KOJO WALLACE, a West African immigrant whose father drives a taxi, ended up at Bronx Community College two years ago because it was close to home. “My circumstances at that time made BCC the logical choice,” he said, “I did not want to spend most of the day commuting and BCC was the closest college to where I live—20 minutes by foot.”

It turned out to be a good decision. Wallace heads off to Cornell in the fall where he will study biochemistry with the help of a $30,000 Jack Kent Cooke scholarship, one of 46 winners nationwide—five in New York State—out of almost 1,000 applicants. Wallace’s story was just one of many being told during the last month of spring as thousands of City University of New York graduates received degrees at commencement exercises across the five boroughs.

The University estimates that by the fall of this year, when the final tabulations are in, more than 35,000 students will have been awarded diplomas. As in years past, this group represents all levels of academic achievement with associate, baccalaureate, masters, continued on page 6 ➤
Changes of address to the city’s economy. For example, over 70 percent work in New York City, contributing City: of those who are employed, 93 percent are enrolled for additional education. and over 94 percent are either employed six months of earning the associate degree, cent of our graduates are employed within national, state, and local tax base. They earn more, too: nationally, in college were about $5,000 more than those with an associate’s degree or some college experience. Our students’ success is the city’s success, because our community colleges are the city’s workforce—its talent and its taxpayers. CUNY’s community colleges serve a highly motivated student population: 60 percent women, 43 percent white, 70 percent working full-time or part-time, and most often adults with family responsibilities, including parenting or caring for elderly relatives. At every community college commencement ceremony this spring, we heard stories of highly accomplished graduates who found extraordinary educational opportunities and success at CUNY. The importance of a community-college education to our workforce has been documented in numerous studies and in Bureau of Labor Statistics data. Associate-degree graduates or those with some college experience are less likely to be unemployed than those with only a high school diploma. They earn more, too: nationally, in 2006, the median annual earnings of workers with associate’s degrees was $32,350, compared to $25,200 for those with just a high school diploma, meaning that these workers contribute more to the national, state, and local tax base. CUNY’s community colleges play an indispensable role in the economic development of New York City. Almost 90 percent of our graduates are employed within six months of earning the associate degrees, and over 94 percent are either employed or enrolled for additional education.

CUNY students also stay in New York City: of those who are employed, 93 percent work in New York City, contributing to the city’s economy. For example, over the last five years, CUNY has graduated half of all the new registered nurses that come from New York City-based nursing schools. On the 2007 National Council Licensure Examination— the national certification exam for nurses—six CUNY colleges, including LaGuardia Community College, Queensborough Community College, and Borough of Manhattan Community College, are among the top 10 schools in New York State with both the highest pass rates and 75 or more test takers. Thanks to the comprehensive work accomplished as a result of the report of the Chancellor’s 2002 Nursing Task Force, we are implementing our action plan to create new full-time faculty lines with competitive salaries—CUNY is making a significant contribution to the pressing need for qualified nurses.

Only with strong investment from the state and city and support from alumni and friends will our community colleges be able to continue to offer a high-quality education to the future nurses, teachers, accountants, social workers, health-care workers, and small business owners upon which our city depends. New York’s business community—from neighborhood agencies to national firms—has long recognized the importance of a strong partnership with our six community colleges. They have hosted student internships, supported training programs, consulted faculty experts, and hired CUNY graduates. Our recent CUNY communications program advocated 150 businesses across the city that have collaborated with the University’s community colleges. This partnership in success is indispensable to the economic health of our city. Earlier this year, a report by the College Board called America’s community colleges “the nation’s overlooked partnership in success” is indispensable to the economic health of our city. Earlier this year, a report by the College Board called America’s community colleges “the nation’s overlooked economic engine.”

Examination—was 86.3 percent. That was considerably higher than the rate for other colleges in the region. The health industry is one of the strongest sectors in the local and national economy, with 400,000 jobs in New York City alone; RN’s (Registered Nurses) make up the largest single category within the industry, comprising 15 percent of those jobs.

Today 13 colleges offer nursing programs, with three—College of Staten Island, Hunter and Lehman—offering master’s degrees in various specialties.

Ten New Kaplan Scholars

This third cohort of Kaplan Scholars, aged 18 to 32, includes aspiring professors, attorneys, writers and entrepreneurs. Four are students at LaGuardia Community College, two at Borough of Manhattan Community College and one each at Bronx Community College, Hostos Community College, Queensborough Community College and John Jay College of Criminal Justice’s associate degree program. The eight previous Kaplan Scholars also all have been CUNY community college students. LaGuardia’s newest Kaplan Scholars are Luis Feliz, a volunteer teacher for English as a Second Language and aspiring professor, who launched his school’s literary magazine; Anastasia Morton, a single mother who wants to teach young
Heart of Nursing

The University innovations to meet expected future needs include retraining medical specialists and creating new faculty researchers.

Nursing students at Borough of Manhattan Community College (above) and LaGuardia Community College (at right) are preparing for careers at New York City medical centers, where the need for highly skilled nurses is great. LaGuardia's graduates scored highest statewide on the 2007 licensing exam.

correct them—and that we prepare nurse researchers who will also be educators."

The University began focusing on the nursing issue in 2002, when a task force convened by Chancellor Matthew Goldstein came up with recommendations. A key feature of the Nursing Task Force Report, Dean Ellenstein noted, was the suggestion, later approved and carried out, for increases in the number of faculty to be hired. "Another feature," he added, "was the embrace of technology, including offering more online courses and the creation of nursing simulation labs on several of our campuses."

Today 13 colleges offer nursing programs, with three—College of Staten Island, Hunter and Lehman—offering master’s degrees in various specialties. Lehman College in the Bronx has had nursing students since its opening in 1908 and is proud of its efforts to turn out nurses who can work easily in the city’s diverse communities. Lehman has a program that trains immigrants who have received a nursing education overseas, schooling them in English and other necessary skills. Thanks to a grant from the Robin Hood Foundation, Lehman has been working with about 20 such immigrants a year. Graduates are passing the licensing exams at a rate of about 80 percent, according to Michael Paull, Dean of Adult and Continuing Education.

The college also has an "MD to RN" program dealing with "doctors who had been trained abroad and who were working out of title in this country, doing anything from medical technology to more menial tasks," Paull said. Lehman turns those doctors into nurses with American bachelor’s degrees.

The problem of finding good nursing professors is compounded by the fact that the recommended student-faculty ratio is so low, 10 to one. This means that the average associate-level nursing course will cost $6,800 per student, as opposed to $2,400 per student for a non-nursing class. Another costly feature of nursing education is the laboratory. The simulation labs at Queensborough Community College, Borough of Manhattan Community College and New York City College of Technology are especially outstanding. According to City Tech’s website, its laboratory "contains hospital and home health equipment, training mannequins, and basic medical supplies that simulate the clinical/home setting and help students learn a variety of skills."

Nursing education has gone through enormous changes since the mid 20th century when some of the oldest current practitioners were trained. Back then, the teaching and certification came through hospitals and other so-called diploma institutions. But by the 1960s, a realization developed that nurses—like professionals in other fields—needed a broader intellectual grounding. So colleges took up the call to provide skills that went considerably beyond on-the-job, the-needle-goes-here lessons. Hospitals and other healthcare institutions now determine placement and promotion, in large part, on the degree level of candidates.

Calamanan, the associate’s degree holder from LaGuardia, says he very likely will pursue a master’s degree while he works in a medical-surgery unit at Elmhurst Hospital. Having recently passed his registered nurse exam, Calamanan moved from a yearly LPN pay base of about $35,000, to an RN line, where the salary is as much as $70,000 a year in the city.

As a male, Calamanan is among a distinct minority in the nursing field. Of the three dozen or so students enrolled or accepted into the University’s doctoral program, only two are men, program director Frederickson said. "Men are afraid to go into nursing because it’s seen as a very caring, nurturing profession, and those are seen as feminine traits," he said.

But one would think today, with lines blurring between science and art, that men as well as women would see the beauty of a profession that a famous practitioner, Florence Nightingale, described this way: "Nursing is an art; and if it is to be made into the finest of Fine Arts."
2008 Salk Institute Interns

TWO OF THE University’s eight 2008 Salk Scholars are heading to the prestigious Salk Institute for Biological Studies in La Jolla, CA, as summer interns. Diana Kachan, a chemistry/biology alumnus studying for the CUNY Baccalaureate Degree who attends Baruch College, and William Mak, a biochemistry major at the William E. Macaulay Honors College who attends City College, were inspired by personal experiences to choose careers in medicine. In her native Belarus, Kachan volunteered in an orphanage filled with children affected by the Chernobyl disaster; Mak was touched by personal and family medical problems. The institute founded by City College alumnus Dr. Jonas E. Salk, who developed the first polio vaccine, also welcomed two CUNY interns last summer: Community College biology major and Salk Scholar Jewel Liao, and Yi Cai Isaac Tong, a student at The Sophie Davis School of Biomedical Education.

Top Prize Winner in Architecture

JONGHOON PARK, a fifth-year City College architecture student from Seoul, South Korea, was awarded first prize in the 2008 Eleanor Allwork Scholar Grant program. The award provides a $10,000 stipend. It is given by the Center for Architecture Scholarship with additional support from the American Institute of Architects New York chapter and AIA National. The Park, whose childhood hobby was making models, came to New York four years ago to study architecture at CCNY. “Designing spaces really interests me,” he said. He was selected for the New York award based on a portfolio he submitted that consisted of a housing project design from his fourth year and a design for a water taxi station from his third year.

Ten Laurel Awards Winners Named

TEN STUDENTS have received the University’s Peter Salerno Scholarship Laurel Awards, given to exemplary students who have earned their General Equivalency Diploma (GED), have enrolled in CUNY colleges, have a background in the GED program and have written an essay. Winners are: Jacinto Aponte, Patricia Barrett, Silvia Garcia, Gade Niang, Nokereka Robertson from Borough of Manhattan Community College; Adissa Charles from York College; Lorna Liverpool and Phillip Parris from Medgar Evers College; Jenny Payman from Bronx Community College; Juan Ruiz from LaGuardia Community College; Two College Transition Fellowship winners are Lehman College graduates Vera Matos and Jennifer Herrera.

Honing Future Leaders

NITWAUN GAVINS is a young African-American male, child of a single mom, and brother to 10 siblings also trying to succeed in a sometimes difficult city. A junior at John Jay College, Gavins, 20, looks forward to earning his bachelor’s degree and attending law school. But he wants more than that. He wants to be a leader.

Leadership, Gavins and others say, is a quality that colleges must teach if they are going to be true training grounds for success.

Pushing that point of view has been Vice Chancellor Garrie W. Moore. Moore is now achieving his long-held goal of setting up a University-wide Leadership Academy. The Academy, Dr. Moore says, will transform the concept of higher education even as it offers practical methods for strengthening resumes and climbing organizational ladders. It will offer—through processes, organizations and international conferences—the experiences and contacts long associated with those of the most ambitious students at Ivy League colleges.

The research shows that students are leaving college unprepared in leadership training. My goal is for every student enrolled in CUNY to exit with solid leadership skills,” said Vice Chancellor Moore. He added that he wants all campuses to teach basic leadership qualities, such as the ability to present oneself competently to large or small audiences, and the ability to lead others in professional undertakings. Moore says that these will one day be widely known hallmarks of a CUNY-educated woman or man. “The training, experience and research opportunities made available through the Academy will augment the in-classroom and other academic experiences of all of our students regardless of their major or academic standing,” Moore said.

Nationally, in recent years, there has been an increasing focus on the development of leadership skills, and the need for such training is being stressed by the business, non-profit and academic spheres.

The colleges have been responding to that call, one by one. “All the colleges are doing something,” said Dr. Joe-Joe McManus, who began working in February as executive director of the budding Leadership Academy. “At the very least they’re doing retreats and, from there, there are even full-blown leadership academies on the campuses. And they’re all doing remarkable leadership work. But the idea now is to bring together the best practices from the campuses and take them to another level.”

The CUNY Leadership Academy will be based at new offices in the Metro Tech business and educational center in downtown Brooklyn and, initially, students will be chosen from nominations by college presidents and student affairs administrators. Later, after the Academy’s web site is functioning, hopefully by next semester, there will be a student-generated application process, McManus said.

One key aspect of the new Academy will be a “co-curricular transcript,” which will be like a resume of a student’s outside activities. “It will capture what our students learn and what they otherwise gain as they participate in organizations and in Leadership Academy programs,” McManus said. The transcripts will be used to demonstrate what she or he has gained beyond the classroom and “will serve to add value to the academic degree by demonstrating that our students are graduating from the University with experiences that are valuable to an employer and to a graduate school,” he said.

But the University will go beyond just making the co-curricular transcript available to potential employers and graduate schools. It will use a social networking-type platform (“an academic version of Facebook,” in McManus’s words) that will help students build the knowledge and associations that will feed their extra-curricular involvement. The software should be up and running within a year and will be available to students who are involved in leadership programs, said McManus, who holds a doctoral degree in Educational Leadership from Florida A&M University.

Moore has been laying the foundation for the Leadership Academy during the past year. He arranged for more than a half-dozen students—including John Jay’s Gavins—to attend The National Conference on Student Leadership, held last year in Orlando, Fla., where they joined other up-and-coming leaders from around the country and the world.

“It was an excellent experience,” said Gavins, who said he learned an important, though paradoxical, truth about college life: “The more you do, the more time you have.” Gavins said he learned to convincingly tell other students that they will be better organized, better equipped and happier, if they got involved in groups like student government. “Before the conference, I did not know how to attract students to join a student group,” he said, adding that he is also a member of the Law Society at John Jay.

These days, Gavins’s leadership ambitions know few bounds. When he says he wants to be a leader, he means a leader of millions of people. “I want to be mayor of New York City,” he says. CUNY is planning to send students to a number of major student leadership conferences in the coming months, including the particularly well-regarded International Leadership Institute in Jordan. On a monthly basis, the Institute exposes a limited number of students from around the world to the latest thinking in areas such as global governance and environmental justice, McManus said.

Vice Chancellor Moore says that the business world in particular will welcome the University’s new focus on leadership, and he expects that Wall Street will help in funding programs of the Academy. “I’ve met these folks who are well respected and financially stable leaders and they’re saying basically, ‘We want to help,’” Moore would like to replicate business-oriented workshops of the kind now done at Baruch College, which stress practical knowledge and skills, such as the importance of body language in social settings, of staying current with the news, and of doing adequate research before meeting representatives of a company. Because he himself came up the hard way—from a childhood on a sharecropping farm in a tin-roofed home without electricity—Moore believes that all CUNY students are capable of fulfilling their dreams, no matter how ambitious.

At Medgar Evers College in Brooklyn, that viewpoint is much appreciated. Senior Rahsaan Cummings says the Leadership Academy is very much needed, so that students like him can overcome the internal and external barriers to their goals. Cummings, who is 30, wants someday to have his own financial services company and at Medgar Evers he helped start a group—the Minority Investment Association—that teaches students how to invest wisely and profitably.

“In the Association, we learn how to make investments,” through lectures from professors and other professionals, he said. Cummings participated in last year’s National Conference on Student Leadership, and says it taught him a great deal.

The seminars and lectures “even taught me how to meet people. That was one of my weak areas, being in the public eye and introducing myself to people,” Cummings said. He realizes that if he’s going to succeed with his own business, he will have to improve his leadership skills. He is convinced more than ever that the University must impart such abilities to all of its students.

“We need to understand how important it is to be a leader, and it’s not something you just develop to be a leader—character, courage and charisma,” he said.
Asian Institute’s New Leader

JOYCE O. MOY, former executive director of business and community development at LaGuardia Community College, is the new executive director of the University’s AsianAmerican/Asian Research Institute. Moy succeeds founding director Thomas Tam, who died this year. “The appointment of executive director Moy assures continued success for the institute. We are pleased that she will be continuing the great work of Dr. Tam,” Chancellor Matthew Goldstein said in his announcement. Moy said that in building on the foundation laid by her predecessor, she hopes the institute can provide recommendations on issues facing Asian communities around the world, as well as support and strengthen Asian/american and Asian studies at CUNY.

A Pioneer Remembered

IRVING ROSENTHAL, the founding father of CUNY’s journalism curriculum and a mentor to hundreds of students who became local reporters, foreign correspondents, editors and broadcasters, died at age 95 on May 18 at his home in Great Neck. Rosenthal, who graduated from City College with a degree in English in 1933, joined the faculty that same year. After creating two journalism courses in 1936, he concentrated on teaching that subject until 1976, when he retired. He also served as public relations director for the college.

Citizenship Now! Record

THE RECENT fifth annual CUNY/NY Daily News Citizenship Now! Immigration Call-In, a weeklong campaign to help local immigrants become U.S. citizens, answered immigration and naturalization questions from more than 15,000 callers—double the number helped in 2006. More than 54,000 people have been helped since the phone-in began in 2004. This year, 365 volunteer counselors staffed 48 phone lines, according to Baruch College professor Allan Wernick, director of the University’s Citizenship and Naturalization Project, whose attorneys and paralegals provide free consultations on immigration-related issues to New York City residents year-round.

Guiding Latinas Onto Career Tracks

AS EXECUTIVE assistant to First Deputy Mayor Patricia E. Harris, Erica Soto is a scheduler par excellence, deciding who gets an audience with her boss. Victoria Rodriguez, a financial analyst for Lehman Brothers, also finds herself in the thick of things whether she’s supporting portfolio managers in account balancing, trade execution and settlement, asset allocation or discrepancy research.

And over at Macy’s East, administrative assistant Maria Vasquez was the point person for informing stores about seminars and new-program guidelines until she recently moved on to a new job as an assistant to the chief of the staff at the procurement department at the United Nations. The positions are varied, but the careers of these three Baruch College graduates link them in one fundamental way: they all got their start via internships arranged by 100 Hispanic Women, a nonprofit organization dedicated to guiding young Latinas toward excellence in leadership. Their inspiring success stories were spotlighted during 100 Hispanic Women’s 2008 Young 100 Hispanic Women awards ceremony, where five high-achieving University students were presented with four-year $1,000 annual scholarships. Inductees also get opportunities for corporate scholarships and internships plus other support designed to keep them on the college track. Newest recipients are Bianca Batista, City College; Stacey Josephine Martinez, Baruch College; Katherine Andreina Reyes, Brooklyn College; Jacqueline Delia Serrano, John Jay College; and Rachel Soto (Erica Soto’s sister), Queens College.

“Never would we have had the scholarship program without the support of CUNY, which has helped us identify worthy students, donated campus space for workshops and supplied us with money to pay interns like Erica, Maria and Victoria,” said Shirley Rodriguez Remeneisk, president and cofounder of the organization.

Soto makes appointments for First Deputy Mayor Patricia E. Harris.

Forever Buoyant

EAGER TO EASE aching backs and strengthen wobbly legs, West Siders aged 65 to 90 head to the John Jay College pool each spring for a refreshing program that promotes lifetime fitness. The gentle water exercises were developed by professor Jane Kanz, at left in yellow bathing cap, a championship swimmer and aquatic innovator whose non-college students have ranged from at-risk youth to police and firefighters.

Progressing from playful splashing to synchronized routines, the elder swimmers marvel at how water magically eliminates pain that inhibits them on land. Many say in time they can again do routine chores and are motivated by the pool’s jovial camaraderie to keep exercising at home.

Mentoring Pays Off

THREE CITY high school students who were mentored by two Queens College physics professors won major honors at the recent Intel International Science & Engineering Fair in Atlanta. All finished on top in the preliminary New York City Science & Engineering Fair earlier this year. Tinya Cheng and Nischay Kumar, who did research on professor Vinod Menon’s lab, won a second-place award in the overall team category. Erin Zegia, who worked with professor Igor Kuskovsky, won a third place in the physics category.

Tentative Union Contracts

THE UNIVERSITY and DC 37, the union representing over 10,000 white collar and blue collar workers, have reached a tentative collective bargaining agreement.

Key provisions include:

• a $50 increase to the Welfare Fund rate.

The tentative agreement is subject to ratification by the membership and adoption by the Board of Trustees. CUNY also reached tentative agreements under the same terms with SEIU Local 300 and IATSE Local 306, as well as with the New York State Nurses Association.

FOREVER BUOYANT

• a $50 increase to the Welfare Fund rate.

Sotillo makes appointments for First Deputy Mayor Patricia E. Harris.

Analyst Rodriguez juggles many tasks at Lehman Brothers.

Harry W. Brasch, distinguished professor of physics, won the Nobel Prize in Physics. He was the first person to use photogalvanic cells to detect the photoelectric effect. His work was a major step in the development of quantum mechanics. He was also a pioneer in the use of lasers in physics research. He is seen here with his laser equipment.
Grading marks major milestones for two African students

‘Don’t let your past hold you down’

They survived nearly unspeakable horrors: genocidal massacres in Rwanda, devastating war in Liberia, the shooting, murders of family members, hiding and fleeing, fear and hunger. But the remarkable stories of Georges Ndabashimiye and Morris Sheriff don’t end with their escape from bloodshed in their African homelands. Pushed by parents and teachers, driven by dreams of making good and giving back, Ndabashimiye and Sheriff made it to America, enrolled at the University. Now they are moving on, with honors.

Ndabashimiye, 26, graduate City College summa cum laude with a B.S. in physics. He received his department’s Ward Medal, for a graduating physics major with the highest GPA in physics and math courses, and the Bernard Hamernick Scholarship, given to a physics major planning to study graduate-level experimental physics. Ndabashimiye’s next stop: Stanford University’s Ph.D. program in Applied Physics.

The son of teachers, Ndabashimiye grew up in the Rwandan village of Runyanvi. He plans to become an “entrepreneurial physicist,” and to return to Rwanda someday to improve conditions there. He was living in Rwanda in 1994 when a missile attack on the plane carrying the country’s president unleashed 100 days of genocidal massacres among the Hutu and Tutsi tribes, killing between 800,000 and more than 1 million and shocking the world. Ndabashimiye, a Hutu, went into hiding with his family. They eventually fled to a refugee camp in Katana, Congo. But one morning in 1996, Congolese rebels invaded the camp and “started shooting.” Ndabashimiye said, “My father and sister ran one way, me, my mother and the rest of the family ran another. A boy who saw it said my father and sister were captured a few days later and shot to death.” His sister was 17. Forced back to Rwanda, Ndabashimiye and his surviving family settled in Kigali, and he entered a vocational school. He earned the highest score on his country’s national graduation exam and was nominated for a William J. Clinton Foundation scholarship, which brought him to CUNY.

At Borough of Manhattan Community College, Morris Sheriff has stood out for his own impressive academic achievements, confidence and efforts to reach out to fellow students. The accounting major has been admitted to George Washington University, where he plans to study economics and political science. Just three years ago, Sheriff was granted asylum here, after his native Liberia became engulfed in violence. “Homes were burning, shots were being fired, people were being murdered,” Sheriff, now 25, said of the turmoil in Liberia. “One of my brothers was shot while searching for food, another brother was abducted by rebels. My father was shot by firing squad.”

Sheriff escaped to Guinea with his mother and sisters, but was still a target of Liberian dictator Charles Taylor’s regime due to his past community organizing. He managed to flee to the U.S. “My mother told me, ‘My heart is broken to be separated from you, but you will find family in America’,” said Sheriff, 25.

Sheriff earned his GED and was accepted to BMCC in 2005. He has been president of its accounting club and Evening Weekend Student Club, organizing trips and seminars—all while working two jobs. This year he was named a New Century Scholar, an award given to outstanding two-year college students who are members of the First All-USA Academic Team. Sheriff also has a girlfriend and a 1-year-old son.

“I want to inspire children who have come from war—whatever country—to realize a person who has suffered war, crime, violence can always be successful if they put their mind to it,” Sheriff said. “Don’t let your past hold you down.”

Continued from Page 1

The Class of 2008 also marked a special digital milestone: graduates of the School of Business, Technology, Limor Garfinkle reflected on her journey from Israel with an uncertain future to an honored graduate in communication design. “When I first came to the States at age 20, with just $1,000, I was alone, I was confused and I didn’t have any confidence,” she said.

A chance conversation with the registrar at City Tech made the difference. “He assured me that if I wanted to do it, I would be able to. I’ll never forget those words. With such a heart-warming welcome, I felt like I couldn’t disappoint this man.”

Now 30, and class salutatorian, Garfinkle is the first in her family to earn a degree. She already has a job lined up as the New York studio assistant coordinator at Grey Advertising. And she and her husband have a new baby, James.

Joy Marchionna dropped out of high school in 10th grade to work in retail. But earning $7.25 an hour made her feel as if she was at a dead end, so two years ago, she enrolled in Kingsborough Community College’s New Start program. For the first time, she earned straight As and realized there was a big world out there. She was elected president of the fledgling Honors Club, and in nine months established a monthly newsletter and increased membership from 12 to 218. She became a strong advocate for KCC, lobbying city and state legislators to restore budget cuts and appearing before the Governor’s Commission on Higher Education.

Marchionna plans to study history and international relations at Smith College in the fall. Angelo Damanti won’t have to stray far from his college for his first job. This summer, he begins work as a chemistry analyst at the largest U.S. Federal Drug Administration lab in the country, which is on York College’s 50-acre campus. The idea for his future was sparked one day as he left the physical education building at York. “I saw this huge FDA building and I knew what I wanted to do…to pursue,” he said.

The FDA has only five regional offices and with the exception of the lab at the agen-
the Future

cy’s Maryland headquarters, the one at York is the largest and most modern.

Damanti sought out Angelo Rossi, professor of chemistry and director of the college’s FDA Collaboration. That led to internships at the lab. “York is a college where professors are very involved,” Damanti said. “Dr. Rossi was there and always available. He emailed me, he called... those are the things that at the end make you feel special.”

Rebecca Speciale got her bachelor’s 20 years ago, then worked in sales and marketing before leaving the work force to raise her children. Eight years ago, she developed scleroderma, a progressive, sometimes fatal autoimmune disease. Despite the grim prognosis—doctors gave her only three years to live, Speciale continued to fight for her dream of becoming a teacher. She enrolled in the master’s program in teaching at Queens College and graduated this spring with a 3.9 GPA. “It’s a badge of courage,” said Lila Swell, an Elementary and Early Childhood Education professor at the college and Speciale’s graduate advisor. “She received her degree despite chronic pain, fatigue and severe muscular weakness.”

Speciale is a second grade teacher at P.S. 232 in Howard Beach. “My professors in the program, Dr. Swell and Dr. Kimberly Alkins, encouraged me to have confidence in myself,” she said. “Even though I didn’t miss any deadlines, they were very understanding about my circumstances and that took a lot of the pressure off.”

In his application to the Thomas W. Smith Academic Fellowship a few years ago, Tennessee Jones explained his life of living on the top of the oldest mountains in the world, the horizon of opportunity was very limited.”

Jones won the fellowship and arrived at Hunter College and the CUNY Baccalaureate Degree after kicking around the country figuring out where he wanted to live and writing fiction. By the time he began his studies, Jones had published a well-received book of short stories—Deliver Me From Nowhere—and was an editor at Soft Skull Press. Under the direction of religion professor Barbara Sproul, at Hunter, he took courses in Africana Studies, Religion and English. He graduated with a B.A. in Religious Dimensions of Social Justice in Literature, is working on a novel and has been accepted to the MFA program at Hunter.

For Jae Ko, a commitment to public service started in his early days at John Jay College in 2004. As a freshman, he volunteered to work at the Dispute Resolution Consortium based at John Jay. Two years later, he won the Justice Scholarship, established by Princeton University to honor the public service heroes of the World Trade Center bombings. Ko’s volunteer activities that helped him win the award included youth leadership work at his church in Queens, advocacy on behalf of the disabled and serving as a patient relations assistant at Elmhurst Hospital.

Scholarly collaborations with faculty have enabled him to work on grant-funded initiatives and present original research on conflict resolution and prison gangs at several national conferences. Last year Ko received a $100,000 Korean Honor Fellowship from the Embassy of the Republic of Korea to help him pay for law school. He graduated with a degree in criminology and a Certificate in Dispute Resolution. He also won the Leonard E. Reisman Medal, the college’s highest honor for scholarship and service.

Ko has deferred entering Columbia’s law school until 2009 so he can take a year off to pursue public and private sector policy work. “John Jay has taught me to go beyond being exceptional into becoming an accepted and necessary maverick,” Ko said.

FOR ASPIRING GRADUATE, FIRST STOP IS LAGUARDIA

Mother’s answer to ‘What’s next?’

For many new immigrants, there are twists and turns and bumps and detours on the road to a college degree and the American dream. But there can be no turning back. Lucasz Palatan knows this. He left his native Poland for New York City and enrolled in a language immersion program at LaGuardia Community College. Last fall, he left the program for personal reasons. Now he plans to return this summer. His goal is to become a college graduate and a paramedic. In a recent issue of LaGuardia’s International Student Newsletter, Palatan explained what spurred him to leave his homeland, and pursue a better life in Queens.

By Lucasz Palatan

I WAS EXACTLY ONE YEAR AGO when I had to make a very important decision. Those were very hard days for me. My mother died and I was completely depressed. I lived in an empty house only with my sister. I was working and studying, but when my mother died I quit school and I got fired from my job. I started to drink a lot and smoke marijuana to get calm. It was good for a short time. One night I had a very strange dream about my mother. It was the time when I had to decide what I wanted to do with my life. I knew that I couldn’t drink and smoke and do nothing else. In my dream my mother gave me an answer for my question: ‘What’s next?’

Subway map that appeared in a dream led Lucasz Palatan from Poland to New York.

‘From that night on, I have done everything that my mother wanted me to do in my dream.

She wanted me to go to New York and start a new life.’

— Lucasz Palatan

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Inheriting the City

Second generation advantage may help adult children of immigrants outdo some native-born Americans.

Sociologists have fretted for years that children of immigrants from recent generations haven't assimilated into American life nearly as well as those in the past. And there were good reasons for the fear: The quality of public schools in big cities, where immigrant children are mainly educated, is a source of apprehension, manufacturing jobs that once gave immigrant children a foothold in the American economy are in decline, and children of color encounter discrimination.

Interestingly, a new study by researchers from CUNY's Center for Urban Research found that most adult children of new immigrants are doing better than their parents and often better than native-born Americans. They also have what the authors call the "second generation advantage," which for many of them has made assimilation into America far easier than it was for their parents.

"One of the things we really see across the board is the way in which the second generation actively chooses between things that make their own lives in their parents' culture and things they want to emerge in the cultural around them," said Philip Kasinitz, professor of sociology at the Graduate Center and one of the authors of the study. "They draw both on the immigrant community and those resources but they also draw on the structure and social services of New York that came about in the 1960s and 1970s to aid the inclusion and upward mobility of native African Americans and Puerto Ricans."

The study, "Inheriting the City: The Children of Immigrants Coming of Age," was published in May by Harvard University Press and the Russell Sage Foundation. In addition to Kasinitz, the authors are John Mollenkopf, Graduate Center professor of political science and sociology and director of the Center for Urban Research; Harvard's Mary Waters, who has written many books on immigration and ethnic identity; and Jennifer Holdaway, program director for the Migration Program at the Social Science Research Council.

Over 10 years, the group studied adults ages 18 to 32 who were the children of Dominicans, West Indian, South American, Chinese and Russian immigrant families in New York City. They were either born in the United States to at least one immigrant parent or moved here before they turned 12. Over 3,000 telephone surveys and 333 follow-up interviews were conducted. The group was compared to New Yorkers who were native-born black, white, African Americans and Puerto Ricans.

One surprise, according to Mollenkopf, was that many native-born African Americans and Puerto Ricans are doing worse than many children of immigrants. "We need to turn our spotlight on what is happening to native born African Americans and Puerto Ricans," said Mollenkopf. "The glass half full in our study is that the kids of immigrants are doing well ... the glass half empty is that there is a surprising degree of remaining and significant challenges for the others, especially Puerto Ricans, that we hadn't anticipated finding."

Another notable finding was that immigrant children generally don't feel "torn between two worlds" as their parents may fear. According to the authors, immigrant parents often worry that their children will speak neither English nor their native language with fluency and that they will always feel like outsiders in both America and their homeland. But the study shows the two worlds are actually part of the "second generation advantage." The second generation is very much living in a multicultural world," said Waters. "They are completely at home with each other ... they are completely at home with their ethnic identity as well as being an American. They are proud of their ability to speak their parents' language and they don't see any contradiction between being West Indian, Dominican or Chinese and American."

At the same time, race still matters. The study found that all second generation groups earn more than native African American and Puerto Rican New Yorkers their age. And the Russian Jewish and Chinese children of immigrants earn as much as native whites in their age group. "So we find this contradiction between a cultural acceptance and a racial exclusion," Waters said.

In addition, West Indians, like native African Americans, report high levels of racial discrimination, especially from police. And Dominicans, the largest immigrant group in the city, are the most disadvantaged in both the first and second generations.

Among the study's other findings: Education: All second generation groups fare better on average than their immigrant parents or members of native-born minority groups in graduation from high school and college. Dominicans— the group with the lowest educational attainment— still did better than native African Americans or Puerto Ricans. And Chinese and Russians did better than native whites.

Occupation: The children of immigrants are less occupationally segregated than their parents and in fact, "the overwhelming majority of second generation kids work not only in the mainstream economy but in almost exactly the same places that other young people their age work ... retail, clerical work and finance," said Kasinitz.

Crime: Members of all second generation groups are less likely to have been arrested than native African Americans and Puerto Ricans. South Americans, Dominicans and West Indians have arrest rates comparable to those of native whites. For Russian Jews and Chinese, arrest rates are far lower.

Finally, the extended family networks and cultural traditions that play a part in many immigrant lives seems to have had a role in the success of the second generation. While their parents worked, they more than likely came home to grandparents, and aunts or uncles who looked after them. They benefited from support groups from their homeland and as they attended college or transitioned into adulthood, second generation children find comfort in living at home and accepting family support.

Which is all part of the "second generation advantage," say the authors of the study. "Being between two worlds is rarely a problem," said Kasinitz. "And it is often a very real advantage."
Walt Whitman on the Ideal America

**Walt Whitman's America**

**WALT WAS NEVER as strong in talking about America as he was in talking about America. He had very high ideas of America. Not of the America that we were but of the America we might be. The America of idealisms and dreams. The America of noble manner and magnificent soul. The welcomer of the oppressed. The asylum of the poor and downtrodden. He loved to dilate upon that.

**Walt's conversations during his last four years.**

He wanted America to give the crowd the best chance it ever had. To give it the only chance it ever had. You can only grasp his highly spiritualized conception of America by remembering that. And then remember more. Remember that at bottom America was that chance. If some other country having another name gave the crowd the chance first he'd call that country America. And if our geographical America, forgetting its high purpose, should deny the crowd that chance, Walt would cease to think of it as America. The steadfast picture in his attitude towards America was that of a modernized everyday promised land... It was not to repeat the old class divisions but inaugurate an era of essential democracy.

Walt would see a picture of somebody, he might be of any race and color, and he'd exclaim: "How American he looks!" Or he'd see a picture of something and exclaim: "How American that looks!" Or he'd have in mind: The natural thing Simplicity. No medals No office. No college decoration. The man who worries about a crest in his trousers has a crest in his life, and Walt was always for getting down or up to people stripped of all extraneous paraphernalia. Such people were always America to him. He begin to see what his word "American" signified!

Walt spoke of loving the "powerful uneducated" person. He wanted America to be the powerful uneducated country. He didn't object to education because it was education but because it wasn't.

If the sun wasn't bright he'd object to the sun too. If men weren't brothers he'd object to men too. If America were a democracy he'd object to America too... [He wanted America to be as big as its size. He wanted it to be as big as its promise. As its words. As its spirit.

"It makes me sick to hear our orators and read our writers telling us how miraculously we've grown beyond recognition. We're a vast body without a soul—we've accomplished incontrovertible ends by our mechanical genius, our materialistic concentrations, our mad haste, but, after all, that may tell rather for death than for life."

"The asylum of the poor and downtrodden. He loved to dilate upon that... America that we were but of the America we might be. The America of idealisms and dreams. The America of noble manner and magnificent soul. The welcomer of the oppressed. The asylum of the poor and downtrodden. He loved to dilate upon that.

**America is to me an idea, a forecast, a prophecy: it may evolve to noble fruition or end as an insensible disaster...**

— Walt Whitman

Inside Community Colleges

**MERICA AS WE KNOW IT would not exist without community colleges. That is the contention of Gail O. Mellow and Cynthia Heelan in Minding the Dream: The Process and Practice of the American Community College. The book provides an overview of the inclusive, democratic impulses of community colleges and their transparent boundaries between college, work and social life. Mellow is the president of LaGuardia Community College, Heelan is the former president of Colorado Mountain College.

Solar Sailing

**THE IDEA that sunlight exerts pressure has been around for more than a century. In their book Solar Sails: A Novel Approach to Interplanetary Travel, authors Gregory L. Matloff, Giovanni Vulpetti and Les Johnson describe how sail propulsion can make space exploration more affordable and provide access to destinations beyond the solar system. They review current plans for solar sails and how advanced technology, such as nanotechnology, can enhance solar sail performance. Matloff is assitant professor of physics and 2008 Scholar on Campus at CityTech.

Impossible Dreams

**IN HIS LATEST BOOK, professor Nicchio Kaku of City College and The Graduate Center explores the science of the impossible, from death rays to force fields and cloaks of invisibility. Will these technologies become achievable the way TV, lasers and the atom bomb became? Or will they remain beyond the realm of possibility a century ago, become reality? Physics of the Impossible: A Scientific Exploration into the World of Phasers, Force Fields, Teleportation, and Time Travel offers an entertaining and informative journey into the future.

Schlesinger Diaries

**HISTORIAN Arthur M. Schlesinger Jr., who died last year, knew many of the leading public figures of the last half-century. The book, which begins in 1952 – 2000 takes the reader through his diaries starting with presidential candidate Adlai Stevenson, for whom he was a speechwriter. Schlesinger was also a Rothberg Professor of History at CUNY’s Graduate School and University Center. From 1966 to 1994, when he served as a presidential advisor, as well as the Vietnam War, Watergate, Ronald Reagan, the collapse of the Soviet Union, the first Gulf War and the current President Bush.**
The University is streamlining procedures in finance, human resources, and student affairs. You’ll start seeing changes this summer.

**First Things**

The University is streamlining procedures in finance, human resources, and student affairs. You’ll start seeing changes this summer.

This is the summer of CUNYfirst, the launch of the new generation of information technology that will revolutionize the underlying University business systems that serve students, faculty and staff. When completed, it will streamline the way almost everything is done, from registering for courses to hiring personnel and paying bills.

Sometime in July, after months of preparations, training and testing, something akin to a new University “checkbook” will go live. Managing revenues and expenditures, this new financial data storehouse will collect and crunch financial, human resources and student information and systems in order to streamline current practices and help us become more efficient, said Chancellor Matthew Goldstein.

Many of the front-line managers and staff are training on these new systems this summer at specially designed centers at the University’s 135 business units. And not a moment too soon. The new checkbook replaces a system designed and installed in the post-Watergate era.

Over the next two years, other compatible systems will gradually be added, such as procurement, budgeting, and cash management. Similar initiatives will be launched next year to manage human resource data, and eventually, student services. The goal is to raise a more efficiently managed University to the ranks of a national leader in higher education for delivering core business services. The CUNYfirst project will provide a new, University-wide suite of policies, processes and information systems in order to streamline current practices and help us become more efficient,” said Chancellor Matthew Goldstein.

CUNYfirst is “the first real test” of such computer processes implemented simultaneously across a large university, according to Brian Cohen, associate vice chancellor for technology and University chief information officer. “At CUNY, whatever we do, it’s for all the university at the same time,” said Cohen. “We’re not doing it in pockets, except for the student module”—the student administrative systems, which will be rolled out in four separate waves over four years. Bill Correnti, who has worked 28-plus years at CUNY, says he has witnessed big changes before, but “nothing like this.” Now the executive director of budget and financial planning at Kingsborough Community College, Correnti is among those who helped configure the current financial processes at the University, but affirms that it’s time for a change. “It’s been a long time coming,” he said. “We’ve been holding things together with spit and bubble gum. [CUNYfirst] will take a lot of training and it’s going to provide a lot of new things to learn, but it can only have positive end results.”

CUNYfirst is actually the project name known as Enterprise Resource Planning. This approach uses software and processes that integrate three “pillars” or functions—finance, human resources and an organization’s specific line of business—in CUNY’s case, student services.

After more than 400 staff members working in finance are trained, the University will overhaul its hiring, personnel management and benefits administration systems. In the future, all job applications will be handled online. And within a year, the entire CUNY community will be given access to a new system to check out their benefits, pay information and employee records.

In the spring of 2009, CUNYfirst student systems that will assume functions

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**How CUNYFirst Will Be Phased In**

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<th>Wave 1</th>
<th>Wave 2</th>
<th>Wave 3</th>
<th>Wave 4</th>
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<tr>
<td>(Queens College)</td>
<td>(Colleges)</td>
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**CUNYfirst**

Kingsborough Community College financial professionals taking training at the Brooklyn Borough Training Center at Brooklyn College.

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**STUDENT ADMINISTRATION**

Admissions, registration, course catalog, student financials

**FINANCE**

General Ledger system

**HUMAN RESOURCES**

Basic personnel system

Benefits, payroll administration systems

**TIME/LABOR MANAGEMENT SYSTEMS**

Purchasing, accounts payable, expense systems

**BUDGETING, ASSET/CASH MANAGEMENT SYSTEM**

Wave 1

Wave 2

Wave 3

Wave 4

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“**We’ve been holding things together with spit and bubble gum. [CUNYfirst] will take a lot of training and it’s going to provide a lot of new things to learn, but it can only have positive end results.**”

— Bill Correnti, executive director of budget and financial planning at Kingsborough Community College
Streamline online course registration across the University
1

2
Pay adjuncts, freelancers and contract workers faster

Enable students, faculty, staff to view their records online

4
Allow online applications for University employment

5
Speed up rehiring of adjuncts via online applications

Create online requests for financial aid

Provide more flexibility in all interactive processes

Reduce by half new employee processing time

Redeploy staff for most efficient use

Standardize administrative terminology throughout CUNY
**JULY**

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<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Saturday</th>
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<tr>
<td>Queens College</td>
<td>Life-Long Learning Summer Film Festival</td>
<td>See above for details</td>
<td>Hunter College Promoting Positive Mental Health Outcomes among Teenagers</td>
<td>3 PM</td>
<td>Independence Day</td>
<td>The Governors Island Lecture Series: 12:30 PM Pershing Hall Free</td>
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<tr>
<td>Kingsborough Community College</td>
<td>Hot Summer Nights: Louisiana Zydeco &amp; Kentucky Bluegrass</td>
<td>7:30 - 9:30 PM Free</td>
<td>Kingsborough Community College</td>
<td>Hot Summer Nights: Patriotic Pops</td>
<td>8 PM Free</td>
<td>7/5: Plants in the Green City Steve Clements, Brooklyn Botanic Garden</td>
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<tr>
<td>Brooklyn College</td>
<td>Swing Under The Stars with the Danny Reਪল Swing Band</td>
<td>See above for details</td>
<td>LaGuardia Community College</td>
<td>Open House On-the-Spot Admissions</td>
<td>12 - 6 PM Free</td>
<td>7/12: Greening the Big Apple: A Natural History of the New York Megapolis Betsy McCully, Kingsborough Community College</td>
</tr>
<tr>
<td>LaGuardia Community College</td>
<td>Children College (Thu 7/14) 9 AM - 3:30 PM Free</td>
<td>Queens College Community College</td>
<td>Open House Exhibit: Anna Matrosova, Paintings, Drawings and Glass Sculpture Last Day of Show Free</td>
<td>School of Professional Studies Budgets and Accounting - Planning &amp; Mgmt of Children’s Programs 10 AM - 2 PM 5779</td>
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<tr>
<td>LaGuardia Community College</td>
<td>Teen Academy (Thu 7/14) 9 AM - 3:30 PM Free</td>
<td>Queens College Community College</td>
<td>“Sweet Smell of Success” See above for details</td>
<td>Hunter College</td>
<td>The Impact of Food Inefficiency on Young Children’s Development</td>
<td>7/19: Water: The Integral Design Element for Green Infrastructure in New York. Paul Markowitz The GBA Institute</td>
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<tr>
<td>Hostos Community College</td>
<td>Summer Intensive Language Program (SILP) (Thu 7/14) 9 AM - 5 PM</td>
<td>Queens College</td>
<td>“Breakfast at Tiffany’s” See above for details</td>
<td>Hunter College Community College</td>
<td>Promoting Parent-Child Communication in Autism 1 PM Free</td>
<td>7/26: Flood from Allegan Jurgen Polle, Brooklyn College</td>
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<tr>
<td>Baruch College</td>
<td>Campus Tour - MBA &amp; MS Programs 12:30 - 1:30 PM Free</td>
<td>Queens College</td>
<td>“Network” See above for details</td>
<td>Queens College Community College</td>
<td>Chase Latin Festival Mexican dance company Camarillo Quatro 8 PM $15</td>
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<tr>
<td>Queens College</td>
<td>“Radio Days” (See 7/1 above for details)</td>
<td>Hunter College</td>
<td>Promoting Positive Mental Health Outcomes among Teenagers</td>
<td>LaGuardia Community College</td>
<td>Emotions and the Sun: The Physics of Seeing the Sun 7 PM Free</td>
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**CUNY Radio ➔ Podcasts**

**Tom Brokaw, Sandra Day O’Connor, Sonny Rollins. Alan Dershowitz, Frank McCourt, Arthur Penn. Earl Caldwell, Saul Friedlander, Katrina vanden Heuvel.**

Hear their views. Cheer them. Dispute them. Learn from them. Listen now or at your convenience to these and other internationally known opinion makers via CUNY podcasts.

**AUGUST**

Find a course or an event, professional development, creativity, kids, teens, leisure

**www.cuny.edu/summerinthecity**

**SUMMER SKIES**

- **July 4**
  - Aphelion Earth at orbital position farthest from sun 08:00 GMT. Earth’s orbital velocity is slower and the sun appears smaller than at any other time of year.

- **August 1**
  - Solar eclipse (total) Maximum at 20:42 GMT. Viewing a solar eclipse.
  - For more on the Astronomical Observatory at CST, visit http://astro.cuny.edu/home.html

- **August 12**
  - Persuad me of your ability to have a peak shower activity. Viewing a meteor shower.

- **August 19**
  - Lunar eclipse (partial) Maximum at 21:00 GMT. Viewing a lunar eclipse.

- **September 5**
  - Full Semester Begins: Last week of August

**SUMMER EVENTS**

- **Queens College**
  - Exhibition: Beggars and Thieves: Motherhood is not a class privilege in America 9:30 AM Free

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