WILLIAM P. KELLY, president of the Graduate School and University Center, has been named interim Chancellor following Matthew Goldstein’s 14-year tenure that transformed the University into a truly integrated world-class institution, revamped and expanded to promote academic success and access for students of all levels.

President Kelly, a distinguished scholar of American literature, vice chairman of the CUNY Research Foundation, and trustee of the John Simon Guggenheim Foundation, has served the University for nearly four decades.

At Chancellor Goldstein’s recommendation, the Board of Trustees approved President Kelly to serve in the interim post starting July 1.

“I want to say what an honor it is to carry forward the extraordinary work of Chancellor Goldstein,” Kelly said at the April 23 Board Executive Session unanimously approving his appointment. “I am grateful beyond words for your confidence. I pledge my very best effort to be worthy of that confidence.”

Chancellor Goldstein’s announcement that he would step down brought expressions of praise for his leadership, and cast a spotlight on an extraordinary period in CUNY history that began when a mayoral task force, led by Benno Schmidt, former president of Columbia University, was established.

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

— Horace Webster
Founding Principal, The Free Academy
THE CHANCELLOR’S DESK

Dr. King Spoke to My Life

Chancellor Matthew Goldstein graduated from The City College of New York in June 1963 at a turbulent time in the nation’s history — the height of the Civil Rights movement. He reflected on his own graduation, and on the challenge posed by its celebrated commencement speaker, in his own commencement address to CCNY’s Class of 2013. The following column, Dr. Goldstein’s last as Chancellor, is excerpted from his address.

For the full address see: cuny.edu/chancellors-speech

Fifty years ago, I sat in Lewisohn Stadium, waiting for my CCNY diploma. I was in my best shirt and tie, my mortarboard was square on my head — and, I admit it, I was a little bored.

But something unusual happened the night of June 12, 1963 — because the speaker who rose to address our class was Dr. Martin Luther King Jr.

It was less than 24 hours after civil rights activist Medgar Evers had been murdered. And one day after Gov. George Wallace tried to prevent two black students from entering the all-white University of Alabama. And just one night after President Kennedy’s televised address in support of his civil rights bill.

So Dr. King wasn’t at City College to suggest how we might achieve personal success. He wanted to tell us what our education was really for.

We live in a day of great crisis. Dr. King told us. Our dilemma was that “we have all allowed the means by which we live to outstrip the ends for which we live.” A complete education, he said, bestows not only “the power of concentration” but also “worth-while objectives upon which to concentrate.”

Dr. King’s call for moral clarity and action carried to every corner of the stadium through his emotion, his cadence, the timbre of his voice. “We must honestly see that the harvest of violence that we are now reaping is due to seeds of apathy planted in the past,” he said. What’s more, the violence wasn’t just a result of “the vitriolic words and taunts” but also “the persistent work of dedicated individuals.”

Graduates, you haven’t reached this day in order to be something; you’ve reached this day in order to do something — something meaningful. Dr. King understood that graduation isn’t about accomplishment, it’s about commitment.

Education doesn’t bestow privilege, but responsibility. I’m reminded of a story about a tribal elder living his last days on an Indian reservation. He is accosted by three thugs, who taunt him. One says, “If you’re such a wise man, then you should be able to answer this question. I have a bird in my hand. Old man, is the bird alive or dead?”

“If the old man says the bird is alive, the thug will pinch the beak and it will die. If he answers that it’s dead, the thug will open his hand and the bird will fly away. The old man is silent for a moment. Then he says, “The answer is in your hands.” And so it is with you.

That day in June 1963 was an awakening for me. I began to focus more deeply on the road ahead. The way I made choices started to change. Was I only doing the expected, what might make me look good? Or was I trying to do good? The truth was, I always comforted. But over the years, I began to understand that when I attempted difficult things because I knew they had the potential for real impact, the answers to those questions changed.

My life has taken turns I never could have expected. I certainly never expected to be chancellor of this wonderful institution — the most fulfilling choice I ever made.

I grew up on Manhattan’s Lower East Side in a family that didn’t have much. When I came to CCNY, I encountered a magically different world. It was like being let into a secret place in the city, an enclave of great architecture, smart people and big ideas — just like it is today. Since then, I’ve seen thousands of graduates have their lives transformed by it. In turn, they’ve transformed the lives of countless others.

That journey happened because Dr. King was right. There is no room for boredom or apathy or silence in your life. “Human progress never rolls in the wheels of inevitability. Dr. King said 50 years ago. “Human progress comes through the tireless efforts and the persistent work of dedicated individuals.”

For the full address see: cuny.edu/chancellors-speech
took place among all racial groups except for white students, whose freshman numbers have essentially remained stable. Graduation rates at the University for students of all races have increased dramatically in recent years. The six-year graduation rate for Asian and white students increased 11.8 percentage points between the freshman cohorts of 1995 and 2005, while the graduation rate for black and Hispanic students went up more — by 14.4 percentage points. Between 2001 and 2011, the number of bachelor’s degrees earned by black students rose 16.3 percent, from 4,055 to 4,714. The number earned by Hispanic students sharply increased by 48.2 percent, from 2,727 to 4,042.

Driven primarily by rising graduation rates in the city’s public high schools, overall undergraduate enrollment has grown substantially, by 70,000 students, over the past decade. It crested at more than 272,000 — approximately 105,000 in associate programs and some 114,000 pursuing baccalaureate degrees — during the 2011-2012 academic year.

The University’s Invest in CUNY campaign has raised $2.3 billion since 2004 to fund initiatives such as student scholarships, and CUNY is now in the midst of an extensive capital construction program, with $1.8 billion spent so far to expand student capacity at college campuses across the five boroughs.

Antiquated facilities have been upgraded and new buildings housing 21st-century classrooms, laboratories, libraries and meeting spaces have been constructed, transforming the CUNY student experience and fueling the city’s economy with steady construction jobs in the process.

Senior, comprehensive and community colleges have all seen significant, value-enhancing facility improvements. John Jay College of Criminal Justice has a new, $650 million campus on Manhattan’s West Side. Other upgrades at comprehensive and community colleges that have been completed or are under way include Medgar Evers College’s new, $263 million academic building, a $31 million Academic Village at Kingsborough Community College and a new $77 million building at Lehman College showcasing its strength in plant-sciences education.

At City Tech, a $406 million academic building to address the college’s acute space shortage is under way; at the College of Staten Island, a $200 million interdisciplinary high-performance computational center is in the pipeline, and there are design funds for a $120 million academic village/conference center at York College to house class and conference rooms, a bookstore, student government, clubs and lounges.

This past fall a new library opened at Bronx Community College; Borough of Manhattan Community College’s Fiterman Hall, rebuilt after its destruction on 9/11, opened for classes; and the CUNY Law School moved to a new, modern facility in Long Island City.

CUNY’s integrated system of 24 colleges and schools encompasses 11 senior and comprehensive, and seven community colleges. The new CUNY is expanding academic access and entry points, and upgraded facilities, at all institution-al levels — raising the overall quality of the system while attracting new students to an array of educational opportunities.

Opportunities are also expanding as a result of the University’s increased commitment to adult and continuing education, English-language immersion and GED classes. Online degree programs coordinated through the School of Professional Studies are also creating new options for returning adults and students in the workforce seeking training and advanced education. The University has also broadened its educational outreach over the last dozen years through satellite educational centers in city neighborhoods infused with immigrants seeking credit and noncredit courses.

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**GRANTS & HONORS**

Continued from page 1 has received $109,512 from the Hospital League, Local 1199, for “BHS RN BRIDGE.”

Carlos Molina of Hostos Community College has received grants totaling $2,962,608 from the U.S. Department of Health and Human Services and the N.Y. State Education Department for the following: “Health Profession Opportunity Grant to Serve TANF Recipients, Allied Health Career Pipeline,” “Vocational Educational Program,” and the “Liberty Partnerships Program” — as well as $783,812 from the U.S. Department of Labor/Employment and Training Administration for “TAA Career Pathways,” co-directed by Fern Chan, and $709,087 from the N.Y. City Human Resources Administration, with Corwin Spivey, for “SBSS PLUS.”

John Jay College has received $3,100,000 from the Center for Economic Opportunity for the “New York City Justice Corps,” directed by Ann Jacobs. The N.Y. State Education Department has awarded $473,893 to Marcie Wolfe and Paul Wasserman of Lehman College for “Workforce Investment Act,” and $152,000 to Marcie Wolfe for “Adult Literacy Education.”

Mirian Detres-Hickey of Queens College has received $231,180 from the U.S. Department of Education for “Queens College Disabled Student Services.”

Thomas Friebel of Kingsborough Community College has received $120,000 from Single Stop USA for an “On-Campus Single Stop Center.”

Jane Cramer, a government information specialist and associate professor at Brooklyn College Library, received the N.Y. Library Association Government Information Roundtable’s Mildred Lowe Award for “continuing leadership to the field, professionalism with ongoing impacts on government information users and service providers.” Angela Anselmo has accepted the 2012-2013 NASPA Excellence in Gold Award in Administrative Assessment, Information Technology, Fundraising, Professional Development and related categories, on behalf of Baruch College’s SEEX Program. NASPA is a leading association for the advancement, health and sustainability of the student affairs profession.

Queens College has received $537,940 from the Centers for Disease Control/WISH for a “World Trade Center Heart Cardiovascular Health Impact and Prediction of Incident (Primary and Subsequent) Cardiovascular Events Among First Responders” project directed by Alfredo Morabia. Jonathan Corsick of Queensborough Community College is a co-director, with Bhimshen Naragkarate of Medgar Evers College, of a $100,000 grant from the U.S. Department of Education for a “Minority Science Improvement Program.” The National Institutes of Health/National Institute on Aging has awarded $150,908 to Laura Rabin of Brooklyn College for “SCORE: Cognitive Complaints in a Diverse Cohort of Elders: Novel Assessment Approaches.”

Nieves Angulo of Hostos Community College has received $114,382 from the U.S. Department of Education for “HSI Title V-Strengthening Hispanic Serving Institutions.”

Craig Levinsky of City College has been awarded $546,578 from the U.S. Department of Education for “Increasing Retention and Graduation Rates Through Enhanced Co-mentoring and Improved Technology.” The N.Y. City
HAVE YOU HEARD? What community college was named one of the nation’s top four, earning it a $100,000 prize? And which University college is the latest to add doctorate degrees? Or what you’ll find at the new administrative offices CUNY has relocated to on 42nd Street?

CUNY moves to midtown. After 55 years in a former New York City Health Department building at 535 E. 40th St., the University’s administrative offices have been relocated from the Upper East Side near the East River to a centrally located, 170,000-square-foot headquarters at 205 E. 42nd St. in midtown Manhattan. The University occupies seven renovated floors of the pre-war building under a 30-year-purchase-lease arrangement with the Durst Organization. CUNY purchased the space, formerly used by the Pfizer pharmaceutical company, for a 30-year term, after which it will revert back to Durst Organization ownership. Proceeds from the sale of the 80th St. building will offset costs at 42nd Street for the first five years. The proceeds will also purchase state-of-the-art scientific equipment for the CUNY Advanced Science Research Center, a University-wide research hub that will open next year on the City College campus.

Among the main administration functions relocating to the new midtown offices is the University’s Welcome Center, above, which provides services and information to thousands of prospective students. The Welcome Center features a new reception venue and state-of-the-art technology for academic counseling and financial aid advisement. Also relocated are the Office of the Chancellor and senior staff, The Board of Trustees, the Office of Financial Aid and the Office of Admissions Services.

CUNY Chancellor Matthew Goldstein, already a member of the national Business Higher Education Forum (BHEF), has accepted an invitation to join its Executive Committee. The Forum — America’s oldest organization of senior business and higher education executives dedicated to advancing innovative solutions to education and workforce challenges — focuses on improving college and workforce readiness, access and success as well as on promoting the country’s leadership in Science, Technology, Engineering and Mathematics (STEM).

The College of Staten Island was officially registered as a doctoral-degree-granting institution in New York State on Feb. 5, when then-Gov. Andrew M. Cuomo approved the amendment to CUNY’s long-range master plan. The completion of the three-year process from proposal-to-signature allows CSI to join the ranks of Hunter and City Colleges as the only CUNY campuses other than the CUNY Graduate Center to confer doctoral degrees to its students. The College of Staten Island was being awarded doctoral granting status speaks volumes to the academic rigor of our curriculum and the expertise of our faculty,” said Fred Nuider, interim provost and senior vice president for academic affairs.

More than 300 students, local business leaders and families crowded into LaGuardia Community College on March 2 to attend the first CUNY Information Fair — organized for the city’s Colombian community. Prospective college and graduate students visit booths and gathered brochures from the University’s leading institutions, including Hunter, Baruch, Queens and Brooklyn Colleges. At a reception to kick off the fair, Senior Vice Chancellor for University Relations Jay Hershenson said CUNY had a “great interest in expanding education in the Colombian community.” Indeed at the University, outreach to immigrant communities has led to 51 percent growth in Hispanic student enrollment. Also at the reception, Colombian Consul General Elsa Gladys Cifuentes Arranz spoke about the importance of education for Colombians. “The American dream should be to educate yourselves and your children. ... Education is what makes us equal,” she said. A memo of understanding was also signed this year by CUNY officials and the Colombian consul in New York to establish more collaboration between the University and the Colombian community.
“Kingsborough Community College has demonstrated the leadership and innovation that has helped New York City become a national leader in education reform.”

Study: ASAP Brings $46 Million in Benefits to Taxpayers. A City University of New York initiative designed to help students earn community college degrees within three years delivers $46 million in benefits to taxpayers per 1,000 participants, according to an independent study by Columbia University’s Teachers College. Some 2,200 students now enroll in CUNY’s Accelerated Study in Associate Programs (ASAP). A previous study by the same team found that although ASAP has higher institutional costs per student, it is so much more effective in graduating community college students within three years that it delivers each graduate for $6,500 less than for a comparison group in traditional settings.

New Public Health Dean Named. Dr. Ayman A.E. El-Mohandes, an internationally recognized leader in the field of public health, has been named dean of the CUNY School of Public Health, effective Sept. 2. Dr. El-Mohandes is a pediatrician, epidemiologist, and academician with a deep commitment to public service. He served as dean of the College of Public Health at the University of Nebraska Medical Center since 2009. He has also been professor of epidemiology at the College of Public Health, and professor of pediatrics and of obstetrics/gynecology at the College of Medicine, University of Nebraska Medical Center.

His work in public health includes efforts to reduce infant mortality and increase maternal and child health in the U.S. and abroad. “He has also demonstrated a long-term commitment to work with the public health practice community and to provide access to nontraditional learners and students from underrepresented communities,” said Chancellor Matthew Goldstein, who recommended Dr. El-Mohandes’ appointment after a national search and his unanimous approval by the Executive Committee of The Board of Trustees on May 22.

An honors graduate in medicine and surgery from Cairo University in 1974, Dr. El-Mohandes also earned his MSc in pediatrics and his MD in pediatrics, with honors, from Cairo University in 1978 and 1981, respectively. He received his MPH in epidemiology/biostatistics from George Washington University, summa cum laude, in 1991.

During Dr. El-Mohandes’ tenure at UNMC, the College of Public Health received its first accreditation, the faculty doubled, the student body grew tenfold, and the research portfolio increased from $5 million to exceed $15 million in annual expenditures. Under his leadership, several new concentrations in the master of public health program were developed, including Community-Oriented Primary Care; Health Policy, Maternal and Child Health, Public Health Practice; and Social Marketing and Health Communication.

Get daily Newswire reports at cnymatters.com. To download the free app for your mobile device, search The City University of New York at the Apple or Android online store. Or snap the nearby box with your smartphone to subscribe to Newswire.
N THE SPRING OF 1963, the civil rights movement was in the thick of a tumultuous and pivotal period. The campaign had come to Birmingham, Ala., engulfing one of the South’s most virulently segregatist cities in weeks of confrontation and violence. The movement’s leaders, meanwhile, were mobilizing for an unprecedented demonstration that summer — the March on Washington for Jobs and Freedom.

In New York City that spring 50 years ago, the president of City College was waging a campaign of his own. Buell G. Gallagher very much wanted that year’s Commencement speaker to be the man guiding it all — the ascendancy leader of the civil rights movement, the Rev. Dr. Martin Luther King Jr. And in the midst of battle in Birmingham, King agreed.

Weeks later, on the evening of June 12, he took the stage of City College’s Lewisohn Stadium and delivered a speech that was to resonate for decades in the minds and memories of the Class of 1963. Among them was a math and statistics major named Matthew Goldstein. And 50 years later, in a moment of symmetry and poignance, he was at the podium himself — named Matthew Goldstein. And 50 years later, in a moment of perhaps never more than on that night in 1963, by chance of history, the City College Commencement came in the wake of an extraordinary sequence of three seminal events of the civil rights era. And King would not have been there, in that moment, if not for the moral clarity of the man who asked him to come.

Buell G. Gallagher was an unusual college president and a man ahead of his time. He had called for an end to America’s “color caste” system in a book, Color and Conscience, that was published a year before Jackie Robinson integrated baseball. And he knew Alabama’s culture of racism first-hand: Before his arrival at City College in 1952, Gallagher had spent 20 years as president of Talladega College — a white man from New Jersey at the helm of Alabama’s oldest private black college.

Gallagher was gripped by the events unfolding in Birmingham that spring. The protests led by King and his Southern Christian Leadership Conference. The city’s answer with paddy wagons — 1,000 arrests on one day alone — and then with fire hoses when the jails were full. The arrest of King himself, and his “Letter From a Birmingham Jail” to white clergymen who had called him an extremist.

In early May, at the height of the rioting events in Alabama, Gallagher called Jack O’Dell, a member of King’s inner circle who was then the head of the SCLC’s New York office.

Gallagher told O’Dell that the CCNY commencement, in the college’s Lewisohn Stadium, would be an opportunity for King to speak before 16,000 people — and to many more listening to a live broadcast — at a critical moment for the civil rights movement.

O’Dell liked the idea and tried to call King in Birmingham to recommend the invitation. But he couldn’t reach him, not after several tries, and front-page headlines like this one from New York Times explained why: BOMBS TOUCH OFF WIDESPREAD RIOT AT BIRMINGHAM; Negroes Attack Police After Blasts Rip Home of King’s Brother and Motel.

O’Dell finally decided to write to King. “Dear Martin,” he wrote. “I hope that this letter finds you well, considering everything that has happened. I’ve been attempting to get in touch with you for several days, but I know circumstances are most difficult.” He conveyed Gallagher’s commencement invitation and urged King to accept.

O’Dell, now two months shy of 90 and living in Vancouver, remembers that spring vividly. “It wasn’t just another year,” he says. “There was a lot going on, a feeling that we’re really going down this road. There was Birmingham, and we were mobilizing for the March on Washington. Dr. King was getting a lot of invitations. But there were few places more important.

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1963 • A Momentous Year in Civil Rights

● January 18: George Wallace is inaugurated as the governor of Alabama and declares, “Segregation now, segregation tomorrow, segregation forever.”

● April 2: Martin Luther King Jr. and the Southern Christian Leadership Conference begin what becomes known as the Birmingham Campaign, two months of sit-ins and demonstrations in one of the country’s most violently segregatist cities.

● April 12: King is arrested for demonstrating without a permit. Four days later, he writes his “Letter from a Birmingham Jail,” a response to eight white Alabama ministers who had called him an extremist.

● May 3-7: After more than 1,200 arrests, the SCLC calls on children, teenagers and college students to continue the protests. Police use fire hoses and dogs on the young demonstrators, arresting another 1,000 people in a single day and shutting down Birmingham’s downtown business district. Television coverage brings support for the protests from across the country.

● May 8: White business leaders and city officials accept most of the protesters’ demands to desegregate lunch counters, restrooms and drinking fountains, and hire blacks as store clerks and sales people.
May 11: Segregationists bomb King’s motel and the home of his brother, A.D. King, triggering a night of rioting. A few weeks later, “Whites Only” signs are taken down from public facilities in Birmingham.

June 11: President Kennedy sends federal marshals and National Guardsmen to enforce a federal court order desegregating the University of Alabama, escorting two black students past Wallace. From the Oval Office that night, Kennedy calls segregation a national “moral crisis” and announces what will become the Civil Rights Act of 1964.

June 12: The night of the Medgar Evers murder, King delivers the commencement address to the City College Class of 1963.

June 12: Early the morning after Kennedy’s address, Medgar Evers, the field secretary for the NAACP, is shot and killed in front of his home in Jackson, Miss.

August 28: King leads 250,000 people in the March on Washington for Jobs and Freedom. From the steps of the Lincoln Memorial, he delivers his legendary “I Have a Dream” Speech.

September 15: The Sixteenth Street Baptist Church in Birmingham is bombed, killing four young girls and sparking outrage across the country.

November 22: President Kennedy’s assassination leaves the fate of the civil rights bill in the hands of his successor, Lyndon Johnson. Johnson goes on to push it through Congress and sign the Civil Rights Act into law on July 2, 1964.
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On April 12, Chancellor Matthew Goldstein announced he will be stepping down this summer after leading CUNY for 14 years, longer than any other chancellor in University history. On April 17, he talked with WNYC’s Brian Lehrer about the changes he’s made, his legacy and the challenges ahead for the next chancellor.

BRIAN LEHRER: Can I start with a CUNY 101 question? What’s The City University for, and how do you see its mission compared to SUNY or to private colleges?

CHANCELLOR MATTHEW GOLDSTEIN: Well, we are the largest urban university system in the United States. A dominant number of our students commute each day as I did when I went to City College, but at the end of the day we want to give a strong educational experience to our students and we are committed to work on the full spectrum of academic readiness. Many of our students have the option to go to universities of their choice because their academic backgrounds are quite exceptional, and other students need to be remediated because they had not had the kind of K through 12 preparation that we would like to see. So as I say, we look to educate the “whole people” and I think over the past 14 years my whole focus was to try to reform and redirect much of our energies to really secure opportunities for that full spectrum of students.

Q: Let’s go back to the beginning of your time as chancellor, 1999, when the big change that you instituted … was to end open enrollment at the major four-year colleges but keep it for the community colleges, open enrollment meaning that any New York City public high school graduate automatically qualifies for CUNY. Why did you believe that was necessary and how would you say it has worked out?

A: I think it has worked out splendidly. As you indicated or at least alluded to in your introductory remarks, we have the largest enrollment today in the University’s history. On April 17, he talked with WNYC’s Brian Lehrer about the changes he’s made, his legacy and the challenges ahead for the next chancellor.

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William Kelly and York College President Marcia Keizs

MATTHEW GOLDSTEIN
William P. Kelly

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A mathematician and statistician, and a graduate of City College, Dr. Goldstein was appointed CUNY’s Chancellor that same year. He was previously president of Baruch College, president of the CUNY Research Foundation and president of Adelphi University.

From the outset, Dr. Goldstein focused on raising CUNY’s academic profile while maintaining its fundamental goals of access and opportunity. This emphasis on high standards, academic rigor and student preparation, including the University’s strengthened partnerships with the New York City Department of Education, has resulted in record enrollments (more than 270,000 degree-seeking students and 220,000 individuals in adult and continuing education), increased graduation rates, and ever increasing numbers of high-achieving students enrolling at CUNY, as demonstrated by the rise in average SAT scores of admitted students and the proliferation of CUNY students winning nationally competitive student awards including Rhodes, Truman, and Marshall scholarships.

“Chancellor Goldstein’s signal accomplishment has been his uncompromising insistence on raising the bar, on calling us all to the highest standards of achievement,” said Kelly. “He has never wavered in that resolve and we are so much the better for it. I want you know that I am firmly committed to extending that noble legacy.”

Chancellor Goldstein said he recommended Kelly because, “I thought he had the stature, and the confidence of the other presidents, and had done an extraordinary job at the Graduate School.”

“Dr. Kelly brings an extensive scholarly record, superb administrative experience, and a deep commitment to the University’s educational mission to the position of Interim Chancellor,” said Chairperson Benno Schmidt. “He will provide continuity of purpose and policy during this important transition period.”

Kelly has led the Graduate Center, CUNY’s doctorate-granting institution, since June 2005. He previously served for seven years as the Graduate Center’s provost and senior vice president, a period marked by the recruitment of internationally renowned scholars to the graduate school’s faculty. Recently, he chaired a key component of the University’s Pathways to Degree Completion reform of general education and transfer policies, leading faculty committees that selected pathway courses for CUNY’s largest transfer majors.

Under Chancellor Goldstein’s tenure, more than 2,000 additional full-time faculty members have been hired, and CUNY has achieved significant fiscal stability through the CUNY Compact funding model, a robust fundraising campaign, and a predictable tuition policy.

Chancellor Goldstein also launched the Decade of Science initiative in 2005 to increase student proficiency in STEM disciplines, enhance research and build and upgrade science facilities, including the new CUNY Advanced Science Research Center. In addition, the introduction of University-wide accountability measures during the Goldstein years ensures consistent review, progress and efficiency throughout CUNY.

Chancellor Goldstein fostered the creation of new schools within CUNY.

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CHANCELLOR MATTHEW GOLDSTEIN:

ON APRIL 12, Chancellor Matthew Goldstein announced he will be stepping down this summer after leading CUNY for 14 years, longer than any other chancellor in University history. On April 17, he talked with WNYC’s Brian Lehrer about the changes he’s made, his legacy and the challenges ahead for the next chancellor.

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the academic preparedness of the students. Everybody loses. The poorly qualified students get lost very quickly because the level of instruction is higher than they can accommodate, and the much more prepared students often-times are bored, and they want to see a much higher level of instruction. So what I was hoping to do by this reform was to reduce variance in the academic preparedness of the students so that we can target the educational experience… and I think it was exactly the right thing to do. Our retention rates are much higher, our graduation rates are higher, and students are going on to do important things. So I think it was one of the most progressive things that we did here at the University during my tenure.

Q: A New York Times article last May concluded that the effect of the changes that you were just describing has been what many on both sides of the 1990s debate predicted. The top four-year colleges — Brooklyn, Queens, Baruch, City College and Hunter — rose in status, but black and Hispanic enrollment declined, and that has become more pronounced during the recession… as more middle-class, higher-achieving high school students apply to CUNY because it is so affordable. How true would you say that is and how much of a concern?

A: I think that story was seriously flawed for the following reasons. It is not where you start, it is where you end up with a degree, and that's what our reforms ultimately succeeded in doing. If a student is not ready to get into, say, Baruch College where today the average SAT scores are probably around 1230, but ultimately wants to get a Baruch degree because it is viewed in so many quarters as a valued degree, we give students an opportunity to start in an institution within CUNY that will prepare them and remediate their backgrounds and then go on and finish at Baruch, for example.

Q: And remediation is still a huge issue. It was reported just recently that 80 percent of New York City high school grads entering the community colleges today need remedial courses before qualifying for college-level work. Is that 80 percent CUNY's own number, your own number?

A: That is our number. Eighty percent of the students, approximately, who enter our seven community colleges need some form of remediation. These are students coming from largely the public schools but other institutions as well. It is a number that is much too large. It is a number that concerns us, and it is a number that necessitates a lot of money that we have to spend to remediate these students to get them ready for college-level work. So those are the facts as we know them today.

Q: Does that suggest an ongoing failure of the K-through-12 education system in the city even after 12 years of the Bloomberg administration, or is that...
including the William E. Macaulay Honors College, the CUNY School of Professional Studies, the CUNY Graduate School of Journalism, the CUNY School of Public Health, and the Stella and Charles Gutman Community College, the first in the city in more than 40 years. The Macaulay Honors College, launched in 2001, offers a globally competitive program for some of the most academically talented students in New York. Gutman Community College, which opened in Fall 2012 as the New Community College before being formally named in May, is based on the University’s successful ASAP (Accelerated Study in Associate Programs) initiative to improve community college graduation rates.

Today CUNY comprises 24 colleges and professional schools throughout New York City.

Chancellor Goldstein initiated the systemwide Pathways to Degree Completion reform initiative, enhancing general education at CUNY and bringing it more in line with national norms, streamlining student transfer; and ensuring University-wide learning outcomes.

His leadership at CUNY brought Dr. Goldstein to prominence as a national advocate for public higher education and a civic leader. He has served on the U.S. Teaching Commission and the New York State Commission on Higher Education, and led two national summits on the future of public universities. Mayor Michael Bloomberg appointed him to chair the 2010 New York City Charter Revision Commission; at Gov. Andrew Cuomo’s appointment he co-chairs the New York City Regional Economic Development Council and is a member of the New York Education Reform Commission.

In announcing that he would step down, Chancellor Goldstein said, “Serving this exceptional university alongside so many extraordinary colleagues has been the greatest privilege of my professional life… as the first CUNY graduate to lead the University (City College, Class of 1960), I take enormous pride in what we have accomplished together to ensure an unparalleled educational experience for every CUNY student.”

“I think few of us could have imagined… that he would accomplish so much in so many ways that have lifted CUNY beyond our highest expectations,” Chairman Schmidt said of Chancellor Goldstein at the April 23 Trustees meeting. “I have said on several occasions that he is the finest public higher education chancellor in the country, and that is no exaggeration. I also believe it is fair to say he is the greatest chancellor in the history of The City University of New York.”

The Trustees will conduct a national search for a permanent chancellor, consistent with established University guidelines.

**14 Years of Big Challenges, Bigger Victories**

Continued from previous page

when as we know he came into office saying his big legacy would be improving K through 12?

A: What it means to me is that the University has to work even more closely with the DOE schools. We probably have greater linkages and channels of communication with the schools that feed into CUNY than any other university in the United States. We cannot ignore the connections that we need to make to ensure that students in K through 12 understand what they need to do to prepare themselves. I am not pointing fingers at anybody. What I think we need to do is just to communicate and make sure that the teachers, the curricula, at the schools… need to be aligned with what the expectations are at a university.

Q: You say the University needs to work even more closely with the public K-through-12 system. What more can the University do?

A: One of the things that I am concerned about and I am very supportive of, is the new common core curricula that will be instituted in most states… and certainly in New York State. When the students take these examinations, I suspect that the preparedness metric is going to point much more south than not. So when you say what more can we do, I think we must be vigilant in working with… the common core curricula even more aggressively than we were before.

Q: Another of your initiatives at CUNY has been to establish an Honors College that requires a high school average well over 90 and SAT scores… close to 1400 out of 1600 to get in. That means you are competing for students who could get into prestigious private colleges or other colleges. Who goes to the Honors College today?

A: We get about 10,500 applicants for the Macaulay Honors College, and we are only able to provide seats for about 400. So it is a very selective institution, highly sought after. I go to every graduation, and I am just delighted when I see these students getting into the best medical schools, law schools, coveted Ph.D. programs, into the best training programs of major corporations.

Who goes to Macaulay? Some of the finest, most well-prepared students across New York City. Many of them are immigrant students, the first in their class and first in their families to go to college. It is a wonderful, diverse group of students, and it is a great shot in the arm to the University to attract these extraordinarily talented students. It has had a residual effect as well in that many of the students who are rejected find out about the City University in a much more in-depth way and decide to come and avail themselves of other kinds of scholarships that we provide. So it has had a wonderful effect and something I am deeply proud and excited about.

Q: One of the critiques of the Honors College when you launched it was that the City University is primarily for those students without other financial means, and students who did that well in high school can always get financial aid at other schools. So why spend tax dollars and limited CUNY resources on them?

A: I will go back to what I said to you earlier in our discussion. We are here to educate the “whole people” and by the whole people I don’t mean their ethnicity or their race. I think the “whole people” also means the full spectrum of academic ability. Much of what we do at the Honors College is funded with monies developed through fundraising and yes, there is some tax levy money, but we spend a lot of money for people who are poorly prepared and there is no reason why we shouldn’t spend money for people who are very well prepared.

Q: About five years ago, you told the Center for an Urban Future that you have been able to make your biggest changes through “enlightened management,” and I know you didn’t just mean yourself, but meaning with little private money and no real investment on the public side. Those were your words. But most people think of CUNY as a publicly funded school. So what did you mean by no real investment on the public side and would you characterize it that way today?

A: Well, you know we haven’t had strong investment over a sustained period of time for our operating budget, but I must say that Gov. Andrew Cuomo, and I must
give a shout-out to him... he allowed both CUNY and SUNY to generate levels of support in ways that we were never able to do before... by allowing us to have a more predictable tuition policy and, second, create a maintenance-of-effort provision, which meant in year two our operating budget from the state would not dip below the operating budget that the state gave in year one. That has given us a sense of stability that we have been able to capitalize upon. It has enabled us to develop what we call the CUNY Compact, a new financing model that requires various stakeholders to participate in the development of our operating budget. When I came in in 1999, the University was raising under $50 million a year where now, because it is in a very different place, it’s raising close to a quarter of a billion dollars a year. So that fundraising has become a significant component of supporting our operating budget.

So when I say “enlightened management,” it is starting almost tabula rasa in the way in which we find creative ways to not only manage the institution through productivity measures that never were used before, but also to find different mechanisms to generate revenue and capital to invest in the University. On the other hand, we’ve had wonderful input of capital dollars, and the University when you look at it today looks so different than it was, say, 15 years ago, because we’ve literally spent billions of dollars on the capital side of our budget, which has been quite robust and made the University look and feel so different than it was a few years ago.

**Q:** Circling back for a minute to the two-year versus the four-year colleges, we’ve gotten a couple of comments coming in, I guess, from CUNY faculty members who think on the opposite side of what we were talking about before, whether it is too restrictive for lower-income or black and Latino students to get into the four-years, that the transfer from community college to the four-year schools for junior and senior year has become too easy and in accomplishing that, you’ve lowered down the carrying costs of the four-year schools so that people could succeed, and I gather there is a faculty lawsuit about this. Can you comment on that?

**A:** I think that is totally ill-informed by the data. Let me give you just a metric that will vitiate that comment totally. When you look at what happens to students who start at our community colleges and then transfer to our senior colleges on a going-forward basis, the successes of the students who transfer relative to the successes of the students who start as first-time enrollees, are almost indistinguishable. That’s why I said it is not where you start. It is where you get your degree. And the new Pathways initiative, which has had a fair amount of faculty push-back, and I am not debating that, but I think this is again one of those reforms that over a period of years — like the changing of the number of credits from 128 to 120, like remanding remediation to our two-year institutions — will show over time that it was the right and proper thing for the University, and that the students are going to succeed in greater numbers with no dilution. And, in fact, I think the entire process is going to be accretive.

You know, at the end of the day when you force so many students to take an inordinate amount of general education courses, you restrict their ability to be much more bold and imaginative in taking much more rigorous courses that they may not have had the options to take, and that’s what these reforms are ultimately doing. So I dispute that quite aggressively.

**Q:** Very briefly, congratulations on the Graduate School of Journalism. That’s only been in existence for a few years. Do you tell us already we get some of our best news employees from the Graduate School of Journalism as they finish up and also as interns while they are going. So we can talk from WNYC’s perspective, at least from my perspective of that as a recent CUNY success. Just tell us how you see the job ahead for your successor?

**A:** You know, The City University of New York is a complicated place. It is a big place. There are going to be a number of challenges that my successor will have to confront. One is the vigilance in getting more out of the first-year money, the weak balance sheets of states in general, especially after this very nasty recession that we’ve experienced (private money) will be necessary in order to keep the University going.

I think technology must have a much more prominent position in this university as it is with other universities. We must be very, very vigilant to our very basic mission, and that is to educate to the best of our ability that we can this full spectrum of students. That’s going to require care and imaginativeness and doggedness in the way we manage the institution.

**Q:** Circling back for a minute to the two-year versus the four-year colleges, we’ve gotten a
Helping Raise Financial Savvy

When Neighborhood Trust financial adviser Adalberto Jaimes first met Ruben Felix in September 2011, Felix was drowning in nearly $17,000 in debt, living paycheck to paycheck and feeling overwhelmed by expenses that surpassed his earnings as a tailor.

After negotiating with creditors and creating a strict budget, Jaimes was able to lower his client’s debt to $1,019 — in 10 months.

Though wealthy executives regularly seek financial advice, few financial counseling options have existed for low-income workers struggling with money. But, skilled advisers like Jaimes, based at New York City’s Financial Empowerment Centers, are now working to pull the city’s poor out of debt.

Like the hundreds of other advisers, Jaimes received his financial education and counseling skills from a rigorous training program developed by a CUNY professor that is now offered as a course through the University’s School of Professional Studies.

“Regularly, I use everything that I learned in that class, I use it every day.”

Recognizing a critical need to provide low-income residents with expert financial guidance, the city Department of Consumer Affairs (DCA) teamed up with CUNY in 2008 to establish a course for advisers at the city’s Financial Empowerment Centers. The course standardized procedures for helping clients reduce debt and repair credit; create a budget; and handle debt collection and harassment problems as well as investments and retirement.

Initially, the course was taught independently by Joyce Moy, professor of small business management and entrepreneurship and executive director of CUNY’s Asian American/Asian Research Institute. As CUNY officials began working with DCA and became aware of the course’s importance, the University adopted it in 2011 as a three-credit class that counts toward either a CUNY degree or a financial studies certificate.

The city requires counselors at its network of nearly 30 Financial Empowerment Centers to take and pass the CUNY course. But increased demand for the course has also led to enrollment from social workers and staff members at nonprofit community-based organizations and government agencies that assist low-income families.

In addition to helping their clients, many counselors said the course has been helpful in improving their own finances. “This course was an eye-opener for me personally,” said Judith Albury, program specialist for the Administration for Children and Families, “to see how ineffective I was in managing my money, dealing with creditors and most important my fear of even having a discussion about my finances.”

The course’s popularity is due mainly to the passion of Moy. She said her interest in financial education came about when she was hired to run a CUNY course that is now offered as a course through the University’s School of Professional Studies.

The class focused on giving us these tools to be sure that our clients can understand and manage their debt,” said Jaimes, who advises more than 600 clients a year from his Washington Heights office. “Everything that I learned in that class, I use it every day.”

CUNY course prepares city advisers to aid low-income clients in reducing debt, repairing credit and creating a budget
Read full story at: http://www.nydailynews.com/opinion/columnists/jeanne-theoharis-shines-rosa-parks-advocacy-segregation-article-1.1814938

"keep on keeping on" - a life of rosa parks

by gary schmidgall

osca mcAuley parks finally got postal justice back on February 4, when the postal service issued her stamp (the day was her centennial). that honor was bound to come, for after Parks died in 2005 at the age of 92, she became the first woman to line in state in the capitol rotunda.

but before you start congratulating america on becoming a post-racial society, read Brooklyn College professor of political science Jeanne Theoharis' "the rebellious life of Mrs. Rosa Parks (Beacon)," which seethes with cool eloquence — as Parks herself did over a long life of political activism. That "rebellious life" is the full-dress scholarly Parks life is itself telling, and the author stays loyal to her discipline, focusing on the political and leaving discussion of her friends, family, faith, and daily life as "a task for others.

Theoharis writes in an exhilarating, let's-set-the-record-straight mode, as you will gather in her acerbic take, in the final pages, on Parks' coiffin lying beneath the rotunda: "an avalanche of congressmen, senators, and presidents rushed to honor Parks, hoping perhaps that 'a tired old woman' lying in the capitol would cover up the federal travesty of inaction around Hurricane Katrina two months earlier." theoharis is referring to the "false" that Parks' famous refusal to relinquish her bus seat was due to her being a "simple tired seamstress" after a hard day's work. later, Parks would say her bus resistance was "just a regular thing with me and not just that day." she would also later say, "i didn't move because i was tired of being pushed around."

that ironic look magazine photo of Parks on the bus (it is now in the ford museum in Dearborn) was part of the smoke-and-mirrors media coverage: it was staged — the stern white man behind her was a uPI reporter. it is not included in "rebellious life." theoharis says in the service of that fateful day of Dec. 1, 1955, was no act of resistance by miraculous immaculate conception. it had been prepared for through two decades of work for racial justice.

Raymond Parks, whom Rosa married in 1952, was, she said, "the first real activist i ever met." he joined the NAACP in the early '30s and worked to support the notorious Scottsboro Boys. both worked for voter registration and anti-lynching legislation and against poll taxes. bus resistance had begun in Montgomery in 1945 (the system had been segregated since 1900), and Parks was not the first whose resistance drew the police. Parks also attended the Highlander Folk School in tennessee, a training-place for activists, just months before the red-letter day, which evoked a storm of red-hating fromibus segregationists.

"rebellious Life" adds some oddly colorful details to the arrest story and the 382-day black bus boycott that ensued. two examples of the exquisite cruelty of segregation: black bus patrons had to enter the front door; pay their dime fare, disembark, then re-enter by the back door; when Parks was arrested, she asked for water but was at first denied it — only the jail's "white" fountain served it. we also learn that the bus driver insisted on Parks' arrest, not merely the ejection the police would have been happy to perform. (Parks refused to board that driver's bus for the next 12 years.) and — the courtroom in which Parks eventually appeared was also segregated.

within a week the Montgomery black community roused to action, led by a 26-year-old newcomer to town, Martin Luther King, who was soon elected to the newly formed Montgomery Improvement Association (MIA), which organized the boycott (it ended after 382 days when the Supreme Court declared bus segregation "unconstitutional"). Theoharis puts King on the central map, and you can see him beginning to practice for his speech on the MIA eight years later in his speech urging the boycott.

Redneck backlash made life in Montgomery difficult and dangerous. Parks soon lost her job as assistant tailor at a Montgomery department store, and eight months after the boycott ended, Rosa and Raymond moved to be near family in Detroit. the rest of the book is devoted to showing that Parks continued her advocacy for racial justice for nearly 50 years in that city. her first full-time job in her chosen field was in the office of newly elected Rep. John Conyers, where she fought segregated housing, unequal public schools and police brutality. "i can't say we like Detroit any better than Montgomery," she said.

"women," Theoharis notes, "provided the backbone of the boycott," and one theme of her book is the back seat — pun intended — that women were relegated to within the black social justice movement. she notes that Parks was not invited to speak at the MIA founding meeting. later, she also icily observes how prominent women leaders were eased to the sidelines at the 1963 March on Washington. Lena Horne was sent to her hotel when she started introducing Parks to reporters, "this is who started the civil rights movement, not Martin Luther King. This is the woman you need to interview.

Another recurrent theme for Theoharis is the extent to which Parks "unassuming" personality contrasted with the brasher, more-in-your-face demeanor of her (mostly male) activist colleagues. she was at heart a humble, well-dressed, devout (American Methodist Episcopal), and dignified woman — unthreatening markers for all the "spin" doctors to revel in after the bus incident. Though Parks was "a woman of action," she

the last image of her in "rebellious Life" is true to that spirit; it is of Parks marching against apartheid at the south african embassy in 1985. Parks in the end made peace with the fact that her 15 minutes of famous resistance were indelibly engraved in the national memory. "i did not favor direct confrontation." But toward the end of her study, Theoharis chooses to consider some assessments of Parks that tell the real story. Conyers says "she had a heavy progressive streak that was uncharacteristic for a neat, religious, demure, going lady." A prominent Detroit black nationalist put the paradox more succinctly: she was "quiet and sweet ... but strong as acid." A friend perhaps put it best: "She's quiet ... the way steel is quiet."

(i spotted one typo in the book, but it is a very scary one! Theoharis says "19 senators and 892 congressmen" issued a "southern Manifesto" in response to Brown v. Board of Education. A mere 4% of them, i do believe, can create quite enough havoc.) Park's work divided her in later years by reporters — seemingly frozen in time — asking her to retell how she wore her black badge of courage. A lifetime of activism taught her that resting on her laurels would not do: Eternal vigilance is the price not only of liberty but also racial justice. She made this point when she returned to Montgomery in 1975 for the 20th anniversary of the boycott. From the same pulpit where the MIA was founded, she urged a cheering crowd, "Don't stop. Keep on. Keep on keeping on." the last image of her in "rebellious Life" is true to that spirit; it is of Parks marching against apartheid at the south african embassy in 1985.

Parks in the end made peace with the fact that her 15 minutes of famous resistance were indelibly engraved in the national memory. "i understand that i am a symbol," "rebellious Life" fills in vividly the other days of her life.

CUNY Matters welcomes information about new books that have been written or edited by faculty and members of the university community. Contact: Sheila.McKenna@mail.cuny.edu

CUNY Matters — Summer 2013
TIMING RETIREMENT
Pilot Program Allows Faculty, Staff To Work Part Time Over Three Years

MENTION THE WORD “retirement” and you’ll hear some say, “Yes, I’d like to do it. But not so quickly!”

In recognition of this cautious approach, the University has launched a voluntary, three-year pilot program for faculty and other instructional staff. It will enable eligible, permanent full-time instructional staff to “phase” their retirement over a period of time. The program is in keeping with CUNY’s implementation of other employee friendly policies.

The agreement is between CUNY and the Professional Staff Congress, and participants are required to be PSC members. Those who do participate will be required to retire at the end of the phasing period.

Vice Chancellor for Labor Relations Pamela Silverblatt notes that many University faculty have spent much of their careers at a particular college. “Their identities are embedded in those colleges and the important work they have done there. Envisioning what they will do next is not always easy. This program will help faculty to explore other options while keeping their ties to their research and their students for a while longer.”

Faculty members who are at least 65 years old and have worked continuously for the University for at least 15 years may now phase their retirement. They can work on a part-time basis for up to three years, as they plan ahead. A modified version of this pilot program will also be available for HEO or CLT-series employees for up to a year.

“We have had an expansion of benefits in general over the last five years that are friendly and people friendly, such as dedicated sick leave pay and parental leave,” Silverblatt added, “and we are working on a catastrophic bank for sick leave. This is in that spirit — to be more responsive to our workforce.”

Assisting Colleagues After Superstorm Sandy

IN DIFFICULT TIMES, CUNY employees are also there for others in the University community. The Central Office’s Computing and Information Services took up a collection for three employees. And the University gave employees an opportunity to donate annual leave days to a bank that could be tapped by other employees in need who didn’t have enough accumulated time of their own.

According to Gloriana B. Waters, vice chancellor for human resources management, “Over 100 days were donated to the bank and about half were used by employees needing the time to address Sandy-related issues.”

In another act of kindness, Lorraine Sanders, associate professor at the Hunter-Bellevue School of Nursing, returned an interest-free loan she received from the University so the funds could be used by others. Like many in Long Beach on Long Island, a community hard hit by Sandy, at first Sanders couldn’t live in her home or get back to work because of transportation problems. But “my colleagues pitched in,” she said, and “the support I got from Hunter was phenomenal.”

Sanders’ dean at the school, and Hunter President Jennifer Raab, heard about her difficulties, and President Raab arranged for the University to provide the interest-free loan to her.

When Sanders was able to return to work, she realized that many others, including her own students, were in far worse shape and needed help. One had lost her house in a hurricane-related fire. Sanders said she didn’t lose income, and by giving the loan back, “I could help someone else.”

“But for the president of the college to reach out to you and say, ‘We can help,’ — it was amazing!”

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Faculty members who are at least 65 years old and have worked continuously for the University for at least 15 years may now phase their retirement. They can work on a part-time basis for up to three years, as they plan ahead.

Chancellor and University Provost Alexandra Logue suggested that phased retirement might work well here, too. Requisites for participation are detailed and some are described below. But those who are interested should discuss plans with their college human resources officers. Those considering phased retirement will need some time to consider the program, Silverblatt said. “We are not expecting a huge response for this coming September,” she added.

Here are some of the requirements and details regarding participation:

- To be eligible faculty and staff must be participants in the Optional Retirement Program — TIAA-CREF (including alternative offerings from MetLife and Guardian). This program is not available to members of the Teachers’ Retirement System.
- Tenured faculty members who participate will work 50 percent of their contractual full-time workload, including teaching and other professional responsibilities. Their compensation will be 50 percent of their full-time salary. They can phase into retirement over one, two or three years. Tenured faculty including librarians, counselors, and lecturers with a certificate of continuous employment are eligible to participate.
- HEO or CLT-series employees can phase their retirement by working 80 percent of their full-time workload for 80 percent of their full-time salary. They can phase for six months or a year.
- Faculty will be required to begin the process on the first day of the fall semester, while HEO or CLT employees may begin on the first day of either the fall or spring semester.
- Faculty members serving as department chairs or as executive officers of Ph.D. programs will need to resign from those positions before participating. Faculty members serving in predominantly administrative positions, such as directors of institutes or centers, must consult with their college presidents — or their designees — to determine whether participation in the phased program is feasible.
- Eligible faculty who want to use up their accrued sick leave (Travia Leave Program) can do so in the final spring semester of their phasing period; eligible HEOs and CLTs may take Travia Leave immediately following their phasing period. Alternatively, faculty and staff may choose to be paid for their Travia Leave in a lump sum, following their phasing period.
- A webinar for administrators who will advise about the program was held in early May by the Office of Human Resources Management, and earlier, Silverblatt met with college presidents and other high-level administrators. The pilot program she said “has been routinely applauded.”
Laura Del Prete Exhibition
College of Staten Island
9 a.m. - 5 p.m.

Search.cuny.edu "Stargazing"

Bring a beach chair and look up!
Best after midnight.
Aug. 11, morning of Aug. 12.
hour. Peaks late evening of meteor shower. Up to 60 an - Perseids Aug.11-12
$45 - $60
Lehman College 8 - 10:30 p.m.

A Life of Salsa with Ismael Miranda.
Aug. 17

- Delta
July 27-28

- Mercury at its greatest distance from the sun after sunset 8:30 p.m.
Saturn, the crescent Moon, and the planet 6:30 p.m.
through Aug. 12

Dreams for Cuba

Cuban dissident Yoani a Cuban Free Press

Christian Ludwig, the first German composer to write a Mass for instruments, offers short, choral miniatures and

Community College 8 p.m.

Sundays, starting July 28

Stella Rappaport Guttman, established the foundation for the "improvement and benefit of mankind, and the alleviation of human suffering." Upon their deaths in 1969, with leaving descendants, the Guttmans bequeathed substantially all of their assets to the foundation. While pursuing their philanthropic goals, the Guttmans focused on educational materials and programs. In 1971, the Guttmans founded Touro College, a private university located in the Bronx, New York. They also established the Guttmans' primary charitable foundation, the charitable foundation of the Guttmans' children.

Community college transfer to CUNY senior college, and $1 million to expand the University's Accelerated Study in Associate Programs (ASAP) initiative.

Although announced in April, the naming of Guttman Community College for the "improvement and benefit of mankind, and the alleviation of human suffering." Upon their deaths in 1969, with leaving descendants, the Guttmans bequeathed substantially all of their assets to the foundation. While pursuing their philanthropic goals, the Guttmans focused on educational materials and programs. In 1971, the Guttmans founded Touro College, a private university located in the Bronx, New York. They also established the Guttmans' primary charitable foundation, the charitable foundation of the Guttmans' children.

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