlds of Alex Nilo” M-F 10 a.m.-3 p.m. Free</td>
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<td>Lehman College “The Nutcracker” by the Moscow Classical Ballet 4 p.m. $25-$45, children 12 and under $10</td>
<td>Lehman College Writers of the Aran Islands 7-9 p.m. Free</td>
<td>Lehman College Book Talk: Lecture Series 6-8 p.m. Free</td>
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### November is CUNY Month

CUNY Month is a celebration of the people and programs that enrich every part of the University — and this year, we have much to celebrate. Our enrollment is at its highest level in CUNY history. The number of high-achieving students coming to the University is surging. Our students and faculty are winning the most prestigious awards and fellowships in the nation.

Our partnerships with the philanthropic community are providing new opportunities for students at every CUNY college. So join our celebration — get on board the CUNY “Success Express” and visit the CUNY campus of your choice this November during CUNY Month.

— Matthew Goldstein, Chancellor

### Details of calendar events can change without notice, so always call in advance.