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Chancellor Goldstein wrote as he sent the proposals to the University community in early March: “At The City University of New York, we are deeply committed to maintaining learning and work environments in which members of the University community may pursue their goals and objectives in an atmosphere of respect, sensitivity and tolerance.”

The University’s proposal follows the spirit of John Jay’s Faculty Senate. CUNY’s proposal states that “amorous, dating or sexual relationships” between faculty members or employees and students, “even when apparently consensual…necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.”

CUNY’s proposal is in line with a national trend in strengthening sexual harassment policies to protect students, faculty and employees. Other universities that have toughened language governing consensual relationships between students, faculty and staff include Yale University; the Universities of California, Oklahoma, Pittsburgh, Southern Mississippi, Iowa and Michigan; the College of William and Mary; and Pace University. Scandal prompted some of those institutions to tighten the rules, as at William and Mary and Pittsburgh. Yale’s changes came amid an investigation last year by the U.S. Department of Civil Rights into student-to-student sexual harassment.

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**GRANTS & HONORS**

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**INSIDE**

**Leading Educators Endorse PATHWAYS**

Distinguished educators from around the country, including these three, commend Pathways. Carnegie Corp. of New York president Vartan Gregorian, left, called the plan a “well-reasoned approach”; American Council on Education president Molly Corbett Broad, center, praised it as “an innovative and forward-looking model”; Hunter College Distinguished Prof. Elizabeth Nunez noted “every college was represented.”

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Safeguarding the CUNY Community

Continued from page 1

harassment, but by then the university had already centralized authority for handling sexual misconduct cases and launched its own probe. In February 2012, Yale reported that 52 sexual harassment complaints of all types were lodged in the last half of 2011 (so far, only 19 dating from two years earlier); among them were eight allegations where students complained about faculty and three where students complained about staff. Statistics like Yale’s belie the severity of the problem of sexual harassment and sexual violence, which on campuses occurs primarily among students. According to the U.S. Justice Department, 20 percent of female college students will be victims of a sexual assault, as well as 6 percent of men. Yet less than 8 percent of those assaults will be reported.

There aren’t good statistics available on consensual relationships involving students and faculty or staff, but one tragedy stands out. Last year, at the University of Idaho campus in Moscow, graduate student Kathryn Benoit was shot and killed by her former lover, Ernesto Bustamante, whom the university had just forced to resign as an assistant professor. Bustamante — who had a reputation for dating students as well as for displaying guns — then killed himself. Not long before, Benoit had filed a three-page complaint against him with the university, charging sexual harassment and detailing three threats of violence against her. At the last time he put a gun to her head, her complaint says.

In the wake of the murder and a unanimous vote by Idaho’s Faculty Senate, the university adopted a stricter policy that bans consensual relationships at its 70 locations statewide. Previously, as at CUNY, consensual relationships were strongly discouraged. The Chronicle of Higher Education notes that Idaho’s new policy “is similar to those on many other campuses and to the recommendations of the American Association of University Professors.”

In a related change involving staff, the University would continue to strongly discourage intimate relationships between supervisors and non-student employees. But it would impose a new requirement that supervisors disclose any intimate relationship to their superiors in order to avoid or mitigate conflicts of interest over the supervision and evaluation of employees.

Anyone violating these rules could face disciplinary action, including the possibilities of suspension or firing. There also might be corrective action, such as transferring a student or employee. However, any probe. In February 2012, Yale reported that 52 sexual harassment complaints of all types were lodged in the last half of 2011 (so far, only 19 dating from two years earlier); among them were eight allegations where students complained about faculty and three where students complained about staff. Statistics like Yale’s belie the severity of the problem of sexual harassment and sexual violence, which on campuses occurs primarily among students. According to the U.S. Justice Department, 20 percent of female college students will be victims of a sexual assault, as well as 6 percent of men. Yet less than 8 percent of those assaults will be reported.

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Anyone violating these rules could face disciplinary action, including the possibilities of suspension or firing. There also might be corrective action, such as transferring a student or employee. However, any proposal envisaged that, in most cases, students would not be disciplined.

FURTHER DETAILS

The full text of the proposal for stricter language on consensual relationships can be found by visiting search.cuny.edu and entering “proposed harassment policy” or mapping the code at right.

search.cuny.edu “Proposed Harassment Policy”
If all CUNY students registered and voted, they would form a potentially formidable bloc. The University has the highest student enrollment in its history, with more than 271,000 degree credit students at the start of the academic year and almost 270,000 adult and continuing education students.

This year, New York State will have three primary elections and the general election, along with a how-to guide and deadlines for registration. In addition, free, high-quality and confidential citizenship and immigration law services to help immigrants on their path to U.S. citizenship are available at www.cuny.edu/citizenship.

The University also joined an advisory board organized by the New York City Campaign Finance Board, a nonpartisan agency that strives to enhance the role of city residents in elections. Also joining are voter registration and civic engagement groups like Rock the Vote and Voto Latino.

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This year, New York State will have three primary elections and the general election, and each has its own registration deadline for new voters:

- March 20 was the last day to register for the presidential primary election that takes place April 24.
- June 1 is the last day to register for the federal primary election that takes place on June 26.
- Aug. 17 is the last day to register for the state primary election that takes place on Sept. 11.

Oct. 24 is the last day to register for the general and presidential election that takes place on Nov. 6.

March Forward and Vote continues the University’s long-standing, nonpartisan educational mission to equip students to be active citizens, and to participate in civic activities to improve life in New York City. Students who are interested in other civic opportunities — such as community service, citywide volunteer activities and cultural events — can take advantage of “Citizen CUNY,” the University’s online entry to student services, which they can access through the CUNY portal (www.cuny.edu/portal).

This intranet service connects to many other University benefits, as well, including job banks and career counseling, veterans’ services, financial-aid advice and much more.

Double Value Draws More Top Students

ORE high-achieving students have applied to and have been accepted at The City University of New York for fall 2012 than ever before, according to Macaulay Honors College leading the way. At Macaulay, the number of applicants rose by 36 percent to 5,529 from 4,077; they are an exemplary group, having a mean SAT score of 1269 and a mean average of 91.4 percent.

The upward trend in academically strong applicants has risen once again. As of the end of February, the University had already admitted more than 17,000 freshmen with academic averages of over 85, compared to about 15,000 at this point a year ago. Much of this increase is driven by the unprecedented increase in applications to Macaulay Honors College, according to Senior University Dean Robert Ptachik. One factor that has made the honors college more attractive is that students can now apply to Macaulay at up to six participating senior colleges; previously, they could apply to Macaulay at only one college. He added that another factor in the pace of acceptance is faster action by the University Application Processing Center.

CUNY’s rising academic and economic value is also reflected by an increase in transfer applications from outside institutions. So far CUNY colleges have accepted 2,823 external transfer students, 24.1 percent more than last year’s 1,799 at this time.

Baruch College had admitted 582 transfer students by the end of February, far ahead of the 262 at the same time last year. “The competitiveness of the institution and its ranking have gone up precipitously,” said Ben Corpus, Baruch’s vice president of student affairs. Acolades have caught students’ attention, such as U.S. News and World Report placing Baruch at 21 this year among the top regional universities in the north (only two public universities ranked higher).

Even though the economy is slowly improving, he said, “I don’t think we’ve seen students gravitating back to the private’s. If Baruch was among their top-choice colleges coming out of high school, they’re coming here because of our quality and affordability.”

The other facet of the transfer phenomenon is students transferring to senior colleges primarily from CUNY’s community colleges. To date, senior colleges have admitted 3,376 CUNY transfer students, or 113.3 percent more than last year’s 1,583.

Vincent J. Angrisani, Queens College’s executive director of enrollment management and admissions, noted that “Queens bumped up the minimum SAT score, so many students who wanted to come here were not eligible a year or two ago and went to a community college.

But now they have 30 credits or an associate degree, they’ve improved their math proficiency, they have the skills and they’re knocking on our door.” The college also sees a noticeable number of students who are seeking a second bachelor’s degree in fields like accounting, finance and speech pathology. “They’re seeing to re-engineer their lives,” Angrisani said.

Overall, CUNY has admitted more than 48,000 freshmen, an increase of more than 13 percent over February 2011. “While the increases are substantial at our baccalaureate colleges (more than 10 percent), the largest increases are once again at our community colleges, up more than 37 percent compared to this time last year,” Dean Ptachik said.
OR MORE than a quarter of a century award-winning landscape painter Daniel Hauben has set up his easel under elevated subway trains, at street corners and on overpasses, capturing the life of the Bronx on canvas and paper.

In the last two years, however, Hauben, 55, has stayed inside, working in his Riverdale studio to create monumental art pieces for the new, $102-million, three-story North Hall and Library complex at Bronx Community College.

Twenty-two paintings that BCC associate professor of art Mary Jo Mazzella Ben-Nun described as “glorious panoramas of the Bronx” will be unveiled when the 98,600-square-foot building developed by New York architect Robert A.M. Stern, is dedicated in the fall.

Working in oil on two 10-by-5-foot and 20 5-by-1½-foot canvases, Hauben painted brilliant scenes from across the borough.

There are depictions of campus life with students reading or walking; a vendor selling mangoes under an elevated train station; scenes from buildings and subway train elevators; and views of the Harlem, Hudson and East River bridges, the Bronx River Parkway, Yankee Stadium and the Burnside subway station with its platform between the uptown and downtown tracks.

“I tried to include a real range of our urban landscape,” says Hauben.

There are smaller pieces along a balcony overlooking the main reading room.

“I think of them as glorious panoramas of the Bronx,” says Ben-Nun, who is also director of the Hall of Fame Art Gallery at the college. She saw the paintings in Hauben’s studio.

“I think they bring out the heart, the positive historic and vital essence of the Bronx,” Ben-Nun says. “He’s not the first but the first in a long time to really highlight the beauty of this sometimes maligned borough. He really shows the vitality and the color and the excitement of the borough. The Bronx gets a bad rap, but it’s really a terrific place, very vital and thriving.”

In addition to the library — formerly housed in a basement — the new building will contain classrooms, offices for faculty, administration and staff, and a café. With an enrollment of 11,500 and “the digital age upon us, we needed to expand,” says Ben-Nun.

Hauben won a $219,000 state-sponsored commission to do the work for the library in a 2008 competition with 18 other contestants. David Taylor, Dean of administration and finance, headed an art committee that selected him as the finalist.

“The committee felt his work best identified with our population and best spoke to the Bronx as a community,” Taylor says. The paintings are bright and uplifting, he says, and “will be a tremendous uplift to the learning environment.”

Commenting on Hauben’s art for the library, another committee member, Ruth Bass, head of BCC’s Art and Music Department, says she was “taken by his work right away. He takes things you and I might not think interesting and makes us look at how exciting the world is right around us.”

In his proposal for the commission, Hauben says he tried to “give a sense of location to the people who would see these paintings: the students, faculty and staff who study, teach and work in the school. My paintings are about the unique landscape of that part of the Bronx, to give people a better sense of where they are.”

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— Daniel Hauben

For the past eight years, as an adjunct instructor, Hauben has taught a four-hour class in drawing in the architecture program at City College. He also taught drawing at the CUNY Graduate Center when it first opened.

“It’s been a very positive experience for me,” he says. “They let me teach what I have a strong feeling for. So I greatly appreciate having gotten this commission from CUNY and the State. They let me do my thing. Between the teaching and the commission CUNY has played a big role in my life the last couple of years.

Visitors to his website: www.danielhauben.com can get a peek at some of the panels that will be displayed in the library.
Record 16 CUNY Students Win NSF Graduate Research Fellowships

A record 16 CUNY students — 15 of whom earned undergraduate degrees at the University — have won coveted National Science Foundation Graduate Research Fellowships for work toward their master’s or doctoral degrees. Other CUNY students have also won prestigious awards including a Clarendon Fund Scholarship of the University of Oxford, a Goldwater Scholarship and a New York City Urban Fellowship.

CUNY students are competing at the highest levels for the most prominent awards; they are winning funding for their educational advancement, building on the support of the world-class faculty,” said Chancellor Matthew Goldstein. The Decade of Science, launched in 2005, is a $5 billion project for programs and facilities aimed at catapulting City University of New York into the top echelons of science research and education.

The NSF winners get three years of support worth up to $112,500 for advanced, research-based study in mathematics, engineering and the physical, behavioral and certain social sciences.

Here are the CUNY winners and their tentative academic plans:

- **Jimena Santillian (Hunter College, 2012)** will study brain development and underlying effective learning at the neural level at the University of Oregon, Eugene.
- **Deborah Opeyemi Ayeji (City College, 2012)** is studying pharmacology and experimental pathology at Yale University.
- **Vivienne Francesca Baldassare (Macaulay Honors College at Hunter College, 2012)** is heading to Yale University to study astronomy and astrophysics.
- **Theresa Lynn Carranza-Fulmer (City College, 2012)** is studying magetospheric physics, a branch of geosciences, at the University of Michigan, Ann Arbor; **Charlie Corredor (City College, 2009)** is studying chemical engineering at the University of Washington.

Baruch ‘Quants’ Ace International Contest

TWO TEAMS OF STUDENTS in Baruch College’s master’s in financial engineering (M.F.E.) program won first and fourth places in the prestigious 2012 Rotman International Trading Competition at the University of Toronto, besting 48 other teams from 44 academic institutions on four continents. Competitors engage in simulated trading cases that closely mimic real-world financial markets.

The students — dubbed “quants” for their practice of financial quantitative analysis — bested teams from such top schools as the University of Chicago, MIT and Columbia.

“Our students formed a real team, helping each other trade better and focusing on the overall P&L [profit and loss] and the success as a team, not on individual performance or the relative standing of the two teams,” said associate professor Dan Stefanica, director of Baruch’s M.F.E. program.

Baruch’s competitors were Andrew Chan, Victor Chen, Alex Hawat, Gama Le Bouder, Yike Lu, Tom Maloney, Alexei Smirnov and Zhechao Zhou. Yike Lu and Alexei Smirnov were members of the Baruch team that placed third last year. This was the third consecutive first-place finish for Gama Le Bouder, who won in the two previous competitions while representing MIT.

The team was prepared over many months by Eugene Krel (Macaulay Honors College at Baruch 2008, Baruch M.F.E., 2009). He and associate professor Rados Radoicic led the team in Toronto.

A Medley of Young Musicians

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Leading Educators Endorse Pathways

A N ARRAY of nationally renowned leaders in higher education resoundingly endorsed the University’s Pathways reform of general education and credit-transfer policies, praising the work as an innovative national model that will promote academic excellence, improve graduation rates and create a more accessible, clear and efficient system of transferring course credits among CUNY colleges.

Twelve strong endorsements of Pathways from prominent academics including former presidents of Yale, Princeton, Brown and Cornell Universities, distinguished CUNY professors and leaders of national education associations are included in a 12-page University document, Pathways Ahead: Reform & Rigor. The booklet explains the new general education framework, which includes establishment of a 30-to-42-credit general education curriculum to be required of CUNY students starting in fall 2013, as well as new mechanisms to ensure courses are rigorous and meet defined learning outcomes, and that students who take courses approved for their majors receive credit for them at any CUNY college.

“The City University’s new common core curriculum is nothing less than a triumph for higher education in the United States,” declared one of the educators, sociologist Jonathan R. Cole, John Mitchell Mason Professor at Columbia University and its former provost and dean of faculties. Cole, known for his work on the sociology of science and on problems facing great universities, said that the “rigorous” Common Core would “permit a much easier flow of students from one tier in the system to another – from the community colleges ultimately to the flagship colleges in the system.”

“It combines what most well informed educators in large public universities have been striving to achieve for decades: a combination of access, opportunity for social mobility through the ability to transfer credit from one college in the system to another, and academic excellence,” Cole wrote.

Distinguished Professor of Sociology Paul Attewell, deputy executive officer of the sociology doctoral program at the CUNY Graduate Center and a member of the Pathways task force that developed the Common Core, called the general education reform “totally consistent with best practices around the country. It will make the transfer process clear and dependable for students. I expect we shall see improvements in transfer rates and in degree completion rates across our university.”

The University’s insistence that courses accepted for the core meet measurable learning outcomes was commended by William G. Bowen, president emeritus of The Andrew W. Mellon Foundation, former Princeton president and founding chairman of Ithaka/JSTOR. The “system-wide emphasis on both fundamentals and flexible areas defined by rigorous learning outcomes marks Pathways as a truly momentous step forward for CUNY’s dual missions of access and excellence,” Bowen said.

Carnegie Corporation of New York President Vartan Gregorian called the Pathways plan a “logical and well-reasoned approach” that would “improve and smooth the transfer of credits among the CUNY institutions, addressing from the outset the issue of the content and quality of the courses that will count for credit . . . rather than solely focusing on the technical articulation between community and senior colleges.”

“Students will understand the core courses they need for their education, and they will be able to transfer those courses readily within the system,” said Hunter R. Rawlings III, president of the Association of American Universities and former president of Cornell University. He added that Pathways would promote “better educational outcomes produced in a more efficient way.”

Other prominent academics represented in the document are Molly Corbett Broad, president of the American Council on Education, who praised CUNY “for developing an innovative and forward-looking model” of general education; Interim University of Oregon President Robert Berdahl, former president of the Association of American Universities and former chancellor of the University of California at Berkeley, who said Pathways promotes “access and quality”; and Arizona State University President Michael M. Crow, who said the plan “creates a solid integrated approach to creating educational success across a very broad demographic.”

Additional endorsements came from CUNY Distinguished Professor of History Laird Bergad, director of the Center for Latin American, Caribbean & Latino Studies, who cited the
need to provide a quality education and improve the "unwieldy" transfer process; Hunter Distinguished Professor of English Elizabeth Nunez, who noted that "every college was represented" in the development of the Common Core; and CUNY Graduate Center President William P. Kelly, who called CUNY’s revision of its core curriculum “an engagement with a national rethinking of general education” that enhances “the range and the depth of a student’s intellectual experience.”

CUNY Board of Trustees Chairperson Benson Schmidt declared the Trustees’ "full support" of Pathways, saying the initiative will help students "remain engaged in meaningful, rigorous study" and "complete all of their degree requirements in a sensible and timely manner."

The reforms, launched by Executive Vice Chancellor Lexa Logue at Chancellor Matthew Goldstein’s request, were approved last June 27 by the Board of Trustees.

The initiative aims to enhance the academic quality, consistency and efficiency of general education across the University and to reform confusing policies that have led to transfer students' credits being rejected at their receiving colleges, forcing many to take excess credits, increasing their cost and time to graduate. Pathways streamlines all CUNY colleges’ core requirements – which have ranged up to 63 credits at some senior colleges – to 30 at the community colleges and 36 to 42 at senior colleges, bringing the University in line with national norms.

The first phase of the general education reform, development of the 30-credit Common Core of courses to be taken by all students in specific thematic areas, was carried out by the 54-member Pathways to Degree Completion task force, chaired by CUNY School of Law Dean Michelle Anderson and comprised overwhelmingly of faculty, from every campus. The work of this task force spanned five months and included numerous, sometimes contentious, meetings as well as comment opportunities, review of the comments and revisions.

The first 30 credits of the new Common Core consists of 10 three-credit courses to the Office of Academic Affairs by May 1. "Initial recommendations have now been submitted by the faculty committees for seven majors: biology, business, criminal justice, English, nursing, psychology, and teacher education," Kelly said in a letter to the University community. The draft recommendations are posted online at cuny.edu/pathways. Kelly said comments were welcome until April 18 and could be submitted by sending an email to athways@mail.cuny.edu.

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FAIR OR FRIVOLOUS?

In a lawsuit filed by the Professional Staff Congress and the University Faculty Senate against the City University of New York and the Board of Trustees in March, in the Supreme Court of the State of New York, the PSC/UFS claim that CUNY breached a 1997 agreement regarding the role of faculty in formulating policy by establishing a new core curriculum. The lawsuit, however, omits some important language.

In a lawsuit filed by the Professional Staff Congress and the University Faculty Senate against the City University of New York (CUNY) and the CUNY Board of Trustees (the CUNY Board) to adopt a resolution recognizing and reaffirming that CUNY’s faculty through the University Faculty Senate and college faculty senates and councils, (collectively faculty) would be responsible for the formulation of policy relating to the admission and retention of students including health and scholarship standards... curriculum, awarding of college credit and granting of degrees.”

The Settlement Agreement was contingent upon the CUNY Board’s approving a resolution recognizing and reaffirming among other things that CUNY’s faculty, through the Faculty Senate and College Senates, would remain responsible for the formulation of policy relating to the admission and retention of students,…“

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“CUNY Bylaw #8.5, which was reaffirmed by the Settlement Agreement provides that the ‘faculty shall be responsible... for the formulation of policy’..."
LaGuardia Community College has received $2,535,319 from the Goldman Sachs Foundation for the “Goldman Sachs 10,000 Small Business Initiative,” directed by Jane E. Schichman. The National Science Foundation has awarded a grant totaling $649,962 to Eric Detun of Lehman College for a research project entitled “TIGERT — Integrative Evolutionary Primatology.”

LaGuardia Community College has received $2,400,000 in grant funding from the U.S. Department of Education. City College has received $784,343 from the New York State Education Department for the “Teacher Leadership Quality Partnership Program,” and the “Volvo III Career Pathways-Technology Prep” project.

“Fostering African-American Student Talent,” a project directed by Panayiotis Metaxos of Lehman College, has received $2,400,000 in grant funding from the U.S. Department of Education. City College has received $534,343 from the New York State Education Department for the “Teaching Partnership Program,” directed by Yurii A. Job.

LaGuardia Community College has received a $1,000,000 grant from the U.S. Department of Labor Employment and Training Administration (ETA) for the “TAMCC (The Trade Adjustment Assistance Community College & Career Training).” The “Global Scholars Program” at LaGuardia Community College has an associate degree program in travel, tourism and hospitality management. These CUNY programs have modern facilities and strong programs, but the one thing they don’t have is a home for their hospitality programs and there’s a lot of interest in creating a full-blown program because hotels are such a huge industry in New York, with a lot of well-paying jobs,” said Iris Weinsáll, vice chancellor for facilities planning, construction and management.

“We’ve talked with our colleges with hospitality programs and there’s a lot of interest in creating a full-blown program because hotels are such a huge industry in New York...” — Iris Weinsáll, vice chancellor for facilities planning, construction and management

“We’ve talked with our colleges with hospitality programs and there’s a lot of interest in creating a full-blown program because hotels are such a huge industry in New York, with a lot of well-paying jobs,” said Iris Weinsáll, vice chancellor for facilities planning, construction and management. “We had some informal talks with people in the industry and they said these programs work best when they’re affiliated with a working hotel. So the idea is for CUNY to lease or sell the land to a major hotel developer to build the hotel and manage it — they would put their flag on it, and CUNY would use it for a hotel-management school.”

The proposal is the latest example of an initiative by the University to be more entrepreneurial and seek partnerships with the private sector that can generate new revenues for expanding and upgrading facilities. With all public universities confronting a 20-year trend of sharp cuts in state funding, Chancellor Matthew Goldstein has been an outspoken advocate of the need to find creative and unconventional ways of closing the revenue gap. One of the boldest steps over the past few years has been to tap and maximize the value of CUNY’s real estate by pursuing opportunities for public-private partnerships.

“It’s a strategy strongly endorsed by CUNY Trustee Charles A. Shutter, an expert in real estate transactions who headed the public-private partnerships practice for the accounting firm Ernst & Young. ‘Treating the institution’s real estate as a portfolio of valuable assets is something that private universities embraced long ago,’ says Shutter. ‘Cuts in state funding are the new norm for public institutions, and the opportunistic, rational use of land and buildings is a way to use what you have to yield new revenues and facilities.’

Besides the potential hotel project in Long Island City, CUNY is actively pursuing a public-private partnership to create a permanent home for its new community college in Manhattan. The University’s 24th campus, The New Community College at CUNY, will open next fall in temporary quarters on West 46th Street. To build a permanent facility from scratch would cost some $400 million, says Weinsáll, so the University has a better idea — to make use of a property it already owns: North Hall at John Jay College of Criminal Justice, which is being vacated by the college’s move into a new academic building.

CUNY hopes to partner with a private developer to raze the existing building and construct a new, larger one that they could share — the University using roughly half for the new college, the developer taking the other half for a mix of residential units and commercial space. Such a partnership would allow CUNY to finance a portion of the new college’s facility with proceeds from the sale, without relying on the state for the full appropriation. The project is expected to bring significant interest from commercial developers.

The University is pursuing these projects with some significant public-private experience under its belt. Last fall, it opened a gleaming new home in East Harlem for the Silberman School of Social Work and the CUNY School of Public Health, both of Hunter College. Pulling off a major capital project in these times of constrained state budgets would be reason enough for a public university to celebrate. But what made it most unusual — and perhaps even possible — was the intricate and imaginative arrangement the University brokered with the state and three private entities: a commercial developer and two philanthropic foundations.

In 2007, the New York City Community Trust, which owned the building on East 79th Street that housed the School of Social Work, informed CUNY that it planned to put the property on the market. Because the University was only a third of the way through its rent-free 100-year lease, the Community Trust stipulated that the University would receive two-thirds of the proceeds of the sale to help relocate the social work school. But the University took it a step further, asking the trust to help find a new home for the School of Social Work that could also house CUNY’s new School of Public Health. The University ultimately received $30 million from the sale of the property to The Brodsky Organization, the state appropriated the remaining $95 million for a new building and Brodsky agreed to construct it for a reduced management fee.

The New York Times called it “a multiparty real estate deal of byzantine complexity” but it went up in record time and $200 million under budget. And while the deal may have been complex, says Shutter, “it showed that a public university can be as savvy with its assets as private institutions are.”
Back to the Future of Occupy Wall Street

By Gary Schmidgall

VIEW DIFFER about Frances Fox Piven, the legendary rabble-rouser and Distinguished Professor of Political Science and Sociology at the Graduate Center. Glenn Beck, for example, despises her (“enemy of the Constitution”), attacked her dozens of times on the Fox network’s Glen Beck Show, and seems to welcome visitors to his website, The Blaze, who are given to ominous violent threats that flirt with Gabrielle Giffords territory.

On the other hand is The Nation, for which Piven has been a long-time contributor, which has called her “the embodiment of the best of American democracy.” She wears her Fox persona non grata status like a badge of honor, as you can tell from the latest of her numerous books, just out from The New Press, it’s called Who’s Afraid of Frances Fox Piven, and the subtitle is The Essential Writings of the Professor Glenn Beck Loves to Hate. It is an invigorating stroll down memory lane for the long-time go-to-academic for various progressive social and political causes—notably welfare, voting, poverty, and labor rights. She self-identifies as a “radical democrat.”

This memory lane is very long! Raised in Jackson Heights, Queens, Piven was just 15 when the University of Chicago admitted her (she earned three degrees there). She is now 79, and there’s nothing about “emeritus” in the book’s bio. The 10 essays collected here range over 47 years, from the classic 1963 essay on “Low-Income People and the Political Process” to a Nation editorial in January 2011 on “Mobilizing the Jobless.”

Each one begins with a helpful contextual preface. The first seven essays were the joint work of Piven and her longtime fellow sociologist, collaborator and husband Richard Cloward, who died in 2001. (A particular bête noir for Beck was a nefarious left wing plot he referred to as “the Cloward-Piven strategy.”) An interview given last spring to the social philosopher Cornel West serves as an afterward. “The future of this country,” he ventures to tell her, “depends on how you respond to the legacy of Francis Fox Piven.”

Who’s Afraid of Frances Fox Piven

Piven was advocating disruption through “the periodic collective refusal to cooperate in the regular institutional relationships that constitute society.” [does] not represent the public.” A case in point: the 1994 election that gave us Speaker Gingrich. Democrats lost with just 47 per cent of the vote, but a study is cited that revealed 58 percent of non-voters favored the Democratic Party — enough to have swung the election. These two essays should be required reading, given the recent epidemic of state legislation to “improve” the rolls with onerous voting restrictions.

Inching up to the eruption in Zuccotti Park is “The Nature of Disruptive Power” (2006), in which Piven boldly asserts, “The great moments of equalizing reform in American political history have been responses to the threatened or actual exercise of this disruptive power.”

By focusing carefully as a “power strategy that rests on withdrawing cooperation in social relations.” That can become “messy, disorderly, or violent” she grants, but this is “entirely contingent.” She notes that Boston “was never more still and calm” than on the night of that first Tea Party. No danger of that with the current Tea Party.

In “Obama Needs a Protest Movement” (2008), Piven exulted in his election as “hugely inspirational to the American left” and approved of the comparison between FDR’s first election and 2008 (and the vigorous oratory of both winners). But she warns that the socially progressive victories of the ‘00s were won in substantial part by the “radical agitators” and “unruly protests” she has argued for in the last half-century. For true activists the job is never done. In spite of Obama’s victory, she says, “America is, in fact, still divided by race, by party, by class.” She has no “blueprint for the future,” but she still believes it “will depend on whether we tap our usually hidden source of power, our ability to refuse to cooperate on the terms imposed from above.”
Geared to women, others for all employees

Future of women.

Some said they were still not sure whether they would have children.

Others were grandmothers.

Legislation Allows Extended Health Coverage for Young Adults

nder the Patient Protection and Affordable Care Act (PPACA), federal legislation allows the extension of dependent health coverage for children under the age of 26.

Additionally, under New York State Law (referred to as the “Age 29” law), employees have the opportunity to continue health benefits coverage through the City of New York. Following are CUNY’s requirements for employees and their young adults:

- The parent must be covered under a CUNY group policy.
- The young adult must be unmarried.
- The young adult must be 25 years of age or under.
- The young adult must not be insured by, or eligible for, comprehensive (i.e. medical and hospital) health insurance through his or her own employer.
- The young adult must live, work or reside in New York State or the health insurance company’s service area.

The young adult must not be covered under Medicare. To be covered, employees must enroll their young adults during the CUNY annual transfer period or, if a qualified change in family status occurs mid-plan year, within 60 days of the event.

One CUNY employee interviewed recently said he was happy to have this benefit for his 21-year-old son, who had just graduated from college and had not been able to find a job. He was also undergoing tests for a recently diagnosed medical condition and in order to have comparable medical coverage on his own he would have to pay for COBRA — which would have cost him about $400 a month.

Under the Federal Patient Protection and Affordable Care Act, the CUNY employee was able to keep his son on his coverage without paying anything additional since the son was already enrolled in family coverage. This benefit was applicable to welfare fund coverage as well, which meant that he would not have to pay for costly prescription drugs either.

Jazzmine Clarke-Glover has an interesting job as a CUNY Graduate Center human resources specialist, but she also wants to start a business as she continues to work for the University. “One of my goals is to be an entrepreneur. To have companies that empower women,” she said recently, a white flower regally decorating her dark hair. She’s starting with a website — which she hopes to use as a springboard to develop wellness seminars for black women on issues related to their health and well-being.

Clarke-Glover was among 42 CUNY women who work in a wide range of positions and are in different stages of their lives. They all attended a March workshop called “She’s Got It: A Woman’s Guide to Saving and Investing.” It was organized for CUNY by TIAA-CREF, the well-known financial services organization and held at its corporate offices in Manhattan — a Women’s History Month offering that spoke to the future of women.

Similar TIAA-CREF workshops — some geared to women, others for all employees — are also conducted periodically on the University’s campuses. An April 3 women’s session was scheduled at the New York College of Technology in Brooklyn. Sessions with an individual TIAA-CREF counselor can also be arranged through campus human resources offices or by calling 800-732-4833.

Helena Gaffney, a client services consultant, led the TIAA-CREF seminar attended by Clarke-Glover. By way of introduction, Gaffney spoke about her first experience with financial planning — as an 11-year-old babysitter.

“My mother had me divide my money into three piles,” she explained. “‘Save,’ pile, ‘gift’ pile and a ‘keep’ pile. She knew how important it was to save a little bit from what you earn. And how important it is to also make sure you give a little to those less fortunate. It was also important to have fun. That was my ‘keep’ pile . . .

Make sure to pay yourself!” Ultimately some of Gaffney’s early savings helped her to pay the down payment on a house. “I did some of Gaffney’s early savings helped her to pay the down payment on a house. “I did

A TIAA-CREF workbook distributed to participants noted a similar earnings disparity. It also said that women on average live three years longer than men and need to plan for that. Women also spend an average of 11.5 years out of the workforce during their adult lifetime. Ninety percent of them make less than $50,000 a year. The average retirement income among women in 2009 was $14,429; for men it was $25,344. The workbook helped the attendees to determine their “financial personality types,” a tool to use to help them plan.

Along with Clarke-Glover from the Graduate Center, the workshop was also attended by women from seven CUNY
Preparing For Natural Disasters

At the TIAA-CREF workshop, expert Helena Gaffney spoke about women in the midst of divorce proceedings and suggested they consider whether it is wise to give up retirement benefits in order to keep their house. "What if you can’t afford to stay in the house?" she asked.

In a related offering of advice, she then emphasized that, when appropriate, it could be very important to update beneficiaries. This is good advice for men, as well, of course. If you have experienced any change in your family status — including marriage, the birth or adoption of a child, a divorce or a death in the family — since your initial job appointment, you should contact your college’s Human Resources office as well as your retirement plan regarding updating your beneficiary designation forms.

The workshop leader Gaffney also suggested saving for retirement rather than for college tuition since loans and scholarships are often available. She added that the participants might want to keep putting aside the money they had been saving for car and other loans even when those loans are paid off, in order to build up a savings — and to increase contributions to savings and retirement plans. "You could do this when you get a raise, but again make sure to keep some for yourself," she said.

Emphasizing that every bit helps, Gaffney noted that buying bottled water instead of using filtered water from home can cost as much as $800 a year — money that could be used elsewhere.

Early in the session Gaffney asked each participant to introduce herself to a woman or two and discuss their own financial concerns and strategies. In one group of three, a woman said she did not want to wind up like the older women she knew who had no savings. Another woman spoke about her pregnancy and the financial worries any new mother would have. The third woman was Dorothy Eisenpress, who attended as the wife of a University Systems programmer. She said that she put her pension in TIAA-CREF in order to build up a savings — and to increase contributions to her retirement plans. "You could do this when you get a raise, but again make sure to keep some for yourself," she said.

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**April 21**

**Best-Selling Author Series**
Susan Isaacs, Hunter College
7 p.m.
Free

**April 22**

**Irish Women Writers**
Lehman College
12:30 p.m.
Free

**April 23, April 27**

**Windows into Turkey Exhibit:**
Interwoven Worlds
Queens College
Hours vary
Free

**April 24**

**Helping Families**
The Platters and The Marvelettes
College of Staten Island
April 26-29

**April 25**

**Irish Women Writers**
Lehman College
12:30 p.m.
Free

**April 26**

**An Evening with Rebecca**
Goldstein
Baruch College
6 p.m.
Free

**April 27**

**Windows into Turkey Play:**
String Quartet
Baruch College
7:30 p.m.
$25; $15 seniors; free with CUNY ID

**April 28**

**“Working Families”**
Martin Luther King, Jr. and his Teachings on Justice
CUNY School of Law
6:30 p.m.
Free

**April 29**

**“Amy and the Toymaker”**
Brooklyn College
7:30 p.m.
$30-$40

**April 30**

**Irish Women Writers**
Lehman College
12:30 p.m.
Free

**May 1**

**“Robin Hood”**
Brooklyn College
7:30 p.m.
$30-$40

**May 2**

**“Wall Street Diversity”**
Brooklyn College
7:30 p.m.
Free

**May 3**

**Best-Selling Author Series**
Susan Isaacs, Hunter College
7 p.m.
Free

**May 4**

**Free Tax Prep**
Brooklyn College
10 a.m.
Free

**May 5**

**“The e-book is here to stay, and Amazon is the big bully on the block,” says literary agent Eric Simonoff, who joined a recent gathering at the CUNY Graduate Center to consider the future of neighborhood bookstores, once fixtures throughout the city.**

**May 6**

**“Family Values”**
Metro Tech
7:30 p.m.
$5; $25 with CUNY ID

**May 7**

**Jazz It Up**
Moscow Festival Ballet’s Nutcracker
Baruch Performing Arts Center
7:30 p.m.
$25; $15 seniors; $10 students with ID; free with CUNY ID

**May 8**

**“Mujeres de Historia”**
Brooklyn College
7:30 p.m.
$30-$40

**May 9**

**“The Diary of Anne Frank”**
Brooklyn College
7:30 p.m.
$30-$40

**May 10**

**“Windows into Turkey Exhibit:**
Interwoven Worlds
Queens College
Hours vary
Free

**May 11**

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$30-$40

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