A new figures underscore CUNY's importance to the city's labor market and economy, the Board of Trustees has approved a University-wide $2.8 billion budget request to state and city officials, which includes an additional $95.2 million for mandatory needs and $63.1 million for programmatic needs over this year’s adjusted levels.

The request, approved by the board on Nov. 22, is based on the University’s financial model, known as the CUNY Compact, which seeks to provide stable funding through a balance of stakeholder responsibilities: public allocations, private philanthropy, operational efficiencies, revenues from increased enrollment and modest, predictable tuition increases to permit families to plan to meet college costs.

To preserve academic programs and meet high enrollment demands amid continuing state and city budget cuts and the difficult economy, the board also approved a 5 percent tuition increase effective spring 2011. Full-time senior college resident undergraduates will be charged an additional $115 and full-time community college students, $75; full-time master's, doctoral and law school students will face higher hikes, and per-credit rates will rise 5 percent.

The board authorized a 2 percent across-the-board increase effective fall 2011. The board also approved a resolution authorizing the chancellor to increase tuition by an additional 3 percent effective for the 2011-2012 fiscal year contingent on an assessment of the financial condition and budgetary problems of the state and city and the likely effect on the University’s operating aid and the quality of education the University is in a position to provide.

“Tuition increases are a consequence of the University's cost to provide a high quality education,” Chancellor Matthew Goldstein said.

Warning of deeper state cuts to follow the more than $200 million already slashed from the University’s operating budget over the past two years, he said the hikes are needed to stabilize college operations, protect new faculty hired over the last several years and maintain CUNY’s progress in enhancing academic quality and the value of its degrees.

He said CUNY will aggressively work to assure that low-income students eligible for financial aid will be assisted from both public and private sources. The neediest, who receive full federal Pell Grants and New York State Tuition Assistance Program (TAP) awards, will be insulated from the tuition hikes, which will be modest.

CUNY students this year received more than $1 billion in aid — including grants, scholarships, work-study and loans — from federal, state, city and institutional sources. Tens of thousands of low-income students receiving Pell awards will have no additional cost as a result of the proposed 2011-2012 changes, and virtually all CUNY residents in families whose incomes of less than $50,000 will see no increase. Pell Grant increases earlier this year of $200, from $5,350 to $5,550, also should ease the impact. Pell aid for University students has nearly doubled since 2006.

Even with the tuition increases, CUNY will remain the most affordable quality undergraduate choice in the New York metropolitan area. Current tuition rates — $4,600 per year for state residents enrolled at the senior colleges and $3,150 at the community colleges — are lower than The State University of New York’s $4,970 annually, and rates at most local and regional public and private colleges, many of which are planning tuition hikes in the coming year.

Chancellor Goldstein has been a leading advocate for large public higher education systems grappling with the national erosion of financial support for public colleges and universities. In November, he cosponsored for the second year a national “Summit on Public Higher Education,” where system leaders from SUNY and states including California, Florida, Illinois, Virginia and Washington discussed new strategies including increasing operational efficiencies, fundraising and use of academic technology.

The Board of Trustees’ actions will help offset $205 million in mandatory needs and $63.1 million for programmatic needs over this year's adjusted levels.

Trustees approve $2.8 billion request and modest tuition increases to preserve high academic quality.

Continued on page 3
Leaders discussed the many ways they are state cuts since fiscal year 2009. In addition, all Tuition Assistance Program (TAP) awards are slated to be reduced by $75. Governor-elect Andrew Cuomo and awards are slated to be reduced by $75. A削 last year, the Board of Trustees approved a 2 percent tuition increase. It was not enacted, as the revenues were not included in our budget which since then has been further reduced. As a consequence, we must prepare to raise tuition. Our aim is to spread the impact of the increase over two years. For spring 2011, we will request a revised tuition and fee schedule that includes a 5 percent increase for all programs. For fall 2011, we plan to include a 2 percent tuition increase in our budget request.

At the same time, we are calling for TAP awards to keep pace with tuition. The current TAP range is $500 to $5,000, and the award cannot exceed tuition charges. In addition, a portion of the tuition increase revenue should be returned to the University for investment purposes. If our students are asked to pay more in tuition, they should receive the benefits of their investment.

As we make these difficult financial decisions, it is more important than ever that we adhere to our guiding principles. First, we have made significant gains in maximizing our productivity and efficiency, and we must continue to find ways to tighten our operations. Second, we must protect jobs. We have made concerted efforts to hire talented faculty and staff, and sustaining them is critical to building a strong future for the University. We cannot make promises, but we will do everything we can to protect jobs.

Third, we must protect our core academic mission. Over the last several years, we have been increasing our academic standards, refining our assessment tools, and enhancing our research capacity. Our students benefit from these efforts; the degrees they earn will serve them well in a competitive marketplace. We cannot let those gains slip.

I know that all of you are contributing to this effort every day — and I am deeply grateful for all of the ways you contribute to the success of our students and the University. With your help, we will emerge from this financial storm a stronger, forward-looking institution.

Benno Schmidt: ‘A leader in insisting on the highest standards for our education institutions.”

Chancellor Goldstein recalled the 1990s, when CUNY faced intense scrutiny. “The University had really lost its way. It lacked standards, vision, accountability and leadership and was headed woefully in the wrong direction,” Mayor Rudy Giuliani asked Schmidt to head a task force whose report led directly to CUNY’s subsequent, and current, transformation.

Another Rhodes for the University

Macaulay Honors College student who attends Brooklyn College is one of only two students from New York State to receive a prestigious Rhodes Scholarship for next year. Zujiq Taqoor, who fled Pakistan with her parents to escape persecution when she was 7, is the third Rhodes Scholar from Brooklyn College and the seventh from the University since the inception of the award.

She will enter the University of Oxford in England in October 2011, where she will study for a master’s degree in the history of medicine, concentrating on the relationship between state and science in Pakistan. Taqoor has done research in the neuroscience of autism, has written about radicalization in Pakistan and is enrolled in a combined degree program for a medical degree at the New York Downstate College of Medicine. In Pakistan, both of Taqoor’s parents were doctors who traveled to remote villages to provide free medical care. The family received political asylum in the United States after her father was arrested and her parents’ clinic destroyed by vandals because they are Ahmadis, an religious minority. Rhodes Scholarships provide all expenses for two or three years of study at Oxford.

The American Council of Trustees and Alumni has presented Benno Schmidt, chairperson of CUNY’s Board of Trustees, with the Philip Merrill Award for outstanding contributions to liberal arts education. Among those offering testimonials at the November presentation were Chancellor Matthew Goldstein, former Secretary of State Colin Powell, First Amendment expert Floyd Abrams, and Ruth Friendly, whose husband, legendary CBS News producer Fred Friendly, once ran a weekly seminar at Columbia University, with Schmidt fielding constitutional questions.

“At a time when the liberal arts are under siege and many educators are paralyzed by the face of a changing world, Benno Schmidt has emerged a champion for the arts and letters and a forward-thinking innovator committed to delivering quality instruction to all college students,” ACTA President Anne Neal said at a gala dinner at the University of Pennsylvania’s Museum of Archeology and Anthropology in Philadelphia.

“Whether protecting academic freedom or building a model community college with strong general education requirements, Benno has been at the epicenter of higher-education reform efforts for more than two decades.”

CUNY Matters

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In a letter presented to the honoree, Powell called Schmidt “a leader in insisting on the highest standards for our education institutions. He has been a champion of reform and a firm believer that every young person needs a firm grounding in the liberal arts to be a complete person and citizen.”

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The University for a decade to assess students’ readiness for college work, has “outlived its usefulness” and has been scrapped as a degree requirement. Chancellor Matthew Goldstein said the CPE should be replaced with nationally normed assessment tools that more accurately gauge what students know, allowing CUNY to “join the national conversation” on learning outcomes.

The Board of Trustees on Nov. 22 voted to discontinue the CPE — which had been given to CUNY’s rising juniors since 2000 to gauge their readiness for third- and fourth-year work. The action took effect immediately, and present and future students will no longer be required to pass or have passed the exam in order to receive their degrees.

“We have so improved as a university, I don’t think it’s necessary to have the CPE anymore,” the chancellor said in his report to the Board of Trustees in September, saying the CUNY-only exam was redundant with other measures of learning such as grades; could not be used to compare CUNY student achievement with that of college students elsewhere; and is very expensive — $5 million annually — to develop and prepare every year.

The elimination of the CPE means that students who were dismissed from a col-
‘A Champion of Reform’

Chancellor Goldstein added: “The institution where Benno has had the greatest effect is the one where he has never been given a dime for his services, where he acted solely out of a sense of civic duty.”

He is “a tireless advocate for the University and for creating a public system in which access and quality are mutually valued and pursued. He has not only articulated the ideals of a true liberal education, he also has taken courageous action to ensure that every deserving student has the opportunity to achieve such an education.”

**Standard to Replace the CPE**

college solely based on CPE performance, or students currently enrolled as nongrade due to four or more failures/absences on the exam, may readmit or resume matriculated status. The CPE is to be removed from any degree audit program. The CPE pass and pass with distinction — but not failures — will remain as part of student records and transcripts.

“The CPE served a valuable purpose at one stage of CUNY’s development,” said Executive Vice Chancellor and University Provost Alexandra Logue in an Oct. 27 memorandum explaining the decision to discontinue the exam. “It helped to spur many forms of writing instruction at the CUNY colleges and also enhanced instruction in quantitative reasoning. Such programs and forms of academic support are now firmly in place at CUNY. Further, 10 years of experience with the CPE have shown that nearly all students who maintain a 2.0 grade point average pass the CPE, making the test redundant as a means of certification.”

Chancellor Goldstein said the results of the CPE were so highly correlated with grades “that one could say that grades should be a surrogate for the CPE exam.” He added that “the CPE is not indexed, it’s not benchmarked, it doesn’t have the psychometric purity that an exam which would be normed to other peers would have, and I think that’s something that should be a concern after so long a life span.”

There has been heightened interest in the importance of assessment of college learning since 2006, when the U.S. Department of Education’s Spellings Commission on the Future of Higher Education issued a report proposing, among other things, a national college and university database that could include assessments of student progress at individual institutions.

“We need to participate not only in a discussion of these matters, we need to participate in a national database so we understand how our students are doing,” Chancellor Goldstein said recently. But with the CPE, he said, there was “nothing to compare the data to” since the exam was “not nationally normed.”

The CPE was developed by CUNY faculty and assessment personnel as part of a package of measures aimed at demonstrating strengthened academic standards and accountability for student learning. At the time, the University was moving associate degree programs and remediation out of the senior colleges and needed an extra measure beyond grades to assess whether CUNY students were ready for upper-level college work. For the past decade all CUNY students — with the exception of students and transfer students who can demonstrate proficiency through SAT, ACT, Regents and other measures — have been required to take the exam, which includes sections on reading and interpreting textbooks and other material; organizing and presenting ideas about the readings and connecting them to other information or concepts; writing clearly and effectively; and interpreting and evaluating material presented in charts and graphs. The overwhelming majority of students taking the exam, passed.

Because the CPE is unique to CUNY, Executive Vice Chancellor Logue said in her memo, “we cannot use the assessment results to join the national conversation on learning outcomes. Equally importantly, we cannot use the CPE to measure learning gains, because the test is designed to be taken at only one point in time. Finally, the CPE has become very expensive to administer. The costs of test development cannot be shared with other institutions because only CUNY gives this test.”

We are now a mature institution given that we have worked so hard, all of us, to bring the academic integrity of the institution up to where it is today,” Chancellor Goldstein said. CUNY should “not be fearful of looking at a variety of tests that really show … that they’re psychometrically pure, that they rise to the standard of reliability, that they actually measure what we expect them to measure.”

“We ought to know,” he added, “what students know when they come in and what students learn when they leave.”
Putting e-Texts to the Test

TWO WEEKS ago, Arke Arke Hodges has given a 15-minute quiz
in class to his class on race and ethnicity in America at John Jay College of Criminal Justice. The first 10 minutes were like any other quiz that students might take in any class on any campus. The last five minutes were a little different. They were open-book — and the book was on a Kindle e-reader.

Scrolling through their electronic textbooks rather than turning pages of bound paper, underscoring passages with a little button rather than highlighting them with a marker, the John Jay students were CUNY pioneers and participants in a grand experiment. They and their professors are among students and faculty at eight colleges whose experiences will help determine whether electronic textbooks and other digital course content might one day become commonplace, if not standard, across the University’s 23 campuses.

Like universities nationwide, CUNY and its students have contended for several years with steadily rising textbook prices, an issue so acute that it led to the formation of a Textbook Savings Committee. Led by Brian Cohen, associate vice chancellor and the University’s chief of information technology, the committee took a broad approach. “We are keenly aware of how much textbooks cost CUNY students,” says Cohen. “This committee was established to help develop multiple solutions to reduce this burden.”

Among other things, the committee developed a “How to Save Money on Textbooks” flyer for students that was put online and in orientation packages. It included strategies for finding the best prices on new and used books.

Then the committee turned its attention to the electronic alternative. Earlier this year, Executive Vice Chancellor and Provost Alexandra W. L. Lyons solicited proposals from faculty who would use electronic textbooks or other digital material in their courses and report the results. Of the 31 received, proposals from 11 faculty members or groups were awarded, with each receiving a grant of up to $10,000, with most of the award covering the digital content or e-book used by the students.

Whether a transition to e-textbooks would actually save students money is the first question. Electronic, downloadable versions of popular novels and general non-fiction books are generally less expensive than copies that are printed and bound. But the pricing picture for e-textbooks is far less clear.

The CUNY Textbook Savings Committee started its exploration in 2009 by soliciting information from the leading textbook publishers. George Otte, University director of academic technology and co-chair of the committee, says it was clear from the information that came back that the industry itself is tentative about the e-textbook market.

One issue is the number and varying capabilities of devices. Their compatibility with textbook content can also vary widely. For instance, Kindle is the leading e-reader, but it doesn’t display color, limiting its use with textbooks that rely on graphics. Publishers also paid close attention to Amazon’s test of a new academic version of Kindle, called the DX, at seven universities during the 2009-2010 academic year. Students said they saved money on textbooks and liked the device’s portability and week-long battery life, but many reported that its highlighting and note-taking functions were awkward and hampered studying.

Because of the many issues and variables, the publishers have yet to establish a consistent price structure. And that makes it difficult to assess whether, and how much, e-books would ease the textbook burden on students. “There’s no one-size-fits-all,” Otte says. “We’re very much in the sorting-out period.”

But cost is only part of the equation. What the committee wants to know from the experiences of the grant recipients is what impact e-books and other digital course content might have on the teaching and learning experience. Do students read more or less, and more or less effectively, on e-books? Can the use of features such as interactive material enhance learning? Can they help instructors use course content they create themselves? The answers will likely vary according to what is being taught — as well as who is being taught and by whom. Thus, the grants to CUNY faculty cover a variety of academic disciplines and content.

For details on the 11 funded CUNY e-reader projects, go to www.search.cuny.edu and enter “ebookproject.”

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Putting e-Texts to the Test
Home Is Where the Job Is

NOT ALL CUNY students have a made-to-order job waiting after graduation. But while earning her 2008 business degree with honors at Borough of Manhattan Community College, Adrienne Kennick worked up to 40 hours a week at Escape Guesthouse, which her mother, Elizabeth Kennick, created on a leafy street in Brooklyn’s Boreum Hill.

As day manager of the five-room B&B, the younger Kennick is still juggling work and academics — now as a New York City College of Technology senior pursuing a higher degree in hospitality management.

Her successful balancing act brought academic accolades such as an Excellence in Travel and Tourism Award from the BMCC business department. “At that time, I was already in the industry and could talk about the business I was running,” she said. “I even had a class come and take a tour of the guesthouse and learn about the entrepreneurship. I was also a tutor in the Learning Resource Center … I had never been a manager before, and suddenly I was in charge of staff to 15. “We hope to double our staff in the next year.”

Kennick recalls many BMCC professors, including Ron Clare (“I got a lot of ‘real world’ prep from him”) and Carmen Martinez-Lopez, who “really helped me believe I could go anywhere, professionally.” On the job, she has learned the importance of building a team, and how to look beyond someone’s resume and cover letter: “See if the employee follows your values and wants to build what you want to build because if you’re an entrepreneur, you’re building something that’s never existed before.”

Reimagining Public Higher Education During a National Summit at the University

CHANCELLOR Matthew Goldstein, together with co-sponsors President Marc Yudof, University of California, and President Michael Crow, Arizona State University, convened in November the second national “Summit on Public Higher Education,” where leaders of many of the nation’s major public universities discussed reimagining public higher education and innovative strategies to cope with the fiscal challenges confronting all large systems in the states.

The conference, took place at the CUNY Graduate School of Journalism. Participants included the leaders of systems from Florida, Illinois, Indiana, Iowa, Minnesota, Ohio, Oregon, Virginia, Washington, as well as Florida International, SUNY and CUNY.

Board Chairperson Benno Schmidt and Graduate Center President William Kelly were participants. Many of the leaders served as chancellors in other states, bringing vast experience to the discussion.

Combating the national erosion of financial support for public universities topped the agenda. Since 2008, at least 43 states have cut assistance to public colleges and universities and/or levied large tuition increases, according to the nonpartisan Center on Budget and Policy Priorities. The educational leaders discussed ways to streamline their business operations, increase the use of academic technology, obtain greater use of federal incentives such as “Build America Bonds” to augment faculty housing, and ramping up private fundraising. Chancellor Goldstein initiated the first summit in October 2008.

Topping Off Key Science Campus

THE CENTERPIECE of CUNY’s Decade of Science initiative — construction of the $700 million Advanced Science Research Campus at City College — celebrated a critical milestone in October.

At a “topping off” ceremony, students, faculty and administrators joined in the traditional ironworkers’ practice of signing their names to a construction beam destined for the roof. Leading the way was Allan H. Dobrin, the University’s executive vice chancellor and chief operating officer. The campus will open in about four years.

LaGuardia Boosts Small Businesses

With help from financier Warren Buffett and investment bankers Goldman Sachs, the first 23 graduates of their “10,000 Small Businesses Initiative” collected diplomas at LaGuardia Community College in September.

LaGuardia was the first community college chosen to work with their $200 million program, which teaches small-business owners how to grow and create jobs. Over 20 weeks, they studied accounting, human resources, negotiation and marketing. Goldman Sachs provided one-on-one mentoring and pro bono legal advice.

“We were at a crossroads. Would we grow or perish?” said Saudia Davis, president and CEO of GreenHouse Eco-Cleaning, a Brooklyn firm that provides residential and commercial cleaning services, its own line of eco-friendly cleaning products and green consulting. “I was so caught up in the day-to-day that I didn’t have time to map out where we were going. The program helped me figure out what we needed to do and how many people it would require.” She has since hired three people, including a human resources manager, bringing the staff to 15. “We hope to double our staff in a year.”

Graduates included a café owner from East Harlem, a metal fabricator from Brooklyn, a furniture designer from Manhattan and the owner of a security agency in the Bronx.
WHEN A TEAM of architecture and engineering students at City College entered the U.S. Department of Energy’s 2011 Solar Decathlon contest last year, they knew their design for a fully solar-powered home would have to seize the imagination of judges who had probably seen them all.

To compete with universities from around the world, the CCNY students decided to stay close to home. They did what architects and builders usually do in New York: They looked up. Rather than designing yet another little solar house on the prairie, they wondered, what if they took advantage of the urban rooftop landscape and its relative proximity to the sun? What if buildings across the city were topped by little solar homes — one or two small, modular houses per roof, each efficient enough to power itself and even part of the building below?

Introducing: The Solar Roofpod.

The design — a group effort by City College’s Bernard and Anne Spitzer School of Architecture and the college’s Grove School of Engineering — had the desired impact. Among dozens of proposals submitted by student teams from across the United States and as far away as China, the solar roofpod — CCNY’s first entry since the contest began in 2002 — was one of the 20 to make it through several rounds of judging and be named a finalist.

And that’s when the real work began: An 18-month project by the CCNY team to build the house it designed — with money and in-kind donations of materials, several hundred thousand dollars worth, that the students are partially raising themselves. Next spring and summer, they will build and test the house on the roof of the campus’ Marshak Science Building’s terrace. (A CCNY architecture alumnus, Frank J. Sciame, is donating his services as construction manager, and his crew will give the students a hand with some of the heavy lifting.) And then “Team New York” will take the house apart, transport it, and reassemble it for the final competition on the National Mall in Washington next September.

The 10-day event, a popular biennial attraction in Washington, will include teams from five countries on four continents. There will be 10 competition categories and an overall winner with the best blend of energy efficiency, affordability, design and consumer appeal. The CCNY team’s design will be unique in at least one respect. The house will be the only one that will ask the judges who enter it to imagine, first, that they are several stories up — the trees and plantings around it notwithstanding.

“It’s a little bit utopian,” says architecture professor Christian Volkmann, the project’s lead faculty adviser. “But this is the Model T, the starting point in a longer process of research.” Volkmann and his fellow architecture faculty adviser, Hillary Brown, see their students’ rooftop prototype as a contribution to the University’s Sustainable CUNY initiative, in particular its key leadership role with city government in the U.S. Department of Energy’s Solar Decathlon.
American City program. They hope it can also play a role in Mayor Michael Bloomberg’s PlaNYC 2030 initiative to reduce greenhouse gas emissions in the city by 30 percent by 2017.

The house itself is only 850 square feet — the contest maximum is 1,000 — and uses lightweight, highly efficient and sustainable materials. It is designed so that all the structure’s components can be broken down and brought up to a building’s rooftop by stairway or elevator or an easy hoisting operation. It uses photovoltaic technology to power lights and appliances and solar thermal collectors to supply hot water and power the air-conditioning system. The house is enclosed in “smart” windows featuring louvers that use prism technology to maximize daylight while mitigating heat gain, potentially adding to the energy the house can generate for the residential or commercial building on which it sits. An elaborate system of sensors and controls enhances efficiency, and the whole thing sits atop a “green roof” designed to manage storm water, reduce the city’s “urban heat island” effect and contribute to the reduction of carbon dioxide emissions. Even the plantings will be as green as it gets: Many of them will be edible, and they will be planted in the students’ homemade compost.

Once the house is constructed on the roof of the Marshak building next summer, the engineering students, under the guidance of the Grove School’s faculty adviser, Jorge Gonzalez, will test and retest the energy systems to maximize their efficiency for the final competition in Washington. The roofpod will be open to the public.

“It’s like starting your career early — while you’re still in school,” said Samuel Mikhail, a fourth-year architecture student who started out as a member of the studio design group and became the project’s student manager. “There’s the architecture and there’s the marketplace. It’s hands-on training, interacting with all the different fields and raising every penny.

For Mikhail and other students, the project has brought sustainable energy front and center as they think about their careers. “It’s not something I really thought about before,” he said. “This project has changed my perspective drastically. Living green is possible and it’s the future of the country.”

The sophisticated design elements that came together in the solar roofpod emerged during an internal competition within the architecture and engineering schools in 2009. “We took the best elements of each project,” Volkman said.

Working closely, the students have had more than a few lessons in the realities of one another’s fields. “How often do architecture and engineering students do something together?” said Yelisa Grullon, a Spitzer student. “Working on the roofpod, I can look at a drawing and say, ‘That’s not going to work,’ before we even draw the lines.”

The project will have lasted two years by the time the students arrive in Washington with their roofpod. Among them will be some who were in on it from the beginning and have since graduated. “You work long hours,” said Rajeevan Ratnanandan, a graduate student in mechanical engineering at the Grove School. “You start to own the project. You can’t leave.”

For more information about the CCNY Solar Decathlon project, or to make a donation, visit www.ccnysolardecathlon.com.

Discussing pre-schematic model of their design are, from left, architecture students John Vlahakis, Vinny Baez, Rehbin Thomas, Rostyslav Pechenny, Iskra Petrova and Yelisa Grullon.
CUNY MATTERS — Winter 2011

GRANTS & HONORS

Continued from page 4

Brooklyn College: professor of psychology Nancy Romer, and Diane Reiser of Brooklyn’s Community Partnership for Research and Learning, have received a $375,106 grant from the New York State Education Department in support of “21st Century Community Learning Centers.” The New York City Human Resources Administration has awarded two grants totaling $533,323 to Olha Martinez of City College for a project titled “Piled for Success.” The National Science Foundation awarded $450,000 to M.J. Puls and N. Lent of John Jay College for “Scholarship Program for Talented, Financially Need Students in Computer Science, Mathematics, and Forensic Science.”

Professor Anne Rothstein, founding director of Lehman College’s Center for School/College Collaboratives, has received two federal grants totaling $2.5 million over five years to help 300 students make timely progress toward graduation, stay in college and earn their bachelor’s degree. The funds are provided through the U.S. Department of Education’s TRIO Programs.

The New York City Department of Youth and Community Development has awarded $101,250 to Senior Vice President/Provost Simon Rodriguez-Bernard of Medgar Evers College for an “Out-of-School Time Program.” The College of Staten Island has received a $119,861 grant from the National Science Foundation for “Trig Bundles and Inertial Manifolds for Convection-Dominated Parabolic PDEs,” research directed by Jeseenko Vakulodinovic of the Department of Mathematics. Professor of chemistry Alexander Greer of Brooklyn College has received $344,620 from the National Institutes of Health for “S11. Site-Specific Delivery of Photosensitizer and Singlet Oxygen in Vivo” research.

Associate professor of biology Juergen Polle of Brooklyn College has received $114,111 from the Donald Danforth Plant Science Center/DO Energy Flow Thru for “National Alliance for Advanced Biotechs and Bioproducts – An Interlaboratory Biotechnology Consortium.” The U.S. Department of Health and Human Services — Health Resources and Services Administration has awarded $104,046 to Ellen McGeen of the nursing department at New York City College of Technology for “Scholarships for Disadvantaged Students.” A “Summer Youth Employment Program,” under the direction of Sandra M. Watson of LaGuardia Community College, has received $446,600 in grant support from The New York City Department of Youth and Community Development.

Grants totaling $1,006,448 have been awarded by the New York State Education Department to Mary Anne Meyer and Paul Marx of Queensborough Community College for a “Career Pathways” program entitled “Career Pathways.” Professors Anthony Carpi, Nathan Lents and Lawrence Kobilinsky of John Jay College’s Department of Sciences have been awarded $600,000 by the U.S. Department of Education’s Minority Science and Engineering Improvement Program for the renovation and expansion of the college’s Program for Research Initiatives for Science Majors.

ACUNY LIFE

Continued from page 4

The first thing students notice at the entrance to Room 109 in the City College Science Building is a sketch taped to the door, captioned “Even corn dogs are required to wear lab coats.” It’s a perfect introduction to the blend of wry humor and intense dedication that Darryl Warner, the man responsible for the cartoon, brings to his job as chief technician in the gross anatomy lab at the Sophie Davis School of Biomedical Education. As a diener (the technical term for his occupation), he prepares the cadavers and organs that Sophie Davis students and aspiring physician assistants from Harlem Hospital dissect and study in the lab. But when there’s time, he enjoys giving tours of the lab and an adjoining museum of body parts. He always makes time to be a mentor.

Warner, 53, has been working as a diener for more than 30 years, and most items in his small office that tell his life story are related to the medical field: a small paper-mache skeleton showing the internal body structure; the digestive system in the form of a puzzle; illustrated anatomy books; a teddy bear in green overalls; a framed picture of his parents and a small sketch taped to the door, captioned “Even corn dogs are required to wear lab coats.”

Reminders of his many interests fill Darryl Warner’s office.

Warner has no formal mortuary education except for a course in mortuary science at LaGuardia Community College. But seeking always “to make things better,” he researched and devised ways to raise the standard of hygiene in anatomy labs.

As a husband, and as father of three, Warner comfortably interacts with students, giving them a pep talk if they seem depressed and amusing them with his comedy. “Some have family problems. I sit down and talk with them as if they were my sons and daughters.”

Dr. Avelin Malyango, a CUNY adjunct professor who teaches anatomy, and Dr. Abrahams Kierzenbaum, chairman of the Department of Cell Biology and Anatomy at Sophie Davis, who recruited him, readily praise Warner.

“My first impression was that Sophie Davis was an opportunity to work with people coming out of high school, to teach them how to work together, to be a mentor to them. I am learning all the time and passing it on.”

Warner has no formal mortuary education except for a course in mortuary science at LaGuardia Community College. But seeking always “to make things better,” he researched and devised ways to raise the standard of hygiene in anatomy labs.

As a husband, and as father of three, Warner comfortably interacts with students, giving them a pep talk if they seem depressed and amusing them with his comedy. “Some have family problems. I sit down and talk with them as if they were my sons and daughters.”

Dr. Avelin Malyango, a CUNY adjunct professor who teaches anatomy, and Dr. Abrahams Kierzenbaum, chairman of the Department of Cell Biology and Anatomy at Sophie Davis, who recruited him, readily praise Warner.

“He’s always working hard... He’s one of a kind,” Malyango said. “There’s not enough words for me to describe him. I’ve come across many people doing what he’s doing who end up frustrated. You want him to be there always, because you know everything is going to be all right.”
A Vuvuzela Rattles the Ivory Tower

By Gary Schmidgall

The joint authors of Higher Education? (Times Books) have produced a vuvuzela of a book intended to rattle nerves in some normally complacent corners of the nation’s ivory towers: faculty lounges, presidential suites, trustees’ board rooms, and field houses of varsity boosters. They may not get an “A” for specificity about what they would really like to see on U.S. campuses: They declare that a baccalaureate degree’s “original and enduring purpose” is simply “to challenge the minds and imagination of this nation’s young people.” But Andrew Hacker (who teaches political science at Queens College and is known for his contributions to the New York Review of Books and his bestselling Two Nations: Black and White) and Claudia Dreifus (who teaches at Columbia’s School of International and Public Affairs and writes for “Science Times” in The New York Times) are highly critical: All, that is, but one, a young woman in Minnesota has 68 standing committee members, they note. To the authors, this is “busy work,” often a surrogate for “faculty members who have long since given up on scholarship.” Professural hubris is also endorsed: “At many colleges, professors like to feel they have co-equal status with their president.” Are there really professors that nuts? And professors do so little work for such ridiculous salaries! The authors calculate a Yale professor’s wage at $820 an hour, but they do not include time spent preparing classes, reading exams and papers, or directing theses. Though statistics are frequently injected usefully into their thesis-building, there is much argument by skaceth anecdata. Occasionally, these verge on the far-fetched (not to say catty), like this one on a classroom fitter: “A story is told of a classroom where all the students were busily scribbling as the professor droned on. All, that is, but one, a young woman in the back row, who wrote down nary a word. How so? She had with her the notes that her mother had taken that day during her own student days.” And would any professor say at a first class, as one at Oregon State is quoted as saying, “I’m here to do research; I’m forced to teach, so you are not going to have a good term?”

Sabbaticals do not appeal to these spartan authors; paid ones should be ended. “If professors are burning to write books, they have long summers and three-day weekends.” Indeed, the one mention of CUNY in the book is apropos its (fairly recent) increase of sabbatical support from 50 to 80 percent of salary. And what do these sabbaticals produce? Publications! They are another “virus” which gets in the way of teaching. “If anything, there’s an inverse correlation between good teaching and academic research,” say Hacker and Dreifus.

Needless to say, the authors don’t like tenure and reject academic freedom as its raison d’être by concluding that, when institutions really want to can a professor, they will do so (the University of Colorado’s Ward Churchill, famed for calling 9/11 victims “little Eichmanns,” is their trump card here). Another downside to tenure is all the risking-averse assistant professors it encourages. In any event, the actual revocation of tenure for cause is extremely rare, and the authors, unwilling to entertain the extreme of mandatory retirement, might have been more specific.

Hacker and Dreifus cite the “best study” they could find on the subject (from Penn), which concluded that “the most crucial skills are learned on the job, across all occupations and professions.” Sayonara, undergraduate Whartonites!

Some readers of Higher Education? may applaud the authors’ dim view of “the world of self-delusion and magical thinking that shrouds much of intercollegiate athletics.” They point to the University of Texas, which has in place a $100 million budget for its 16 varsity sports — in which a mere 1.4 percent of its students participate. Its football coach has a $5 million annual deal, and half of NCAA coaches earn at least $252,000. We also learn that the “overwhelming majority” of the 17,917 sport teams end up losing money, 113 of the 118 teams in Division I football run a deficit. Sports on campus, Hacker and Dreifus say, is an “incubator” to point to Cooper Union as having the proper game attitude: its budget for teams in 15 sports is $20,000, and students, who compete for fun, get to their away games on public transportation.

Among other chapters are ones devoted to “The Golden Dozen” (prestigious schools’ curriculum, how to make students use their minds. All of these sabbaticals produce? Publications!)

That question mark in the title is one of sarcasm and disbelief. The book’s dedication aptly promises bluntness: “To our country’s students, who deserve better.”

To put teeth into “post-tenure review” and tackle the most common tenure problem: how to remove incompetent teachers from the classroom.

Big is Bad is a consistent theme of Higher Education? Particularly appalling is explosive growth in administrative personnel on campus (70 percent of prestigious Williams College’s employees are non-teaching). They also dislike the proliferation of majors that, instead of “enriching young minds,” are purely vocational. They lay on one page 33 bachelor’s degrees awarded in 2008 that they feel should be non grata on campus, among them resort management, sport management, baking and pastry arts, robotic technology, and hazardous materials management. I’d hate to be the one to banish them today, though, when the hue and cry is jobs, jobs, jobs.

Engineering programs, too, are not for undergraduates; they are best left for graduate study. As for business schools, about ways to put teeth into “a sensational trial and a mysterious ‘amenities race,’” too much dependence on expensive college loan programs.

Hacker and Dreifus also describe the surprising, serendipitous list of their “top ten” picks for a bachelor’s degree, urging parents to “think outside the box.” Their list certainly does. It includes Ole Miss (for its new spirit of racial reconciliation and Center for Southern Culture), Cooper Union (who couldn’t love a place that, thanks to its endowment, has no tuition?), little Berea College in Kentucky (also no tuition, but students must give 10 hours of labor a week), and Evergreen State College in Olympia, WA (“John Dewey would love Evergreen,” with its communal ideals and democratic governance). They surmise their recommendations in a final Coda, which includes: Stay relying on loans, presidents should be public servants, spin off medical schools and make students use their minds. All easier said than done.

CUNY Matters welcomes information about new books that have been written or edited by faculty and members of the University community.
Taking the LEED

CUNY’s first Leadership in Energy and Environmental Design (LEED) gold rating is expected for the new science center at Lehman College. It could be the first of many such national honors.

Just east of the Jerome Park Reservoir in the Bronx, a dramatic, state-of-the-art science facility is taking shape at Lehman College. The 69,000-square-foot building is the first phase of a 15-year, three-part plan designed to create an innovative “campus within a campus” for all of the scientific disciplines.

It will not only showcase Lehman’s teaching and research in the plant sciences, but it will be thoroughly “green” itself, with sustainable features such as solar heating technology, rooftop rainwater collection and an artificial wetland that will be used for wastewater treatment.

“We’re making the building a teaching tool, a living laboratory,” says Tony Alfieri, project manager for Perkins + Will, the architectural firm that designed the project.

The new Lehman facility is also expected to be the first CUNY building to receive a LEED Gold Rating from the U.S. Green Building Council. LEED (Leadership in Energy and Environmental Design) is an internationally recognized standard designed to promote energy efficiency and environmental sustainability. The rating has four certification levels — certified, silver, gold and platinum — based on the number of points that the building council grants for eight major areas, including site planning, water efficiency, energy savings, indoor environmental quality and innovation in design.

Just a few years ago, few people outside the construction industry knew what “LEED” meant. But today, LEED is a widely accepted concept — and, indeed, has become the building standard at CUNY.

“Many projects in the planning stages will become the building standard at CUNY,” says Jeff Young, project manager for Perkins + Will, the architectural firm that designed the building. The John Jay building is designed to add, the John Jay building is designed to "harness a lot of natural light" through the central spine ("cascade") of the building, which runs from the ground up to the fifth floor, and the placement of many classrooms around the building’s perimeter.

One construction projects — such as the multi-use building at John Jay College of Criminal Justice, and the Fiterman Hall replacement at Borough of Manhattan Community College — were already well underway before CUNY established a policy of seeking LEED certification. But even without official LEED status, such buildings provide substantial energy-saving and sustainable elements. Shortly after she joined CUNY in 2007, Weinshall noted that while green design is more costly to build, it is expected to yield between $6 million and $8 million a year in recurring energy savings within 10 years.

For instance, at John Jay College, the new 600,000-square-foot building has a “green roof” — a rooftop commons that serves as a “quadrangle in the sky for students in an urban setting,” says Jeff Young, project manager for Skidmore Owings & Merrill, which designed the building. The commons has a lot of trees and landscaping. Young says, including “grasscrete” — concrete surfaces designed in cells, with grass planted in between cells that can absorb storm water run-off. In addition, he adds, the John Jay building is designed to “harvest a lot of natural light” through the central spine (“cascade”) of the building, which runs from the ground up to the fifth floor, and the placement of many classrooms around the building’s perimeter.

These panels produce 6 kilowatts of electricity that feed right into the building’s electrical system.

It’s a perfect location for solar panels. There’s no obstruction.

— Anthony Corazza, campus facilities manager at Kingsborough Community College

The push for LEED certification is part of a broader University-wide effort toward long-term sustainability. A primary driver of such efforts is the challenge issued three years ago by Mayor Michael Bloomberg to reduce the University’s carbon footprint, says Tria Case, CUNY’s Director of Sustainability. As part of PlanNYC 2030, a comprehensive sustainability plan for the city’s future, Bloomberg set the goal of reducing citywide carbon emissions by 30 percent by 2017.

“Buildings are a key contributor to our

Two photovoltaic panels atop the Marine and Academic Center at Kingsborough Community College add power for that building.
carbon footprint,” says Case. There are about 300 buildings at CUNY, which account for about 1 percent of the city’s electrical load, Case says.

Besides the push to reduce energy consumption, the University is looking to generate some energy through solar power on the rooftops of CUNY buildings. Solar installations do contribute to LEED certification, but the main intent, says Case, is to help reduce energy load on the city during peak demand periods by producing extra power at University buildings.

At Lehman College, solar roof panels are eventually expected to generate enough hot water for the building’s use to reduce energy costs by more than 15 percent. Other current solar projects are smaller, such as the two photovoltaic panels installed atop the Marine and Academic Center at Kingsborough Community College. These panels produce 6 kilowatts of electricity that feed right into the building’s electrical system, says Anthony Corazza, campus facilities manager at Kingsborough. “It’s a perfect location for solar panels,” Corazza says. “There’s no obstruction.”

In some instances, new green buildings are being designed to save energy by nudging people to spend more energy themselves — and improve their own fitness in the process. For instance, CUNY’s Office of Facilities Planning, Construction and Management has been working closely with the city’s “Active Design Guidelines,” which were developed by a partnership of agencies to promote active living where people work and live, Lemiux says. Such guidelines include designs such as “skip-stop” elevators that don’t make stops at every floor, thus requiring people to get off and walk up or down a flight of stairs.

At John Jay, the new building design “makes good use of steps,” says Jeff Young of Skidmore, Owings & Merrill. Steps are positioned “to encourage students to move with their feet, rather than the elevator,” Young says. In some areas, conventional stairs widen out to bleachers where students can stop and sit, and open their laptops. And stairs are “exhibited in prime areas,” rather than put in back hallways, he says. “They’re placed to fit the ways that students move.”

Why Do We Eavesdrop? It’s Complicated

JOHN LOCKE, professor of linguistics in the Department of Speech-Language-Hearing Sciences at Lehman College and a professor of language science at the CUNY Graduate Center, is the author of three academic books as well as two popular books. He recently spoke with CUNY Matters about his latest book, Eavesdropping: An Intimate History, published this summer by Oxford University Press. Professor Locke has spent a large part of his career researching the biology of language, including its development in children.

Q: In your latest book, you take the reader back centuries to show how eavesdropping has evolved. How has it changed throughout the years?

A: Eavesdropping was an essential and necessary aspect of life when our ancestors were living in the wilderness without any kind of protection. When someone had food, they had to share it. Human beings have always been capable of being selfish, so hoarding was possible and if there was hoarding, it was frequently observed and gossiped into extinction with social reprisals for those who failed or refused to share. Today, the benefits are different. We are safer when we know what’s going on next door and our neighbors may be safer because we know what’s going on next door.

Q: There’s another dimension that you explore in your book — the psychological aspect of eavesdropping.

A: When we use our senses to explore the inner life of another person, we remain who we are. We stand on the periphery of their life, project ourselves into it, probably take things from it and import those things into our own life. There is an illegal thrill that comes with that kind of an experience — it is perceptual trespassing. We know we really shouldn’t do it and, even if it is okay to do it, if that person saw us doing it, he or she would be instantly changed. That person wouldn’t be the same individual any more. They would straighten up, think about what they had been doing, alter their behavior and the moment would be gone. We would no longer be in the life of that person because they would be in our lives, too.

Q: In today’s world of Facebook and YouTube, what are the ethics of privacy? Have the rules changed along with technology?

A: In the past, human communication was less effective because it was less likely that you might be seen doing something that you shouldn’t be doing. Now, when someone does something, they don’t know whether or not that behavior is being memorialized or captured — behavior that they thought private may now become public if someone decides to launch those images into cyberspace — to be seen by total strangers, thousands of miles away. We all need to be on guard.

Q: Your chapter on personal power and social control, which you call the main benefits of eavesdropping, was very provocative. What makes these enduring human traits?

A: They’re joined at the hip. Personal power is likely to accrue to anyone who knows anything that others want to know and that someone else wants to keep private. In particular, that applies to behaviors that are considered embarrassing or wrong in a moral, legal or any other sense that people want to protect. As far as social control is concerned, we have privatized ourselves so that we remained, at least until recently, in complete control of information about ourselves. Now it is out of control and it has gone back to where it was centuries ago — in the public domain.

Q: You have another book coming out in the summer of 2011 titled Duels and Duets: How Men and Women Came to Talk So Differently. It sounds intriguing.

A: My book focuses on what men are like when they talk to other men and what women are like when they talk to other women. I use the terms “duels” and “duets” to describe their conversations. Men are inclined to engage other men in a sort of contesting way, trying to get the upper hand, they joke, jeer. Women tend toward more intimate interactions, with disclosure of emotional experience. In the book, I explain why men duel and women don’t duel and why women duel and men don’t duel and what it means evolutionarily, developmentally and physiologically, what the hormonal differences are and how those drive the two sexes to behave differently. I try to create a complete account for why we humans are the way we are when we’re talking.
### December 2010

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**Greenland Melting**

A “SPECTACULAR, catastrophic year in the Arctic,” is on tap, says City College’s Marco Tedesco. 

*Listen to the “Serving Scents” podcast.*

**Student Pounds**

Cooks, More Fewer Schools

**Ron Carter: A Half Century of Bass Note Bounty**

JAZZ MASTER Ron Carter gained national recognition in the 1960s as a member of the Miles Davis quintet and taught at City College for nearly two decades. 

*Listen to the CUNY Radio interview.*

**Fewer School Cooks, More Student Pounds**

Snap Budget Cuts to the National School Lunch Program in the 1980s contributed to our current epidemic of overweight and obese children, according to Hunter College sociologist Janet Poppendieck. Read more about it.

*search.cuny.edu and enter “greenland’s hottest”*

*search.cuny.edu and enter “Ron Carter”*

*search.cuny.edu and enter “studentsights”*

*search.cuny.edu and enter “faster obesity”*

### January 2011

**Get a Jump on January!**

**WINTER SESSION’11**

**Speaking of Google.**

MEDIA CRITIC Ken Auletta, author of 11 books including five national best sellers, discusses the new-media giant, the rise of technology and the current state of newspapers in a New York Press Club event at the CUNY Graduate School of Journalism. 

*Listen to the audio podcast.*

*search.cuny.edu and enter “Ken Auletta”*

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