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 CUNY Institute for State and Local Governance is helping local officials across the country serve their citizens more efficiently and equitably. The red dots denote cities and counties that are part of major projects to reduce local jail populations and lessen inequities for disadvantaged people.

CUNY Institute Seeks Ways to Enhance State and Local Public Service Nationwide

At a time of deeply polarized national politics, a rare point of bipartisan agreement is the need to change decades of policies that have made the United States the most incarcerated country in the world. Too many nonviolent offenders and too many young men of color go to prison for too long, experts and elected officials say. But while most of the attention tends to focus on state and federal prisons, the problem starts at the gateway of the criminal justice system – the 3,200 local jails where millions of nonviolent offenders wait for their cases to be adjudicated.

The search for solutions to over-incarceration has led to CUNY, where the University’s four-year-old Institute for State and Local Governance (ISLG) has quickly established itself as a thoughtful and forceful pioneer of programs to help governments serve the public more effectively.

Helping to lead a $100 million initiative funded by the John D. and Catherine T. MacArthur Foundation, the institute is working with 20 cities and counties across the country to reduce the populations and racial disparities of their jails — and create models for localities across the country. The incarceration initiative is a prime example of how ISLG is forging strong partnerships that produce innovative, evidence-based public policy.

“We wanted to create a place where data-driven approaches could be developed to make government fairer, more humane and more efficient,” said Michael Jacobson, ISLG’s founding director. “The focus is on the local and state levels because that’s where most of government is, and it’s where the action is in the push for reform.”

The institute works on an array of initiatives that put in practice one facet of the University’s Connected CUNY strategic vision — using cutting-edge research to design programs that improve our communities and cities, often in collaboration with other research institutions. Along with CUNY centers and programs that focus on important public issues such as sustainable energy, HIV prevention and immigrants’ rights, ISLG is an exemplar of the University’s civic impact in New York and far beyond.

“Our new strategies are highly collaborative and partner the great resources of our faculty and our colleges to provide richer educational experiences that also have a real impact on the well being of our communities,” said Chancellor James B. Milliken. “We don’t just create knowledge through our research; we put it to use,
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AISA BARROS, a computer science major at City College, knew she was taking the right courses toward a career in technology—but not exactly what her destination was or how she would get there. What she needed was a clear sense of her targeted area—and guidance in building the specific skills, experience and contacts that would lead her to the promised land: a good job in a high-growth sector after graduation.

Barros found a vital step forward in CUNY’s Women in Technology and Entrepreneurship in New York, or WiTNY, a partnership with Cornell Tech that was started in 2016 to encourage, train and support more women interested in technology careers. She was among the first group to participate in WiTNY’s Career Access Program, which is overseen by the CUNY Office of Workforce Partnerships and offers an array of workshops, coaching and access to internship opportunities with major corporate partners such as Verizon/AOL, AppNexus, SquareSpace, Citibank, IBM and Xerox.

“We met every week for three hours, and it was eye-opening,” Barros said. “They helped you develop yourself for your career and prepare for the real world of job searching—building a resume that’s targeted for tech, becoming a better speaker, and being part of a community to increase the number of women in tech.” It was through WiTNY that she joined #CUNYCodes, a program in which students work in small teams for 12 weeks, developing apps under the supervision of professional mentors and presenting their products at the conclusion. It led to a summer and fall internship at Cornell Tech—“doing what I like to do, front-end development,” Barros said. It also put her in position to graduate into a good first job.

WiTNY and #CUNYCodes are important pieces of a broad, strategic effort by the University to expand and forge new relationships with New York’s most promising employment sectors to help CUNY students win the top-paying jobs and launch successful careers.

“CUNY graduates tens of thousands of highly skilled and highly motivated students every year, and the tech sector is just one example of where we’re working with businesses to customize educational programs to help fill their hiring needs, and seamlessly integrate our students into high-paying jobs,” said Associate Vice Chancellor Andrea Shapiro Davis. “We’re educating corporate leaders about CUNY, our students and our diversity, and why we are a great source for their workforce needs. Once employers meet our students, they want to hire them.”

The expanded efforts reflect CUNY’s strengthened commitment to student career development as a University-wide imperative—one of the pillars of the Connected CUNY strategic framework unveiled by Chancellor James B. Milliken earlier this year. The Career Success theme of the strategic framework is an ambitious plan to connect CUNY with partners in all sectors of the innovation economy and to send its graduates into the world with 21st-century skills and access to competitive jobs. Experiential learning, extracurricular training and targeted internship programs are all key components of the mission.

Technology is leading the way. CUNY is creating partnerships such as WiTNY and initiatives such as CUNY Tech Meetup, monthly gatherings where students engage with companies ranging from Google to Etsy to learn about the tech industry and meet people in the field, including CUNY alumni. More than 2,000 CUNY students have participated since the first meetup two years ago, and the pipeline will grow with CUNY’s commitment to increasing enrollment in STEM fields, particularly among women and underrepresented minorities.

More broadly, the University is systematically identifying the city and region’s employment drivers, and the most dynamic employers within those sectors, as a first step in facilitating relationships that yield internships and, ultimately, well-paying jobs.

“We want our 50,000 graduates each year competing and landing jobs at competitive salaries,” said Angie Kamath, who joined CUNY earlier this year in the new position of University dean for continuing education and workforce development. A former deputy commissioner of the city’s Department of Small Business Services and later the head of a national IT job-training nonprofit, Kamath has assumed a new position broadly focused on putting CUNY graduates on track for economic mobility. “We have the proof that we catapulted a lot of folks into the middle class, but it’s really important to make sure our students graduate into jobs with competitive wages because that first salary sticks with you for a while and you’re always negotiating off that base.”
Kamath leads a team of 38 people collectively seeking to do a few big things to get closer to that goal. On the student side, she said, “We need more career-exploration and skill-building programs leading to internships that convert to full-time job offers. We’re creating new ways to introduce our students to the major job sectors: What do these careers look like? What do you need to do to be competitive for those jobs? What paths did CUNY alumni in these fields take? The thing that’s exciting about our challenge is that our students are strivers, they’re diverse, they’re in New York and staying. But they generally don’t have a ton of social capital, so we need to give them career development opportunities that will make them more competitive.

“One on the employer side, we need to make our system easier to tap into. The employers I speak with desperately want diversity and love the idea of hiring from CUNY but often have no idea where to start. They don’t want to go to 24 different colleges, so we need to be a navigator for them to find talent across the University. We’ll be the quarterback, telling them, ‘Work with these schools if you want data scientists, work with these schools if you want RNs.’”

One example of the new partnerships is a program with Revature, a leading technology talent development company that offers CUNY students and graduates — in any major, regardless of experience — free, 12-week coding boot camps that can lead to jobs with the company. More than 3,500 CUNY students have enrolled since the program’s launch in the fall of 2016, and 250 have been hired. This summer CUNY and Revature announced an expansion that brings WiTNY into several initiatives in order to recruit more women into tech careers.

Apart from the tech push, CUNY is working to develop relationships with employers in many fields identified as well-paying and rapidly growing: finance, industrial/construction, government, transportation, hospitality, health care, life sciences and nonprofits. In some cases, partnerships grow from synergy — an alignment of an employer’s needs with CUNY’s ability to create new curriculum to match them.

A prime example is a partnership between CUNY and Community Care of Brooklyn, an entity created by Maimonides Medical Center to serve the borough’s Medicaid population. Maimonides wanted to add a staff of community health care coaches and approached Kingsborough Community College about starting a program to train them. Kingsborough developed a new curriculum for a nine-credit certification program. About 100 students have completed the program and been hired so far.

Meanwhile, the CUNY Tech Meetups are a model that the Office of Workforce Partnerships is seeking to replicate in all the employment sectors — monthly gatherings at different companies where panels of professionals give students an introduction to their fields, a sense of what the path to a job looks like, and the chance to make contacts.

“What an employer in the tech sector needs is an introduction to the city and region’s employment drivers, and the most fertile employers within those sectors, as a first step in facilitating relationships that yield internships and, ultimately, well-paying jobs.”

CUNY is systematically identifying the city and region’s employment drivers, and the most fertile employers within those sectors, to make it easier for students to explore careers. Most are working for money and many can’t afford to do unpaid internships. We want to increase that group getting paid.

The goal of the workforce partnerships office is to cultivate partnerships with 10 or so big employers in each sector that want to hire locally. “For us, it means selling the CUNY brand. Our product is our students. So we’re asking, ‘How do we become a campus recruiting entity for you?’ Give us some feedback on our candidates.” There’s also a really important role for our alumni. At JPMorgan Chase there are something like 900 Baruch alumni. We want to leverage that. We’re not taking the place of the colleges that have their own relationships with employers. But there are thousands of employers out there who aren’t touching CUNY colleges because they don’t know how. There are 350,000 businesses in New York, plenty of room to bring in new partners.”
New York City’s Best
CUNY Alumni Capture 14 of 19 Big Apple Top Teacher Awards

Fourteen CUNY graduates are among the 19 Big Apple Award winners for 2017, an award given by the New York City Department of Education honoring outstanding public school educators. In photo seated, alumni winners: Keira Dillon, Hunter College; and Yocasta Diaz, Hostos Community College. Standing from, from left, Carmen Morales, New York City College of Technology and City Colleges of New York; James Harrington, Queens College; and Katie McArdle, Hunter College.

RECOGNIZING FACULTY ACHIEVEMENT

The U.S. Department of Health and Human Services has awarded $2,145,555 in grant support to Carlos Molina and Dana Lennon of Hostos Community College for the “Hostos Allied Health Career Pipeline Program,” and Molina has received a $101,195 grant from the NYS Education Department for “Vocational Education Program, Perkins,” while Molina and Debra Mack-Glasgow were awarded $786,324 from the NYC Human Resources Administration/CUNY for Jobs Plus.

Sherryl Graves and Robert Thompson of Hunter College have received a $1,568,692 grant from the National Science Foundation for the “Mathematics & Science Teacher Education Residency.” The NSF Department of Education has awarded a $200,000 grant to Bonnie August of New York City College of Technology for the “Teacher Leader Quality Partnership Program.”

The Laura and John Arnold Foundation has awarded $595,000 grant to Preeti Chaahan of John Jay College for a “Research Network on Mis–deemer Justice” Louis

Camille Kamga of City College has received a $2,505,050 grant from the Research and Innovative Technology Administration for the “University Transportation Research Center.” Ryan Murelli of Brooklyn College has been awarded $392,500 in grant support from the Department of Health and Human Services/National Institute of Health, for “Biological Studies of Alpha-Hydroxypyrrolones.” Lesley Hirsch of The Graduate Center has received a $110,000 grant from the U.S. Department of Energy.

The Graduate Center has received a $1,568,692 grant from the NYS Department of Education has awarded a $200,000 grant for the “Mathematics & Science Teacher Education Residency.” The NYS Department of Education has awarded a $2,505,050 grant from the Remedial Education Program, Perkins; while Molina of Queens College has received $392,500 of Brooklyn College has received a $2,505,050 grant from the Remedial Education Program, Perkins; while Molina of Queens College has received $392,500 in grant funding from the U.S. Department of Energy.

Continued on next page

THE CUNY WINNERS

Following is the full list of CUNY’s 2017 Big Apple Award-winning teachers:

Yocasta Diaz (Hostos A.A. 1998, City B.S. 2006) S. 219 New Venture School, Bronx
Keira Dillon (Hunter M.A. 2003) P.S. 163 Alfred E. Smith, Manhattan
Leslie Lehrman (Hunter M.A. 2005) Forham Leadership Academy for Business and Technology, Bronx.
Jessica Martell (Hunter M.S. 2003, City College math certification II, 2013) Central Park East II, Manhattan

Kate McArthur (Hunter master’s 2004) N.231, Brooklyn
Faye Michakos (CSI bachelor’s 2007, master’s 2011) Helenic Classical Charter School, Brooklyn
Carmen I. Morales (City, minor 1992, City Tech B.S. 2010) East River Academy, Rikers Island
Patrick Murphy (Queens B.A.) P.S. 199 Maurice A. Fitzgerald, Queens
Rosario Grendo (John Jay B.A. 2000, City M.S. 2011) The Urban Assembly Invison School, Brooklyn

Elaine Rodriguez (City bilingual extension certifi- cation) P.S. 322 Manhattan
Diana Shytenberg (Brooklyn B.A. 2006), pre-K at Shorefront YM-YWA, Brooklyn
Binh Thai (City M.S., Baruch school building leader certification) University Neighborhood Middle School, Manhattan

You — and your students — succeed. Their approach was: Let’s make change together.” She makes sure her students “are exposed to literature in which the protagonists look like them and have the same problems as they do. I have them bring their sto- ries into their writing, rather than a topic they’re not familiar with.”

James Harrington (Quinn B.A. 2002, M.F.A. 2004) teaches at the High School of Art and Design, the career and technical education (CTE) school from which he graduated. It wasn’t until he was 30 — and had found success illustrating books and magazines (see jaharrington.net) — that he had entered Queens College’s Adult College Program. “I had some wonderful pro- fessors, though when it comes to painting, I’m a realist and they were conceptual. Things got com- bative at times, but they let me be who I was.” He does the same. “You have to get out of the way, let the kids do art and be their supporters.” Like many of his students, he’s an immigrant (Ireland) whose parents “did not have the advantage of education, and that’s the case with my students. But just like me, these kids are trying to make sense of this impulse to create.”

Carmen Morales prepares students imprisoned at Rikers Island for the high school equivalency exam. She took a rare route that encourages tal- ented vocational school graduates to become CTE teachers, a collaboration between the University, city schools and the United Federation of Teachers. Since CTE teachers need at least five years of career experience, rather than a bachelor’s, she apprenticed in lithography at what’s now the High School of Graphic Communication Arts and earned 60 credits at City College. But over 25 years of teaching — and with a 2010 City Tech B.S. — she gained expertise in math, reading and English language arts. She claims a 98 percent passing rate on the equivalency exam and last year her students took the SART for the first time. “Three applied to college and three were accepted, two to SUNY and the other to Kingsborough.”

Footnote. Just as Yocasta Diaz remembers an education class from 11 years ago, so does the professor. Diaz and another student constructed a geography-based lesson that explored fabric and clothing designs from Mexico, Japan, India and Ghana. “Well organized and engaging, it sparked genuine interest in learning more about design traditions and the clothing industry from various cultures,” professor Franklin says.
Louis Armstrong House Museum Breaks Ground on New Education Center

A GROUNDBREAKING CEREMONY for the new 14,000-square-foot Louis Armstrong House Museum Education Center took place during the summer across the street from the museum — the jazz great’s nationally landmarked Queens home, which is located at 34–56 107th St. in Corona. The new facility will broaden the public’s understanding of Armstrong’s life and legacy and complement the visitor experience with a state-of-the-art exhibition gallery, 60-seat jazz club, and museum store. The center will also house the materials in the Louis Armstrong Archives — currently housed at Queens College, which administers the museum through a constituency with its Kupferberg Center for the Arts — in a cutting-edge second-floor archival campus.

From Bus to Bike Share

B us riders in New York City may now be opting to use bike share, according to a new study co-written by City College professor Candace Braakwood. This is the key finding of her peer-reviewed research study with Columbia University’s Kayleigh Campbell that was recently featured on the Atlantic’s CityLab website. Braakwood and Campbell studied trips made in New York City between May 2012 and July 2014 to assess how bus ridership changed after the introduction of the city’s bike-sharing system, called Citi Bike. Bus routes were divided into control and treatment groups based on whether or not they were located in areas that received bike-sharing infrastructure. They found that a significant decrease in bus ridership on treated routes, compared to control routes, coincided with the implementation of the bike-sharing system in New York City. “The results from our preferred model indicate that every thousand bike-sharing docks along a bus route is associated with a 2.42% fall in daily unlinked bus trips on routes in Manhattan and Brooklyn,” wrote Braakwood and Campbell. Although the magnitude of the reduction is a small proportion of total bus trips in New York City, the findings suggest two things: Either a large proportion of overall bike-share members are substituting bike sharing for bus trips or bus ridership may have affected the travel behavior of nonmembers, such as private bicyclists. “Understanding how bike sharing and public transit systems are interrelated is vital for planning a mutually reinforcing sustainable transport network,” wrote Braakwood and Campbell.

Origins of Topographic Relief on Earth, Mars and Titan

T he surfaces of Earth, Mars and Titan — Saturn’s largest moon — have all been scoured by rivers. Yet despite this similarity and the analogously Earth-like landscapes of Titan complete with valleys, lakes, and mountains, researchers led by City College of New York geologist Benjamin Black report new evidence that the origins of the topography there and on Mars are different from on Earth. In their paper, “Global drainage patterns and the origins of topographic relief on Earth, Mars, and Titan,” published in Science journal, the team identifies plate tectonics on Earth as one key difference. Plate tectonics is the theory that the Earth’s crust is made up of large, moving pieces called plates. The relative motion of these plates shape the Earth’s surface, the process uplifting topography in some areas much more than others. As mountain ranges jut up, they can divert rivers as they flow toward the sea. While the origins of the topogra phy on Titan remain somewhat mysterious, Black’s research team discovered that the rivers there, likely carved by liquid methane, have not been as thoroughly rerouted as rivers on Earth. “It’s important to realize that almost every aspect of Earth’s surface has been shaped by plate tectonics,” Black said. “So there is nowhere we can look to see what landscapes would look like without plate tectonics. That’s why Mars and Titan come in. We can use these three worlds as natural experiments. They are like siblings that have followed different life paths.”

Master’s Program in Dominican Studies

D ominican Studies Track, a new program at City College of New York begins this fall for a master’s degree in the Study of the Americas Program in the Division of Interdisciplinary Studies at the Center for Worker Education. The program is the first of its kind in the nation, and is welcoming its first students for Fall 2017. “City College’s new master’s degree recognizes the importance of the Dominican Republic and Dominicans in our city, in our culture and at our university,” said CUNY Chancellor James B. Milliken. “The two countries. “The CUNY Dominican Studies Institute brings unparalleled resources to the table for this exciting new program,” according to Director Ramona Hernández, “including possibilities for internships as well as research and conference participation.”

Translational Medicine Program

City College graduate students are shaping the future of human health care. Students in the Master’s in Translational Medicine program are learning how to build and sell medical devices that address unmet clinical needs. “In health care, most of the conversation is around drugs and therapeutics. We want to make sure devices are getting a spotlight,” said Sabriya Stokes, the assistant director of the program. The one-year program was created to give students the tools to be able to understand what is involved in bringing a health-related device to market. “You learn the science. You learn how to build the devices … but a lot of people are lacking the language on how to bring them to market.” And that’s one focus of the Translational Medicine program, explained Stokes. Well-known devices, such as the MRI machine, the syringe, hearing aids and the pacemaker have already left their mark but students in the program are tasked with creating something new. The inaugural class, in partnership with the Hospital for Special Surgery, developed a device that measures elbow softness. As part of their curriculum, students take courses in epidemiology, engineering, entrepreneurship and business leadership. They also receive training on how to pinpoint valuable product opportunities that could arise from research. The Translational Medicine program is a partnership between The Grove School of Engineering and the CUNY School of Medicine/Sophie Davis Biomedical Education Program. Graduates of the program go on to attend medical school, Ph.D. programs, work at medical device companies and startups, and become entrepreneurs.

GRANTS & HONORS

Continued from previous page

M. Bradbury of York College received $445,291 in grant support from the National Institute of General Medical Sciences for a project to “Identify and Characterize Enzymes Involved in the Repair of Damaged Cardioids.” Sarah Berger of the College of Staten Island has been awarded a $375,000 grant from the National Science Foundation for “RUL: The Role of Sleep in Infant Motor Learning.” The Carroll and Milton Petrie Foundation has awarded $125,000 in grants to the “Madeleine Albertson Center of Excellence.”

City College has been awarded a five-year, $15,560,000 grant from the National Oceanic and Atmospheric Administration to increase the number of graduates from underrepresented minority groups in the STEM fields. “The grant is in recognition of the fact that in the last 15 years City College has been outstanding in achieving the goals of NOAA,” said Reza Khanliviardi, director of the NOAA-CREST Cooperative Social Science Center at CCNY. “And those goals have been to advance the sciences for NOAA’s operations and to produce a large number of graduates at all levels.”

Steven Markowitz of Queens College received $375,000 in grant support from the National Institutes of Health to “Identify and Characterize Enzymes Involved in the Repair of Damaged Cardioids.” Sarah Berger of the College of Staten Island has been awarded a $375,000 grant from the National Science Foundation for “RUL: The Role of Sleep in Infant Motor Learning.” The Carroll and Milton Petrie Foundation has awarded $125,000 in grants to the “Madeleine Albertson Center of Excellence.”

The Graduate Center’s Latin/Greek Institute has received a $1 million grant from the Stavros Niarchos Foundation to expand opportunities for students of all backgrounds to participate in the institute’s nationally renowned summer language program, a collaboration with Brooklyn College that has provided intensive summer-term training in Latin and Greek for over 40 years. Provost Joy Connolly described the grant as transformative because it will offer the opportunity to study Greek and Latin language and literature to students who typically have not had access to the field.

Benjamin Ortiz and Regina Miranda of Hunter College have won a $29,248 grant from the National Science Foundation for a project titled “African Diasporic African Diasporic Global Regulator, ExoR, for Bacterial Invasion of Host Cells.” Alexey Ovchinnikov of Queens College has won a $386,912 grant from the National Science Foundation for a project titled “AFM: Medium: Collaborative Research: Numerical Algebraic Differential Equations.” The NYS Department of Education has awarded a $304,500 grant to Louise Haimlin of the City College of New York.
**CUNY Institute Seeks Ways to Enhance State and Local Public Service Nationwide**

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making sure that the people who invest in us benefit from the insights we develop at CUNY.”

The Institute for State and Local Governance was founded in 2013 by two veterans of New York City government who had long imagined starting a research and policy institute to help governments across the country deliver more equitable and efficient public service. Jacobson was a deputy budget director, as well as a commissioner of the city’s correction and probation departments. His co-founder, Marc Shaw, is a former first deputy mayor who is now the University’s interim chief operating officer. He chairs ISLG’s advisory board.

Since its inception, the institute has grown to a staff of 40 policy researchers, analysts and managers. The ISLG team has built partnerships with major foundations, nonprofits and government entities to initiate more than a dozen ambitious and well-funded projects. Several are making their mark as incubators of new ideas for addressing entrenched social problems.

A project called Equality Indicators, for instance, provides cities with tools to measure and understand the inequities that disadvantaged people in their communities struggle with daily—a first step in closing gaps. In another major endeavor, ISLG was selected by the Manhattan district attorney’s office to spearhead a $250 million program of criminal justice initiatives funded by forfeitures from financial crime prosecutions. And when a federal monitor overseeing NYPD policy reforms wanted to study whether police body cameras change community experiences and perceptions, he reached out to the institute to help create a citywide research survey that would be conducted by CUNY students.

“State and local governments are good at the basic services they have to deliver,” Jacobson said, “but they don’t have a lot of time or capacity to think about how to do things differently or to look at what others are doing around the country. An institute like ours can bring that capacity—the research, the analysis, the technical assistance and training—whether it’s about thinking differently about tax policy or reducing the size of your jails.”

Jacobson has deep roots at CUNY and said he long thought it would be the right place for the institute. He earned his Ph.D. in sociology at the CUNY Graduate Center and later spent seven years on the faculty of John Jay College of Criminal Justice before leaving to run the Vera Institute of Justice. He returned to CUNY when Shaw recruited him to start the institute.

“I always felt that as the biggest urban public university CUNY could and should have a real presence in the whole world of working with governments and training students and faculty for government, not just in New York City but nationally,” Jacobson said. To that end, he has put together a team of high-level researchers and policy specialists with experience in government, academic study and the foundation world.

“We want to see a pipeline of CUNY students come through our doors because exposure to real-life projects really makes a difference.”

Here is a look at a few of the institute’s major projects:

**REDUCING LOCAL JAIL POPULATIONS**

There are more jails than colleges in the United States—a strong indicator of the mass incarceration that drives support for criminal justice reform. But what gets too little attention, say advocates of penal reform, is the overuse of local jails to house people accused of nonviolent offenses while their cases make their way through the system, including many who are incarcerated for weeks or months only because they are too poor to post bail.

“Eleven million people a year are going to jail—nearly triple the number 30 years ago. That’s an astounding number,” said Jacobson. “City and county jails have the same overcrowding and racial disparities as large prisons but often don’t have the resources or expertise to do anything about it.”

In 2014, ISLG helped the MacArthur Foundation launch a $100 million initiative called the Safety and Justice Challenge, an open call to local jurisdictions across the country to compete for grants of up to $2 million a year to help them change the way they use their jails and make their local justice systems more fair and effective. “We got 190 applications, so clearly there was a sense that people were ready for reform,” Jacobson said. “It’s obviously a very complicated thing, but there are two simple goals: shrink your system and improve your racial and ethnic disparities within your system.”

Twenty jurisdictions were selected, and since 2015 ISLG has been working with local officials on their goals, their strategies and methods for reaching them, and their benchmarks for measuring progress. The project, directed by Daly, has a team of eight ISLG staff members, including six who regularly visit the sites to work with local officials.

“These 20 counties have determined that there are too many people in their jails and too many people who don’t belong there—people who can’t pay small amounts of bail, people there for low-level offenses who don’t pose a risk,” Daly said. “They are looking at all the decision points in criminal justice that drive jail populations, from arrest through sentencing. Case-processing time is an area that can have a big impact and a lot of our sites are working on ways of reducing it in their systems.”

The Safety and Justice Challenge will continue for several years, and ISLG hopes it will yield reforms and practices that are adopted beyond the 20 jurisdictions. “We want this to have an impact nationally,” Jacobson said.

**EQUALITY INDICATORS**

How do you measure inequality? And how do you change it? These broad and deeply complex social questions are at the heart of one of the most significant initiatives undertaken by ISLG.

The project, supported by the Rockefeller Foundation, uses hard data on six themes—economy, education, health, housing, justice and services. It breaks down the multi-
CRIMINAL JUSTICE INVESTMENT INITIATIVE

In 2014, Manhattan District Attorney Cyrus Vance Jr. had an enviable problem: How to spend hundreds of millions of dollars on programs to improve public safety, prevent crime and promote a fair and effective justice system. The fund came from penalties levied against three international banks prosecuted by his office and the U.S. Justice Department for violating federal sanctions. Vance designated $250 million for a project he named the Criminal Justice Investment Initiative (CJII) and put out a request for proposals to create a blueprint for investing the money and carrying it out. ISLG got the job.

Jacobson said the project’s real value, ultimately, is in helping local officials and leaders in cities throughout the country adopt evidence-based policies. “It’s important for jurisdictions to look closely at the data they have to really understand what’s going on, what’s working, and where improvement needs to be made,” he said.

dimensional nature of inequalities into 96 “proxy indicators” — disparities in misdemeanor or arrest rates as a measure of fairness of the justice system, for instance, or Common Core data as an indicator of educational performance — to tease out the drivers of inequality and whether a city’s policies are a contributing or mitigating factor.

“It’s not news to anyone that there are disparities in, say, math performance, but it’s important to track how those disparities are changing as a city makes efforts to address them,” said Victoria Lawson, the Equality Indicators project director. “We want to see whether they’re improving or whether this is an area where more attention is needed.”

ISLG developed Equality Indicators first for New York City and began expanding it earlier this year to five other cities: Pittsburgh, Tulsa, Okla.; Dallas, St. Louis; and Oakland, Calif. “The idea is to be more than an academic exercise — we want this to be about how data can be used to drive change and move the needle,” Lawson said. “The first step is knowing who is most disadvantaged and what the disparities are. Then we can make recommendations based on where we see things changing and where they’re not.”

Jacobson said the project’s real value, ultimately, is in helping local officials and leaders in cities throughout the country adopt evidence-based policies. “It’s important for jurisdictions to look closely at the data they have to really understand what’s going on, what’s working, and where improvement needs to be made,” he said.

TAPPING CUNY STUDENTS

A federal monitor was appointed as part of the 2013 court finding that the New York Police Department’s stop-and-frisk practices were unconstitutional. Last year, the monitor asked ISLG to help conduct a study of a pilot program to outfit police with body cameras in communities with the highest incidence of stop-and-frisk. “What the monitor wanted was our ability to use CUNY students to do interviews in and around public housing to supplement their polling,” Jacobson said. “Fifteen thousand CUNY students live in public housing so we jumped at that project. It was a way to get students involved and give them an experience they could use in their classes.”

ISLG partnered with the CUNY Service Corps, which provides students with paid work experiences on projects with community-based organizations and government agencies. In April, under the direction of Neal Palmer, an ISLG senior research associate, 39 students were trained and then sent out to 10 police precincts to interview hundreds of residents. About half the surveys were conducted in precincts where body cameras were going to be implemented first and the other half were conducted in neighborhoods where police would not yet have body cameras. A follow-up survey will be conducted later to determine if the cameras have an impact on police practices and residents’ experiences and perceptions of the police.
**Going Global**

**Guttman Enhances Coursework With Trips Ranging From the Ecuadorian Rain Forest to Berlin and Alaska**

**Far From Their Campus**

In New York City, eight Guttman Community College students hike through the darkness of a rain forest in Ecuador, surrounded by tropical scents and sounds, seeking to identify, document, and, at times, collect nocturnal species from the tropical reserve.

The Guttman students, who spent 17 days in July at various sites in Ecuador, were participating in a unique community college experience — ”Global Guttman.” The program started in 2014 and imbeds short-term international trips into coursework, with travel beyond the campus, city and country. Since the program began, two years after the college was founded, 91 students have traveled to cities, states and countries, including Alaska, Berlin, Belize, Chile, Ecuador, Jamaica, and Nicaragua. Often students in the Global Guttman program include those who have never been out of New York State, or even the city, children of immigrants and, of course, since this is CUNY — students who are immigrants, said Katie Wilson, a Guttman urban studies instructor and coordinator of the Global Guttman initiative.

The students’ expenses are fully funded from the college endowment. They start their course studies before they leave and continue them after they return. They sometimes also conduct Skype classes with partner organizations before they depart.

On the Global Guttman trip to Ecuador, the students spent five days in the Itapoa Reserve, led by Guttman science instructor Derek Tesser. Located in the southwestern province of Esmeraldas, the area has approximately 11,000 plant species as well as hundreds of reptile and amphibian species, and is considered one of the most beautiful places in the country.

The Itapoa Reserve is “more diverse than the Amazon, by area” said Tesser, “and every year we go down, we find a species that has not been documented in the area before.”

Environmental studies in Ecuador and other countries have been enhanced by Guttman students, and have made significant contributions to research infrastructure development while pushing boundaries as an author, peer reviewer for major national and international journals and respected mentor.

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Brooklyn College for the “Collegiate Science and Technology Entry Program (CSTEP).”

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**Brooklyn College for the “Collegiate Science and Technology Entry Program (CSTEP).”**

**John Mogulescu**, Dean of the CUNY School of Professional Studies and Senior University Dean for Academic Affairs, was honored by The Workforce Professionals Training Institute for his many years of service to CUNY and New York City and for his strong leadership and commitment to innovation.

**Patricia Broderick** of City College has received a $300,000 grant from Indian Angel Networks for The Broderick Probe® series of Nano biosensors. Smaller than a human hair, the Nano biosensors video-track live neurotransmitter signals online, in real time in the natural state as well as diseased state for direct comparison of probable causal issues of neurodegeneration. They promise to enable personalized medicine for such brain diseases as Parkinson’s, Alzheimer’s, stroke and epilepsy.

The funds will advance development of the probe by Laxxenne Nanotechnologies Inc. in concert with CUNY’s Technology Commercialization Office.

The Graduate Center has received a $2,500,000 gift from James and Cathleen Stone to research multiple forms of socio-economic inequality. In recognition of the gift, the Luxembourg Income Study Center will be renamed the James M. and Cathleen D. Stone Center on Luxembourg Income Study. The Luxembourg Income Study Center has received several large grants to conduct research on a range of topics including income, poverty, and well being in Luxembourg, as well as tracking income inequality.

The Graduate Center’s director, John de Winter, said, “We are deeply grateful for this generous gift. The James and Cathleen Stone Center will be the core of our Center for Luxembourg Income Study. The Graduate Center is excited to have a center focused on the Luxembourg Income Study since it has been a source of important research on inequality and poverty.”

The Graduate Center in 2009, will continue to serve as director.

Two City College faculty members have been inducted as Fellows of the Royal Society of Chemistry, the world’s leading community of chemical scientists. **Mahesh Lakshman** has more than $3.5 million in grant awards and has made significant contributions to research infrastructure development while pushing boundaries as an author, peer reviewer for major national and international journals and respected mentor.

**George John** was honored for his major contributions to functional molecular materials from renewable resources and green nanotechnology. His research has included developing an eco-friendly biodegrable green “herding” agent that can be used to clean up light crude oil spills on water.

**Setha Low** of The Graduate Center (Anthropology/Environmental Psychology), whose novel research focuses on the anthropology of space and place, has been awarded the inaugural Senior Scholar Award from the Society of Urban, National and Transnational/Global Anthropology. The award recognizes outstanding academics for their scholarly publications, teaching, mentoring, service to urban, national and transnational anthropology, and contributions to public debates. Low is the director and one of the founders of The Graduate Center’s Public Space Research Group, which focuses on the relationship of public space to people and communities within the context of legal, political, and economic forces.

**Continued from page 11**

**Guttman students in the rain forest of Ecuador with the leader of the group, biology instructor Derek Tesser, far right, stop to look at one of the reptile species.** At Kyle McDonald’s Ecosystem Science lab at City College, a CUNY multicollage project is building and programming drones for remote-sensing research in South America.

“I got to speak to many of the locals in my native language and had many great experiences. But getting to the Itapoa Reserve was different ... I enjoy hiking, but this time it was a whole new environment.”

Tesser, who knows the reserve well, is aware of how intense the experience can be. “I wish you could see their faces when they are leaving the rain forest,” Tesser said of his students. “It is such a physically and emotionally demanding place. They learn the real priorities in life. And they don’t use their cell phones.”

Among those who went on the trip was Tatiana Paulino, who immigrated to the United States when she was a child. This was her first trip out of the United States since then.

“The night we saw the sky full of stars brought tears to all of our eyes. Some of us had never seen the sky so alive as we did then. Personally, I had not seen the sky so full of stars since my years living in Chile,” said Paulino. “Perhaps if more people were to feel, smell, hear and see the delicate balance that exists in a place like that, we would all do more to preserve it and take care of it.”

**Guttman students in the tropical rainforest of Peru.**

The students spoke of the opportunity to connect with local residents, attending a town meeting near the rain forest and hearing the discussions regarding the protection of the forests versus the need for industrialization. They also studied issues that included air and water pollution and disease prevention.

With the diversity of the Guttman students’ backgrounds, the trip was an experience at other levels, as well. “Since my family is from the Dominican Republic, I felt at home in Ecuador,” said Giobri Sueno.
Justice Undone: False History Undermined the Convictions of the Nazi Malmedy Killers

In 1944, a notorious combat unit of the Nazi Party executed 84 captured American soldiers — an episode that became known as the Malmedy Massacre. Most of the Germans were later captured, convicted of war crimes and sentenced to death – only to be released years later for reasons that Brooklyn College historian Steven Remy says is the stuff of false history. In The Malmedy Massacre: The War Crimes Trial Controversy, Remy investigates the truth about the worst atrocity against American soldiers in World War II and the mythology that grew out of it. Following are edited excerpts of a recent interview with Remy for CUNY’s Book Beat podcast.

Before we get to the false history, let’s talk about the truth. What actually happened on Dec. 17, 1944?

It was the second day of a surprise German counteroffensive in southern Belgium that became known as the Battle of the Bulge. Hitler had it in his mind that the Germans would capture Antwerp, the most important port supplying Allied forces after D-Day. His plan had no chance of success, but the Germans did punch a wedge, a bulge, into American-occupied Belgium. It was on that second day that a Waffen SS unit captured and executed this large group of American soldiers in a snowy field outside the Belgian town of Malmedy.

How were the Waffen SS men brought to justice?

The news shocked the American public, mainly because it was reported immediately and massacres of this type were unheard of between German and American forces. Until this event they both had observed the rules of war and then the Germans broke it in a very dramatic way. Dwight Eisenhower, the supreme allied commander, vowed to hold the perpetrators accountable and made the investigation of the case a top priority of a new division of the War Department that was created to prosecute war crimes. The investigators did a remarkable job locating the Waffen SS men, but this was one of the few high-profile war crimes cases in which there wasn’t an abundant amount of documentary evidence. The investigators realized the accused would have to confess themselves – they would have to confess and accuse others. And they did. They were convicted in a U.S. military court on the site of the former concentration camp at Dachau.

Here’s where the story takes a turn – an alternative version of the case that took hold and led to all the Germans being released. How did that come about?

The investigation had been led by an Austrian-born Jewish refugee named William Pearl. There were thousands of Jewish refugees who came to the United States before the war, became naturalized citizens and served in the Army in the war. Many served as interrogators or counterintelligence agents, and after the war some were war-crime investigators, including Pearl and several of his investigators. After the trial, the knowledge that the investigators were Jewish led to a narrative in Germany and the United States of Jewish revenge – that the interrogators had brutally tortured the suspects and forced false confessions out of them. I argue in the book that those claims are complete nonsense. But in the emerging free press of the western occupied zones of Germany, and in the United States press, including Time magazine, these claims were reported as factual.

‘The investigators did a remarkable job locating the Waffen SS men, but this was one of the few high-profile war crimes cases in which there wasn’t an abundant amount of documentary evidence. The investigators realized the accused would have to confess themselves – they would have to confess and accuse others. And they did.’

No Affordable Housing

Zoned Out: Race, Displacement, and City Planning, co-edited by Tom Angotti, professor of urban affairs and planning at Hunter, and Sylvia Morse, looks at the impact of government planning and housing policies on communities of color. Gentrification and displacement occur, and zoning policies are a major cause. Race matters, but the city ignores it when shaping land use and housing policies. Promises of “affordable housing” are not met.

Revelatory Racism in Verse

Poet Patricia Smith’s latest collection, Incendiar Art, revisits the devastating murder of Emmett Till and what is revelatory about history. Author of six critically acclaimed volumes of poetry, Smith is a professor of English at the College of Staten Island. Her poems have been described as having an “urgent voice on the page that is exuberant, sharp and questing in its search for understanding of the fatalities that besige black life in America.”

Federalists and America’s Survival

In A Sovereign People: The Crisis of the 1790s and the Birth of American Nationalism, Carol Berkin, professor of history at Bard, argues that the young nation would not have survived without the interventions of the Federalists, above all George Washington, Alexander Hamilton and John Adams, who extended the government’s power and funded off foreign attempts to subvert American sovereignty.

Stoicism for a Modern Life

How to Be a Stoic: Using Ancient Philosophy to Live a Modern Life, Massimo Pigliucci, professor of philosophy at City College, explains ancient philosophy that inspired Roman emperor Marcus Aurelius. By understanding stoicism, a pragmatic philosophy that teaches us to act in terms of what is within our control, we learn to answer our crucial questions.

Take the 7 Train Across the Planet

International Express: New Yorkers are the 7 Train by William Kornblum, professor of sociology at the Graduate Center, and Stephen Tonnelat, explores the ethnic and immigration story of New York City, from Bowery Saloons to Cocktail Bars in New York City. He spent years exploring the changing face of the city through the burgeoning bar scene of Lower Manhattan.

Turning Old Jobs Into New Careers

“A sociologist walks in a bar... and discovers the soul of a new economy.” So quipped The Wall Street Journal about Masters of Craft: Old Jobs in the New Urban Economy, John Jay College sociology professor Richard E. Ocejo’s new book about well-educated young people who are taking traditionally humble service jobs – bartending, distilling, barbering and butchering – and turning them into craft careers worthy of being considered hip.

Ocejo interviewed dozens of young New Yorkers who could have pursued 21st-century careers but were drawn to creative, high-end versions of occupations historically populated by those without options for upward mobility. To better understand the trend, Ocejo himself took an internship at a butcher at Dickson’s Farmstand Meats in Chelsea Market. In a recent interview with Kai Rysdall of the public radio program “Marketplace,” he described the intricate process – and emotional fulfillment – of creating an artisanal hamburger patty.

For the practitioners, Ocejo found, the new craft occupations “really reinvigorated them with this sense of meaning, this sense of craft, and this idea that the process that they were going through was going to enhance the quality and specialness of their products and services.” He added, “I really expected to see them kind of moonlighting, doing it, say, out of some kind of hipster irony or something.

These are very serious pursuits that they wanted to be doing when they could have been doing something else.”

Ocejo has developed a niche applying his academic approach to books of immersive, sharply observed reporting: equal parts sociology, anthropology, economics and first-person narrative journalism. For his previous book, Upscaling Downtown: From Bowery Saloons to Cocktail Bars in New York City, he spent years exploring the changing face of the city through the burgeoning bar scene of Lower Manhattan.

New Titles/CUNY Authors

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NEW HEALTH PLAN RATES
If you haven’t done so already, please check the new health plan rates effective July 1, 2017, and set by the New York City Office of Labor Relations (OLR). You can click on Health Plan Rate Comparison — July 2017 to compare the 2016 rates with the July 2017 rates. The chart includes a separate column to highlight the increase or decrease in some premiums. For other health plan changes as of July 1 please see HIP Prime HMO Plan Changes.

Also, in regard to Opioid Treatment Drug Coverage: Your base health plan will cover you and your dependents for medicines used to treat substance-use disorders. This includes medicines usually prescribed for opioid addiction and dependence. These medicines, along with counseling and behavioral therapies, can successfully treat these disorders and help with recovery. Visit your health plan for a list of covered opioid medicines and copays. Or call your Human Resources Office for more information.

WORK/LIFE PROGRAM HELPS
A new semester is exhilarating, but it also can be stressful for employees, particularly if other life challenges remain unresolved. Recognizing this, the University provides a way to obtain a wide range of free help, advice and referrals through its CUNY Work/Life Program, administered by Deer Oaks Employment Assistance. Help is provided for issues related to parenting, aging, working and more.

There are also online seminars and articles. A new online seminar on “Information Overload,” will be available on Sept. 19. The seminar is intended to help manage “the enormous amount of information that is thrown at you … understand what contributes to information overload and apply tips and tools for effectively managing information.” Typically, new seminars are uploaded on the third Tuesday of each month, older ones are archived. There is space for questions, which are answered by email within five business days; all questions and answers are also posted on the FAQ tab.

New articles discuss exercise for children, how to find substance abuse treatment and various aspects of caregiving such as “caregiver stress” and “long-distance caregiving.”

To access the site visit deeroakseap.com, then click on “member login.” User name and password are both CUNY. If you prefer to speak with a counselor, there is a 24-hour, seven-day-a-week number to call: 855-492-3633.

‘Managing the enormous amount of information that is thrown at you is difficult. Understand what contributes to information overload and apply tips and tools for effectively managing information.’

PROFESSIONAL DEVELOPMENT
PDLM is the well-known abbreviation for CUNY’s Professional Development and Learning Management Office, which provides training and other opportunities for university employees. Please check the PDLM site: cuny.edu/ProfessionalDevelopment.

RETIREMENT SAVINGS
And finally, don’t forget to make sure you are doing all you can to save for retirement. Learn more here: cuny.edu/RetireSavings
A $4 MILLION ALLOCATION from the state’s new Excelsior Scholarship program is enabling CUNY to slash the high cost of textbooks by switching to free Open Educational Resources, or OER, for many of the classes most in demand on the University’s campuses. 

OERs — openly licensed books and other materials that can be downloaded, edited and shared — are replacing expensive textbooks in dozens of courses across CUNY this fall, thanks to the Excelsior legislation signed into law by Gov. Andrew M. Cuomo in April. The driving force of Excelsior is to offer qualifying students tuition-free education at CUNY and SUNY colleges, but that still leaves the expense of textbooks, which can total as much as $1,200 a year. Using some of the program’s funds to shift heavily enrolled courses from textbooks to open resources will have a major impact on the cost of college for all students.

“Skyrocketing book costs often lead students to drop a course, or to try to make do without required texts,” Chancellor James B. Milliken said. “Open Educational Resources will provide important financial relief for many of our students and their families, while helping improve student performance, class completion and accelerated graduation rates. OER and Excelsior are moving us ever closer to a future in which quality higher education is accessible to all low- and middle-income New Yorkers at no cost.”

The total allocation for OER from the Excelsior program is $8 million, split evenly between CUNY and SUNY. The two systems are collaborating on strategies to convert commonly used textbooks to OER. The one-time grants to colleges cover faculty stipends for course development and training, along with money for technical support. It’s estimated that the investment will yield savings to students amounting to more than $4.5 million in the first year of implementation and cumulatively $22 million by the fourth year.

Over the past decade, the average cost of college textbooks has increased a staggering 73 percent, more than four times the rate of inflation, according to data gathered by Student Public Interest Research Groups, an independent national student organization. Individual textbooks often cost more than $200. At CUNY in recent years, some colleges have responded by adopting OER for a few courses on an ad hoc basis. But the allocation from the state is a game changer: Led by the Office of Library Services, the University’s goal is to convert at least 350 high-enrollment courses — those with five or more sections — to OER. That will eliminate textbook costs from some 1,750 classes University-wide.

“It’s extraordinary,” said Ann Fiddler, who coordinates the office’s open-education initiatives. “In prior years, we had some grassroots efforts on campuses but when we put out an RFP for the use of the Excelsior funds, we got 100 percent participation. The colleges are saying, ‘This is an opportunity we can’t miss.’ We’ve identified 255 courses through proposals, and we expect that number to grow as enthusiasm spreads and we can identify more and more sections. We’re trying to reach as many students as we can and make zero-textbook-cost courses an institutionalized thing.”

At Lehman College, for instance, 15 courses are being convert to OER this academic year, a move that the college estimates will save students $240,000 this year. “Textbook costs are an even bigger deal than we realized,” said Stacy Katz, one of the Lehman librarians coordinating the initiative. “Students with high textbook costs take fewer classes and have increased rates in dropping classes.”

Participating faculty members can customize their teaching materials to be more innovative and tailored to their classes, Katz said, adding that research shows that many students are more engaged and perform better in classes that use OER instead of traditional textbooks.

Yuri Gorokhovich, an associate professor in the Department of Earth, Environmental, and Geospatial Sciences, was one of three Lehman faculty members to participate in a pilot OER program last year. “OER pushed me to search for new material on the subject of the class,” he said. “Instead of adapting a book for the class, I feel like I am adapting a world for the class.”

One CUNY campus that has been a trailblazer on OER is Borough of Manhattan Community College, where faculty have already taught 175 sections of zero-textbook-cost courses, resulting in an estimated annual savings of $450,000 for more than 4,000 students. By Fall 2017, cumulative savings for BMCC students will be more than $1 million. BMCC is also at the leading edge of efforts to enable students to attain degrees in some majors without spending any money on textbooks. BMCC’s criminal justice degree program will be fully converted by next fall.

Another leader has been Queensborough Community College, where courses ranging from sociology to physics have dropped traditional textbooks in favor of materials accessed online with the support of the staff of Kurt R. Schmeller Library. “OER courses serve several purposes,” said Maria Mercedes Franco, associate professor and chair of the mathematics and computer science department. “Lowering, or eliminating altogether, the costs of instructional materials for students or departments is a great incentive. But OERs also invite faculty and departments to engage with instructional technologies and to become active members of the larger virtual world of seasoned educators who are reshaping how instruction is delivered.”

The total allocation for OER from the Excelsior program is $8 million, split evenly between CUNY and SUNY. The two systems are collaborating on strategies to convert commonly used textbooks to OER.

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City College’s John Martin has received a $4,270,000 grant from the NYS Department of Health for a project to translate a promising therapy for improving arm and hand function after cervical spinal cord injury from animal models to humans. His collaborators include Kara McVay, Brian A. Luedtke, and Luis Cardoso of CCNY’s Grove School of Engineering; Jason Carmel at the Burke Medical Research Institute, and Noam Haral of the James J. Peters VA Medical Center and the Mount Sinai Medical School. Daniel Gardener of Hunter College has received two grants from the NYS Office of Children and Family Services: $100,000 for “Protective Service for Adults Training, Resource System”; and $223,508 for “Statewide Local District Workforce Development Training.”

The Andrew W. Mellon Foundation has awarded CUNY a $541,000 four-and-one-half year grant for a program to enhance faculty diversity. Situated at four colleges: Brooklyn, City, Hunter and Queens, the goal is to increase the retention rate of a diverse professoriate. University Dean Arlene Torres of the Office of Human Resources Management serves as PI.

Lehman College journalism professor Miguel Perez has received the Hilduribus Award for Journalism of the Institute for Latin Studies for his exemplary service to the Latino community and his long career covering stories in the community. The former chair of Lehman’s journalism, communications, and theater department, he is working on the project HiddenHispanicHeritage.com, in which he documents the history of Latinos in North America.

Karla Smith Fuller of Guttman Community College Biology Teaching Award for Excellence in Teaching. She won in her biology teaching. She is a two-year college biology educator who employs new and creative techniques in classroom teaching.

Gilda A. Barabino, dean and Berg Professor in City College’s Grove School of Engineering, has received the William W. Grimes Award for Excellence in Chemical Engineering of the American Institute of Chemical Engineers. She was honored for her achievements as a distinguished role model for underrepresented minorities in chemical engineering through mentoring, contributions to the community and outstanding scientific contributions to the advancement of chemical engineering. The first African-American woman to serve as engineering dean at a non-HBCU college, Barabino is a leading researcher in sickle cell disease and cellular and tissue engineering.

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