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THE FIRST WORD

Key Milestones, United Goals

FIFTY YEARS AGO, a group of colleges in New York City — City College, Hunter College, Brooklyn College, Queens College, Staten Island Community College, Bronx Community College and Queensborough Community College — officially became a new system: The City University of New York. In 1961, with a stroke of his pen, Gov. Nelson Rockefeller established the CUNY system and added doctoral programs to its degree offerings, effectively creating the Graduate School and University Center.

Though the genesis of CUNY is traced back to the founding of The Free Academy (later City College) in 1847, the creation of an integrated public system in New York City, one that offers the highest academic degree, is an important milestone. CUNY epitomizes the fundamental purpose of public higher education, offering opportunities to access advanced education at every level through the 24 colleges and schools that now comprise the University.

Of course, developing an integrated system requires much more than signing a bill. Bringing together distinct colleges, each with its own traditions and character, requires the effort and determination of the entire University community to create something greater than the sum of its parts — namely, a richer experience for the system’s students.

Prior to my appointment as Chancellor in 1999, a mayoral task force on the University issued its report, “The City University of New York: An Institution Adrift.” Among its many recommendations — including the creation of clear standards, assessment methods and accountability policies — the task force pointedly advised: “CUNY must strive to become a unified, coherent, integrated public university system, for the first time in its history.”

Over the past decade, the CUNY community has comprehensively responded to the need to embrace clearly defined, nationally normed academic and operational standards. And today, we continue our work to become a “unified, coherent, integrated public university system.” The Pathways to Degree Completion initiative to improve general education and transfer across the University is a major step toward true integration, as it brings together the entire CUNY community to align curricula to rigorous learning objectives, encourage students’ intellectual exploration and clarify the transfer process. The more cohesively the University can operate, the more we can help students fully engage with the learning process and their academic goals.

Likewise, we continue to take steps to increase the University’s research capacity through an integrated approach. We are leveraging the strength of the entire University to encourage cutting-edge research throughout the colleges by increasing funding to Ph.D. students, upgrading laboratories across our campuses, intensifying our faculty recruiting efforts — particularly through the Chancellor’s Faculty Fund — and building or modernizing facilities, including the Advanced Science Research Center now under construction.

It is the talent and dedication of our faculty and students that will always drive the CUNY system “to encourage excellence and efficiency,” as the task force put it 12 years ago. The articles about online learning at CUNY in this issue of Salute to Scholars reflect one important manifestation of that enduring commitment. Every day, your work to place serious academic inquiry and intellectual reflection at the center of the CUNY experience advances the mission of the integrated University and the possibilities for the future. I thank you for that vital commitment.

— Matthew Goldstein, Chancellor

ON THE COVER: Since the first online courses were taught at CUNY in the late 1990s, online education has evolved through several waves of technology, branching out widely from the sedate “distance learning” model that began nationwide two decades ago. Today’s online instruction comprises a dynamic array of approaches including “live” virtual classrooms that use Web tools like GoToMeeting, Skype or Elluminate. Students can leave comments in text, audio or video files and many can work from their smartphones as well as their laptops. “If students are constantly looking at their (mobile) devices, why aren’t we putting educational content on them?” says Adam S. Wandt, an instructor and deputy chair of academic technology of the Department of Public Management at John Jay College of Criminal Justice.
C APPING the University’s decade-long drive for a stable tuition policy, Gov. Andrew Cuomo and the state Legislature authorized modest, predictable tuition increases while protecting needy students who receive Tuition Assistance Program aid and guaranteeing that New York’s financial support of CUNY won’t diminish in the next five years unless a fiscal emergency is declared.

The agreement in June came as the Board of Trustees took steps to make sure that students who transfer within CUNY will get credit for courses they have taken on any of its campuses. These changes are expected to improve graduation rates, help more students earn their degrees on time and save money for students and the University — all while raising academic quality.

The tuition policy, which covers both CUNY and SUNY, places the state at the vanguard of innovative financing to sustain and grow public higher education. Known as the CUNY Compact, the policy was conceived by Chancellor Matthew Goldstein early in the decade, and with the help of countless speeches, legislative testimony and private conversations, it steadily gained support.

“This change will reverberate for many years ahead for this University,” said Goldstein. “It will finally give us the economic stability that we have longed for.”

The policy also earned praise nationally. “I don’t know of any other state that is trying anything like this,” said Terry W. Hartle, senior vice president at the American Council of Education. “The long-term trend in state support for higher education has been down for the last 40 years. New York has been no exception. This is an extraordinarily important step. The unique part is that in an era when public support for public higher education is hemorrhaging, New York State has provided predictability.”

The CUNY Compact has four facets:

• A state “maintenance of effort” commitment not to reduce financial support over the prior year, although it may increase it. In the two prior years, state aid fell some $300 million. The governor could suspend this new commitment by declaring a financial emergency, but Goldstein said, “If we did not declare a state of emergency in this past year [when the state faced a huge budget gap], it is hard to see, short of a cataclysmic event, that it would happen.”

• Modest but regular tuition increases, instead of erratic jumps of up to 40 percent, usually in bad economic times when students could least afford it. Now tuition can rise as much as $300 a year in each of five years.

• More philanthropic contributions, which under Goldstein’s prodding have risen from $35 million a dozen years ago to more than $200 million a year now.

• More efficient operations.

As the Chancellor and his team broadened support for this plan through the years, the State University of New York got on the bandwagon. The new legislation makes tuition in each of the next five years for undergraduates from New York State, it builds in an offset for students who receive full aid under the Tuition Assistance Program (TAP). Those who receive less than the full TAP allocation will receive partial offsets, according to a formula that has yet to be devised.

In a significant break from past practice, the state is allowing the University to keep all revenues from the new tuition, rather than shunting most of it to state coffers.

New transfer policies and a new general education framework — unanimously approved by the Board of Trustees in June — will ensure that students who transfer within CUNY will get credit for courses they’ve taken on any of its campuses.

The 42-credit general education framework will include a 30-credit “Common Core” for all campuses and 12 “College Option” credits that each campus with baccalaureate programs will designate. Currently, general education requirements vary by campus from 39 to 63 credits, with an average of 61 credits.

Chancellor Goldstein said the new framework “will strengthen and lift the quality of education at our community colleges and help align coursework more consistently with the senior colleges, further enhancing opportunities for student advancement.” The Chancellor noted the new framework is equal to, or exceeds, national standards for general education at top-quality public universities, including University of North Carolina (42); University of California, Los Angeles (50); and State University of New York (30).

A task force of distinguished educators, led by CUNY Law School Dean Michelle Anderson, will tackle the complexities of developing the new Common Core. The panel, which met for the first time in August, is comprised of two committees appointed by the Chancellor after consultation with the Council of Presidents and the leadership of the University Faculty and Student Senates: the 16-member steering committee, and a 39-member working committee to advise it and serve as a two-way communication channel between the steering committee and the individual colleges. The task force includes faculty and student representatives from every CUNY college, as well as representatives of every liberal arts major and transfer major of significant size.

The task force will meet again in October and a preliminary draft of the Common Core proposal will be completed by Nov. 1. It then will be circulated for feedback from the campuses before it heads to the Chancellor for approval in December. Once approved, each undergraduate college will specify individual courses that meet the 30-credit Core requirements.

In fall 2010, approximately 10,000 undergraduates transferred from one CUNY campus to another. Transfer, particularly from community to senior colleges, has become common here as it has elsewhere, as the University has shifted remedial courses to community colleges and students have taken advantage of lower tuition at community colleges during the recent recession. More than half of the graduates from every senior college are transfer students. The trustees’ action recognizes “that community college students, who transfer, especially after graduation, are as well prepared as those who start in a four-year college,” said Eduardo J. Marti, Vice Chancellor for Community Colleges.
THE WORLD’S RIVERS are in deep trouble, says Charles Vörösmarty, professor of civil engineering and director of CUNY’s Environmental Crossroads Initiative at City College. Nearly 80 percent of the world’s rivers are so adversely affected by humanity’s footprint that the drinking water of 5 billion people and the survival of 10,000-20,000 aquatic species are threatened, according to a report published last year in the journal Nature.

“This is quite alarming to us,” says Vörösmarty, a distinguished scientist with the NOAA-Cooperative Remote Sensing Science and Technology Center and the lead author of the study entitled, “Global Threats to Human Water Security and River Biodiversity.”

“This is a pandemic problem that is now part of the contemporary world.”

Scientists examined how 23 different human influences, including dams, pollution from heavy metals and sewage treatment plants, irrigation and overfishing affect water security. The study shows that some of the highest threat levels exist in the United States (the worst threats to aquatic species are in the southeastern states, including the Mississippi River) and in Europe.

“The way we’ve gone about business currently is to impair these river systems and basically live with the problem and throw very sophisticated engineering and technology solutions to try to fix these issues after they have come to pass,” says Vörösmarty. “That’s very costly and inefficient. If we try to forge a more sustainable pathway for our society, what we suggest is that we prevent the problems from arising in the first place.”

New York City’s watershed, which provides some of the cleanest and safest drinking water in the country, is a good example, says Vörösmarty, of how the water supply should be managed and protected. “From the federal level to the state level to the municipal level, we joined hands … if we didn’t invest in the protection of the watershed, we would be dealing with very costly treatment of what amounts to a much dirtier water,” he says.

Vörösmarty, who discussed the study’s findings at the Eco-Festival at Kingsborough Community College in April, insists that there should be a more proactive approach and a global sharing of information and tools to stop the degradation of rivers.

City College’s Vörösmarty proposes prevention vs. patching to improve water worldwide.

Top Praise for John Jay Mentor

ANTHONY CARPI, professor of Environmental Toxicology at John Jay College of Criminal Justice, is one of only 11 people in the U.S. to win the prestigious Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

The award identifies outstanding mentors who help minorities, women and people with disabilities work toward careers in science, technology, engineering and math.

Carpì received a $10,000 grant that will be used for student stipends for undergraduate research, and a chance to meet President Barack Obama at the White House earlier this year.

The president chatted with the winners about the importance of science and education, making clear that “science is a huge priority of his,” says Carpi. “And it was nice to engage with an Administration that prioritizes this.”

Read more about Carpi and his mentoring skills: www.cuny.edu/news/publications/salute-to-scholars/winter2011/prism
Brooklyn College Partnering in Major Film Production Program

By 2013, Brooklyn College and Steiner Film Studios at the Brooklyn Navy Yards — the largest film and television production facility on the East Coast — will offer new graduate film programs. The college and the studios will partner to create a comprehensive program that will include internships, production design, post-production, screenwriting, music scoring, entertainment industry management, and cinema studies.

The program is designed to offer the same accessibility and comprehensiveness as the existing Master of Fine Arts program in directing, cinematography, producing, and screenwriting, but with a stronger focus on film production and postproduction. According to Daniel Gurskis, chair of the Department of Film, "Our goal is to create affordable access to career opportunities in film and TV for New York City residents." He adds, "This program will make connections for future jobs."
CSI Specialist Creates A New Path to Mobility

Born with cerebral palsy, Julia Giannona, 16, spent most of her life in a wheelchair. But after being treated by Zaglioul Ahmed three years ago, she’s been able to walk with crutches. Ahmed, physical therapy assistant professor at the College of Staten Island, used the PathMaker Neural Stimulation System to treat Giannona and other patients in his private practice.

Ahmed invented the PathMaker, CUNY-trademarked method — which restores mobility in patients with neuromuscular damage, such as spinal cord injury, cerebral palsy and stroke — four years ago. He’s perfecting the procedure while working with scientists at City College’s Bioengineering Department on building the PathMaker prototype.

“I hope to have one device and procedure that can be easy to use on patients,” says Ahmed. It would be made available to doctors and therapists for use in their own clinics through a cooperative enterprise of Ahmed and the University.

With spinal cord injuries, both the connections from the brain to the spinal cord and the spinal cord are weakened. Ahmed’s methods involve applying simultaneous electrical pulses to the brain and muscles that strengthen these connections and improve function.

Ahmed received a $250,000 grant from the New York City Investment Fund, which he will use to conduct a clinical trial involving 96 patients at CSI in partnership with Staten Island University Hospital, starting this fall.

“Physical therapy and rehabilitation are the most important and effective treatments for all neurological conditions that involve the motor system,” says Ahmed. “But this has limitations. There are people who can’t stand up or walk and these are the patients that we propose to work on.”

Online Visitors, Too, Can Say ‘Hello, Louis’

The Louis Armstrong House Museum in Corona, Queens, is a treasure trove of memorabilia. Administered by Queens College, it holds the world’s most extensive archives devoted to one jazz musician. And now, most of the museum’s six collections can be searched online.

“Louis Armstrong is a figure with a worldwide appeal,” says Ricky Riccardi, an archivist at the museum. “The Armstrong archive has been opened since 1994, but a lot of people don’t exactly know what’s here and it’s our way of spelling it out. We’ve had researchers, who saw an item on the catalog, come to Queens College to see it in person.”

The museum’s varied collections consist of 5,000 sound recordings, 15,000 photographs, 30 films, 15,000 scrapbooks, 20 linear feet of letters and papers, and six trumpets.

“Anyone who spends a few hours at the archives will have a better appreciation for Armstrong the man,” says Riccardi, whose book What a Wonderful World: the Magic of Louis Armstrong’s Later Years was published in June. “He was a complex, intelligent human being, whose offstage humanity sometimes gets obscured by his musical accomplishments.”

Armstrong, who grew up in poverty in New Orleans, became wealthy enough to live anywhere, but he and his wife Lucille chose the modest Corona area of Queens in 1943. They spent the rest of their lives in their twostory brick home on 107th Street. The house, which is both a National and New York City landmark, looks much as it did when Lucille died in 1983. For decades, Satchmo, as Armstrong was known, recorded his everyday conversations in the home and on the road touring, while meticulously organizing his journals, letters, musical commentary and other materials until his death in 1971 at 71.

“Louis Armstrong was incredibly tuned in to what technology was popular at the time,” says Deslyn Dyer, Programs Officer at the museum. “He used a 1950s tape recorder, a reel-to-reel tape recorder — it was like having an iPod in the ’50s,” says Dyer. “He used to travel with it and he recorded life going by for two decades. A lot of the recordings are very personal so you feel like a fly on the wall when listening to some of them at the museum.”

Satchmo’s personal recordings are part of the focal Louis Armstrong Collection, which also includes scrapbooks, band manuscripts and other materials.

A grant from the Louis Armstrong Educational Foundation also led to the acquisition of the world’s largest private collection of Armstrong material from Jack Bradley, Armstrong’s friend and a noted jazz photographer. The Bradley collection has hundreds of candid, previously unpublished photographs taken or collected by Bradley over five decades. And, the Louis Armstrong House Collection holds all the furniture, appliances, paintings, decorations and art in the Corona house.

The project to create an online catalog of the Museum Collection was funded, in part, by a $105,384, two-year grant from the Museums for America program of the Institute of Museum and Library Services. The museum expects to have cataloging for all of its collections available online by the end of 2011.

“Louis Armstrong had a great sense of his importance and how many hearts he touched during his 50-year career,” says Dyer. “This collection is a real gift to all of us to have today and for generations to come.”
WHEN Carmella Marrone placed a small ad in a local Queens newspaper to announce a new job-training program for women at Queens College, she had seven seats to fill.

What happened took her by surprise.

On the day to interview candidates “we got to the center and 250 women were on the doorstep,” says Marrone, 63, executive director of Women and Work, a free job and life-skills learning program she launched in 1999 for low-income women. “The message it sent to me was how serious the situation was.”

Over the years, W&W has grown from a six-week program focusing on computer skills to a 15-week program that graduates 120 women each year and provides courses in technology, writing and comprehension, math, humanities, ESL, training in workplace culture skills; internships; and job-placement assistance at various financial institutions and companies like Verizon Wireless and Canon. W&W, which receives funding from the Liz Claiborne and Helena Rubinstein foundations, as well as others, serves another 80-100 women through its post-program and it recently piloted a part-time program that welcomes 50 women a year.

Within the first year, “we started getting responses from domestic violence shelters, from residential facilities,” says Marrone, who holds a bachelor’s degree in sociology and one in women’s studies, a master’s in applied social research from Queens College, and now is completing a Ph.D. in Sociology at the Graduate Center. “The word spread quickly that this was a program that was doing more than just teaching skills, but that it was investing in lives.”

In 2002, Marrone launched the post-graduation program so women who see advancement opportunities at work, but lack skills, can return to W&W to receive training. An important part of the program is that it allows the women to stay connected. There are 1,500 graduates — 73 percent are immigrants and 30 percent victims of domestic violence.

“Women have established a community here, a safe and secure environment,” says Marrone of the program, which requires women to have a high school or GED diploma. “Sometimes things aren’t going great out there and for them to know that they can pick up the phone and call us, is a wonderful thing.”

Gillian Nelson, a single mother of two girls and a graduate of the program, knows how crucial that is. A victim of domestic violence, she graduated from the program in 2004 and got a job selling ice-cream in the lobby at the Le Parker Meridien hotel. Nelson then learned of a vacant engineering mechanics position but she didn’t have the right skills. She called W&W, which sent her to a Non-Traditional Employment For Women organization, and the skills she learned there combined with the computer knowledge skills she acquired at W&W helped her land the job.

“I felt like I was stuck in mud and every step was a struggle,” says Nelson of her life before W&W. “Carmella’s program showed me that it can get better. Learning how to use the computer did a lot for me in terms of my self-esteem.”

W&W was born of Marrone’s personal struggle. She had enjoyed a successful corporate career in Atlanta, but after she was diagnosed with cancer in 1990, she lost her job, her house and divorced her husband. She had several surgeries and chemotherapy. Six months earlier, her grandmother had died of cancer and she didn’t want her mother and her daughter to have to live through another tragedy.

She retreated to a cabin in the north Georgia wilderness for a year where she lived alone and recovered. She moved in with her mother in Queens, enrolled at Queens College, began doing research on women in the workforce and the idea emerged. The goal of the program — which they call a “dream factory” — was “to empower women,” she says. “That was the dream, that was the vision and that’s what we’ve evolved into.”

Marrone has consistently received threatening phone calls or notes slipped under her office door from men who have abused the women in the program. In 2008, three masked men attacked her on a side street near the college with one shouting that if Marrone didn’t want him to beat his wife, he would beat her instead.

“Only cowards would behave in such a way,” she says. “Nobody on this earth is going to stop me from doing this work.”

‘Dream Factory’ Offers Skills, Jobs, Hugs

By Cathy Rainone
FROM HIS BASE AT CUNY, Michio Kaku has done as much as anyone in the country to bring high science to the masses. A professor of theoretical physics at City College, he is a pioneer of the concept known as string field theory, part of his life’s work to unify the four fundamental forces of nature. But an equal passion has been bringing the wonders of science — and visions of the future they will deliver — to popular culture. He hosts television and radio shows and published best-selling books, most recently Physics of the Future, a projection of how science will change daily life over the next century based on his interviews with 300 scientists who are now inventing the future in their labs.

In a recent conversation in his office at City College, Kaku talked about his path to popular futurologist, how he goes about trying to read the mind of God and why the most perfect place on earth might be a skating rink in Switzerland.

You are in a very select group in the world: a celebrity physicist. What forces of your own nature made that happen?

When I was a child I had two heroes. The first was Albert Einstein. Most people remember when Princess Diana died. I remember when Einstein died. I was 8 and everyone was talking about it. I became fascinated that he could not finish his greatest theory, the Theory of Everything. So I said to myself that’s for me. I want to be able to finish Einstein’s dream. But my other hero was literally a superhero: Flash Gordon. That introduced me to the whole world of the future — rocket ships, starships, ray guns, aliens in outer space. I said to myself, that’s for me. I began to realize that my two passions, the future and physics were really the same thing. All the wonders of the 21st century came from physics.

How does one go about trying to finish Einstein’s Theory of Everything?

I am trying to write a winning equation which will allow us to “read the mind of God” — those are Einstein’s words.

How do you do that on a daily basis — what’s your workday like?

We physicists are very much like composers. If you talk to a composer about how they create new melodies, well, first of all, they stare out the window and they have blocks of melodies dancing in their head. That’s how we physicists work. We spend most of our time staring out the window. When the equations seem to fit I write them down and then stare out the window again.

Your other passion is envisioning the future. What sorts of things do you see happening over the next few decades?

I predict that within 10 or 15 years we will have the Internet in our contact lenses and we will be able to blink and go online. And when you see somebody the contact lens will recognize who they are and display their biography right next to their name. So you will always know who to suck up to at any cocktail party. Also, invisibility is one of the hottest fields now. Millions of dollars are being spent to perfect the real McCoy — an invisibility cloak. I think we’ll have something approaching that in a few decades.

What’s your favorite place on earth?

My favorite place on earth is an ice rink. I am a figure skater. I like to spin and jump on the ice. And I like it because I can commune with the laws of physics.

You’ve mused about the possibility of time travel one day. Since that doesn’t appear imminent, is there a country you like to travel to?

I like Switzerland. It’s the land of Einstein. You can visit his house, where he did his undergraduate work. I visited the apartment where he discovered relativity. This is perhaps the most important apartment of the last hundred years, and it is the size of a little studio.

Every field has conferences. What happens when string theorists collide?

What string theorists do when we get together, believe it or not, is mountain climbing. I don’t know why. But I hate mountain climbing. I was in the United States infantry for two years. I had enough of bivouacking. But that’s what string theorists do. We go to Aspen every summer. Two of my friends actually died in mountain climbing accidents. Another colleague of mine, the one who figured out that string theory only exists in certain dimensions, died climbing in the Andes. He’d be famous now except he fell off a mountaintop. So I prefer to figure skate. Much safer than falling off a mountain.
CUNY Master’s Degree Graduates Excel

Aamod, Maryna and Himanshu are exceptional but they are not the exception. Record numbers of students are enrolling in CUNY’s master’s degree programs, a jump of nearly 20% over the past five years. CUNY now offers more than 100 graduate programs at colleges and professional schools in all five boroughs. Outstanding faculty mentor students and help them prepare for exciting careers. Visit CUNY now and prepare to excel.

Visit cuny.edu/graduate
All the News That’s Fit

Journalism courses now prepare students to be entrepreneurs in the growing world of New Media.

By Neill S. Rosenfeld

What are budding journalists to do when Old Media are tottering and New Media are battling for eyeball time? Go into the news business for themselves?

Well, maybe yes, as the CUNY Graduate School of Journalism’s new Tow-Knight Center for Entrepreneurial Journalism sees it. “What Stanford and MIT bring to the technology industry in nurturing innovation, we hope the Tow-Knight center will bring to journalism,” says dean Stephen B. Shepard.

The center is backed by two $3 million grants from The Tow Foundation and the John S. and James L. Knight Foundation, plus donations from other foundations and the J-School’s in-kind contributions of staff, technology and space.

In December the center awarded its first $40,000 in business-incubation grants to four Internet ventures — on health care transparency, news-based gaming, Nigerian police and a Brooklyn advertising cooperative.

Why innovate? At least 166 U.S. newspapers have folded or gone digital-only since March 2007, obliterating 35,000 jobs, says the Paper Cuts blog run by Erica Smith of the St. Louis Post-Dispatch. Local television news lost 1,200 jobs in 2008 and 400 in 2009, reports the Radio Television Digital News Association/Hofstra University Annual Survey; radio jobs held steady, but new directors are spread thin, typically overseeing three stations and having other assignments.

But the Internet is booming. A Pew Research Center poll says the Web is the primary source of national and international news for 41 percent of Americans, up from 21 percent in 2002; 66 percent rely on TV, down from 82 percent in 2002; 31 percent cite newspapers, down from 50 percent in 2003, while 16 percent favor radio. (Figures top 100 percent since respondents could name two news sources.) Epitomizing the trend is Newsweek magazine, sold last year for $1 plus the assumption of tens of millions of dollars in debt; it soon merged with the Daily Beast website.

With his 2008 challenge grant, cable-TV pioneer Leonard Tow (Brooklyn College, 1950; see cuny.edu/tow) started the J-School down the entrepreneurial path. The foundation was “concerned about the fate of print journalism in the digital age and the impact of its decline on the health of our democracy,” says its executive director, Emily Tow Jackson.

To match that grant, Shepard turned to Alberto Ibargüen, president of the Knight Foundation, which had funded summer stipends for J-School interns.

By then, associate professor Jeff Jarvis was teaching a course about inventing self-sustaining news products. “When I was coming up in journalism, I was told to stay away from business; it was corrupting. As a result, we became poor stewards of journalism,” he says. “As tough times hit, we weren’t prepared. We have to prepare our students to become leaders.”

All incoming students receive an orientation to entrepreneurship. Meanwhile, the J-School won approval for an entrepreneurial certificate for mid-career journalists and is seeking state clearance for the nation’s first M.A. degree in entrepreneurial journalism. For select students, it would add a fourth semester to the normal graduate degree focused on business training and research.

Offering support, the Lawrence N. Field Center for Entrepreneurship at Baruch College’s Zicklin School of Business sends professors into J-School classrooms and pairs M.B.A. and journalism students to develop business plans.

“Nothing is guaranteed in the frothy world of 21st-century New Media. ‘Your product has to fill a need that the market is willing to pay for,’” says Monica Dean, the Field Center’s administrative director. Success likely rests on attracting advertisers or subscriptions.

Will any of the four ideas underwritten by the Tow-Knight Center or the 10 earlier projects backed by $100,000 by the McCormick Foundation become blockbusters — or even self-supporting? “It’s too early to know,” Dean says.

Winning Ideas for Innovative

Ten students drawn from Jeff Jarvis’s third-semester course in entrepreneurial journalism pitched their ideas for new businesses in December. Outside judges from media and business picked four winners:

• Former New York Times editor Jeanne Pinder received $20,000 to create a website that — through reporting, data mining and crowdsourcing — would bring the same transparency to health care costs that now exists for airline pricing. Why do some colonoscopies cost $800 and others $5,500? “For every other item we buy we have more information” than for medical prices, she told the judges. One reason is that most insured people pay only deductibles, shuffling off the far larger bills that insurance covers. “We should care about insurance costs, not just because it affects us and our families, but also because premiums are going up and governments and businesses are groaning under the burden of increased costs.”

• Amy Berryhill received $5,000 to develop Meme Push, which she called an “edutainment platform” combining news and gaming in Q&A format; there will be links to full explorations of news topics. Think of a daily fantasy sports game probing, say, the ins and outs of team WikiLeaks and its star player, Julian Assange, which were in the news during her pitch.
LabKnotes is more easily “monetizable,” perhaps via an annual license fee, but how will Notebooks make money? “A number of parties in the educational and journalism space are interested in our technology, and we’ve had bites from venture capitalists, but there’s no proven revenue stream yet,” he says.

Filippazzo begins a CUNY doctorate in physics this fall, but his ultimate goal remains marrying science with news. He says that entrepreneurial coaching by J-School and Baruch faculty was invaluable and that “half the meetings we’ve had were the direct result” of the CUNY collaboration.

Rebecca Jane Harshbarger, who reported in Uganda, won $10,000 to launch ugandansabroad.org. The site is aimed at the estimated one million Ugandans who live in the U.S., U.K., Canada and beyond. It covers culture, health, business, politics, immigration and women’s issues. (A recent story said solar-powered ovens could save Uganda’s forests, which have been stripped for firewood.) The grant built the site, hired freelancers and kept her afloat until she became a part-time New York Post reporter.

“I was a print reporter with some interactive skills, but I didn’t have any business experience,” she says. “The journalism school and Baruch gave me encouragement and showed me how to write a business plan and market the website.”

Although ugandansabroad.org is not yet self-sustaining, “It’s a pretty low-cost operation. The big issue is time. I’m hoping advertising grows the site so it can be more of a full-time job for me and I can pay for more content,” she says.

Indrani Datta wants an intelligent way to curate the flood of links she amasses from Twitter, Facebook, and RSS feeds, not to mention articles from news sites, blogs and aggregators. Since she received a $13,000 grant in 2009 to start Highly Ordered Inc., she and her co-founder, Alan Grow (they met doing research and development at Bloomberg), have been building a prototype of their Web application. They envision a service that helps online news junkies prioritize news stream items by identifying trusted sources, relevant social input and favorite subjects.

“We’re focusing on people who face information overload or filter failure every day, like journalists,” she says. “If we can build a powerful and user-friendly tool, we think they will pay for it.” Curation, she adds, “has always been a core function of journalism. We hope to find the sweet spot between human and machine curation.”

Shane Dixon Kavanaugh, editor of Overflow magazine, got $10,000 to build an advertising cooperative.

My country really needs this kind of platform and somebody needed to step out to make it happen.

— Musikilu Mojeed

The webisodes got me into conversations with powerful, wonderful people, but none have figured out how to pay for that kind of long-form, multimedia content. Any journalist of my generation is finding himself in a similar place [in New Media]. The world is changing so fast, we’re all trying to figure out how to capitalize on it.”

Meanwhile, she polished off an article for Marie Claire magazine, started contributing to a fashion blog at NBC-New York (www.nbcnewyork.com/blogs/threadnyc) and is working on a proposal for the oldest of Old Media — a book.
A multitude of hybrid approaches, tweaked continually as a course progresses, is now the norm.

By Ronald E. Roel

On a cool spring afternoon, the computer laboratory in the Marshak Science Building at City College is crammed with introductory chemistry students sitting at long black tables. Grouped in twos and threes, the students peer intently at individual computer screens. There is no lecture today. Instead, the students are working online, trying to solve a set of problems.

The instructor, assistant professor Issa Salame, meanders through the room, occasionally stopping to answer questions. Salame started this technique four years ago, when he noticed that many students “got perfect scores” on written homework assignments, yet they got the same problems wrong on a test. Frustrated, he asked the students what was going on, and a few finally confided, “We hate to tell you, but we copy from each other.” So Salame decided to experiment with an online homework program that gave the same basic problems to a group of students, but with randomly assigned data for each student — which meant they couldn’t simply copy their neighbor’s answers.

For this recent in-class session, Salame was using the online homework program as an extra review session before their upcoming exam. The computer program prompts the students through a series of corrective steps until they get the right answer, although Salame encourages them to collaborate with others if they get stuck. Over the last few years, Salame has found that this “hybrid” approach — part face-to-face, part online education — has yielded significant results: Those students who completed online homework have had at least a 10 percent higher passing rate than those who did traditional paper assignments. “I’m always interested in finding ways to improve learning,” says Salame, himself a City College graduate. “I do not think of myself as a scientist; I think of myself as a teacher.”

Welcome to Online Ed — The Next Generation.

Since the first online courses were taught at CUNY in the late 1990s, online education has evolved through several waves of technology, branching out widely from the sedate “distance learning” model that began nationwide about two decades ago. Today’s online instruction comprises a dynamic array of approaches. Many courses are still “asynchronous,” conducted almost entirely online, with extensive student-faculty interaction, but not in “real time.” Other courses offer “live” virtual classrooms that use Web tools like GoToMeeting, Skype or Elluminate. New technologies allow students to leave comments in text, audio or video files and increasingly, faculty are designing courses that enable students to work from their smartphones, as well as laptops and desktop computers.

“It’s about using tools that students are comfortable with,” says Adam S. Wandt, an instructor and deputy chair for instructional technology at John Jay College of Criminal Justice. “If students are constantly looking at their [mobile] devices, why aren’t we putting educational content on them?”

The epicenter of online instruction is the Online Baccalaureate program, launched in 2006 through the School of Professional Studies. The program, which now has almost 1,000 students, was started to help students who had “stopped out” — that is, students who were in good standing, but just couldn’t complete their degree because of personal issues, such as family or work demands. Starting with a B.A. in Communication and Culture, the SPS program now offers an online B.S. in Business and an M.S. in Business Management and Leadership. This fall, the school is launching two new undergraduate degrees, one in sociology and another in health information management, and plans to add an online psychology degree next year.

Outside the Online Baccalaureate, the only other fully online degree at CUNY is
the Master of Public Administration-Inspector General Program at John Jay College. For the most part, online instruction at CUNY has remained largely decentralized, spread around the University among hundreds of courses like Salame’s chemistry class. But last year, at the urging of Chancellor Matthew Goldstein, University officials launched the “Hybrid Initiative,” the first coordinated effort to promote cross-campus sharing of resources and the development of effective practices. As part of the initiative, the Office of Academic Affairs last year approved grants totaling about $325,000 to nine colleges for hybrid projects that could serve as successful models across the University. Still, efforts to build a

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broad online curriculum throughout CUNY face many hurdles, including the cost of technology, course design and faculty training. And what makes online degrees so challenging is the amount of administrative and academic infrastructure required to provide the wide range of services needed by students who never step foot on campus.

“It’s not hard to do an online course; it’s hard to do an online degree,” says University Director of Academic Technology George Otte, who is also Associate Dean of Academic Affairs at the School of Professional Studies. “The heavy lifting is in the support services, everything from admissions to career planning; it’s the complete package.”

Modern online education is usually linked to the explosion of the Internet, but its history goes back further than people might think. The first “virtual classroom” is generally considered to extend back to the 1960s, when a group of University of Illinois scientists created a computer-based learning system that enabled students to use linked computer terminals in a classroom.

Through this setup, students could receive individualized lessons from instructors whose lessons were brought in remotely, through some television or audio device. As early iterations of the Web began to develop over the next two decades, universities and corporations began using computer networking systems to support distance-learning programs. By the mid-1980s, colleges were offering on-campus students online access to resources like course information, and in 1989, the University of Phoenix, a well-known correspondence school, became the first online school. A few years later, the creation of Mosaic, the first user-friendly Web browser to achieve mass appeal, helped propel the Internet boom through the 1990s — and with it the accelerated evolution of online education. In 1999, Jones International University, founded by cable-TV magnate Glenn Jones, became the first accredited college to exist only online: since then, more than 200 other accredited online colleges and universities have been established.

Today, about 5.6 million students — more than 29 percent of the students at 2,500 public, private and for-profit institutions nationwide — currently take at least one course online, according to a report issued last fall by the Sloan Consortium, a nonprofit group of organizations that promotes quality online education. (Online courses were defined as those in which 80 percent or more of the course content is delivered online. Blended or hybrid courses were not included in the data that represented about 80 percent of higher education enrollment.)

The 2010 Sloan Survey of Online Learning found that online enrollment in the fall of 2009 rose by almost 1 million students from a year earlier — the largest year-over-year increase since the survey was started in 2003. Although most experts agree that higher education enrollment often grows during tough job markets, “the increase was a surprise,” says I. Elaine Allen, a professor of statistics and entrepreneurship at Babson College and co-director of the Babson Survey Research Group, which conducted the survey in partnership with the College Board. “We thought the economy was coming back, but it wasn’t. More and more people are going back to school everywhere.”

At the same time, the survey found that virtually all recent growth in online enrollment has come from existing programs, not from institutions starting new programs. Online master’s degree programs — which are required for advancement in many jobs — had the biggest online gains. Community colleges showed significant increases in online courses, too. Allen says, perhaps because of budget pressures that forced faculty cuts.

While CUNY is among the major public universities that offer online degrees, its offerings do not match the breadth of more established online programs. Penn State’s World Campus, for example, has more than 70 online undergraduate and graduate degrees. The University of Massachusetts, UMassOnline offers more than 100 degree and certificate programs and the University of Maryland’s University College has 25 undergraduate degree programs, 30 certificate programs, and online programs for nearly all of its graduate degrees.

But unlike other institutions, CUNY has never viewed online education as primarily “distance learning” — a means of reaching students who lived too far from campus. The majority of CUNY students come from New York City and the surrounding area, “so from very early on, we realized the online environment was not just about distance; it was about time,” says Anthony Picciano, professor and executive officer of the Ph.D. Program in Urban Education at the Graduate Center. “These [online] students were busy professionals, with families, jobs, trying to get a college education with busy days. We were in the vanguard of that model.”

In the mid-1990s Picciano was one of a handful of CUNY faculty, including Otte, who began experimenting with this “online education gone local” concept. “We started building a little community,” Picciano says, and with a few small grants they helped launch projects at colleges such as Baruch, Hunter and Queens. In the spring of 1999, the Sloan Foundation provided a $300,000 planning grant to create CUNY Online, The following year, Sloan awarded CUNY a $2 million grant to broaden the initiative University-wide.

In the Sloan Foundation’s 2010 Survey of Online Learning, one third of the chief academic officers said they still considered online to be inferior to face-to-face instruction.

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of students enrolled in their online courses.

Since these early online years, the University has shifted much of its attention to developing hybrid or blended instruction models. “It’s very different from the distance-learning model,” says Picciano, who taught his first fully online course in 1997. “I stress pedagogy: What do you want to teach? And what best supports those goals?” Hybrid learning, he says, “has enabled us to make the best use of both worlds, the best of face-to-face and the best of online.”

Despite the growth of online instruction, skeptics remain. In the Sloan Foundation’s 2010 Survey of Online Learning, a third of the chief academic officers said they still considered online to be inferior to face-to-face instruction. And there was a decided difference between academic leaders at public institutions compared to those at private colleges — about 25 percent vs. 45 percent — who deemed online education inferior.

Critics say that the biggest problem with online education is a lack of consistent standards and policies to ensure quality. Yes, they say, online courses may delight students who learn much if there is little face-to-face contact with instructors and fellow students? Allen, the co-author of the Sloan study, notes that while online education provides opportunities to many more nontraditional students, there’s another downside: 10 percent more students drop out of online courses than face-to-face classes.

Nevertheless, one major study has sharply countered criticism of online instruction. In 2009, a U.S. Department of Education study, which reviewed more than a thousand empirical studies of online learning, found that “students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction.” (The findings applied only to higher education students; there were too few rigorous studies of K-12 online instruction to generalize any conclusions, researchers said.) Furthermore, students who took hybrid courses performed significantly better than students who took either purely face-to-face or purely online classes.

The results were intriguing. Still, the learning conditions were too varied to pinpoint reasons for the different outcomes — other than they were probably not due to technology. “The observed advantage for blended learning conditions,” researchers wrote, “is not necessarily rooted in the media used per se and may reflect differences in content, pedagogy and learning time.”

Online experts at CUNY generally agree. “It’s difficult to isolate variables so that you have apples-to-apples comparisons,” says Joseph Ugoretz, associate dean of teaching, learning and technology at Macaulay Honors College, who has been teaching online since 2000. “Online students may perform better because they’re self-selected and more disciplined, motivated students.”

Jennifer Sparrow, academic director of general education at the School of Professional Studies, added that higher performance by online students could be related to “time on task” — that is, the greater amount of time online students spend working on problems, compared to traditional classroom students. Sparrow, the former dean of academic affairs at Medgar Evers College, says that “students in online conditions performed better because they were more engaged and motivated.”

As Vogel expanded her portfolio in online instruction, she realized that teaching philosophy was infused with her media experiences: “TV works best as a team and crew, not just one person’s head,” she says. And so it is with online education, Vogel says, where the best education emerges through group interactions: “Learning socially is the way of the world.”

Vogel encourages such learning through “self-directed teams,” where the main responsibility for completing assignments is placed on students within the class — whether it’s online or face-to-face. The teams do get support and tips from instructors (and coaches) when faced with knotty problems like, “How do we deal with the ‘free-rider syndrome’ — students who refuse to pull their weight?” But in accomplishing tasks, such as keeping the course discussion board going, that’s the job of the students, not the instructor.

Similarly, Vogel likes to provide both faculty and students with “scaffolding” — the steps they need to help them achieve their goals, without removing the responsibility of doing it themselves. “I’m trying to model the kind of teaching that’s not ‘Let me tell you everything I know,’” says Vogel, who is also a certified personal and professional coach. Instead, she wants to offer guidance that is “encouraging, challenging and exploratory. We have to give people a chance to see what can come from them.”

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ONLINE LEARNING

What’s this? It’s a “spy pen,” with camera. Students quickly found more details in class via their smartphones.

Smartphone Use Encouraged — In Class

Standing in front of a class of about a dozen students, Adam S. Wandt peruses the long row of items spread out on the table before him. “What’s this?” he says, holding up what looks like a pen. “Just a pen — or something else?” It turns out to be “spy pen” with a high-definition camera. He asks the students how much the device costs, and the students immediately pull out their smartphones to check out eBay. The prices vary widely, but some are, well, surprisingly affordable.

This is a graduate-level class in information security, one of several courses taught last semester by Wandt, an instructor and deputy chair of academic technology of the Department of Public Management at John Jay College of Criminal Justice. What makes this course different from many other classes, where teachers frown on students constantly checking their mobile devices, is that Wandt welcomes them — in fact, they’re integral to this hybrid or blended learning course, which combines face-to-face sessions with online work. It’s all part of an experiment in “mobile learning,” where Wandt and other researchers are testing whether society’s ubiquitous handheld devices can make online learning more effective and accessible to CUNY students. Most are using Sprint Evo 4G phones (11 were donated to the college), but others have iPhones, iPads, Androids or other devices.

“It’s a great tool,” says Shela Delgado, a Manhattan grad student, who wants to be a criminologist. “I can download documents. I can read articles on the way to school or work. Before, I always had to read [course assignments] on my laptop.”

Wandt, a John Jay graduate himself, was active in community police work on Long Island, where he grew up, eventually working as deputy chief for emergency medical services in the Town of Huntington. But he is also intrigued with technology (his longtime hobby is doing underwater photography around the world). “My goal is to reinvent the way online courses are handled,” says Wandt. “We’ve just started to put together a council of instructional designers [at CUNY]. We have a lot of different initiatives.”

Wandt, who is more of an advocate for hybrid than fully online courses, says he often Skypes with his students, sometimes in far-flung locations, from Atlanta and West Point to Iraq and Ireland. “I want to see their face, so I know they understand me,” Wandt says. Once, he wanted to meet with a student who couldn’t come to his office that day, so he Skyped her while she was sitting in a taxi.

Where Wandt sometimes veers from other instructional technology experts is on the issue of training for students. “Many faculty think that students need formal training for online courses,” he says. “I feel you should just give the students the work — that forces them to tackle technology issues from the ground up. Once they learn the basic building blocks, they’ll be much better off when they face problems on their own.”

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College, notes that many CUNY faculty and administrators recognize the importance of establishing rigorous assessment of various approaches and outcomes to online instruction. “Pedagogy,” she says, “should drive technology.”

Many of the individual college projects funded by the first round of Hybrid Initiative funding are just now starting to assess outcomes. Whatever the eventual results, some faculty, like City College chemistry professor Salame, are already moving forward with their own smaller assessment experiments. But it hasn’t been easy. When Salame decided to give online homework five years ago, many of his colleagues told him it would be a waste of time.

He was determined to try anyway, because it was clear that copying written homework assignments from each other wasn’t doing much to prepare students for their tests.

At first, he made online homework optional: If his general chemistry students completed it, they got three points extra credit. (Students, he discovered, “will do anything for extra credit.”) He chose a homework software program, in conjunction with a textbook publisher, that randomly assigned problems to each student. Each time students did a problem, they got immediate feedback. If they got it right, they got a green check mark; if they got it wrong, the program walked them back through the process, giving hints, including pointing back to sections in the online textbook that
would help correct particular missteps.

The first semester, 120 out of 150 students opted to do online homework. Of those who did online homework, more than 90 percent passed the course; of those who didn’t, 90 percent failed. The second semester, Salame made online homework mandatory. The third semester he persuaded a senior faculty member to join his online homework experiment, and gradually began collecting data about student performance in the chemistry department, comparing his sections that did online homework, to other sections that did not. When he analyzed the grades for the departmental final, which was administered to all chemistry students, he found that his students had grades that were 10 to 15 percent higher than other sections. Similarly, Salame found that his online homework students in organic chemistry (a perennially brutal course for most students) also performed markedly better. They had a 29 percent failure rate, compared to a 60 percent failure rate for the other sections.

Salame acknowledges that online homework is time-consuming — his students spend about three to five hours a week on it — “but they’re involved, and they like being online,” he says. Now he encourages students to collaborate on homework, creating a social environment for learning: “That’s not cheating if you sit down and actually learn the stuff.”

At Salame’s recent in-class workshop, one student, Shaida Langtoo, a junior from Queens, acknowledged that online homework “keeps you on track every week. You get to practice problems; it helps you prepare for the exam.” Freshman Evan Azoulay from the Bronx added that reading the textbook online as an integral part of the online homework process was much more “motivating” than plowing through the 1,200-page print text. “I definitely like the online program,” he said. “It’s a constant way of studying — and I don’t feel like I’m studying.”

While there is still much to learn about online learning, experts seem to agree on one thing: Its effectiveness is closely linked to faculty support and training. To produce successful online instruction, faculty need to know how best to design their courses; manage an array of technologies; collaborate with other faculty; and teach students how to succeed in these courses, from navigating Blackboard, the University’s course management system, to completing online assignments and participating in discussion boards.

“The setup [for online instruction] takes a good number of hours if you want to get it right,” says Alyson Vogel, associate director of online education at Lehman College. “People don’t realize the burden it puts on faculty. It’s a lot of work upfront.”

About 25 faculty signed on to Lehman’s Blended Online Initiative over the past year, which required instructors to attend a minimum of five 2 ½-hour workshops; participate in an online Blackboard forum; and convert one of their classes to a hybrid course by the end of the workshop. Each participant received a $1,000 stipend in cash and equipment.

Transforming a face-to-face class to an online or hybrid course can be complicated. It’s not just a matter of repackaging the same print materials from the classroom and uploading them onto the Web, or transferring faculty lectures into video lectures — what some pundits call “sage on the stage” courses. At John Jay College, for example, Wandt works with an instructional design team to provide faculty with special resources and materials they need to teach online. “You want to replicate the classroom experience and improve it with technology,” Wandt says, with materials that are “professionally prepared, not just a camera on your computer.”

It cost about $12,000 to $15,000 to develop each hybrid course at John Jay, Wandt says, mostly in labor for the instructional design team, plus faculty stipends. The costs are not insignificant, he says, but nowhere near the expense of online courses at large for-profit colleges like the University of Phoenix, where it could cost as much as $400,000 to $500,000 per course. At the same time, most online and hybrid instruction at CUNY is not designed for large numbers of distance-learners; they are limited to small classes, often fewer than 20 students.

While every teacher has a distinctive teaching style — and that style is reflected in their online class — it’s still important that online courses have a certain consistency, no matter who’s teaching them. Wandt calls it a “common look and feel.” It’s important, he says, so students can go from one online class to another with some sense of familiarity, knowing standardized formats and procedures for various tasks like finding assignments, downloading materials and participating in discussion boards.

Jennifer Sparrow, who was dean of academic affairs at Medgar Evers before moving to the School of Professional Studies, agrees: “You don’t want to produce a cookie-cutter course, but also not be so idiosyncratic that it can’t be taught by more than one person.”

Many veteran faculty, like Barbara Walters, a professor of sociology at Kingsborough Community College, started their careers teaching traditional classes, learned how to do online and hybrid courses — and now do all three. Walters, who has taught hybrid courses since 1999, was instrumental in developing the CUNY Online Baccalaureate at the School of Professional Studies. She has taught various face-to-face and hybrid courses at Kingsborough and is now taking a leave of absence from Kingsborough to oversee the new online B.A. program in sociology debutting at SPS this fall.

“I’ve become a much better teacher after teaching hybrid or online classes,” says Walters. Online instruction has forced her “to be much more organized in advance and very clear about my expectations for student

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FAST FACTS

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learning,” she says. “You see the world not so much in terms of what I ‘covered,’ but what do my students create in response to it, and how their work relates to the course’s objectives.”

Howard Wach, who has taught both hybrid and online courses, believes that hybrids may actually be more difficult. “Hybrids are more challenging because you need to decide what you’re going to put online vs. teach in class,” says Wach, director of the office of instructional technology at Bronx Community College. “It’s simpler online; you’re dealing with only one modality.”

Still, fully online programs have unique challenges — and sometimes unexpected benefits. To be successful, an online degree needs not only a cadre of courses, but a slew of support services, says SPS’s Sparrow. “How do you do things like advisement if you never see the students?” she asks. “How do you do office hours, library access, bookstore capability? You need to develop a robust student support services system.”

There are also some curious issues, like administering finals. Sparrow encourages faculty to give low-stakes quizzes online, but not major exams. “Final papers or projects work better in the asynchronous environment,” she says. “With online multiple choice tests it’s difficult to verify a test-taker’s identity, and sometimes professors have to cope with requests for exam do-overs because of problems with Blackboard or Internet connections.”

But asynchronous or fully online classes also “structure time” in ways that can provide advantages to students, says Macaulay’s Joseph Ugoretz. Online students “don’t have barriers or accents that keep them from talking,” Ugoretz says. And students often perform better in online discussions, he adds, when they can think about what they say first, as opposed to coming up with immediate comments in “live” classes.

Ugoretz, who spent 20 years as an English professor at Borough of Manhattan Community College before coming to Macaulay in 2007, now teaches two online courses at the honors college. One seminar is called “Alternate Worlds: Imagining the Future of Education,” in which his students use online resources and texts, including science fiction, to envision how the educational system will look years from now. It’s an interesting twist, he says. “They’re using tools of the future to analyze the future.”

Just as faculty support and training is important to effective online education, so is student preparation. “Students need to understand the amount of time required to do it successfully,” says Brian Peterson, associate dean for administration and finance at SPS. Students have a 24-hour day to get work done, he says, but online courses often take much more time than students realize, particularly when they’re required to participate in online discussions and group projects.

“Some students can easily learn to do it, some can’t,” says Walters. “The difference between success and failure has less to do with technology than time-management and discipline.”

BCC’s Wach, who was also part of the “hardy band” of faculty who helped launch CUNY’s Online Baccalaureate, says that student preparedness is an acute issue at community colleges, where incoming students often need some remedial instruction. These students need more preparation for completely online education, he says, when they’re on their own, organizing their time, without the structure of coming to class.

After focusing intently on training for faculty, “the student side now needs equal attention,” Wach says. That means creating a more systematic process to assess what’s known as “the disposition to be a student” — whether someone is prepared to take on the responsibility of an online course. BCC is working on developing better self-tests that students can take to assess their readiness for online courses, in addition to strengthening their advisement system and perhaps creating more systematic eligibility standards. “The goal is to provide a filter to prevent students from failing when they have little chance of success,” Wach says.

At Lehman College, Alyson Vogel stresses the importance of faculty establishing a “social presence” online, to promote an interactive learning environment. She provides faculty with an online “toolkit” that includes techniques such as “ice-breakers”: Facebook-type settings, or games, for example, that give students and faculty an opportunity to meet each other and show who they are. “Teaching online means more than teaching,” Vogel says. “The learning level is correlated to the level of interaction with the instructor.”

Pamela Ansaldi, an adjunct lecturer in English at Lehman, agrees. “You have to have a personality, otherwise it [online instruction] can be cold,” she says. “You have to humanize it. Do little things, like
stickers, cartoons, smiley faces. It’s time-consuming, but you have to give it a personal touch. They need that very much.”

Ansaldi, who is also a playwright and screenwriter, recently taught one hybrid class, Women in Literature: From Ancient to Present Time, in addition to three face-to-face classes.

“I like the production part of it, making it multimedia and visual impact,” she says. At the same time, she acknowledges, “it’s triple the amount of work.” She constantly has to deal with computer glitches; cajole students who are surprised by the amount of work (“I have to push too many tabs for your course”); send emails to verify directions and deadlines; and teach them how to have formal online conversations.

“They love communicating, but you have to teach them how — otherwise they just text each other,” Ansaldi says. “Once they know what to do, it’s surprising how well they work with each other. They go back and forth and talk; the quiet students speak up quite a bit online. They can be very controversial. It’s nice to see.”

Jose Vega, a computer information systems major who took Ansaldi’s women in literature course, recalled that online education has been “a good experience” for him. The junior from the Bronx says that online instruction “isn’t that different [from face-to-face], as long as you put in the same effort.” But online classes had some unexpected freedoms. When he got assignments, he was expected to find information from other sources to support his position, not simply rely on class notes. “I had to look into the assignment myself,” he said, “but then I got to see what others did and voice my own opinion.”

In many classes, sharing of such opinions is being taken to the next level: group projects.

When Robyn Spencer, an assistant professor of history at Lehman College, decided to convert her African-American women course into a hybrid format, she decided that her previous discussion boards had worked so well that she could branch into small-group assignments. So Spencer, who had never heard of “hybrid instruction” until last fall, broke the class into five groups and gave each group a weekly assignment that would require historical research, but often with a pop-culture twist. Example: Create Facebook pages for major figures like Rosa Park and Martin Luther King and create a dialogue of posts between them. “That created a whole new dynamic,” Spencer said.

“What’s been important to me is the depth of interconnections with my students. The distance [between online faculty and students] requires me to know more about them. I’ve got to know their story.”
— Paul Russo, the director of online programs at SPS

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Spencer says. Overall, it worked well with her 20 students, but probably would have been too hard to manage a larger group. “You end up managing personalities and that requires a certain level of commitment and proactivity,” she says. “There were some students who didn’t ever want to engage.”

In the years to come, most experts predict that online and hybrid education will continue to flourish, particularly if job growth stays slow and the economy uncertain. In the 2010 Sloan Survey, 63 percent of all reporting institutions said that online learning is a critical part of their long-term strategy, up from 59 percent from the previous year.

At CUNY, the hybrid model is likely to predominate. “It makes a lot of sense, especially for students who commute and have other challenges in scheduling their time,” says Otte, the University director of academic technology. But enrollment at SPS is also likely to grow 10 percent to 20 percent over last year, partly the result of the three new online baccalaureate degrees. The new students are expected to remain mostly “stop-outs,” Peterson says. “This is not a program for incoming freshmen.” The current enrollment consists of people mostly in their 30s and 40s, and to scale out the program to traditional freshmen would simply cost too much in support services, Peterson says.

The divisions between online and face-to-face learning are gradually dropping, says Picciano of the Graduate Center, who last year received the Sloan Consortium award for outstanding individual achievement in online education. “Eventually,” he says, “we will just end up having...classes.”

But what is fundamentally changing is the relationship between teachers and students, whether in online, hybrid or face-to-face. “When you use technology in teaching, it forces you to rethink your teaching,” says Macaulay’s Ugoretz. “It pushes you to think more deeply about teaching and learning.”

Paul Russo, the director of online programs at SPS, notes that “We’ve learned so much from the students” since the Online Baccalaureate was launched in 2006. “We’ve learned how we need to communicate with them, what it takes to get them reading — from the first day of class.” Russo, who also teaches a class in management and organizational behavior, adds: “What’s been important to me is the depth of interconnections with my students. The distance [between online faculty and students] requires me to know more about them. I’ve got to know their story.”

In a broader sense, there’s been a fundamental change in the educational landscape, spurred by the interactive model of online learning. “From the teacher’s perspective, it’s no longer, ‘Can the students regurgitate what I gave them yesterday?’” says Vogel of Lehman College. “And from the student’s perspective, it’s no longer, ‘OK, feed me, tell me what you want me to know.’ Teachers are telling them, ‘There’s been a shift. This class is about you, not about me.’”

When you use technology in teaching, it forces you to rethink your teaching.

— Joseph Ugoretz, associate dean of teaching, learning and technology at Macaulay Honors College.
Rhodes Route for Family’s Next Doctor
By Cathy Rainone

ZUJAVA TAUQEER, a senior at the Macaulay Honors College at Brooklyn College, pinches herself every day to make certain she is among the 32 U.S. winners of a 2011 Rhodes Scholarship — the world’s most prestigious academic award and its oldest international fellowship.

“It’s unbelievable,” says Tauqeer, the seventh student in CUNY’s history to receive the $100,000 award, which funds academic studies as well as travel and personal expenses. This fall, she’s pursuing a master’s degree in philosophy in the history of medicine at the University of Oxford in England. “You’re wondering all the time, ‘How did I make it into this company?’” she says, “These honors seem like something that happens to other people.”

The achievement seems almost surreal to her when she reflects on the changes she’s made with her family over the past 12 years. A native of Lahore, Pakistan, Tauqeer’s parents were doctors who worked in rural areas of Nigeria and Pakistan. The family fled Pakistan in 1998 after her parents’ clinic was vandalized and her father attacked because of their status as Ahmadis, a minority Muslim sect.

“The situation got so dangerous that there were death threats,” says Tauqeer, 21, who was 9 when her parents received religious asylum to come to America. “If you’re a doctor and there are all these vandals and gangsters standing outside the door, no patient is going to come to your clinic.”

The family moved several times, to Texas, to Maryland, finally settling in Staten Island three years ago. Her father, Tauqeer Ahmad, has a family medical practice there and her mother, Ayesha Tauqeer, is a resident at Lutheran Medical Center in Brooklyn.

Tauqeer has completed half of an eight-year program at Brooklyn College and Downstate College of Medicine of the State University of New York that will earn her a bachelor’s degree in history and a medical degree. At Oxford, she plans to concentrate on how political turmoil can adversely affect health care in developing countries. She attended Brooklyn Technical High School before she was accepted into the Macaulay Honors College, which she says, “was a perfect fit” for her.

“My family wasn’t financially stable and the amount of resources Macaulay offers you is unbelievable,” says Tauqeer. As part of her internship at the New York City Institute for Basic Research, Tauqeer has done research on the neuroscience of autism and co-authored a study on that topic, which was published in medical journals. She has also written on radicalization in Pakistan, a topic that became part of her proposal for the Rhodes scholarship.

Evelyn Guzman, director of the scholarship office at the college, worked with colleagues from Macaulay and Brooklyn College with helping her prepare for the rigorous Rhodes interview.

“Zujava was a perfect candidate for a Rhodes because of how she delved into the writings of Hobbs and Nietzsche in his Modern Political Thought class. “She has this really big capacity to really dig deep into texts that require a lot of intelligence, but also imagination and doggedness and a refusal to settle for anything but the truth,” says Robin. “It was amazing to me just how insistent Zujava was about really climbing inside these readings and forcing them to open up their meaning, which is something you don’t find that often.”

Corey Robin, political science professor at Brooklyn College, knew Zujava was a perfect candidate for a Rhodes because of how she delved into the writings of Hobbs and Nietzsche in his Modern Political Thought class.

“It’s such a wide range of topics that you can engage in a conversation about [in the Rhodes interview] and you need to feel confident,” says Guzman. “Students often say our interviews are harder than the actual interview and that’s what I want to hear. It makes me feel like we’re doing our job.”

After graduation, Tauqeer hopes to work for a U.S. agency where she can help improve public health and public health infrastructure in developing countries. She says she would like to return to Pakistan one day as a public health official.

“I love my new country and I love my birth country also, so I want to do something that can help both countries,” says Tauqeer. “And I know that Pakistan is a security risk for the U.S., and it’s a security risk to itself, so I’d like to work there to improve social stability through medicine.”
One of the first tasks Mitchell B. Wallerstein had to perform as Baruch College’s new president was to slash millions of dollars from the college’s budget. Wallerstein’s diverse job experience has prepared him to lead the college amid fiscal challenges and taught him how to generate alternative sources of funding. As vice president of the John D. and Catherine T. MacArthur Foundation in Chicago (1998-2003), one of the largest philanthropic organizations in the world, he directed the international grant-making program, which provides more than $85 million in grants each year in areas such as international peace and security, conservation and sustainable development, and human rights.

Before coming to Baruch on Aug. 2, 2010, Wallerstein was the dean of the Maxwell School of Citizenship and Public Affairs of Syracuse University (2003-2010), where he also taught political science and public administration. In 1993, President Bill Clinton appointed Wallerstein Deputy Assistant Secretary of Defense for Counterproliferation Policy and Senior Defense Representative for Trade Security Policy. Prior to his five-year government tenure, he was the deputy executive officer of the National Research Council of the National Academies of Sciences and Engineering, nonprofit organizations that advise the U.S. government on policy matters.

Born in New York, Wallerstein grew up in West Orange, N.J., and spent every summer at his grandfather’s house in Belle Harbor Queens. He holds a master’s and doctorate in political science from M.I.T. and a masters in public administration from the Maxwell School of Syracuse University.

You’ve said that Baruch College has the potential to be one of the best public colleges in the nation. What is it going to take to make that happen?

Money. Baruch has many things going for it. It’s got a wonderful faculty, it’s been attracting an increasingly strong student body, and we are being seen nationally and internationally as a place of high quality. And to continue to move in that direction we need to continue to invest in the college. This is an era of budget constraints so it’s going to be very difficult to do that, but I’m absolutely committed to making sure that Baruch, which has made such extraordinary advances over the last decade, doesn’t slide backward.

You’ve had a chance to assess the college’s strengths and compile a list of goals you’d like to accomplish. What are some of your short-term and long-term goals?

My most immediate goal is to maintain the college’s quality and to stabilize the budget. We very much need student scholarships, and we really have an urgent need for more physical space. We’re something like 100,000 square feet short given the size of our student body of 17,000. We’re actively trying to see what we can do about that.

Long-term goals are mostly programmatic. We’d like to start a master’s degree in international relations that would draw upon the capabilities of our schools of Arts and Sciences and our School of Public Affairs.

In the past few months you have attended several alumni gatherings. What have you learned in talking to former Baruch students?

The main thing I’ve learned is what I call the Baruch story: for people who came to the college — in many cases they were the first in their family to go to college — Baruch changed their lives because they were able to pursue jobs and careers that were not possible for their parents. Life has not been easy for many of these people because they were immigrants, they had to hold part- or full-time jobs all the while they were going to school, but they have moved up now into some extraordinarily impressive jobs.

You’ve had a successful career in higher education and beyond. How did it prepare you to lead one of the most diverse schools in the nation?

I’ve worked in many different sectors of the economy and it helps me to understand the kinds of careers that many of our students

INITIAL GOALS: More Space, Scholarships
would be pursuing. I’ve worked in philanthropy so I understand how a college has to make proposals to philanthropic organizations to generate income. I think the combination of the various experiences I’ve had, including my time in the government, has helped me to be a little smarter about how to manage a large institution and how to advance it.

Your mom graduated from Brooklyn College where she studied elementary education. Did you have a particular interest in CUNY?

My mother always spoke very highly of her experience at Brooklyn College, but the thing that convinced me to take this job was meeting the students and being so impressed with their diversity. I described it to someone as walking into the United Nations... I was certainly very impressed with the leadership of Matthew Goldstein, and knowing that he’s a former president of Baruch and that he had a vision of what CUNY can become and that he has lifted the whole system up from where it was before he became chancellor.

You’re a native New Yorker and a Yankees fan and you’re back in the city full time. What are some of your favorite pastimes?

I experienced the city growing up, but you see it very differently when you’re a child or a teenager. I actually came of age during an era of a folk scene, so I used to go down to the Village back when Bob Dylan, Joan Baez and all the other old folk singers were very active. But the most fun part about being back is rediscovering parts of the city that I thought I knew. I’m an outdoors person, scuba diver and skier and backpacker. I like to get outdoors when I can, get out to the Rocky Mountains and other places like that. I haven’t been to the new Yankees Stadium yet so I look forward to that.
SMAEL VALLE, a sophomore at John Jay College of Criminal Justice hopes to become an FBI agent, but before he graduates from college he wants to learn to swim. He’s taking professor Jane Katz’s Beginners Swimming course and although it’s only his third class, he’s already feeling more comfortable in the water.

“Growing up in Bedford-Stuyvesant, I didn’t go to the beach much because the water is so dirty,” says Valle, 23, one of 32 students in the class. “With professor Katz, I feel like I’m going to learn to swim. She’s done exercises with us that made me feel like I’ve improved, and I’m learning breathing techniques that will make me a better swimmer.”

Katz, 68, a professor in the Department of Health and Physical Education at John Jay College, is a bit of a legend at CUNY. She’s taught swimming and water fitness to thousands of faculty, staff and students, police and firefighters, triathletes, senior citizens and at-risk youth at the University for 50 years. And she still isn’t tired of it.

“The interaction is just priceless,” says Katz, who was inducted into the National Jewish Sports Hall of Fame and Museum in March. “Just like it’s [the students’] first class, it’s my first class with them. It never gets old.”

Katz is a world-renowned aquatics competitor, instructor and coach. As a member of the 1964 U.S. Synchronized Swimming Performance Team in Tokyo, she helped pave the way for the acceptance of synchronized swimming as an Olympic event. And, as a Masters competitive, long-distance, synchronized and fin swimmer, she has won All-American and World Masters championships. She has published several books about water fitness and swimming, including, Swimming for Total Fitness and The W.E.T. Workout.

“I have trained many people and usually they are afraid of the water because someone dunked and scared them,” says Katz who holds a bachelor’s degree in physical education from City College, a master’s from New York University and a master’s and doctorate from Columbia University. “So we just go back in and we play volleyball and have fun and stretch and do exercise and they get very comfortable.”

Katz believes water has a therapeutic effect on people. It’s one of
the reasons why she started the Kids Aquatics Re-Entry (KARE) outreach program six years ago that teaches swimming and life lessons to troubled youth in the city’s Department of Juvenile Justice. Preteens and teenagers who participate in the program often don’t know how to swim and are afraid of the water, but she gets them in the pool.

“I teach by distraction,” says Katz, who was honored for her volunteer work with the 2008 New York Post Liberty Medal. “I ask, ‘Have you ever had a fight with somebody?’ Of course they did, so I say, ‘Are we going to do some boxing?’ We get in the water, we do a jab, hook, undercut. And that’s an example of using the skills that they know to do something new.”

Swimming for Katz is a way of life. She brings her bathing suit, cap and goggles everywhere she goes and when traveling, makes sure the hotel has a pool.

She swims every day, twice a day, but says even just 30 minutes of swimming or water exercise will do you good.

“Swimming is a total therapy,” says Katz. “When you’re in the water you weigh only one tenth of your body weight. Water is the great equalizer. I always say it’s democratic and democracy of water works for everybody.”

Katz has traveled to the Army’s Fort Benning in Georgia to demonstrate water-exercise techniques and has worked with the physically disabled at John Jay. For 10 years, she has taught a class of seniors from the Lincoln Square Neighborhood Center.

“You talk about your bereavement and losses, and when you get in the water it’s better,” says Katz. “It’s like a cloud lifts. I lost my husband three years ago so the water was a lifesaver for me.”

Born on the Lower East Side of Manhattan, Katz used to go with her dad, Leon Katz, a former City College professor, to a nearby pool at the Hamilton Fish Recreation Center, where he was a volunteer swim teacher. By the time she was 2 years old she could swim, and at 7 began competing in 25-yard races. At 14, she qualified for her first Maccabiah Games in Israel, an international Jewish athletic event similar to the Olympics.

“I loved growing up on the Lower East Side because there were swimming pools there, because they were inexpensive or free and still are,” says Katz, who still swims with her dad, now 90, at least once a week. “It was a country club in the city.”

But in high school and in college there were no swim teams for girls and Katz couldn’t compete even though she was faster than her male peers. She was determined to change that. At 16 and a freshman at City College, Katz pioneered CCNY’s first-ever sport for women when in 1960 she founded a synchronized swimming performance team.

“Synchronized swimming fell into the dance and arts category and it was easier to start,” says Katz, who became the first female to be inducted into the CCNY Athletic Hall of Fame in 1976. “We all wore a nice bathing suit, we all loved to dance so that made sense and that’s why it was acceptable.”

The team became the forerunner of many other collegiate synchronized swim programs in the nation, long before Title IX ensured that women had the right to participate in all school activities, in 1972. Although women’s sports have come far since then, Katz says, “The gap between men’s and women’s sports hasn’t been closed yet. And I don’t know if it will in my lifetime. I would hope that it would. Men’s clubs still exist.”

For 25 years, Katz taught at Bronx Community College where she helped establish a comprehensive aquatics program, including swim programs for women. Under her leadership, BCC’s synchronized swimming club performed at multiple venues worldwide. In 1989, Katz came to John Jay to oversee and expand the new aquatics program. She opened John Jay’s pool and established a swimming club team in 1995, which transitioned to a varsity team in 2001.

A world Masters swimmer, Katz still competes on the international stage. She entered the 2007 Pan American Masters Maccabi Swim Championship in Argentina, where she won seven gold medals. In 2009, she won 13 Masters swimming medals at the Maccabiah Games in Israel.

Katz makes sure her twice-daily swims keep aiming for the prize. “If you’re still competing, you have to train,” says Katz. “It keeps you honest.”

In two years Katz will turn 70, and compete in the 70-79 age group. She’s ready.

“I’ll be the new kid on the block, the young punk in that group,” says Katz.
Raymond Martínez grew up in foster homes and never had anyone to talk to about his future. He didn’t know what he wanted to do with his life and he felt overwhelmed in his first semester at LaGuardia Community College.

But things changed when he met Maria Riggs, a Student Advocate and Ombuds Officer in the Office of Student Rights, Responsibilities and Advocacy.

Martínez met Riggs in 2007 through a friend, Mina Akter, who had taken Introduction to Computers, a class Riggs has been teaching for 10 years. “Raymond was kind of scared; he didn’t know anything about the college,” says Riggs, who’s been working with students at LaGuardia since 1987. “I told him there’s a gym, there are resources here” that could help him, and before long “he became the social butterfly on campus, everyone knew him; he was everyone’s favorite.”

Martínez is just one of many students Riggs has helped adjust to college life.

By Cathy Rainone

Raymond Martínez has taken under her wing to help navigate the maze of programs and activities at the college, which serves more than 13,000 students. She has worked in several areas: international programs office, the English department, division of administration, the grants office, development and alumni affairs — positions that usually involved assisting students.

Riggs said she would always see students in the hallways and sometimes they were at a loss for what to do. If they had come on Friday, for instance, the people they needed to see could have other administrative work to do that day.

The students had taken “the day off from work to come to the college to find out some information, and I just didn’t have the heart to say come back Monday. I just never wanted to send them away like that. I would try to give them an answer,” says Riggs, who started her current job in August 2010.

Martínez told Riggs about growing up in foster care and that at that moment he was living with his aunt but was desperate to move out. She referred him to a social worker on campus who found him housing, and she helped him obtain three scholarships through the LaGuardia Community College Foundation and extra funds for textbooks and transportation. She also helped him find two jobs on campus. Martínez graduated from LaGuardia and is now a sophomore at John Jay College of Criminal Justice, majoring in Computer Information Systems.

“She’s my guardian angel. . . She’s a big lifesaver. She did so many things for me and she’s a very sweet person. I don’t know anyone like her.”

— Raymond Martínez
On a spring day 50 years ago, a “great gathering” of 2,200 guests reflecting the highest echelons of government and academia filled the Assembly Hall of Hunter College. The momentous occasion marked two milestones: the granting two weeks earlier of university status to New York City’s 114-year-old municipal college system, and the inauguration of The City University of New York’s first Chancellor.

The senators and congressmen, college presidents and political leaders heard keynote speaker U.S. Secretary of Health, Education and Welfare Abraham Ribicoff challenge the new City University to “help young people to achieve” and “imbue them with the desire for excellence.” The new Chancellor, Dr. John Rutherford Everett, a former philosophy professor, quoted Pericles as he likened New York City to ancient Athens and defined a university’s mission as the nurturing of great citizens.

“The names of the great centers of learning echo down the ages from the past: Oxford, Cambridge, Paris, Bologna,” declared Mayor Robert F. Wagner Jr. that April 24. “Our own American heritage contributes Harvard, Yale, Princeton … Now the four senior colleges Queens, Brooklyn, Hunter and City, and the three community colleges will be coordinated by the Chancellor to make them all part of one great university…”

Lawyer Gustave Rosenberg, chairman of the Board of Higher Education, which had coordinated the system since the 1920s, invoked its historic mission: “that in a democratic society, the higher reaches of education are not the exclusive privilege of an elite, but an opportunity and a necessity for all qualified citizens who desire it, regardless of race, creed, or color.”

Academic excellence. Public service. A centralized system. Opportunity for all. These ideas had propelled public higher education in New York City almost since the founding of the Free Academy in 1847, through more than a century of expansion to meet a rising demand for seats. Now, buffeted by political, social, financial and institutional forces, the system needed to expand again. A tsunami of students, born in the post-World War II years, was expected to flood the city’s colleges in the early ’60s. With only four, selective four-year public colleges and three community colleges, and graduate offerings capped at the master’s degree level, the system was unprepared for the coming influx.
Just two weeks earlier, the Board had announced, “Governor Nelson A. Rockefeller’s pen signed into history today, April 11, 1961, at 4:30 p.m., The City University of New York.” The signed legislation codified university status for the system composed of City, Hunter, Brooklyn and Queens colleges, and Staten Island, Bronx and Queensborough community colleges, and envisioned a centralized institution empowered to develop Ph.D. programs.

At the time, the system had 91,000 students, employed some 2,200 full-time teachers, and offered baccalaureate, associate and master’s degrees. It was overseen by the Board of Higher Education, forerunner of CUNY’s Board of Trustees, which had just recently appointed its first Chancellor — Everett — to manage the pre-University system and coordinate its widening constellation of schools as an integrated institution. In 1961, the system was still largely funded by the city and partially by student fees — tuition — for courses taken by part-time and nonmatriculated students, as well as those enrolled in community colleges or graduate programs.

CUNY was born as the Free Academy in 1847, but its establishment as a Ph.D.-granting institution in 1961 provided the foundation for CUNY the modern public university. Its evolution would proceed slowly, involving power, funding and political battles revolving around city-state relations, local politics, and at times controversial approaches to fulfilling CUNY’s historic mission of providing New Yorkers both access and excellence in higher education.

It would now be possible, Mayor Wagner told the inaugural audience of dignitaries that day in 1961, “for a New York boy or girl to progress from Kindergarten to the Doctor of Philosophy degree within the schools and colleges comprised within the City of New York.”

### STRUGGLE FOR CONTROL

The soaring speeches celebrating the City University’s promise, must have seemed an ironic memory four and a half years later on Saturday, Nov. 20, 1965, when another milestone was about to take place. It was already a changed institution, but not necessarily as expected. Everett was no longer Chancellor, having resigned two years into the job after what one newspaper called “a behind the scenes struggle for control” of the University. New York Herald Tribune education reporter Terry Ferrer reported “smoldering arguments... They involved everything from the future of university graduate programs, to interference by Mayor Wagner,” futile attempts to obtain city funding for the proposed doctoral programs, and slights such as the Board’s rehiring of Dr. Buell Gallagher as president of City College, without consulting with Everett.

And now, five days before Thanksgiving of 1965, Everett’s successor, Dr. Albert Hosmer Bowker, was resigning too, along with Dean of Students Harry Levy, Brooklyn College President Harry Gideonse, and Hunter College President John Meng — a group of educators representing most of the top officials of the City University system.

It was a bare-knuckles showdown in what had been a two-year power struggle between Bowker and the Board — and, another turning point in the development of CUNY.

A World War II statistician and former dean of graduate studies at Stanford University, Albert Bowker had, like Everett, been stymied in launching the University’s Ph.D. programs and in obtaining adequate funding to cope with rising enrollments and inadequate campuses he would later recall as “slums.” Bowker, whose mumblering, rumpled demeanor masked a shrewdly strategic mind, had repeatedly butted heads with Board of Higher Education Chairman Gustave Rosenberg.

Bowker “found essentially the same problems which had beleaguered his predecessor: too little authority, too much interference by the Board, and an underlying resistance to change,” wrote Sheila C. Gordon in her well-received 1975 Columbia University Ph.D. dissertation, “The Transformation of the City University of New York, 1945-1970.”

State officials’ actions added to the pressure. “Shortly after authorizing the new University, the State conveyed to the City its intention to provide no financial support, to the dismay of those who were planning the doctoral program,” Gordon wrote. “It was generally believed that the State was withholding funds in order to extract certain commitments — specifically the intention to charge tuition — from the City as a condition of future aid.”
There were precedents for charging tuition. Dating to the founding of the Free Academy in 1847, free tuition had been held as a sacrosanct tradition that had permitted high-achieving students to earn diplomas free of charge from the legendary “Harvard of the Proletariat — City College — and the other public colleges founded during the early 20th century to serve a surging population fueled by immigration. But only students who met selective requirements were eligible to matriculate tuition-free in the four-year colleges. Many “non-matriculating” students whose high school averages fell short, paid to attend the public colleges.

In fall 1909, under the presidency of John Houston Finley, City College launched an evening baccalaureate program serving 200 students. Over time, in the decades that followed, the system’s night Schools of General Studies served tens of thousands of “non-matriculating” students who paid tuition for their courses. In fall of 1957, while nearly 36,000 attended the city colleges for free, some 24,000 paid as much as $10 a credit or $300 a year, based on a 15-credit semester — still a value compared with the $900 per year charged that year by private New York University.

Also paying tuition in 1957 were 546 community college students, 8,737 graduate students and 12,371 in adult-education courses. An early-1960s newspaper ad touted “Evening Courses for Men & Women” at Hunter, offering a smorgasbord of classes including accounting, “cookery” and TV writing, for “$20 per course and up.”

Tuition and other student fees comprised 19 percent of the system’s $46.8 million in total receipts for the 1956-57 fiscal year, according to Board of Higher Education reports.

In the early 1960s, the state Legislature removed the mandate for free tuition in the city, but the tradition of providing it to the top students continued. However, the “abandonment of the free tuition requirement was to launch a City-State struggle in which the doctoral program (at the City University) was often a pawn,” wrote Gordon.

**TUITION PLAN**

It was in this atmosphere that Chancellor Bowker, frustrated by his inability to get the doctoral program off the ground, and by his dealings with Rosenberg, went public in 1965 with a proposal for a funding mechanism to pay for his desperately needed capital projects. His plan called for charging students $400 tuition, which would be fully offset by federal, state and city student scholarships and in the end cost students nothing.

Night students, graduate students, community college students and adult education students had for years been paying fees that had come to comprise a significant portion of the system’s revenues.

Yet Bowker’s proposal was explosive enough to draw a rebuke from the Board of Higher Education, which along with alumni associations of the older four-year colleges, passionately guarded the free tuition policy and were wary of state attempts to bring the tuition model in place at the State University, to the city. “So then the Board met,” Bowker recalled in a 1993 interview, and declared that the college presidents “had not shown proper fealty to the Board, and [Brooklyn College President] Harry Gideonse [made] the wonderful statement, ‘Fealty is for medieval serfs. I am not a slave.’ ”

The four University administrators resigned. The battle was on for control of the City University.

“Bowker had persisted through two frustrating years of attempting to change minds and programs,” Gordon wrote of this turning point in CUNY’s history. “In the brinkmanship style which was characteristic of him, he publicly confronted the Board over the issue of the professional autonomy of the Chancellor.”

After several months of maneuvering and back-channel talks with City Hall, of “dramatic public hearings, daily front-page news coverage, student demonstrations, and attacks on all fronts,” Bowker “emerged victorious.” Rosenberg eventually was eased out as Board chairman; his departure had been one of Bowker’s conditions for his own return. Rosenberg served for several months as the first chairman of the City University Construction Fund and resigned to take an appointment as a city judge.

Free tuition — already a battlefield between city and state — survived...
another decade, until the fiscal crisis of the ’70s. But Bowker was now poised to build upon the foundation of the modern-day City University of New York.

The challenges then, as now, were great. The system had always been under pressure. Its budgets — first funded by the city, with increasing state allocations for teacher training by the 1960s — remained tight even as enrollments grew, particularly with so many students paying no tuition.

The Free Academy recorded 202 students in its entering class of 1849. By 1890, the successful, growing school had been renamed The College of the City of New York (1866), and the all-female, free Normal College of the City of New York — later Hunter College — had opened (1870); their combined enrollment was 3,112. Enrollment hit 4,454 15 years later, in 1905, two years before City College’s breathtaking neo-Gothic campus opened in 1907.

As the city’s population, fueled by immigration, exploded during the early 20th century, more public colleges were founded to meet the demand for affordable higher education. City and Hunter set up branches in Brooklyn and later in Queens, to keep pace with the boroughs’ growth, as train lines were laid out and farmland gave way to neighborhoods.

City College’s School of Business and Civic Administration opened in 1919 on the site of the original Free Academy building on Lexington Avenue. It would be renamed later for financier and CCNY alumnus Bernard Baruch. By 1920 Hunter’s enrollment was the highest of any municipally funded U.S. women’s college. By 1930, 36,249 students were in the city’s public-college system. That year, the Brooklyn extensions of City and Hunter merged to form Brooklyn College, the third college to branch from the Free Academy; in 1936 classes began at Brooklyn’s neo-Georgian-style campus.

That same year, the Board of Higher Education and Hunter College proposed a city university to coordinate the municipal colleges, offer graduate and professional training and meet the vast growth in the city’s population, but no action was taken by the city. Expansion continued: The Queens’ branches of City and Hunter merged in 1937 to found Queens College in Flushing. Hunter-in-the-Bronx opened during the 1930s, to serve women in their first two years of Hunter studies. During World War II, in one of many wartime uses of the public colleges, the Navy used the campus to train the WAVES (Women Accepted for Volunteer Emergency Service); postwar, the campus temporarily housed the United Nations.

In the post-World War I era when discrimination against Jews was common at Ivy League universities and other private educational institutions, many Jewish students and academics found their intellectual home at New York’s public colleges, where ethnicity, religion and national background barred no one. At City College, the “Harvard of the Proletariat,” political movements were hotly debated in its hall during the 1930s. Student activism also surfaced during the Depression era; antiwar groups formed and rallies drew isolationists and idealists. But as European fascism emerged, antiwar sentiment ebbed.

**CUNY GOES TO WAR**

With Japan’s attack on Pearl Harbor, the city’s campuses mobilized. The war effort demanded trained personnel, and the municipal colleges responded again to public needs, expanding programs in the sciences, mathematics, economics and foreign languages, and creating new ones to meet military and administrative requirements. A Department of Military Science was set up at City College School of Business. Hunter
offered a “war” class and nursing; Brooklyn had courses such as ballistics and cryptography.

Just as the Free Academy men had fought for the Union in the Civil War, even forming their own unofficial training unit to defend New York City against a Confederate invasion; just as City and Hunter men and women had served the cause of World War I, including developing the standard-issue gas mask, New York’s municipal colleges participated fully in World War II.

“Only a talking film … could begin to dramatize the extraordinary variety of our educational pursuits in this emergency year,” wrote then-Board of Higher Education Chairman Ordway Tead, an editor and vice president of Harper’s who had been appointed to the Board by Mayor Fiorello LaGuardia, in his June 1944 annual report.

In the midst of the war, the state Legislature appointed a subcommittee headed by George D. Strayer, professor emeritus at Columbia University Teachers College, to study the administration and financing of the city’s financially strapped municipal colleges. The 1944 Strayer Report gave early recognition of the colleges as a “system,” and recommended further study of ways to finance expansion. “The Board of Higher Education is clearly charged with the development of a system of higher education for the City of New York,” the report said, proposing the college presidents and Board “establish the broad purposes and the general characteristics of an integrated system of higher education for the City of New York.”

The public colleges’ purpose — to serve the city by providing it with an educated, well-trained citizenry — was noted by the Strayer report. “Here are a group of intellectually elite, physically strong, and morally determined young persons on the threshold of everything fine that America has to offer,” the report said. “They are going to do much of the technical and professional work of the City of New York, and from their number will be recruited many of the political and social leaders of the City and the nation.”

In 1926, the Board of Higher Education had been formed from a merger of the City and Hunter boards of trustees, and given jurisdiction over the municipal colleges — an early centralizing development. During the 1930s and 1940s, Mayor LaGuardia filled the Board with like-minded reformers who viewed themselves as trustees of the system, charged with efficient administration and with planning for the future. Pearl Bernstein (later Pearl Bernstein Max) was named Board administrator in 1938 to coordinate the colleges’ programs, budgets and procedures. No Chancellor would be appointed until Everett, who was initially named as Chancellor of the municipal college system, only to be appointed as University Chancellor months later.

POSTWAR NEEDS

Enrollment at the colleges dipped during the war, but the Board was looking ahead to postwar needs, which were expected to be great. The question of access to the free public colleges was raised in Ordway Tead’s 1944 report, foreshadowing things to come. Tead noted that only students from the top 25 percent of New York City high school graduates were admitted to City, Hunter, Brooklyn and Queens.

“As has been repeatedly pointed out, such an enforced policy of rigid selectivity … means that approximately 75 percent of the graduates of our city high schools have no present prospect of a free college education,” he wrote. “The citizens of our city can no longer remain complacent about so restrictive a policy which ignores the advanced educational needs of some 25,000 to 30,000 young people coming out of our high schools every year who cannot afford other college opportunities.”

The theme — how to provide a college education to expanding numbers of students of all ability levels — not only the high achiev-
ers who had traditionally benefited from selective admission and therefore free tuition — would return again.

The end of World War II, with the flooding back of young men and women hungry to resume their educations and their lives, set the municipal college system on a new path. The GI Bill fueled an enrollment boom at the public colleges; a deluge of students was predicted by 1960.

In Albany, meanwhile, the 1946–48 Temporary Commission on the Need for a State University proposed a state university system, citing “the present large college population and the still larger enrollments anticipated by 1960” and noting that “facilities for research and education of research personnel are among the great needs of the country.” It held back, however, on state-funded graduate programs.

The legislation creating it included state funding for the New York state schools for teacher education, was established in 1948. The legislation creating it included state funding for the New York City colleges’ teacher education programs, including the fifth, or master’s level, year. The influx of state funds sparked the growth of intercollegiate master’s programs at the municipal colleges, in teaching as well as in subjects — such as government and chemistry — deemed pertinent to teaching.

The State University of New York (SUNY), initially composed of the state schools for teacher education, was established in 1948. The legislation creating it included state funding for the New York City colleges’ teacher education programs, including the fifth, or master’s level, year. The influx of state funds sparked the growth of intercollegiate master’s programs at the municipal colleges, in teaching as well as in subjects — such as government and chemistry — deemed pertinent to teaching.

COMMUNITY COLLEGES

SUNY was authorized to develop two-year, state funded community colleges, then called Institutes of Applied Arts and Sciences. There was only one such institute in New York City, in Brooklyn, but the development was significant to the city’s college system.

“These Institutes as a beginning of a state supported higher educational program, are significant for New York City,” wrote Board of Higher Education Chairman Ordway Tead, “for they embody a recognition of a financial responsibility on the part of the State for some support to education in our City beyond the high school level.”

The principle was “especially important” said Tead, “when the problem of substantial and greatly needed additional resources for the colleges from the municipal treasury is each year more difficult.”

Postwar expansion of the municipal college system was slow at first, even though during the 1940s and 1950s the community college movement, begun in the 1940s, was in full swing across the nation. Presidential panels called for more community colleges, and educators saw the two-year institutions as critical to preparing for the expected 1960s enrollment onslaught. The two-year schools were transforming the higher education landscape, helping states to meet the growing demand for academic study and technical training, with many students transferring to four-year colleges after obtaining their associate degrees.

In New York, the Board of Higher Education commissioned Dr. Donald P. Cottrell, dean of Ohio State University’s College of Education, to study expansion of the municipal college system. The Cottrell Report, released in 1950, recommended the Board develop community colleges that would be separate from the four-year city colleges. It cited “a vast unmet need at the two-year level in New York City.”

But compared with the rest of the nation, New York’s public college system was slow to embrace community colleges. Overall, the early to mid-1950s, roiled by the Cold War and Sen. Joseph McCarthy’s anti-communist crusade, were a time of relative inac-
Rockefeller named Ford Foundation President Henry Heald to review higher education needs and facilities in the state and propose ways to bolster the state economically, scientifically and culturally. The November 1960 Heald report made firm recommendations to address the state’s growing higher education needs. It also aggravated sensitivities among New York City’s public higher education establishment.

The report recommended that the state — facing anticipated and pressing student enrollment increases — expand the State University, including transforming the state teachers’ colleges into liberal arts colleges, expand the community college system and increase its overall expenditures for public higher education.

Among the proposals that most rankled the New York City educators, the Heald report urged creation of two separate, prestigious, Ph.D.-granting university systems under state auspices — without mentioning a role for the long-established, high-quality public city colleges that were already granting master’s degrees. The report also proposed that state education officials sit on the city’s Board of Higher Education and that uniform tuition be established at all public colleges, including the city colleges. Private colleges would also receive public funds for construction and student aid.

At the time, New York City’s public colleges, then funded largely by city coffers, were considered academically superior to the state institutions, which were largely teacher-training colleges. City, Hunter, Brooklyn and Queens Colleges were legendary, sought-after educational institutions that for many years had attracted the city’s most ambitious students. By 1960, the city colleges had also become important as master’s degree-granting institutions, responsible for 10 percent of all master’s degrees granted in New York State.

Momentum had been building for doctoral programs to be offered in the city colleges as well.

The Heald report and a subsequent master plan by SUNY trustees were criticized in the city as a state power grab. City College President Dr. Buell Gallagher, who had been advocating development of doctoral studies at CCNY, declared that some of the Heald recommendations would “strike a mortal blow” at the municipal college system, which held free tuition as one of its most venerated values. CCNY’s influential Alumni Association issued a statement that denounced the report for ignoring the municipal colleges’ “already-established master’s program which serves more than 10,000 students” and “the fact that a graduate program leading to the Ph.D. degree could be organized and functioning at the city colleges in three years or sooner with the help of immediate state aid.”

**DOCTORAL PROGRAMS RECOMMENDED**

Within a few months the state began acting on the Heald proposals. The city’s higher education establishment also made a move. For more than a year, the Board’s “Committee to Look to the Future,” headed by Mary S. Ingraham of Brooklyn, had been studying the municipal system. After the Heald report’s release, Board President Rosenberg asked his committee for its report. A month after the Heald report, in December 1960, the committee’s report was out.

The Committee to Look to the Future urged that the seven municipal colleges be reorganized into a city university empowered to grant Ph.D.s, expand undergraduate programs and retain free tuition in the four-year baccalaureate colleges. Immediate support for the university proposal came from soon-to-be three-term Democratic Mayor Wagner. Wagner was a strong friend of the public colleges, a sentiment imbued by his affection for his father, a German immigrant who had graduated from City College in 1898, later rising to the U.S. Senate. The committee’s recommendation also was supported by the state Board of Regents.

State legislation creating The City University of New York as an integrated system empowered to develop doctoral programs and grant Ph.D.s, was drafted in February and March of 1961; state legislators passed bills giving university status to the system, and placing the new University under Regents supervision rather than under the State University. John Everett, who was already in place as the newly appointed first Chancellor of the municipal college system, was tapped as the City University’s new Chancellor, with great fanfare. Everett brought in Dr. Mina Rees, Hunter’s Dean of Faculty, to develop the

**FAST FACTS**

- For Rockefeller, education was democracy’s “lifeblood” and he quickly embarked on plans to expand and strengthen the then decade-old State University system, which would grow from 29 to 72 campuses and from 38,000 to 232,000 full-time students on his watch.
- This aggravated sensitivities among New York City’s public higher education establishment.
graduate programs. Rees had been honored by the United States and Britain for her service as a mathematician during World War II. After the war, she had headed the mathematics branch of the U.S. Navy’s Office of Naval Research and directed its Mathematical Sciences Division.

New York State had long provided funds for teacher training in the city’s public colleges. Dr. Rees cited a looming shortage of teachers when she asked the state for $6.3 million to begin CUNY’s doctoral offerings in nine disciplines. The state provided $1 million, which allowed the program to begin. It would be several years before the first CUNY doctorates were granted.

Rees, and Everett, faced a challenging puzzle. Within the new City University, there had emerged political splits over the importance of the now-linked doctoral program and free tuition. Chancellor Everett, needing support from the Board of Higher Education and the colleges to restore the free tuition mandate and obtain state funding for the Ph.D. program, found there was more passion and interest among the college’s politically powerful alumni groups — particularly those at City and Hunter — for the free tuition cause. Board Chairman Rosenberg had also embraced the free tuition fight as his signature public issue.

In 1962, after two years as Chancellor, Everett resigned. He cited “overwhelming personal and financial reasons,” although news accounts described his nearly two-year tenure as having been fraught with arguments and behind-the-scenes maneuvers. Everett took a position with Encyclopedia Britannica, but by 1964 had returned to academia in Greenwich Village, as president of The New School for Social Research.

A national search was launched for a new Chancellor, and Bowker, who knew Mina Rees from his World War II service as a statistician, accepted the appointment. Bowker served as Chancellor from October 1963 to September 1971, pushing for development of an increasingly more centralized CUNY as the institution became engulfed in — and responded to — the turbulent ‘60s, a time of student unrest, advocacy for wider access to the University, and further expansion. He also grappled with, and instituted, a variety of admissions policies and programs that opened more CUNY opportunities to New York City’s then burgeoning black and Latino population.

STUDENT EXPLOSION

But the system was straining. “The largest high school class in history, products of the first wave of the postwar ‘baby boom,’ was graduating in June of 1964 and expecting to enter college in the fall. CUNY was not ready,” wrote Gordon. “The inertia of the 1950s and early 1960s had left the institution unprepared for the influx.”

Earlier in 1964, the Herald Tribune’s Terry Ferrer wrote: “This is the year. It’s the year we’ve talked about and dreaded for almost ten years — the real start of the college boom. The war babies are here ....” The title of Ferrer’s newspaper series was “The College Panic.”

The Board of Higher Education responded with “Operation Shoehorn,” emergency measures implemented for the 1964-65 school year to squeeze more students into the municipal college system’s already overcrowded spaces. The measures included an earlier start to the school day; addition of Friday afternoon, evening and Saturday classes, and using closed-circuit TV and other methods to teach more students at once. But it was clear these measures would be no match for the even more serious enrollment crunch projected for the late 1960s. Something had to be done.

By 1965, a 50/50 city-state financing arrangement was in place for CUNY, but city fiscal strains placed added pressure on the University’s budget. A staff paper released by Bowker in September 1965 outlined two funding strategies that in some ways foreshadowed the CUNY Compact funding model pioneered by Chancellor Matthew Goldstein decades later and relied upon by the University today.

One strategy, entitled “A Modest Proposal,” called for the state to underwrite the cost of the doctoral program and share equally with the City the costs of the senior colleges and central services. The second, “A Somewhat Bolder Proposal,” focused on capital and operating construction costs, urging full state funding of CUNY’s operating budget (except for community colleges) and introduction of the controversial “paper” tuition charges to capital construction. Bowker’s decision to go public with the later “tuition” proposal sparked the crisis with the Board and the temporary resignations of Bowker and the three other CUNY officials on Nov. 20, 1965.

When Bowker returned to his post a few months later, the chancellorship had been revised and strengthened. Bowker had demanded, and received, access to government officials, control of CUNY’s public relations, and bylaw revisions to confirm him as the University’s and the Board of Higher Education’s chief administrative officer. For the City University of New York it was an opportunity to begin to centralize University operations and strengthen the structure of the university, for the future.

One of Bowker’s top priorities was centralizing the doctoral programs. Bowker and Mina Rees, who was in charge of developing the Ph.D. programs, had seen “the presidents and deans playing a political role, primarily protecting their own colleges, with only secondary regard to the quality of the University’s Ph.D. degree,” wrote Gordon in her doctoral dissertation. City College President Buell Gallagher “especially resisted any blurring of his institution’s distinctiveness....”

GRADUATE CENTER HOME

But over time, Bowker and Rees circumvented the turf-protecting college administrations by developing subject-based University
committees composed of faculty members who came to be persuaded of the advantages of centrally located Ph.D. programs, according to Gordon. In 1966, Bowker engineered a spectacular real estate deal and bought a building on 42nd Street, across from the New York Public Library, to house the new graduate school. During his years as Chancellor, he created the Graduate Center — the Graduate School and University Center — providing an institutional structure and home for the development of graduate education at the University.

The day Rockefeller signed the legislation transforming the College of the City of New York, as it was known, into The City University of New York, the system had 91,000 students and a budget of more than $60 million, with 54 percent funded by the city, 27 percent funded by the state and 17 percent funded by student fees, according to the Board of Higher Education’s annual report for the 1959-60 fiscal year. Today, the largely state-funded CUNY is a magnet for record numbers of students — 480,000 today at its 23 institutions — and boasts one of the most racially and ethnically diverse student bodies in the world. Federal and state aid — Pell grants and state TAP awards — cover education costs, in many cases 100 percent, for the neediest students. Despite the fiscal challenges, the University in 2011 remains committed to providing affordable academic quality.

The reconstitution of the city’s municipal college system and the creation of New York’s public graduate school 50 years ago led to a period of great expansion of the University. Today, CUNY is organized in accordance with The City University of New York Financing and Governance Act, enacted in 1979 by the State of New York.

NEW TRANSFER POLICY

Its evolution as the integrated university, envisioned 50 years ago, continues today with yet another reinvention. As summer 2011 began, the University announced and approved sweeping new transfer policies, including a new “common core” general education framework, to make it easier for students to get credit for their CUNY community college courses when they transfer within the University and honor the ideals of the integrated University. Reforming CUNY’s general education framework, Chancellor Matthew Goldstein said, would enable CUNY to “take the next step in advancing the University’s academic transformation.”

Fifty years on, focused on academic excellence, public service and access for who all seek a higher education, the modern, integrated University continues to seek innovation in the pursuit of knowledge, to search for new meaning and to reinvent itself to further meet the educational needs of New Yorkers and beyond. The great ideas, ambitions and challenges that sparked a flame for public higher education 164 years ago continue to burn brightly to shape the nation’s largest public urban university in the 21st century.

Visionary Graduate Center Also Starts a New Chapter

HOW THE CUNY GRADUATE CENTER grew from a maverick endeavor to a paragon of doctoral-level public higher education is the subject of a book to be published this fall.


The center commissioned the book — including vintage photographs — for its anniversary celebration.

“To have become an internationally renowned institution in so brief a period is virtually unprecedented,” said President William P. Kelly, lauding his faculty and alumni. He added that the center is also a “tribute to the strength and resilience” of CUNY.

Anderson’s historic tale begins with Mina Rees, the first of the center’s four presidents. Rees, a mathematician and Hunter College alumna and administrator, also served as a World War II strategist. In a small office without students, courses or even a secretary, Rees began the Graduate Center on Sept. 1, 1961. Outside the University, many believed that advanced graduate studies should not be part of public education. Nevertheless, Rees assembled what Anderson calls “the best component parts” of CUNY and made a graduate school. She identified Oxford University, with its many colleges, as a model, and visited to see how it could inspire her own plans in New York.

Today Rees’s vision is still in place. The center has 150 of its own faculty and draws on the expertise of more than 1,800 scholars, from throughout the University and the city. They teach and advise about 4,300 doctoral students in more than 30 doctoral programs and seven master’s degree and other programs. The center’s umbrella also includes institutes.

Anderson’s book pays tribute to the center’s notable intellectuals — past and present — and takes readers on a tour of the two legendary buildings where the center had its home bases.

Research for the book was conducted in a modest basement at the center’s current home, the glorious Fifth Avenue building, formerly B. Altman & Co. department store.

There, Anderson worked with John Rothman, a volunteer archivist and retired New York Times director of information services, who organized five decades of documents and memorandums that now fill six bookcases.

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AIL MARQUIS is a successful financial manager, with an M.B.A. and licenses to sell stocks and bonds in fifteen states. She was a basketball champion, so good at the game that she is one of only four women — and the only African American woman — to be inducted into the New York City Basketball Hall of Fame.

In 1976 she was selected to join the first-ever women’s Olympic team.

Extraordinary accomplishments.

Except perhaps for this: When named to that Olympic team, Marquis also had 18 credits from Queens College listed as “incomplete.”

Well, what would you do? Tell the Olympic Committee you’re sorry, but you have some papers to write?

She, of course, went to the games in Montreal. The team won silver.

And Marquis, who graduated from Queens College a few years later — and now serves on its Foundation Board — did not let her Olympic duties get entirely in the way of her coursework.

In Montreal, she multi-tasked by writing a report for a course in “Exercise Physiology and Biomechanics,” based on what she was learning from her coaches, trainers, teammates — and herself. Primary sources, so to speak. “With running sprints in practice, I was into oxygen debt,” she says.

But multitasking didn’t enjoy today’s technology. “I wrote it all in longhand.” Marquis says. “We didn’t have laptops back then.” She snail-mailed the paper back to Queens, to her instructor William McArdle, now a professor emeritus — and took a final examination after the games. “God bless him. He gave me a passing grade.” Which was a B, she believes.

Marquis has a no-nonsense delivery that matches her 6-foot stature and quick pace. Dressed for business, but with a flair provided by a deep blue shirt and gold vintage-design necklace, she was keynote speaker and roundtable leader last February at a Queens College career day for more than 100 eighth and ninth graders. The students attended the Queens School of Inquiry, which is affiliated with the college.

The Olympian was delighted by the eagerness of the students, including a 13-year-old boy who stood to demonstrate that they were the same height. She also drew out shy students and, in a good natured way, scolded the ones who yawned or mumbled their names.

“Swing out there!” she repeated, sounding like a contende. “What made me believe that as a woman I could be an Olympian? I just knew me … I knew I could play as well as they did. People who don’t go to tryouts get me angry. Tryouts. That’s the start of the confidence.”

Marquis grew up in St. Albans, Queens, the daughter of a post office employee and a homemaker and one of five children. She attended Andrew Jackson High School and also played basketball for the local Roman Catholic church, St. Catherine of Sienna. She is a Lutheran but in that instance, as in many, basketball is what mattered.

“I was five-eleven by the eighth grade, taller than my teachers,” she says. “The knee socks never came up to the knees. The shoes weren’t … as fashionable. I never felt comfortable in my own skin. But to be on a court! There, I didn’t care too much about what I looked like.”

She knew right away that Queens College was where she wanted to go. It was close to home. She loved the open spaces, “the quad” … and that the school had a women’s basketball team.

Marquis, though, was in for what her former CUNY coach now calls a rude awakening.

“Her high school thought she was the biggest star,” says Lucille Kyvallos, Queens College’s legendary women’s basketball coach, now retired. It was Kyvallos — and Marquis remain in contact — who showed this young player she needed to be more than tall. She was at “a starting point.” Her rebounds, defense and free throw all needed work.

Kyvallos suggested that Marquis spend the summer before her sophomore year teaching at a basketball camp for children in the Poconos. There Marquis found that “the act of breaking down” basketball skills for her students taught her a lot about her own game.

Kyvallos says Marquis returned as a far more competitive player. In 1974, when they faced Immaculata College of Pennsylvania, which had been two-time national champions already, the Queens College gym was packed with students, faculty and fans from both sides. A large contingent of Immaculata nuns had come with victory pails to bang. With 22 seconds left in the game, Kyvallos says, “Gail picked off another player’s opponent, rolled to the basket, collected a bounce pass and went up for a jump shot. We ended up beating an undefeated team.”

After the 1976 Olympics, Marquis played professional basketball in France. In 1979, she returned to Queens College and finished her Bachelor of Arts degree in secondary education and psychology — incompletes no more. She was now qualified to teach high school but those positions were frozen in New York City.

And Marquis also realized she needed a charged atmosphere more like that of the sports world: Wall Street. She began at an entry level, doing administrative tasks, but she learned what she could by reading stock analyses before she filed them, took courses offered by her employers — and ultimately built the career she has today. She is now an insurance and financial sales professional for the New York firm of Lee, Nolan and Koroghlian.

Marquis ended her day at Queens College visiting with the women’s basketball team. She thanked head coach Tom Flahive for allowing the team to take a break and chat with her and posed for a photograph, comfortably holding a basketball. When it came to playing though, she deferred. “The older I get the better I used to be,” she joked. “If I dribbled now you all would want my medal back.”

In the winter of 2011 the Queens team was a young one. The players listened intently to Marquis’s advice. “She told us to go with our instinct — don’t overthink it. That makes for a faster opportunity for your team,” said Chloe Johnson, 19, a sophomore forward.

“I want to see you at the top,” Marquis told the women, sounding confident they would do just that. “Bring back the glory.”
Basketball Hall of Famer and business leader Gail Marquis offered students advice on both specialties at a recent Queens College Career Day.
When John F. Kennedy Jr. decided he wanted to help individuals with disabilities, he chose to focus on the low-paid workers who care for them.

“John wasn’t only interested in people with disabilities,” says William Ebenstein, University Dean for Health and Human Services and Executive Director of the John F. Kennedy Jr. Institute for Worker Education. “He picked an issue that people weren’t talking about then but now they do all the time: that you can’t have a good service for people with disabilities unless you have a good, quality and educated workforce.”

For Kennedy, it started with a challenge from his aunt Eunice Kennedy Shriver, founder of the Special Olympics. Shriver told the younger Kennedy generation that she would provide seed money for the best new idea they could come up with to help disabled Americans. Kennedy’s project — to help low wage, front line workers advance in their careers, won the competition and a $50,000 grant. In 1989, he launched Reaching Up, a nonprofit organization that helps people who work with individuals with disabilities get access to higher education and training.

The University played a major role through the CUNY Consortium for the Study of Disabilities, and since Kennedy’s death in 1999, the John F. Kennedy Jr. Institute for Worker Education.

In researching his project, Kennedy talked with experts and parents and advocates of those who work with individuals with disabilities and found there was a workforce crisis caused by low wages, poor training and benefits, and lack of career advancement. High turnover made it hard for nonprofit service organizations to ensure quality care. Kennedy realized, Ebenstein says, that only experienced, educated and motivated workers could provide excellent care.

Once Kennedy had the grant, he needed to find a higher education institution that would create special programs to help educate the workers. Kennedy’s adviser, Jeffrey Sachs, former senior health and human services adviser to New York Governors Hugh L. Carey and Mario M. Cuomo, introduced him to James P. Murphy, then chairman of the CUNY Board of Trustees. Murphy joined forces with Kennedy to create college-level courses at CUNY for frontline staff who work with children and adults with disabilities. The CUNY Consortium for the Study of Disabilities was established in partnership with Reaching Up, and Ebenstein was hired as director of Workforce Development at the Consortium.

“John realized that we have to start paying attention to staff who work with the people with disabilities, we have to
show respect to them,” says Ebenstein who pioneered the University’s undergraduate and graduate certificates in Disability Studies. “He saw that they were amazing people who needed an opportunity to get ahead. He chose to partner with CUNY because it’s a public system and he found a person at a high level who was very interested.”

After Reaching Up came the Kennedy Fellows Program, which puts participants on a faster track to career advancement. To qualify, workers must attend CUNY. They receive $1,000 each year and mentoring. About 1,000 students have graduated from the Fellows program, but, as Ebenstein points out, they never really leave.

“Once a Kennedy Fellow, you’re always a Kennedy Fellow,” says Ebenstein.

Joseph Miller was a paraprofessional at P.S. 373 in Staten Island while attending college to get his undergraduate degree. He was married, raising a family and didn’t have enough money to enroll full time, but that changed when he was accepted as a Kennedy Fellow in 1995. The scholarship allowed him to study full time at the College of Staten Island and get his degree in 18 months instead of four years.

“The program gave me access to the proper support to help me attain those goals, find proper mentors and speed up the process,” says Miller, who became a teacher and is now a principal at P.S. 44 in Staten Island. “You needed approval and signatures to take that many credits. [The fellowship] gave me access to resources within the CUNY system to further my education at a quicker pace.”

Miller says he met Kennedy many times and still keeps in touch with Ebenstein and others at the Institute.

“John knew all the Kennedy Fellows personally,” says Ebenstein. “They had meetings with John and we would invite them to special events … because we always wanted to hear their voice.”

Ebenstein worked closely with Kennedy for 10 years — until his death in 1999 — and together they expanded the Consortium to include helping nurse assistants become nurses and paraprofessionals become teachers. Ebenstein says he and Kennedy would pay surprise visits to CUNY colleges to meet with students in the Disabilities Studies program.

“He was a great guy, very down to earth,” says Ebenstein. “We would take the subway together to Medgar Evers College and people would come up to him and he was always extremely, extremely polite and respectful to people in a very genuine way.”

After Kennedy was tragically killed in a plane crash, his colleagues wanted to carry on his work. In 2000, with the support of the Kennedy family, they renamed the Consortium the John F. Kennedy Jr. Institute for Worker Education. “I received some very nice notes from Eunice Kennedy Shriver, Caroline Kennedy and Maria Shriver,” says Ebenstein, who in 2006 received a Mayoral Advocacy Award for his efforts to raise the quality of life for people with disabilities.

“They were all encouraging.”

The Institute, which still partners with Reaching Up, was integrated into the Office of the University Dean for Health and Human Services in 2007. The Kennedy family continues to support the work of the Institute. In 2009, Caroline Kennedy took part in the 20th-anniversary celebration of the Kennedy Fellows program.

The Institute carries on Kennedy’s vision of helping educate front-line workers, says Ebenstein. The shortage of nurses within the health care industry is of special concern today.

“John is to be respected for his vision because he saw that the destiny of people who are receiving the services is connected to the destiny of people who are providing them,” says Ebenstein. “I don’t know if John would’ve ever sought public office, but his work with us was part of developing public policy for what he could stand for. And we wanted to support him in any way we could.”
At top, from left: Tanzanian Masai follow footsteps of the ancients; researchers excavate bones in Kenya’s Lake Victoria area; prehistoric animal bone from a Lake Victoria island; team members at New York’s Museum of Natural History sorting latest finds, Lehman’s Harcourt-Smith in Kenya. Below, wall of stones encircles fossil footprints in Tanzania.
WILLIAM HARcourt-smith, assistant professor of anthropology at Lehman College and a resident research associate at the American Museum of Natural History, has been working on two Africa-based research projects. Last summer he directed a field project in Kenya, on the shores of Lake Victoria, that focuses on the evolution of the earliest apes, which lived 18 million to 20 million years ago.

“We were searching for and recovering the fossilized remains of these apes, plants and animals,” says Harcourt-Smith. “The site gives us an incredible glimpse into what the environment and biodiversity was like back then.”

In Tanzania, he worked as part of a team on a 120,000-year-old site made up of more than 350 preserved footprints, which were all made at the same time in a wet volcanic ash layer by a large group of archaic humans.

The prints “give us a chance to work out the possible group composition — males vs. females vs. children — by measuring their sizes,” says Harcourt-Smith, who spent the fall and spring working on both projects and returned to Kenya in the summer for more data.
Gail Levin was a 22-year-old graduate student in art history, researching Jackson Pollack, when she asked Pollack’s widow for help. Lee Krasner responded by inviting her to the Long Island farmhouse that she had shared with the legendary painter — an invitation that would open Levin’s eyes to another great artist. It was 1971. Levin, now a Baruch Distinguished Professor, recalls how the art hanging on the walls of that historic home in Springs was, indeed, extraordinary abstract impressionism.

But it wasn’t painted by Pollack. It was all by Krasner. “I am looking around and I am thinking ‘Wow, this is really great!’” Levin recalled recently. “Why is she so obscure? That had a great impact on me and planted a seed for the future.”

Four decades later, Levin, the author of biographies of Edward Hopper and Judy Chicago — and a former Whitney Museum of American Art curator — has written the first biography of the often overlooked, and widely misunderstood Krasner. Published in March by HarperCollins, *Lee Krasner: A Biography*, was praised by Vanity Fair, The Wall Street Journal, the Los Angeles Times and others. A Booklist starred review notes that Levin “redresses glaring omissions in the history of abstract art.”

When Levin first met Krasner, the artist wasn’t included in textbooks or university courses. Despite earlier recognition, including a retrospective in London, she was more likely to be known as “the wife” of the brilliant but tortured Pollock, who died in an alcohol-related car crash in 1956.

Although Krasner mentored Levin and the women became good friends, Levin never expected to write a biography of the artist. But as the years passed — Krasner died in 1984 — she began to see how important a story of her friend’s life was in explaining the role of women in 20th-century art.

Levin says the Krasner biography completes a trilogy, although the artist is the second in chronological order.

In *Edward Hopper: An Intimate Biography*, Levin quotes from 62 volumes of diaries written by Hopper’s wife, Jo — diaries in which she expresses anger about her own lack of recognition as an artist.

Levin says she then wrote about Judy Chicago because she “was looking for an artist too feisty to ever be in any man’s shadow ... so what’s in the middle in terms of both the chronology of the 20th century and the idea of a woman who emerges from a man’s shadow? Enter Lee Krasner.”

Levin says she waited to write the biography because the distance of time enabled her to gain perspective — and to complete the research necessary to ensure she produced a scholarly work.

The book is a compelling narrative. It also includes illuminating photographs and voluminous notes and citations. Levin shows that Krasner, named Lena at birth, wasn’t denying her womanhood when she ultimately changed her name to Lee. Levin also found letters showing that Pollock
Nicole Cooley grew up in Jefferson Parish, New Orleans, two blocks from the Mississippi River. When Hurricane Katrina hit the Gulf Coast, she watched the news in horror from her house in Glen Ridge, New Jersey, as her beloved city was flooded, trapping thousands of people, including her parents.

“My parents thought they could leave after the storm, but the city was locked down,” says Cooley, founding director of the MFA program in Creative Writing and Literary Translation at Queens College where she’s been a professor of English since 1999. “It was very hard to deal with their decision” to delay leaving, “so I started ripping out articles from newspapers and scribbling my notes and it was a way of coping with and thinking about the experience. I was collecting information, but I wasn’t sure why.”

Cooley used her notes as well as what she learned on her trips back to the city to write her third book, *Breach*, a collection of 30 poems inspired by the events of Katrina and published in April 2010. In the poem “Evacuation,” she writes about her parents, Peter and Jacki Cooley and their refusal to leave the city before the hurricane, and how it took her three days to finally reach them.


“Katrina is fading from the collective imagination in scary ways,” says Cooley. “I found that people involved in Katrina want to talk and that many people in the Gulf Coast feel forgotten.”

Levin, who is a scholar of American, Jewish and Women’s studies, also teaches at the Graduate Center.

She and Krasner meshed their passion for art — Krasner was influenced by Mondrian and Matisse — with the shared experience of being raised by working-class, insular Jewish parents.

Levin believes Krasner would have approved of her book. She did want Levin to write about her art, which Levin describes as depicting for the artist “not how nature looks but how it made her feel.”

Finding Poetry in the Stream of Life

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Here is a collection of new books written by CUNY authors:

**El Lector: A History of the Cigar Factory Reader**
City College and Graduate Center professor of foreign languages Araceli Tinajero
University of Texas Press

The practice of reading aloud has a long history, and the tradition still survives in Cuba as a hard-won right deeply embedded in cigar factory workers’ culture. In *El Lector*, Tinajero deftly traces the evolution of the reader of newspapers, books and other material from 19th-century Cuba to the present and its eventual dissemination to Tampa and Key West, Fla., Puerto Rico and Mexico. In interviews with present-day and retired readers, she records testimonies that otherwise would have been lost forever, creating a valuable archive for future historians.

**High on the Hog: A Culinary Journey From Africa to America**
Queens College professor of English Jessica B. Harris
Bloomsbury USA

Acclaimed cookbook author Harris has spent much of her life researching the food and foodways of the African Diaspora. In *High on the Hog*, she takes the reader on a harrowing journey from Africa across the Atlantic to America, tracking the trials that the people and the food have undergone along the way. From chitlins and ham hocks to fried chicken and vegan soul, Harris celebrates the delicious and restorative foods of the African-American experience and details how each came to form such an important part of African-American culture, history, and identity.

**The Defeat of the German U-Boats: The Battle of the Atlantic**
Queens College Distinguished Professor of History David Syrett
University of South Carolina Press

In *The Defeat of the German U-Boats*, Syrett explains the significance and the outcome of World War II’s most important naval campaign in the European theater — the air and sea battle that ended Germany’s bid to sever Allied supply lines in the Atlantic. The author’s comprehensive account offers a detailed analysis of the effort to stop German U-boat attacks on Allied merchant vessels, which by 1943 ranked as the Allies’ top priority in their strategy to defeat Hitler’s forces. Syrett argues that the Germans were unable to match Allied communication, technological, and tactical advances and that the Allies prevailed largely because of their skill in utilizing the material and intelligence resources at their disposal.

**Modern Migrations: Gujarati Indian Networks in New York and London**
City College and Graduate Center assistant professor of sociology Maritsa V. Poros
Stanford University Press

Although globalization seems like a recent phenomenon linked to migration, some groups have used social networks to migrate great distances for centuries. To gain insights into migration today, Poros takes a closer look at the historical presence of globalization and how it has organized migration and social networks. With a focus on the lives of Gujarati Indians in New York and London, Poros reveals the inner workings of their social networks and how the networks relate to migration flows. Championing a relational view, she examines which kinds of ties result in dead-end jobs, and which, conversely, lead to economic mobility.

**To Broadway, To Life! The Musical Theater of Bock and Harnick**
Baruch College and Graduate Center professor of music Philip Lambert
Oxford University Press

In 14 years of collaboration, composer Jerry Bock and lyricist Sheldon Harnick wrote seven of Broadway’s most beloved and memorable musicals together, most famously “Fiddler on the Roof” (1964), but also the enduring audience favorite “She Loves Me” (1963), and the Pulitzer-Prize-winning “Fiorello!” (1959). Their musicals have won 18 Tony Awards and continue to capture the imaginations of millions around the world. *To Broadway, To Life!* is the first complete book about these creative figures, one of Broadway’s most important songwriting teams.

**The End of French Rule in Cameroon**
York College and Graduate Center associate professor of history Martin Atangana
University Press of America

The book is a study of the decolonization movement in Cameroon. It analyzes the reforms introduced by France in Cameroon after World War II, the circumstances surrounding the unsuccessful attempt of the UPC party to seize independence by force, and the subsequent eradication of the UPC by an alliance of Franco-Cameroonian forces. Atangana shows the length that the French were prepared to go in order to leave Cameroon in the hands of a government that would be sympathetic to their interests.

**Talking to the Enemy: Faith, Brotherhood, and the (Un)Making of Terrorists**
John Jay College associate director of The Center on Terrorism and Presidential Scholar in Sociology Scott Atran
HarperCollins

Atran traces terrorism’s root causes in human evolution and history, touching on the nature of faith, the origins of society, the limits of reason, and the power of moral values. He interviews and investigates Al Qaeda associates and acolytes, including Jemaah Islamiyah, Lashkar-e-Tayibah, and the Madrid train bombers, as well as other non-Qaeda groups, such as Hamas and the Taliban, and their sponsoring communities, from the jungles of Southeast Asia and the political wastelands of the Middle East to New York, London, and Madrid. He corrects misconceptions about suicide bombers and radical Islam, explaining how our tolerance for faith enables extremists to flourish, and shows why atheism and science education have little effect.
By the Numbers

By Miriam Smith

Across

1. Number of CUNY graduates who received the Nobel Prize
7. Make more attractive
16. Repeatedly moved from one position to another
19. Exempt from duties
20. Percentage of CUNY students who are female
21. Live together
23. 12 mos.
24. Percentage of CUNY under-graduates who speak a native language other than English
26. Dweeb
28. Comfy
29. "__ me a home*
30. Grimm beast
34. Waikiki wingding
36. Dadaist Jean
37. ___ gin fizz
38. High times?
40. A n oval or circular opening to admit light in a dome
42. Com. Party of Turkey
43. Percentage of CUNY students who are 25 years old or older
45. Not solid or liquid
48. Bossy remark?
49. Boob tubes
50. Holiday drink
51. Just out
53. Mole
55. ___ v. Wade
57. "Peter Pan" pirate
59. Number of CUNY libraries
62. Look after
63. Frequent copious fecal discharge
65. ___ glance
66. Magnetite, e.g.
67. Subw ay
68. Scandinavian potato alcohol
69. Number of community colleges in CUNY
70. Percentage of all college students in NYC who attend CUNY
72. Yiddish word for synagogue
73. Suffix with absorb
74. Hi will
75. The Emerald Isle
76. ___ chi
77. H.S. math
78. Bigger than med.
79. Mme. in Madrid
80. Egypt and Syria, once: Abbr.
82. Chat room abbr.
84. Guitarist Stephen Paul
85. Allen or Martin
86. Round, flat, onion-flavored roll
87. Moving staircases
89. Grade sch. agenda
90. "Get it?"
92. Turn
93. Large sea ducks
95. Has a traditional meal
96. Set of principles
97. Our planet
101. A creage
102. Interactive movie like Dragon's Lair
104. Conceal
105. Venus de
106. Busy place
109. Inc., in London
111. Encom passes
115. Number of years since CUNY became an entity under one chancellor
116. High point
119. Giorgio who wrote Lives of the Artists
120. Reneged
121. Number of senior CUNY colleges

Down

1. Mogal
2. Go-a-courting
3. Pupil's place
4. Bagel topper
5. Style
6. 50's Ford flop
7. Farm pen
8. Conflict
9. Former spouse
10. Attempt
11. Foil
12. Mysterious: Var.
13. Bottom line
14. Prolonged period of trouble
15. Roman EE
16. Allen or Martin
17. Actress Daly
18. US hospital ship til 1974
22. "No kidding"
25. Yellow parts
27. Intimidated
28. Ashlar
31. Figured out
32. Brouhaha
33. Foe
35. City ___ of NY
37. Deer sir
39. -Cat
41. Dash widths
44. Matadors
45. Suffix with theater
46. Come apart
47. Environment
50. Stepson of Claudius
52. Earp
53. Shot putter?
54. Substitutes
56. Hum dinger (Brit.)
58. Environm ent
59. M exican liquor
60. Cart
61. Rope fiber
62. Vegetarian staple
63. Groucho or Karl
64. "Te-hee"
66. Dame Hess
67. Beach bird
69. Hilo hello
70. Popeye’s gal
71. Clearasil target
72. Baseball’s Mel
73. Cardinal LXX
76. Round, flat, onion-flavored roll
81. Purpose
83. Clearasil target
85. Baseball’s Mel
88. Melodic
89. Grade sch. agenda
90. "Go at it!"
92. "Huh?" (Canadian English)
Limbering up, from left: cabbies Tuhin Khan and Thomas Lowery, Driver Institute director Andrew Vollo, cabbie Dwight Traker, instructor Klee Walsh, cabbies Chemi Dorge and Balram Shiv
ANDREW VOLLO drove a cab in New York City for 15 years so he knows how stressful and grueling the work is and how often it leads to chronic backaches. Now as director of the Taxi and FHV Driver Institute at LaGuardia Community College, Vollo helps cabbies ease that pain. In 2004 he started offering a free taxi yoga class at the Institute. “I've studied tai chi, yoga and Feldenkrais, and other body disciplines, and I know what difference it made while I was driving,” says Vollo, pictured third from left in photo, leading a class of cabbies. “People in this industry are very beat up, ill, and my mission was to make life better for them. After the class they tell me, 'I feel like I had a massage'... or 'I sleep like a baby at night after the class,'” says Vollo. “We know we’re on to something good. A lot of people think that yoga is for women and we’re trying to dispel that.”
WITH A SPECTACULAR 70-acre campus in Manhattan Beach, on the southern tip of Brooklyn, Kingsborough Community College overlooks three bodies of water: Sheepshead Bay, Jamaica Bay and the Atlantic Ocean. It’s the only college in New York City with its own beach. But private beach access is only one of the reasons why more than 30,000 students — 18,000 credit and 15,000 continuing education — attend this campus each year. There are more than 50 degree and certified programs to choose from, such as fashion design, surgical technology, culinary arts, engineering and communications technology, with some as unique as maritime technology, the only associate program of its kind at CUNY, teaching students both the operation and repair of vessels. Recently KCC launched a program in urban farming.

Established in 1963, KCC is the only community college in Brooklyn, a borough with a population of 2.7 million. It was named one of the top community colleges in the United States and was honored with a place on the U.S. President’s Higher Education Community Service Honor Roll for exemplary service to America’s communities. KCC’s graduation rate is 35 percent, the highest of any community college in New York City and among the highest in the nation. Of those graduates, more than 70 percent go on to earn a bachelor’s degree. KCC pioneered the nationally acclaimed College Now program, a transition to college for moderate-achieving high school juniors and seniors. It has also initiated other collaborative programs with New York public schools like the Kingsborough Early College Secondary School and the Leon M. Goldstein High School for Sciences, also on campus.

The sprawling campus features the 743-seat Leon M. Goldstein Performing Arts Center and the 300-seat Marine and Academic Center (MAC) Playhouse, which sponsor hundreds of community events each year, including a free summer music festival and a performing arts festival; a 12,000-square-foot Marine and Academic Conference Center, a swimming pool, and 18 general purpose instructional computer labs. A host of the award-winning Eco-Festival, KCC is also a sustainability leader. The college has had two photovoltaic panels installed atop the Marine and Academic Center, which produce a maximum of 6 kilowatts of electricity (depending on the availability of sunlight) that feed directly into the building’s electrical system. The nautical light on the tower atop the round section of the MAC has served as an aid to navigation since 1990 and is registered with the U.S. Coast Guard.

KCC students enjoy breaks between classes at the Kingsbrew coffee shop near a 5,000-gallon shark tank on the first floor of the MAC. On the second floor there’s a digital lounge. Students also gather and network at a café in the College Center. Outside the building there’s a beach patio as well as benches scattered throughout the campus — perfect for relaxation or studying in warm weather. The ocean breeze is just a bonus.

Quick Facts About KCC
- Founded in 1963
- Serves about 18,000 credit and 15,000 continuing education students per year
- 50 degree and certified programs of study
- Accessible by F, N, Q, B, D, 2, 3, 4 and 5 subway lines with a transfer to B1 or B49 bus lines
- 142 national backgrounds and 73 languages;
- 60% female and 40% male
- 70% of KCC graduates go on to earn B.A. degrees

THE HOTSPOTS AT KCC

College Center: The Hall of Flags, a reception area that displays the 142 flags representing the backgrounds of KCC students; beach café and beach patio
Marine and Academic Center: The digital lounge; Kingsbrew, a coffee shop; MAC Playhouse
Health and Physical Education Center: Two gymnasiums and a swimming pool
Robert J. Kibbie Library and the Media Center: Contains over 150,000 items
Arts and Sciences Center: 1,600-square-foot art gallery
Academic Village: Computer lab, a distance learning facility, child care, welcome center, international students center
“CUNY students continue to win the nation’s most prestigious awards, ‘coached’ by our world-class faculty.”

— Matthew Goldstein, Chancellor