As Enrollments Soar, Budget Needs Improvement

THIS IS AN UNPRECEDENTED moment in the history of The City University of New York. CUNY is experiencing its highest enrollment to date: approximately 260,000 degree-credit students, including more high-achieving students than ever before. While recent economic hardships have driven many New Yorkers to college to acquire new skills and attain additional certification, CUNY’s decade-long growth—an additional 65,000 students since 1999—is also a manifestation of two ongoing factors. The University continues to be recognized for its academic quality and has become a destination for students seeking an exemplar education. Students are coming to CUNY better prepared for college-level work and are being retained in greater numbers.

All of us take great pride in the increased interest in CUNY and the improved performance by CUNY students. However, our explosion in enrollment poses serious challenges. The need for faculty and the demands on space are also at unprecedented levels.

At the same time, we remain steadfast in our commitment to helping New Yorkers advance during uncertain economic times and to helping the state build the workforce and innovation capacity of New York.

Our 2010-11 budget request, adopted unanimously by the CUNY Board of Trustees, reflects that commitment. It marks the fifth year of the CUNY Compact, our multiyear financing approach that offers an economically efficient way to finance the University by delineating shared responsibility among partners and creating opportunities to leverage funds.

It prioritizes the University’s needs in meeting the demands of a rapidly growing student body, including additional full-time faculty, expanded student services, facility improvements, and educational technology.

Consistent with the CUNY Compact, the 2010-11 State Executive Budget proposal recommends the Public Higher Education Empowerment and Innovation Act, legislation that would offer the University flexibility related to tuition and regulatory provisions. Components include a predictable tuition policy, differential tuition by program, and greater flexibility in procurement procedures. The University supports efforts to keep tuition rates predictable for students and their families and to improve efficiency wherever possible.

The State Executive Budget also calls for full funding of the University’s mandatory costs, consonant with the CUNY Compact. However, it recommends a decrease of state support of about $84 million for our senior colleges. In addition, it proposes a reduction in community-college base aid of $285 per FTE for next year. This follows this year’s base-cut of $130 per FTE. The proposed base-aid cuts would reduce the rate to $3,260 per FTE—the lowest rate since 2005.

We are deeply concerned about these recommended reductions. In this economic climate, funding for our community colleges is especially important. In New York City, where the jobless rate just rose to 10.6 percent, CUNY’s six community colleges are a pipeline to jobs. They serve more than 88,000 students and meet an extraordinary array of academic needs. Almost 97 percent of our most recent associate-degree recipients reside in the state, contributing to its progress. Our community colleges need the full restoration of their funding especially given the national focus on college degrees.

In addition, the 2010-11 Executive Budget also recommends several changes to the Tuition Assistance Program (TAP), including an across-the-board reduction of $75 to TAP awards. This financial assistance makes it possible for many of CUNY’s students to pursue and attain a college degree. The University’s first concern will always be to assist the neediest students, and we continue to request the restoration of full TAP awards.

CUNY’s unprecedented enrollment growth has also created a pressing demand for space and a pronounced strain on our facilities. As a result, our facilities program remains a high priority for the University.

With the assistance of the State Legislature, significant progress has been made. Recent projects include the groundbreaking for the Loui V. and Samuel I. Silberman School of Social Work at Hunter College, and which will include the CUNY School of Public Health, in East Harlem; the new Fiterman Hall at Borough of Manhattan Community College; and the topping out of both the building expansion at John Jay College and the North Instructional Building at Bronx Community College. An appropriate new site for the CUNY School of Law in Long Island City, Queens, has also been selected.

For the last two years, CUNY has also received funding to address a backlog of more than $1.7 billion in critical-maintenance needs. I am very pleased that this year’s Executive budget recommends another critical-maintenance allocation. Ongoing maintenance allows us to prevent the greater, long-term expenses that inevitably result from deferrals.

Given the progress that has been made, the Executive Budget’s proposed reduction to the CUNY capital-deductions cap, which would limit the University’s ability to fit new projects into its plan, is a concern. In this economy, spending on construction makes good financial sense. For every $10 million spent in construction, it is estimated that 60 jobs are created at the job site and 30 jobs are created offsite in materials fabrication on an annual basis.

These are undoubtedly challenging times, but I am confident that CUNY will continue to be a powerful vehicle for New York’s economic and social revitalization.

Matthew Goldstein, Chancellor

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

— Horace Webber

Founding Principal, The Free Academy

Continued on page 4
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.

The New Louis and Samuel Silberman School of Social Work at Hunter College in East Harlem, which will also house the new CUNY School of Public Health and Hunter College’s Centro de Estudios Puertorriqueños, is underway. The community-centered building — targeting a high rating for environmentally sustainable design — is expected to open for the September 2011 semester.

The School of Social Work has been housed, rent-free, for 40 years in a now-outgrown East 79th Street facility built with help of a $5 million gift on donated land once occupied by the Silbermans’ townhouse. The new building will be renamed in honor of their $30 million gift toward its construction, which is also being funded by a $1,101.3 million allocation from the State Legislature.

“We should all be proud that one of the country’s top public social work schools is located right here in New York,” North said. “Thanks to the generous gift of the Louis and Samuel Silberman Fund, we can be sure that the School of Social Work at Hunter College will remain strong for years to come.”

Republican Gov. David Paterson said at the groundbreaking ceremony: “Moving the School of Social Work to East Harlem will give its students and faculty — as well as those at the new CUNY School for Public Health — the opportunity to engage with a surging into public colleges and universities.”

The New York Times Knowledge Network to highlight the history, scope and diversity of public higher education across the country.

“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 Yassin Naimi, senior vice president of marketing and circulation for The New York Times.

“The Times is very pleased to be a part of the team,” North said.

Founding sponsors include TIAA CREF and JPMorgan Chase.

This is a perilous time for public higher education. The National Conference of State Legislatures said last 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 to 17 percent less than it was two years ago. Florida reduced aid by 15 percent. Michigan eliminated a $140 million program that provided up to $4,000 to students in their first two years of college, along with $60 million in scholarships. But higher education has prominent advocates. President Obama proposed pumping $12 billion into community colleges over the next decade in hopes of increasing the number of associate-degree graduates by 5 million by 2020. “Jobs requiring at least an associate degree are projected to grow twice as fast as jobs requiring no college experience,” he said last summer. “We will not fill those jobs, or keep those jobs on our shores, without the training offered by community colleges.”

Other countries are also outpacing the United States in the production of mathematicians, scientists and engineers. Encouraging more students to seek
CUNY’s 2010 Investing in Futures calendar spotlights the growth in public higher education and its vital role in a free society.

The two most intimately involved in this calendar project, both cited the same example to prove that point. Richard Lieberman, who as also the first president of the LaGuardia and Wagner Archives at LaGuardia Community College spearheaded the calendar project for CUNY, said that “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 email to their president, it opens doors.” Dunn, the Times’ manager of corporate partnerships and education, who also cited Eastern Kentucky University, recalled the resulting conversation that he and Lieberman had with university president Doug Whitlock, who said that 39 percent of their students are first-generation college from the hills of Kentucky. And Lieberman said that 39 percent of CUNY 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 Weintstein and Tera Jane Hickman. Lieberman’s archivists including the Rockefeller Foundation and the Kellogg Foundation, which has particularly been involved with tribe and community colleges.

The calendar took top priority, but the team’s efforts now shift to the Web site and network, which includes historical information, documents, photos and history to the calendar. “We reached into every state; opening a conversation among historians and advocates for public higher education who had not necessarily been talking to one another 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 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.”

master’s and doctoral degrees in these fields will take greater governmental support.

The CUNY calendar project became a way for the nation’s public colleges and universities to make their history, mission and presence known. More than 200 individuals from 108 colleges and universities contributed their information, documents, photos and history to the calendar. “We reached into every state; opening a conversation among historians and advocates for public higher education who had not necessarily been talking to one another 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 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.”

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City College received $186,552 from the "Programs in Low Income High Schools." College Students Promote Health Prevention. Service for "Promoting Health Prevention: STEM Corporation for National and Community University Center received $338,407 from the Baruch College's Department of Psychology was Assistant professor Angela Pinto Research Program" under the direction of associate professor Reza Khanbilvardi. "Specialized Neuroscience was awarded by the National Institutes of Elizabeth Sklar research, directed by associate professor Reza Khanbilvardi. Technology Center, a University research center located in Geneva, Switzerland. $1,320,417 grant from the National Science Foundation for the Hunter College Department of Biological Sciences was awarded $1,434,098 by the the Hunter College Department of Biological Sciences has received a $704,189 grant from the National Institute of Neurological Disorders and Stroke. The College of Staten Island and Queensborough Community College have received grants of $129,553 and $107,355, respectively, from the New York City Office of the Mayor for adult literacy programs. Assistant professor Angela Pinto of Baruch College's Department of Psychology was awarded $130,008 by The National Institutes of Health for a study on "Managing Obesity by Weight Loss." The Graduate School and University Center received $338,407 from the Corporation for National and Community Service for "Promoting Health Prevention: STEM College Students Promote Health Prevention Programs in Low Income High Schools." Brooklyn College received $88,503 from the U.S. Department of Education for a project, directed by Lorraine D. Mondesir and Charles Coleman is a nursing student at Hostos Community College — and a "veteran peer advocate" for CUNY's Office of Veterans Affairs. "I do outreach to veterans, see if they need any assistance," she says, "I went into a computer lab and saw someone who was on the VA website. So I went up and started talking to him — how long has he been back, how's he adjusting, does he need anything."

City College has also given the campus veterans' association an office with a pad staff of its own. "It's very setting back for a lot of veterans who come back to school," says Aubrey Arcangel, 27, a political science major who made several trips to Washington to lobby for the increased GI education benefits as director of the New York City chapter of Student Veterans of America. "When I came back, I missed that feeling of being part of something bigger than yourself. I missed the camaraderie of my unit. There's a large disconnect between a 24-year-old war veteran and a 15-year-old college student who gets his image of the military from movies like 'Rambo' or 'Black Hawk Down.' You always get the question: 'Have you killed anyone?' So just to have a place to go and hang out with other veterans is very therapeutic." At Hunter College, which has one of the University's largest student veteran populations, the School of Social Work has received national attention for developing initiatives to make support for veterans part of the fabric of the campus. Now in its third year, the Project for Return and Opportunity in Veterans Education places graduate social work students on CUNY campuses to assist and counsel veterans — and to build a self-perpetuating structure of veterans helping other veterans. "It's not just an asset but an asset multiplier," says Roger Sherwood, the Hunter social work professor who directs the program and is a Vietnam-era vet. The Hunter program is one of 20 nationwide to receive a $100,000 grant from the American Council on Education and the Walt Mart Foundation. Many veterans say they joined the service out of high school because they weren't ready for college but came out of the service ready, willing and able to return to the classroom. Others needed some time. After her discharge from the Army in 2004, August Coleman, now 28, got a job as an aide in a psychiatric hospital. "I got punched," she recalls. "It made me realize I "Leading the Campaign To Help Returning Vets"

By Richard Firstman

VETERAN WAR produces its own generation of veterans who return with distinct experiences, aspirations and struggles. For many of the Afghanistan War generation, coming home means going back to school, and CUNY is emerging as a national leader in recruiting them into the classroom and developing programs to smooth their transition from military life.

Enrollment by veterans and reservists in CUNY colleges has been growing by about 10 percent a year, says Wilfred Cotto, University coordinator of veterans affairs, and stands at nearly 2,000 students. And more and more will be coming: Increased education benefits under the new GI Bill took effect Aug. 1, 2009 and a key provision is a monthly expense stipend that is tied to the cost of living where the student veterans attend school. Under the new bill — the first change in education benefits since 1984 — veterans who enroll in a CUNY college will have their full tuition paid directly by the Department of Veterans Affairs and receive $2,700 a month for living expenses.

"According to the VA, there will be 10,000 veterans returning to New York City over the next few years, and they will be looking for education," says Cotto, a Brooklyn native who retired from the Navy in 2005 after a 28-year career. His appointment in 2007 to a post that had been vacant for 12 years was a signal that CUNY officials recognized that veterans were not only a growing student population but one that required special attention. Projecting that its 23 colleges and institutions will constitute one of the largest student veteran populations in the country, the University last year committed $1.25 million for a host of programs and initiatives and made them permanent in its budget.

Student veterans find that the University is a welcoming place. "I think CUNY is the perfect university for veterans," says Don Gomez, a veteran of the Iraq war and a 2009 recipient of the Truman Scholarship. "There is an attitude that comes from the disconnect between a 24-year-old war veteran and a 19-year-old than yourself. I missed the camaraderie of my unit. There's a large disconnect between a 24-year-old war veteran and a 15-year-old college student who gets his image of the military from movies like 'Rambo' or 'Black Hawk Down.' You always get the question: 'Have you killed anyone?" So just to have a place to go and hang out with other veterans is very therapeutic." At Hunter College, which has one of the University's largest student veteran populations, the School of Social Work has received national attention for developing initiatives to make support for veterans part of the fabric of the campus. Now in its third year, the Project for Return and Opportunity in Veterans Education places graduate social work students on CUNY campuses to assist and counsel veterans — and to build a self-perpetuating structure of veterans helping other veterans. "It's not just an asset but an asset multiplier," says Roger Sherwood, the Hunter social work professor who directs the program and is a Vietnam-era vet. The Hunter program is one of 20 nationwide to receive a $100,000 grant from the American Council on Education and the Walt Mart Foundation. Many veterans say they joined the service out of high school because they weren't ready for college but came out of the service ready, willing and able to return to the classroom. Others needed some time. After her discharge from the Army in 2004, August Coleman, now 28, got a job as an aide in a psychiatric hospital. "I got punched," she recalls. "It made me realize I needed to go back to school to be more than I was and not just stay there for 20 years."

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Recently, Coleman and others from the University veterans office spent a Saturday out on the streets of some recruiting at Fort Hamilton in Brooklyn, the Army's only active post in the metropolitan area.
Noted and quoted

**Celina Sotomayor**

**Shaw, Sapienza Appointed To Senior Budget Positions**

*The executive Committee of the Board of Trustees has appointed Marc V. Shaw Interim Senior Vice Chancellor for Budget, Finance and Financial Policy. His appointment follows the untimely death of Vice Chancellor for Budget and Finance, Emoto Malvo on Nov 22, 2009, at age 51. Shaw, who has served as Trustee since 2002, has more than two decades of senior management experience in state and municipal government. He served as First Deputy Mayor and Deputy Mayor for Operations to Mayor Bloomberg, as Executive Director and Chief Operating Officer for the Metropolitan Transportation Authority, as Budget Director and Commissioner for the Department of Finance under former Mayor Rudolph Giuliani, and as senior staff with the City Council Finance Committee and the State Senate. The Executive Committee has also appointed Matthew Sapienza as Associate Vice Chancellor for Budget, Finance and Financial Policy. Sapienza has provided more than 21 years of distinguished public service in senior level budget and finance administration, including five years at University Budget Director beginning in October 2004, 11 years at the New York City Board of Education, including as Deputy Budget Director for the public schools system, and five years as a Senior Budget Analyst for The New York City Fire Department. Mr. Malvo’s passing has left a large gap and unexpected void in the University’s administration,” said Chancellor Matthew Goldstein. Fortunately, in Marc Shaw and Matt Sapienza, the University has experienced public servants who are uniquely qualified to address the critical needs of this time as they lead us through these challenging circumstances. A national search will be conducted for a permanent appointment to the Senior Vice Chancellor position."

**New Student Trustee Brings Experience Plus Fresh Ideas**

*Orey Provost, a Brooklyn College graduate student active in student and community affairs since high school, has been elected the 25th chairperson of the University Student Senate — giving him a seat and a vote on the CUNY Board of Trustees. Provost, who earned his B.A. at Brooklyn College, is pursuing a master’s degree in urban policy and administration; he plans to seek a doctorate in political science with an eye toward teaching. His leadership positions have included the presidencies of Brooklyn College’s NAACP and Mentoring Alliance. Currently he is president of the college’s Graduate Student Organization. In his new leadership post, Provost said he is most concerned with “making sure CUNY remains as affordable as possible for students, and with the financial stability of the University as we go through the next couple of years of economic downturn.” He added, “I truly believe CUNY has an asset that should be replicated. CUNY offers students in difficult positions many, many opportunities for progress.” He plans to improve University Student Senate communications with the help of a new website and a “marketing strategy” in order to make it easier to “develop conversations” and express concern to students. As an undergraduate, Provost helped to organize Brooklyn College’s “Thanksgiving Feed the Homeless” and spent time in New Orleans helping rebuilding efforts following Hurricane Katrina. He has been active in several communities through his work with New York State legislators, and also is concerned about educating young fathers on their importance to families and to the future success of their children."

**Distinguished Author, Scientist Win Top Awards**

*Shaw and Sapienza Appointed To Senior Budget Positions*

**NOTED CUNY literary honors by Ireland and France. At Hunter, he teaches fiction in the college’s MFA program. Professor Barman received the Sakharov Prize, named for the Russian theoretical physicist who became a dissident and won the 1975 Nobel Peace Prize. For about 35 years Barman, a grandson of Russian-Jewish immigrants, has advocated for the rights of oppressed communities — first in the former Soviet Union and later in China, Cuba, Iran, and the United States. He is currently working to help Dr. Arash Alaei and Dr. Kumar Alaei, brothers who are medical doctors who have been imprisoned by Iran for trying to treat AIDS patients in their area. His goal has been to put “pressure, noise and a spotlight” on governments that repress scientists. Among scientists he has helped who have become independent research scholars are Lehman College Distinguished Professor of Physics Eugene Chudnovsky and professor emeritus Andrei Weissman of The College of Staten Island."

**CUNY Matters — 2010 Legislative Special Edition**

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“Predictors of ADHD in Preschool Children,” a proposal by Jeffrey M. Halperin of Queen’s College’s Department of Psychology, has been awarded $69,213 from the National Institutes of Health. Professor Andrew Beveridge, chair of Queen’s College’s Department of Sociology, and Elena Vesselinov, also of the Sociology Department, have received a $144,995 grant from the National Science Foundation for a study on the distribution and social impact of profit-page fraternities in the U.S. The National Institutes of Health awarded $497,791 to Brooklyn College for biomedical research training for minority honor students.

A $527,100 grant was awarded to Brooklyn College by the New York State Department of Education for a Bilingual Educational Technical Assistance Center, under the direction of Dean Debra Butler. The grant is in recognition of the National Science Foundation, the Graduate School and University Center for “CUNY Science New On-DU Program,” under the direction of professors Gilman Smalk and Brian B. Schwartz.

Hostos Community College received a number of grants totaling nearly $1.9 million for projects involving invention, workforce training and investment, adult literacy and other forms of outreach, all under the direction of Dean Carlos Melena. Funding was from the New York City Human Resources Administration, The Bill & Melinda Gates Foundation, the New York State Education Department and the New York City Office of the Mayor.

The New York City Human Resources Administration awarded $438,473 to City College for “Project POC,” directed by Olida Martinez. CUNY has also received a grant of $408,078 from the National Institutes of Health for “Challenging Cardiovascular Risk in Vulnerable Plaque Rupture,” directed by Distinguished Professor Sheldon Weinbaum and assistant professor Luise Ban.

York College received grants totalling over $3.84 million from the National Science Foundation and the National Institutes of Health. These include $189,900 from the NSF for the “Robert Noyce Mathematics and Science Teacher (MaST) Scholars Program,” under the direction of assistant professor Leslie Reiter. The Graduate School and University Center received $317,477 from the Government of the Netherlands for “Phase II of the Dutch National Intellectual Property Project,” under the direction of Presidential Professor Thomas G. Weiss. A grant of $34,000 was awarded to New York City College of Technology from the National Endowment for the Humanities for “Ming the Shore: Changing and Preserving the Landmarks of Brooklyn’s Industrial Waterfront,” directed by Richard Rasely.

The National Institutes of Health awarded City College two grants of

Continued from page 10

From Lab Bench to Marketplace

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 mussels from background noise. A device that taps sunlight to generate hydrogen or methanol that may someday power Americans’ cars.

In University labs, researchers are developing the next generation of solar cells, storage batteries and bacteria-destroying technologies. And CUNY is ramping up efforts to commercialize their discoveries, with the added goal of fueling economic development in New York City and state. Wherever possible, it is helping researchers connect with industry partners, negotiating licensing agreements with companies to market commercially viable innovations and encouraging investment in “spin-off” companies.

“Two of the first time in recent years, we are trying to stimulate the economy of New York by taking the faculty ideas and trying to commercialize them,” said Vice Chancellor for Research Gillian Small. “We’re really starting to make advances now in getting licenses.”

Scientists are developing technologies that have the potential to make tremendous contributions to society, from sustainable energy to medical and safety innovations,” said Chancellor Matthew Goldstein. “Bringing them to the marketplace is essential; benefiting not only these creators, their colleges and CUNY, but local economies and the public at large.”

Working on the cutting edge of one of today’s hottest research fields, metamaterials, David Crouse, a City College electrical engineering professor, develops light-controlling materials that can make pollution-detecting sensors, improve solar panels, make it possible to distinguish mussels 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 Engell, professor of chemistry and biochemistry and the college’s interim dean for mathematics and science, said he is hearing licensing agreements with two companies — a Manhattan manufacturer of sporting uniforms and a New York, N.Y., fabric-finishing company — for a lipids-based antibacterial, antifungal coating that can bind to cotton, wood, cork and other surfaces and has potential applications. Engell 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-destroying coating would repel infection in the hospital or battlefield. “The military would be interested,” Engell 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 sew the leg with the uniform.”

The intensified focus on commercialization of faculty ideas — known as technology transfer — is a natural outgrowth of the University’s Decade of Science initiative, which has upgraded science facilities, attracted world-class researchers and devoted other resources toward raising CUNY’s science and research profile. The new efforts emulate the model set 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. Last 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 Sanjiv Beryan, distinguished professor of chemical engineering at City College and director of the CUNY Energy Institute, and a headed by the president of Cornell University. The task force 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 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 idea of bringing innovations to the marketplace can be lengthy and complex, from obtaining funds for research, to applying for patents, to licensing 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 Smalk 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 spin-offs, with economic development and getting the idea to the marketplace, the main goal.”

The University has been interfacing with industries 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 millions in industries, 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 “removing core facili-
ties and offices" and "resources are being allo-
cated."

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 break-
through photonics 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 compa-
y, 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” expe-
rience, Crouse said. “It’s an exciting endeavor .... You have your teaching, your academic research lab, it comple-
ments 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 nine-
year-old discovery to the point of commer-
cialization, 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.”
A GROUP OF MEN approached Jacqueline Dipasquale’s 13-year-old brother and began shooting. Bullets tore into Franky’s arm and leg, wounding him. A friend was killed instantly by a shot to the head. It was near midnight at the Forest Houses in the Bronx in August 2008. “The people who did this were never found, and I have never found out answers as to why” they opened fire, said Dipasquale, whose brother survived. But the shootings pointed her toward a career she’s pursuing through a new CUNY criminal justice program, which links six community colleges with a senior college that specializes in the field. “I want to be a forensic scientist so that I can help people solve crimes.”

Now a first-year forensics student at the CUNY Justice Academy, she pursues a 60-credit associate degree at Bronx Community College. After earning that degree and passing the CUNY Proficiency Exam, she is guaranteed a transfer to John Jay College of Criminal Justice in Manhattan to complete the remaining 60 credits for a bachelor’s degree. Borough of Manhattan, Hostos, Kingsborough, LaGuardia and Queensborough Community Colleges also participate in this program. Students follow tracks in criminal justice, forensic science, or forensic financial analysis. “The best part is being in classes with students who are as smart as I am, and are trying to do something with their lives,” said Dipasquale, 21. “We all live in the Bronx, and we all aspire to greatness.” She is excited about working toward a joint degree with John Jay. “You might say, BCC opens doors to a four-year college,” added Dipasquale, who in 2011 plans to be the first in her family to graduate from college. “I want to give my 4-year-old son a good future.”

Other students are equally thrilled to follow the Justice Academy’s clear and intriguing academic pathways to law enforcement careers. “My criminal justice classes are so interesting,” said James Mott of Woodhaven, Queens, a criminal justice major at John Jay. “You might say, BCC opens doors to the NYPD Police Academy. Mark Pabon is pursuing the forensics pathway at Borough of Manhattan Community College. “I always had an interest in chemistry, ever since high school,” says Pabon, a native New Yorker who landed a Science for Forensics Pathway at Borough of Manhattan Community College in January 2010 Legislative Special Edition.

Jacqueline Dipasquale

At BMCC, Pabon and his fellow Science for Forensics students “are immersed in the study of science and math, and it’s hard core,” he said. “This program has taught me discipline and dedication.” A fan of the Showtime TV series “Dexter,” Pabon hopes to pursue a pharmacology career or become an FBI agent. He says that future students should know, “When it comes to forensics, it’s not always what you see on TV. It’s nitty-gritty.”

After six years of military service, Sgt. Kevin Paulsingh was ready for something different. He had emigrated from Trinidad at age 5, grew up in Queens and at 17 enrolled in the Army Reserve to serve his adopted country. His hitch included a yearlong deployment to Mosul, Iraq, with the 445 Quarter-master Unit out of Trenton, NJ, during the Bush administration’s surge. Paulsingh enrolled at Queensborough Community College in January 2010. Paulsingh hopes to pursue a pharmacology career at John Jay. He hopes that by 2012 he will be on his way to the NYPD Police Academy.

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Justice Academy Links to CUNY MATTERS — 2010 Legislative Special Edition.
Criminal Justice Careers

2008 after learning his accumulated military service was eight days shy of what he would need for Police Academy admission. He switched his major to criminal justice when CJC joined the CUNY Justice Academy program. He expects to graduate in June, enroll at John Jay and earn his baccalaureate within two years. Now 22, he has set his sights on working with the FBI Police, the uniformed security police who protect FBI facilities, personnel and visitors and have certain enforcement powers; he has already received security clearance.

When Valentine Yeye enrolled at Hostos Community College, it was for a degree in dental hygiene, but, she said, “I changed my major to criminal justice soon after learning that it was being offered as a dual-degree program [with] John Jay College.” Even as a girl, she had been interested in law enforcement, recalling a childhood video she made with her brothers. “I had to be the one running and arresting the bad guys.”

Yeye plans to complete her B.S. in criminal justice administration and planning at John Jay, then pursue a master’s and become an FBI agent. Aside from combatting corruption and violent crime, Yeye is interested in criminal psychology, “fascinated by the development of strategies that help criminals re-engage as productive members of society.”

Marina Smelava also sees a future as a federal agent. Born and raised in Belarus, Smelava emigrated to the United States in 2005 and matriculated at Kingsborough as a journalism major. She couldn’t believe her luck when she overheard that the community college was about to offer a criminal justice major in conjunction with John Jay. She quickly enrolled in introductory courses in criminal justice and American government. “Everything said there pertained to reality — how things work in the real world,” she said of her classes.

Now in her second year at Kingsborough, Smelava plans on transferring to John Jay after completing her associate degree. “I see myself working as a federal agent,” she said. “I know exactly what I want and how long it will take to get there. But I’m also excited about all the things I will experience during this long journey.”

CUNY Matters — 2010 Legislative Special Edition | 9
New government grants and University-wide career-training programs are turning today’s job-seekers into valuable professionals.

Sandy Lee was a director of business operations for USS in Waterbury, NJ. Maxine Gomez worked in the company’s Manhattan office as a quality-assurance supervisor in industry research. Kevin Naughten was a systems analyst at Citibank. And Larisa Kudelov worked as a payroll specialist for The Bank of New York.

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 quickly discovered that they were eligible for National Emergency Grants (NEG), which pay up to $1,250 per semester for job-training courses at approved institutions for work completion.

Applicants like them are eligible for part of the $13 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 Cousins Funding Corp. New York received the largest award, and an estimated 1,400 workers are expected to receive grants.

Lee, Gomez, Naughten and Kudelov 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 Kudelov, who got $1,550 to cover the PhayTurn payroll training certificate course she is taking. “It helps me develop 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 quick enough to land a job as a director of project management for HBO right before fall’s classes began, says that “one of the key things that got me this job was the fact that I knew I had signed up for this project management professional certificate course. It opened the door for me.” The grants cover 75 percent of the cost of the program.

Following Baruch’s lead, other CUNY campuses, including 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 to study.

“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 Sun Ditch, 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 college as an option.”

At press time, Baruch alone had more than 20 students who were laid off after May 31, 2009 and who were receiving almost $90,000 in grant money. The grants range from $420 to $310,145 for courses in accounting, bookkeeping, payroll, project management, human resources/Society for Human Resource Management, IT skills training and real estate. “This is clearly the best funding support 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 is more flexibility in this regard. It targets a population solely in need. They don’t necessarily want a degree; they want to retrain 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.”

Naughten is using his $6,000 grant to earn a forensic accounting certificate and to take some accounting courses. “Among the top candidates for the new economic development opportunities in the finance sector is 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. 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 quality of life in New York City. The center is currently emerging economic development opportunities in the energy sector.

Introduction to Green Roofs and Living Walls
This hands-on, interactive course teaches how to install green roof, care for green roof plants and search for green roof jobs. New York City College of Technology

Jump-Starting an Upgraded Workforce

"Delivery of Courses in Energy Management"
At the Graduate School and University Center received $106,595 from the New York State Education Department and the New York State Energy Research and Development Authority. The Center received $200,000 from the New York State Education Department and the New York State Energy Research and Development Authority. The Center received $200,000 from the New York State Education Department and the New York State Energy Research and Development Authority.

"Cultivate a Business, Or a Roof Garden"

A "CUNY Matters" article from the Spring 2010 edition of "CUNY Matters," a newsletter published by the City University of New York. The article highlights the various ways in which CUNY students, faculty, and staff are addressing the economic crisis and creating new opportunities for themselves and others. The article discusses programs such as the "Delivery of Courses in Energy Management," which has received funding from the New York State Education Department and the New York State Energy Research and Development Authority. It also highlights the "Cultivate a Business, Or a Roof Garden" initiative, which provides assistance to businesses in the architecture, interior design, fashion, jewelry, and craft design industries. The article concludes with a quote from a CUNY student, who says that "my experience at CUNY has been incredibly rewarding and I feel grateful for all the opportunities it has given me."
Sorkin laments his mother-and-son century. It dates from 1892 and Sorkin’s wife have occupied for nearly a quarter century. It's a bracing dose of variety — is a bracing dose of variety never knows what to expect on a serendipitous because it is all about a child of the Sixites,” as he calls himself. He is a big fan of Time Jacobs, who fought epically with “Robert Moses and the promoters” and advocated for “integrated diversity” and preservation of local neighborhoods in city planning. Pointing proudly to the Gay Pride and Halloween parades as the Village’s “most dramatic assertions of the public’s right to the enjoyment of public space,” Sorkin also insists on a place for the “Rabelaisian carnivalesque in civic life.”

His enemies, aside from his landlords, are predictable: New York University (“an amazingly deaf ear to community concerns”), the landmarks regime (“lethal concerns”), the landmarks regime (“lethal assertions of the public’s right to the enjoyment of public space,” Sorkin also insists on a place for the “Rabelaisian carnivalesque in civic life.”

Sorkin’s commute begins at the walk-up doc at the Graduate Center, I came to CUNY as a Mellon post-doctoral associate professor, directs the College associate professor John Ingmar Lehmann. The authors are math professors at CUNY, where he is former dean of the School of Education; Lehmann at Humboldt University in Berlin — but no more than a high school math background is required for anyone to appreciate the book’s useful shortcuts and intriguing mysteries.

Persian Gulf Politics

To trace a broad contest between two variants of overseas capitalism, Bronx Community College history professor Simon Dower goes beyond oil and Cold War strategic studies in Contemporary Space Anglo-American Relations in the Persian Gulf, 1989.-1997 (Brill). He states that intra-Western frictions were more influential in postwar Persian Gulf politics, when expanding American interaction with new indigenous elites accelerated the unravelling of British imperialism.

Cooperative Policing

In Policing the World: The Practice of International and Transnational Policing (Carolina Academic Press), Baruch College associate professor John Casey covers three key areas of this complex subject: comparative policing and the creation of international cooperative efforts to respond to emerging transnational and international threats, as well as peace operations and capacity-building in post-conflict and transitional environments.
GRANTS & FUNDING

Continued From Page 10

$37,269 from the New York State Department of Education for “Workforce Investment Act,” directed by Frances Rosenzweig. The National Institute of Health awarded $15,000 to Queens College for “Trends in Ethnic and Socioeconomic Differentiators in Oral Quality of American Children,” directed by Ashima Kant, the Department of Family, Nutrition and Exercise Sciences.

$735,664 was awarded by the New York State Office of Children & Family Services to Hunter College’s Brookdale Center for Healthy Aging & Longevity, for “Protective Services for Adults Training Resource System,” under the direction of Marianne Fats. The College of St. Rose island received $150,000 from the Robin Hood Foundation for “Funding for Certified Nursing Assistant (CNA) Training,” directed by Hope A. Kim.

“Pharmaceutical Profiling of Alzheimer’s Disease Compounds,” a proposal by professor Wou-Yan Wang of City College, has been awarded $132,937 from Integrated Risk Information System (IRIS). The IRIS award is directed by professor Jorge Gonzalez received a $129,800 award from the National Science Foundation for “Understanding Impacts of Climate Change on Energy Infrastructure in Urbanized Coastal Area.” The New York City Council has awarded $37,136 to Michael Geller of Kingsborough Community College’s Office of Student Development, for “Support of LightHouse/World/Significantly Advance Abuse Prevention and Treatment Program.”

Lehman College received a grant of $643,867 from the National Institute of Health for “Regulation of Pyrroline-5-carboxylate Biosynthesis in Mice,” directed by professor Emanuel Wurtzel. John Jay College received a $189,508 grant from the National Science Foundation with the University of Massachusetts to “Significantly Advance Forensic Methods of Investigating Persons Vanishing in Crowded Urban Environments,” directed by professor Sanjoy Banerjee, both of the Department of Chemistry Engineering Science.

Grants totaling more than $72 million from the New York State Department of Youth and Community Development went to LaGuardia Community College for a number of youth projects, including a “Summer Youth Employment Program,” all directed by Carolyn Beck, The National Science Foundation provided $20,319 in support for Medgar Evers’ “S.T.E.A.M. Program,” directed by professors Margaret A. Carroll and Edward Catapano of the Department of Biology.

LaGuardia Community College has received $200,000 from New York City Department of Housing Preservation and

From Holocaust to Flux

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 Bay Ridge, Brooklyn.

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 and brick structure adjoining the administration building is the first facility everyone coming to the college sees, and that is by design. Queenborough President Eduardo Marti wanted it to be aed 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 cam-

pus,” 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 Hug, the center’s executive director, calls “the greatest hate crime ever committed.”

Mindful that there is a resurgence of hate-motivated attacks in New York City and internationally, Marti says: “Hearing 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 stu-
dents 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 of the value that this institution places on educating current and future gen-

erations about the ramifications of prejudice, racism and stereotyping. It will be a beacon of care 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; Nanking, 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 to “encourage awareness of and appreciation for the value of diversity, and to create a sense of respon-
sibility among all elitists,” 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.

• A thematic wall of 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 full screens showing a continuous movie about the origins and development of the Holocaust.

• A peel-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, 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 newsworthy 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 becolks people to come in and study what went on and how to avoid it.”

There are also changing exhibits — currently “Genocide Among the Flowers: The Ponary Paintings of Seymour Kaftan.”

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, reception and concerts. Warm-weather presentations can be hosted on an open terrace.

Student volunteers are being trained as docents and trained with Holocaust survi-

vors 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 rela-

tionships with the survivors,” Flug says. Construction of the expanded center — originally housed in two large rooms — was paid for with public and private funds. The architect, Charles Thanhauser, says it was a challenging CUNY commission, because “you don’t want it to make it seem like a celebra-

tion 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 the legacy of Queens College alumna alumnna Harriet Kupferberg, who died in 2008, and her husband, Kenneth Kupferberg, who died in 1993. Her gift of $1 million to the college in 2007 kicked off a fund-raising campaign for a $5 million

endowment that will ensure the center’s programs “separate in perpetuity,” Flug says. “I don’t think the project would have happened, both financially and the energy that went into it, without her.”

Thanhauser says, “I just wish she’d seen the end of it.”

Flug and a two-

member staff run the center with help from 24 Holocaust survivors who volun-

teer. The archives include 5,000 books — some written by Queens residents; 1,200 oral histories and 750 videotaped interviews.
It was cold and snowing as Paul Cavaliere waited at a Little Neck bus stop in Queens a year ago. 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 recent 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 after, the Russians liberated the town. In 1947, Katz left for the U.S. to live with an aunt.

The story has to live on. That atrocity can’t be repeated." 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. I thought it would be a good opportunity to teach them how to defend themselves and what history is.”

Katz recounts the murder of her family members, the brutality of the Gestapo, and the relief of finding a pail of water.

About the center, she says: “It’s imperative to educate the future generation about the result of hate to prevent another deluge of evil engulfing and eradicating innocent humanity.”

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.

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.
Reshaping Research — From the Faculty

Identities helped mold the University’s unique Advanced Science Research Center

Walking to her office in the morning, Ruth Stark often stopped to observe a large construction site on the South Campus of City College. To many passersby, the site was just a yawning pit of earth and rocks. But to Stark, a distinguished professor of chemistry, it represented something much more — a groundbreaking vision for 21st century science to which she has contributed many ideas.

After years of planning, the University’s Advanced Science Research Center (ASRC) has emerged as a bold, multidisciplinary initiative that will link scientists in radically innovative ways — mixing disciplines like chemistry and biology, as well as promoting interaction among five exploding interdisciplinary areas such as nanotechnology. The building itself will provide an unusual design to encourage formal and informal collaboration, with features like an open central stairway connecting research areas on separate floors — literally, a “vertical” integration of the “horizontal” blend of many disciplines. The center also will house a critical core of state-of-the-art facilities never before available at CUNY, including a “clean room” for the fabrication of tiny, sensitive scientific devices.

Ultimately, the ASRC reflects an unprecedented University-wide effort to create a facility that not only meets the needs of cutting-edge research today, but envisions the demands and direction of scientific exploration for the next few decades.

By all accounts, the planning process itself stressed a high level of collaboration across the University. Led by Vice Chancellor for Research Gillian Small, a diverse advisory group of faculty, University officials and consultants took on the task of establishing “flagship” areas of scientific research. Stark, along with many of her colleagues from various fields of science, played a major role in refining the vision and design of the center.

“We had a whole series of meetings with people who would be using the building,” says David Salmon, assistant director for CUNY’s department of design, construction and management. “All the players were in the room. A lot of questions were asked of the scientists, in terms of making sure this facility was properly designed to support their work.”

Stark has been a driving force behind the vision of the University’s Advanced Science Research Center.

Queensborough Community College received $319,876 from the New York State Department of Health for “Activities Related to Stem Cell Research,” directed by Jennifer Dowd, and professor James Reisner for “Physical Science Comes Alive: Exploring Things That Go.”

City College also received $317,384 from The National Aeronautics and Space Administration for “Global Cloud Process Studies in the Context of Decadal Climate Variability Enhancement and Continuation of Data Analysis for the OCO2,” directed by Distinguished Professor William Rossow.

$510,126 from PHS/NIH/National Institute on Drug Abuse was awarded to Hunter College for “Risk Reduction Intervention for Highly Vulnerable Emerging Maltreated Children.”

Among those eager to come out of it — they incubate,” he says. “It’s opening up a new dialogue, mixing the social and physical sciences together,” says Charles Vorosmarty, the newly appointed director of the CUNY Environmental Crossroads Initiative, of one of the program areas to be housed at the center.

Vorosmarty’s team will merge interdisciplinary science experts, from environmental chemists to nanotechnologists, with economists and social policy experts, he says. “You put those teams together and they incubate,” he says. “I don’t know what’s going to come out of it — but it’s going to be wonderful.”

The defining principles behind ASRC began germinating several years ago, says Small, when Chancellor Matthew Goldstein “understood that in order to be a great university, we needed great sciences.” And to support all the sciences, the University needed a substantial, state-of-the-art science facility.

With about 201,000 square feet, the five-story science center will provide flexible space for laboratories, meeting rooms and offices for 75 professors, including 20 new faculty members. Each floor will be devoted to one of the five program areas — which, besides nanotechnology and environmental crossroads, include neurosciences, photonics, and structural biology.

There will be a roof-top observatory for measuring and analyzing environmental data, electron microscopes and other sophisticated imaging equipment, a high-tech “visualization room”, a 100-seat auditorium for scientific symposia, a public education center where visitors can learn what’s going on at the center, and a café.

“It’s really creating a science park,” says Small.

One of the center’s high-impact facilities will be its clean room, a large, highly controlled, filtered environment located in the basement, which can be used to fabricate tiny “nanostructures” for a host of complex research problems.

When completed, this clean...
room will likely be the only one in New York City with “this level of refinement,” Small says. Stark envisions working with nanotechnology experts at the ASRC to help advance her research in molecular biophysics at City College. For example, by examining how scientists engineer nanoscale features for the delivery of drugs into patients, Stark says she could discover techniques that could help “get a molecular view” of how melanin pigments develop — and under what conditions they become malignant. “A lot of times it’s a matter of making connections, just getting people in a room and asking how they attacked similar research problems,” says Stark, who is also director of the CUNY Institute for Macromolecular Assemblies, which includes faculty across several campuses. “Nothing really substitutes for face-to-face contact.” Indeed, the science center was designed specifically to promote collaboration while preserving privacy and flexibility for unanticipated changes in research needs, says David Halpern, a senior associate at Flad Architects, a Wisconsin-based firm recognized for its planning and design of high-tech buildings. The center offers an abundance of space conducive to informal discussion among researchers. Example: the easily accessible stairways, notes Halpern, who worked closely with CUNY faculty and officials in creating the facility. “A lot of science happens on stair landings,” he says. Vörösmarty, the environmental crossroads director, has already embraced the collaborative philosophy of the science center — even while housed at his temporary quarters at City College: “What I’m excited about is moving into that new building where I will have on other floors experts on nanotechnology, photonics, chemistry, structural biology, he says. “I would love to have a dialogue about how their technologies can be brought to bear on some of the big environmental questions. … I could walk down the stairs and pose them a challenge of how we could produce miniature sensing systems that would allow us to better understand the chemistry and quantities of water distributed in many parts of the developing world.” When completed, the ASRC will be a “LEED-certified” building — meeting high environmental standards set by the U.S. Green Building Council. The center’s design also had to meet a demanding set of requirements for maintaining its high-end equipment and instrumentation, notes Halpern. Such facilities, like the clean room, are “technically complex spaces” that require the ability to contain hazardous substances while being protected from vibrations and other interference pervasive in a busy metropolitan area. At the same time, “we need the building as a whole to function collaboratively,” Halpern says. The center is going up next to another major facility, a new science building for City College. Together, the projects will cost about $700 million in construction, furniture and initial equipment costs, according to Salomon. (A second advanced science facility, ASRC II, if still in the planning stage.) Aligning the science — and the scientists — among the five research areas “has a lot of potential,” says Small, who is also an expert in molecular and cellular biology. “I see it [the center] enabling CUNY’s scientists to take their work experiences to a different level and form partnerships with other facilities and New York institutions.” Vörösmarty and Stark see the center as nothing less than an “intellectual crossroads” for science in the coming years. Pointing to New York City as one of the world’s great cultural and financial crossroads, Vörösmarty says he plans to bring “this notion of crossroads dialogue” to environmental research at the Advanced Science Research Center. By their very nature, problems like hunger alleviation and environmental sustainability are questions that cross many disciplinary boundaries, Vörösmarty says, so decisions made in one arena, like the use of agricultural nutrients to grow crops, can no longer be viewed through a narrow local lens. “Those questions are not just agronomy issues,” he says. “They reverberate in the chemistry of the earth, the hydrology of the earth, its atmosphere and coastal zones. That’s the kind of dialogue we’re trying to catalyze.”
WIND, SUN AND WAVES can generate clean, renewable electricity, but cheap and efficient batteries don't yet exist to store that power. So the CUNY Energy Institute is developing million-watt batteries for utilities and high-performance storage for electric vehicles. Sanjoy Banerjee (above), a City College distinguished professor of chemical engineering, leads a team of 20 faculty members and their student researchers. They include Lorraine Leon (Ph.D. 2010, National Science Foundation fellowship), and Jude Phillip (B.E. 2010, Ph.D. applicant), who investigate and develop chemical and biological approaches to improve electrodes for energy storage.

Passiflora auriculata, the subject of a poem in Hahn's "Toxic Flora."

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— Matthew Goldstein, Chancellor

SCIENCE INSPIRES TOXIC FLORA, the latest poems by Kimiko Hahn (center), distinguished professor in Queens College's master of fine arts program in creative writing and literary translation. La Forrest Cope (Queens B.A. 2005, M.F.A. 2009), who won a Grammy for composing a Whitney Houston hit, is writing a novel about the music business, Soul Shakers. Ex-New York City Fire Lt. John McLaughlin (Queens B.A. 2008, M.F.A. 2010), a Long Beach (N.Y.) City Council member, is polishing Tethered to Dust, a memoir linked to 9/11.