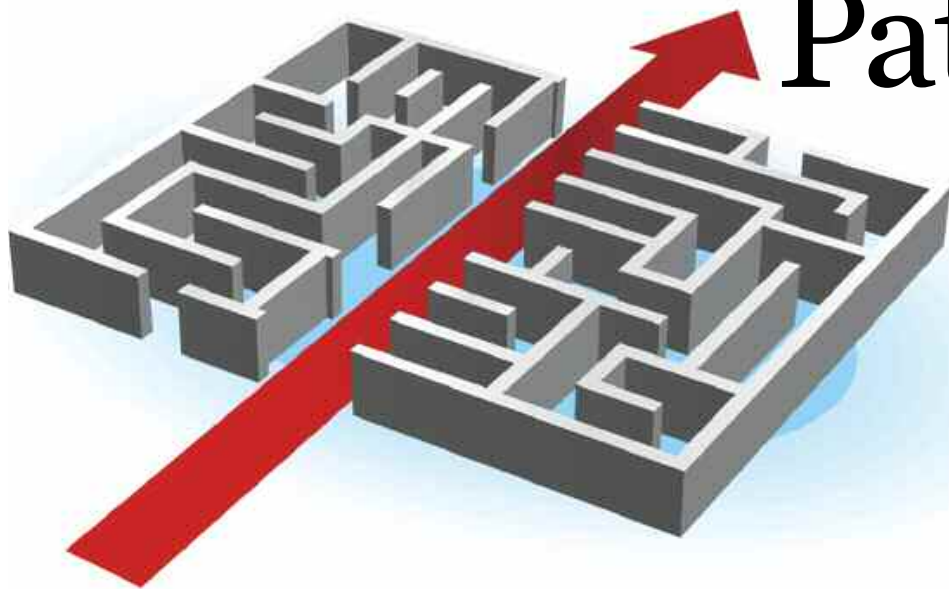


# CUNYMatters

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## From Labyrinth to Pathways



The new Pathways plan for streamlining credit transfers within CUNY promises to improve academic quality and graduation rates plus save money for students and the University.

**T**ASKED WITH transforming general education and streamlining the credit-transfer process, a distinguished panel of educators has begun to tackle the complexities of developing a new “Common Core” for all CUNY colleges as well as a transparent, efficient and fair system for transferring course credits across the University.

CUNY Law School Dean Michelle Anderson has been appointed by Chancellor Matthew Goldstein to head the task force, which will develop the Common Core by establishing required credits and learning outcomes in broad disciplinary and interdisciplinary subject areas.

The task force comprises 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,

according to Executive Vice Chancellor for Academic Affairs and University Provost Alexandra Logue.

The Pathways to Degree Completion initiative was established by a unanimous vote of the Board of Trustees in late June. The task force includes faculty, as well as student representatives, from every CUNY college, as well as every liberal arts major and transfer major of significant size.

The 42-credit general education framework, to be implemented in 2012, will include the 30-credit Common Core for all campuses and 12 “College Option” credits that each baccalaureate college will designate. Currently, general education requirements vary by senior college campus from 39 to 63 credits, averaging 51 credits.

The task force convened on Aug. 26 for a “tremendously successful” working retreat, Dean Anderson said. Another retreat is scheduled for Oct. 14, and a preliminary draft of the Common Core proposal is to be sketched by Nov. 1 and circulated for feedback from the campuses before it is to be presented to the chancellor Dec. 1. After he

approves the Common Core structure, each undergraduate college will specify individual courses that meet the 30-credit Core requirements.

The Aug. 26 retreat at the Graduate Center — the first joint meeting of the steering and working committees — focused on a key piece of the initiative, identifying the learning outcomes to be required for the Common Core’s various multidisciplinary areas, following “best practices” modeled at other universities.

Anderson said committee members “broke into small groups to deliberate on possible cross-curricular learning outcomes,” such as the ability to understand and criticize sources of information, the ability to communicate through writing or verbally, or to employ quantitative reasoning. “We came up with seven different versions that the steering committee will assimilate and winnow... to provide a touchstone for the work as we go forward.”

“I was very impressed with the engagement and intellectual commitment that the

*Continued on page 8*

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

— Horace Webster

Founding Principal, The Free Academy

FALL 2011

### GRANTS&HONORS



#### Recognizing Faculty Achievement

**T**HE UNIVERSITY’S renowned faculty members continually win professional-achievement awards from prestigious organizations as well as research grants from government agencies, farsighted foundations and leading corporations. Pictured at left are just a few of the most recent honorees. Brief summaries of many ongoing research projects start here and continue inside.



Udeogalanya



Brown



Kendrick



Small



Steingart



Green



Hartwig



McCann



Connolly



Liu

#### University Vice Chancellor for Research Gillian Small

has been awarded a \$1,075,968 grant from the Alfred P. Sloan Foundation to encourage and support promising early career scientists — students and faculty members — through two awards plans: a Summer Undergraduate Research program and a Junior Faculty Fellowship program.

**Kingsborough Community College** has received a \$1,874,604 grant from The Mayor’s Fund to Advance New York City for the “Young Adult Program: Access to Success,” under the direction of **Stuart Schulman**. The U.S. Department of Homeland Security has awarded \$399,983 to **David Green** and **Maria Hartwig** of John Jay College for a “Homeland Security Doctoral Research Fellowship Program.” Distinguished Professor of Psychology **Anthony Sclafani** and **Karen Ackroff** of Brooklyn College have received \$341,475 in funding from the National Institutes of Health for research concerning “Carbohydrate Appetite, Fat Appetite and Obesity.”

#### Hunter College

Distinguished Lecturer **Colum McCann** has won the International IMPAC Dublin Literary Award, more than \$140,000, for his latest novel: *Let the Great World Spin*. Kingsborough Community College professor of physical sciences **Harold C. Connolly** was among a team of scientists who recently discovered a new mineral, named Krotite.

**City College** has received \$2,699,999 in funding from the National Science Foundation for

*Continued on page 3*

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## Rational Tuition Policy: A Primer

ANY CUNY graduate knows, the setting of tuition at CUNY and SUNY by the state has traditionally been done in a haphazard way. During economic downturns, students might experience very steep tuition increases, while in other years, tuition levels would hold steady.

For the better part of a decade I have advocated for a predictable tuition policy, one that allows students and their families, and the University, to plan for the future. The centerpiece of the CUNY Compact model is the establishment of a rational tuition plan, one that builds in modest, predictable increases tied to state funding and protects the neediest students.

In June, such a policy came to fruition. The New York State Legislature passed a five-year tuition plan for CUNY and SUNY, after an agreement reached by Gov. Andrew Cuomo, Assembly Speaker Sheldon Silver and Senate Majority Leader Dean Skelos. Chairwoman Deborah Glick and Chairman Kenneth P. LaValle, who lead the higher education committees of the legislature, worked diligently to achieve a new statewide plan.

The legislation allows CUNY to raise tuition up to \$300 a year in each of the next five years for undergraduates from New York State. Effective this fall, full-time, in-state, undergraduate student tuition at the senior colleges is \$5,130 a year. Full-time, in-state tuition at the community colleges is \$3,600 a year. The plan also contains a state "maintenance of effort" commitment that the state's financial support cannot be reduced from prior-year levels (except in cases of financial emergency).

Consistent with the CUNY Compact, the legislation also provides an offset for students who receive full aid under the state's Tuition Assistance Program (TAP), which is now capped at \$5,000 a year. Students who receive less than the full TAP allocation will receive partial offsets. The legislation directs CUNY and SUNY to conduct a study and report on the effectiveness of TAP, including recommendations to improve the program to enhance student affordability and success. I should also note that, as a result of the adopted state budget and the recent federal debt ceiling agreement, both TAP and the federal Pell Grant program are funded for this academic year. In the academic year ending in 2010, nearly 167,000 CUNY students received state and federal financial aid. Approximately \$716 million in TAP and Pell awards alone went to CUNY

students in need.

In addition to helping families plan for the costs of higher education and protecting students in need, the state's rational tuition plan has several other advantages. It allows the University to keep all of the revenue from the new tuition, rather than returning all or a portion of it to the state, as in past years. This important provision ensures that students' investment in their education stays at the University, supporting academic priorities and student services. Moreover, it enables multiyear planning by the University, which increases our overall efficiency. The plan also encourages philanthropy. It demonstrates to donors that the state is investing in the University's financial stability and that philanthropic gifts are not substituting for a lack of state support.

The five-year plan also helps the University meet the growing needs caused by record student enrollment. This fall, the University's enrollment of degree-seeking students tops 269,000. Over the last three years, senior college full-time equivalent enrollment increased by 10.7 percent. In the same period, the University's operating

budget sustained reductions of \$205 million. This year, an additional \$95 million was cut, for a total of \$300 million. State base aid at the community colleges has been reduced by more than 20 percent over the last four years, and the 2012 city adopted budget included further reductions.

Cuts of this magnitude are unsustainable. Without increased and predictable income, the University simply could not meet students' needs, whether for sufficient course sections, laboratory equipment, or financial aid staff. We must facilitate our students' progress and their ability to earn a degree. The longer it takes for students to graduate, the greater the financial burden they and their families face.

The state has taken a historic step in approving a rational tuition policy for CUNY and SUNY. Its actions send a strong signal that developing a highly skilled workforce through a vibrant, competitive public higher education system is a priority in New York. That bodes well for all New Yorkers.



### The plan also encourages philanthropy.

*Matthew Goldstein*

# Enrollment Soars

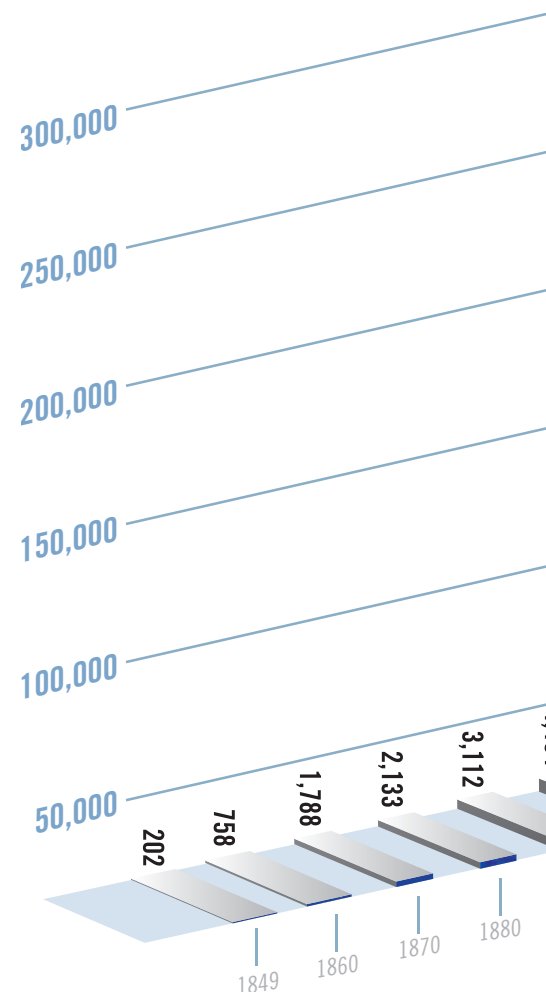
ATTRACTED by academic quality and continuing affordability, a record 269,300 students are expected to enroll at CUNY this fall, including 8,200 more undergraduates than last fall. This is the University's 11th straight year of growth. More top students than ever factor in the mix. The University accepted 20,202 applicants with a high-school GPA of 85 or above. That's 7.8 percent more top applicants than in fall 2010 and a stunning 104.5 percent more than in fall 2002 — a clear indication of the steadily rising esteem with which students who have academic options hold CUNY.

The University accepted about 69,000 freshmen, approximately 2,250 more than last year. It accepted about 28,200 transfer students, close to equally split between students transferring from within and outside of CUNY; the total number of transfers is roughly 5,300 more than last year. Actual enrollment figures and details will be available later this fall, but a trend seen among external transfer students last year is likely to hold — students are changing colleges to secure a quality education in an unforgiving economy.

This academic year, CUNY's neediest undergraduates will continue to pay no tuition, thanks to federal Pell awards and the state Tuition Assistance Program. Efforts to block a proposed cut of \$845 from the maximum \$5,550 Pell grant were successful. In part, critics were responding to the high default rates on Pell grants by students at for-profit, or proprietary, colleges. In fiscal year 2007, they accounted for 7 percent of Pell recipients but 44 percent of defaults, according to The Institute for College Access and Success. In contrast, students in public four-year colleges were 35 percent of Pell recipients but only 23 percent of defaults; students in public community colleges comprised 39 percent of Pell recipients and just 20 percent of defaults.

In Albany, legislation signed into law by Gov. Andrew Cuomo maintains CUNY's current higher-education funding level for five years. Tuition increases of up to \$300 per year during that period for CUNY and SUNY were authorized, establishing a rational tuition policy for the first time. And, in a major change, CUNY and SUNY will keep

## Degree-Credit Students at CUNY 1849-2011



the additional tuition, rather than seeing it siphoned away to state coffers, as often had occurred in the past.

A portion of the additional revenue funds the TAP tuition offset for the neediest students, while the rest will finance educational enhancements for all. There will be a full offset for students receiving the full TAP grant; students who receive partial grants

## When Tuition at CUNY Was Free, Sort Of

CUNY was for many years associated with free tuition, so much so that people still refer to a time, not so long ago, when everybody attending New York City's public colleges did so without paying a dime.

The reality, however, is more complicated.

A free education for students regardless of their background or financial means underpinned the original Free Academy — and declared higher education an important societal investment — when it was established in Manhattan in 1847. Back then, a class typically averaged about 100 or so students. But starting in the early 20th century, as enrollments grew, many accomplished students opened their wallets to study in the city's halls of public higher education.

In 1909, two years after moving to more spacious accommodations in Harlem, City College expanded its offerings to include a separate evening baccalaureate program. Over time, the system's night schools

of general studies expanded throughout the city and served tens of thousands of non-matriculants.

These students paid for their courses. Financial aid for needy students was non-existent. Tuition, known then as instructional fees, was uniform for all non-matriculants, who paid regardless of their financial circumstances. Many hoped that one day their grade point average would permit transfer to the more prestigious — and free — day schools. Others attended at night because they needed to work during the day.

For many needy students in this pre-financial aid era, tuition was a hardship. In fall 1957, for example, nearly 36,000 attended Hunter, Brooklyn, Queens and City Colleges for free, but another 24,000 paid tuition of up to \$300 a year — the equivalent of \$2,411.98 today, according to the U.S. Bureau of Labor Statistics' online inflation calculator.

That year, in fact, undergraduate tuition and other student fees comprised 17 percent of \$46.8

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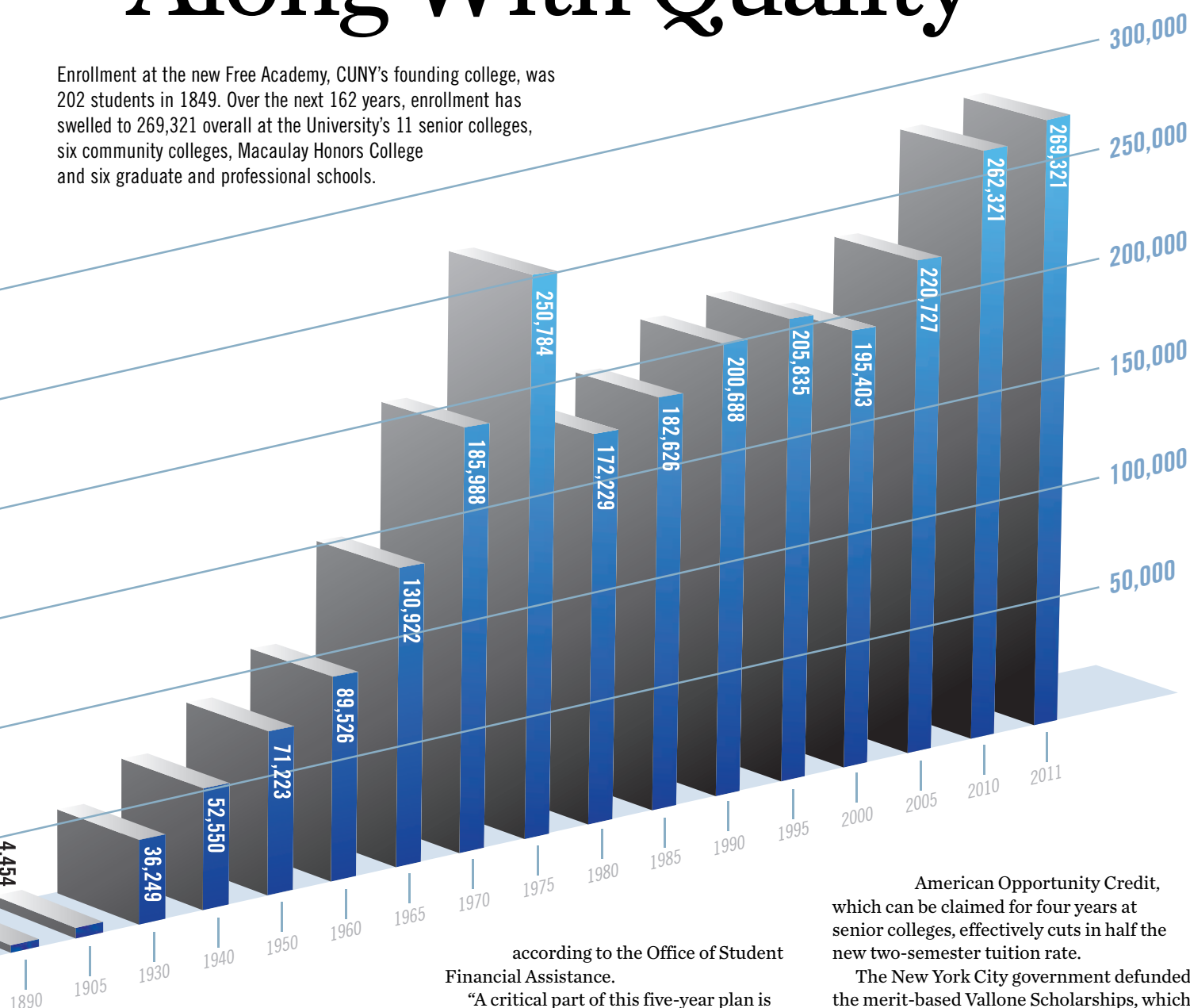
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# — Along With Quality

Enrollment at the new Free Academy, CUNY's founding college, was 202 students in 1849. Over the next 162 years, enrollment has swelled to 269,321 overall at the University's 11 senior colleges, six community colleges, Macaulay Honors College and six graduate and professional schools.



will receive proportional offsets.

During the academic year 2010-2011, an estimated \$770 million in combined need-based federal Pell grants and New York State Tuition Assistance Program awards went to some 170,000 City University of New York undergraduates, keeping a college education within reach for CUNY's neediest students. As University enrollment continued its ascent to this year's record levels, CUNY administered about \$541 million in Pell grants for 139,609 recipients and \$228 million in TAP awards to 100,118 students,

according to the Office of Student Financial Assistance.

"A critical part of this five-year plan is that it addresses the importance of financial aid as a component of any tuition increase," Chancellor Matthew Goldstein said at an Aug. 4 Board meeting. "So part of the revenue that the University receives from this increase is going to support students who are most at risk. The neediest students should not be impeded in their pursuit of a degree because of a tuition increase."

A less well known source of aid is a \$2,500 federal tax credit for students with higher incomes (up to \$90,000 for individuals and \$180,000 for married couples). The

American Opportunity Credit, which can be claimed for four years at senior colleges, effectively cuts in half the new two-semester tuition rate.

The New York City government defunded the merit-based Vallone Scholarships, which for more than a decade had provided several hundred dollars of aid to students who graduated from a city public or parochial high school with a "B" average or higher and maintained a CUNY GPA of at least 3.0.

As a result of affordable tuition, grants and tax credits, most CUNY students graduate with little or no debt, compared with their peers at SUNY and private institutions. And when they do take on debt, it is for significantly smaller amounts, according to the Project on Student Debt (see [www.cuny.edu/value](http://www.cuny.edu/value)).

million in the colleges' revenues, about \$7.74 million — a figure equivalent to \$62.4 million in buying power today. Even with tuition, a public higher education was an extraordinary value. New York University, for example, raised its tuition to \$900 that year.

Merit-based free tuition survived through much of the last century until 1970, when the University dropped all tuition charges and accepted any student with a high school diploma. The move ushered in a brief period of free tuition for all undergraduate students that would not survive the economic realities. In fall 1976, amid the turmoil of a dire city fiscal crisis, the free-tuition policy was discontinued under pressure from the federal government, the state, and the financial community critical to rescuing the city from bankruptcy.

As part of the transition, New York State took over funding of CUNY's senior colleges and tuition was instituted at all CUNY colleges. CUNY students were added to the state's need-based Tuition Assistance Program, or TAP, which had been created during the early 1970s to help private colleges.

Full-time students who met the income eligibility criteria were permitted to receive TAP, ensuring for the first time that financial hardship would deprive no CUNY student of a college education. Within a few years, the federal government would create its own need-based program, known as Pell Grants, providing the neediest students with a tuition-free college education.

Pell and TAP awards for CUNY students reached a record \$770 million for the 2010-2011 academic year. They enabled nearly 90,000 students to attend CUNY tuition-free. Another 10,000 have at least half their tuition covered by TAP and Pell and are eligible for a federal tax credit that pays the balance of their tuition. All told, 48 percent of CUNY undergraduates paid no tuition.

Since 1976 these programs have provided tuition-free education for many, many thousands of undergraduate students. Combined with CUNY's bedrock policies of academic excellence and affordable tuition, they continue to make the University one of the nation's most outstanding higher education values, in keeping with the mission of service and

access that can be traced to its founding in 1847.

There are some who remain wistful for the return of traditional free tuition for all as a more just societal imperative, despite CUNY's evolution, financing structure and state-funded status along with SUNY, which has always charged tuition. At stake today, however, is the challenge of providing a quality education and student support services on an unprecedented scale, to 270,000 degree-seeking students and at least 250,000 adult and continuing-education students.

These 21st century realities require year-round fundraising and resource acquisition, to provide facilities and instrumentation, services and programs of a complexity far beyond days of old when teaching on line meant talking to students during class registration. CUNY's tuition history has tracked with the economic realities of fulfilling the University's historic mission — the principle of a free or low-cost quality public higher education that has connected many generations of immigrant New Yorkers and their children, those not born into wealth, to the ladder to social, economic and educational success.

## GRANTS&HONORS



Continued from page 1

"A Regional Earth System Model of the Northeast Corridor: Analyzing 21st Century Climate and Environment," under the direction of professor

**Charles J. Vörösmarty.**

Professor of biological sciences **Joseph Rachlin** and assistant professor

**Angela Kelly** of Lehman

College have received \$344,309 from the New York State Education

Department for a "Teacher

Education for Advanced Science Preparation"

program. The National Science Foundation has awarded a \$200,323 grant to professor of biology

**Margaret A. Carroll** of

Medgar Evers College for

the "STEP into Science Program." Dean of Arts

and Sciences **Pamela Brown** of New York City

College of Technology has received \$199,717

from the National Science Foundation for the

"STEM Talent Expansion Program (STEP)." **Diane**

**Call** of Queensborough Community College has

received \$300,000 from the Empire State

Development Corporation for the "Senator

Maltese Student Welcome Center."

**CUNY ranks 23rd** nationally with respect to the number of papers of research and professional practice published in the leading journals for subject-specialist librarians during 2000-2010. **Curtis Kendrick**, University Dean for Libraries and Information Resources, accepted the award on behalf of the CUNY libraries.

**City College** was awarded \$1 million from the New York State Energy Research and Development Administration for research dealing with a "Flow Assisted Nickel-Zinc Battery for

Stationary Applications Development and

Demonstration," under the direction of

Distinguished Professor **Sanjoy Banerjee** and

assistant professor of chemical engineering **Dan**

**Steingart.** A research project directed by **Frida**

**Kleiman** of Hunter College, titled "Mechanisms

of Response to DNA Damage by Nuclear

Factors," has received \$320,940 from PHS/NIH/

National Institute of General Medical Sciences.

Professor **Peter N. Lipke**, chair of Brooklyn

College's Department of Biology, has been

awarded \$317,925 from the National Institutes

of Health for a "SC1: Amyloid-like Interaction in

Yeast Cell Adhesion" project and \$149,802 from

Biothera, Inc. for a "Proprietary Yeast Strain

Development" study. Baruch College has

received \$190,000 from the John A. Hartford

Foundation, Inc. for the "Hartford Geriatric

Nursing Initiative," directed by **Shoshanna**

**Sofaer** of the School of Public Affairs.

**Seogjoo Jang** of Queens College's depart-

ment of chemistry and biochemistry has been

awarded \$360,000 from the National Science

Foundation for "CAREER: Synergistic Theory

Development and Computational Modeling of the

Energy Flow Dynamics in Soft Optoelectronic

Molecules." The Ford Foundation has awarded

\$165,000 to **Steven Handelman** of John Jay

College for "Core-Funding to Support the Center

on Media, Crime and Justice." **Catalina Castano**,

director of the New York State Small Business

Development Center's Brooklyn Regional Office,

located at New York City College of Technology,

has received \$115,000 from the U.S. Small

Business Administration in support of the center.

LaGuardia Community College has been awarded

\$100,000 from the Research Foundation/SUNY

for "NYS Small Business Development," directed

by **Rosa Figueroa.**

Continued on page 8 ➤

# Students & Museums Profit Via Creative Collaborations

By Ralph Blumenthal

THE ROMANS defined the liberal arts as grammar, dialectic, rhetoric, geometry, arithmetic, astronomy and music. CUNY has always had broader aesthetic vistas, evidenced now through pioneering partnerships with the city's leading cultural institutions.

From Baruch to Lehman, from CCNY to Queensborough Community College, CUNY students are curating art shows, critiquing masterworks, combing historic archives and researching the natural sciences in museum laboratories, changing themselves in the process.

Michael Prettyman, 45, an artist and CUNY Baccalaureate candidate now at Hunter, has painted rain forest and dolphin dioramas for the American Museum of Natural History. He spent the summer creating a 50-foot-tall hanging scale model of the solar system for a Canadian astrophysicist. Closer to home, he designed a mural for New York City high school students and AmeriCorps volunteers to paint on Van Brunt and Wolcott Streets in Red Hook, Brooklyn.

Said Prettyman, "I'm trying to translate what scientists have found and convey a sense of truth and wonder to the public."

Other CUNY cultural partners, where students get in free or at minimal cost, include the Metropolitan Museum of Art, the Rubin Museum of Art, El Museo del Barrio, the Museum of Modern Art, the Whitney Museum of Art, the Brooklyn Historical Society, and the Queens Museum of Art.

Nowhere is the collaboration closer than at Baruch, where a five-year plan, backed by a promised \$1 million gift, has begun engaging all 17,000 students in programs of the Rubin Museum, the premier showcase of Himalayan art in the Western world.

"This project is unique in its attempt to connect students and faculty to the Rubin Museum in ways that move beyond the traditional 'visit to the museum,'" said Stan Altman, a former Baruch president who worked with Tibetan refugees in the 1980s and was instrumental in securing a pledged \$200,000 a year for five years from the Shelley and Donald Rubin Foundation that underwrites projects at the museum, located in a redesigned portion of the former Barney's store at 150 W. 17th St. As part of the project, Baruch paid \$3,000 for an institutional member-

ship allowing students and faculty to visit the museum free and underwrote institutional memberships for Hunter, John Jay, and Queensborough and Borough of Manhattan community colleges.

All Baruch freshmen viewed a PowerPoint presentation about the museum and were able to fulfill their art requirement with museum visits and studies of the art. A writing competition soliciting essays about the exhibits drew four winning entries rewarded with prizes of Apple iPad2s. Six faculty members were named Rubin Fellows, receiving grants of \$5,000 each plus \$2,500 for a student assistant. And five more Rubin Fellows were just appointed, for a total of 11.

They brought classes to the museum and designed assignments using the collection. One, Lilia Ziamou from the Zicklin School of Business, an accomplished sculptor, used her Marketing Management course to suggest marketing strategies for the museum.

In his recent, first-year report on the pro-

ject, Altman wrote, "A key assumption is that exposure to the Museum's art collection and exhibitions will transform their perceptions of themselves, help them question their moral values and broaden their sense of social responsibility through learning about other cultures."

Beyond Baruch, other creative collaborations include City Tech's work with the Brooklyn Historical Society and other schools in a federally funded

initiative called Students and Faculty in the Archives: History Museums, Colleges and Critical Thinking. "The goal is to engage students in archival research early in their college career," said Matthew K. Gold, an assistant professor of English among 18 faculty members who bring their classes into the society's Othmar Library for original research. His class has been searching for traces of Walt Whitman in official records. "One student found his name in a land conveyance," Gold said.

The Rockefeller Foundation awarded a two-year, \$200,000 grant to Queens College and the Queens Museum of Art in fall 2010 to develop a pilot program for a master of fine arts degree in social practice. They presented the Yes Men, Incubate, Ted Purves, Larry Bogad and Pablo Helgera — all well known artists notable for their avant-garde performances tweaking the establishment. The Queens Museum's first artist-in-residence, Tania Bruguera, offered a project, Immigrant Movement International, using college students as interns and assistants.

With Queens College also enjoying a close relationship with the Rubin, a class on East Asian Civilization will be taught at the museum this fall by professor Gopal Sukhu from the Department of Classical, Middle Eastern, Asian Languages and Cultures. A minor in Tibetan and Himalayan Studies is in development.

The Lehman College Art Gallery has a long-standing collaboration with El Museo del Barrio, New York's leading Latino cultural institution. For the first time the Museo's biennial event, The Street Files, is being staged in the five boroughs, with an installation at the Lehman art

gallery. The exhibit, through Jan. 6, 2012, features "the most innovative, cutting-edge art created by Latino, Caribbean and Latin American artists currently working in the greater New York area."

Hunter students have worked on exhibits with the Metropolitan Museum of Art. For the recent "Objects of Devotion and Desire," curated by art professor Cynthia Hahn in spring 2011, Hunter students worked with the Met for the loan of five medieval reliquaries.

The Gallery and Museum Studies program at Queensborough has collaborated with the Whitney, the Met, MoMA, and the Rubin, among other museums. This past semester students assisted with the installation of "Through the Eyes of Our Ancestors," an extensive exhibition of African masks, costumes and ceremonial objects.

QCC's Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives has also designed exhibits sought by other institutions. This summer the Virginia Holocaust Museum showcased "Defying the Devil," about Christian clergy who helped Jews escape the Nazis. The Holocaust Center of Suffolk Community College is showing "Goose Stepping on Long Island: Camp Siegfried," focusing on Nazi camps in New York's backyard in the mid-1930s. The Kupferberg center exhibited "Come from the Shadows: The Story of the Comfort Women of Korea, Rape as a Weapon of War."

Bronx Community College is the home of the Hall of Fame for Great Americans, a 630-foot open-air colonnade designed by Stanford White and originally gifted to NYU in 1901. The hall and its 98 busts were acquired by CUNY with the University Heights campus in 1973. Starting this fall, said director Wendell Joyner, English and history classes will make required trips there for educational assignments.

City College professors with appointments as scientists at the Museum of Natural History include Robert Anderson, Amy Berkov, Ana Carnaval, David Lohman and Robert Rockwell. Yael Wyner, an environmental educator in CCNY's School of Education, also has a museum appointment. The chemistry department's John Lombardi is working with the Met on restoration of paintings.

York College's Mande Holford, assistant professor of chemistry, is a research associate with the natural history museum, working in the Sackler Institute for Comparative Genomics. Three of her students are sequencing the genes of snails there. Kingsborough Community College geology professors Michael K. Weisberg and Harold Connolly, and chemistry professor Homar Barcena, also have a relationship with the museum: Working from its extensive collection of 4,000 meteorites, Weisberg's students have performed chemical analyses of still-untested samples.

**"I'm trying to ... convey a sense of truth and wonder to the public."**

— Student/artist Michael Prettyman







PHOTO CREDIT: TEAM NEW YORK

## CCNY's 'Solar Roof Pod' Heads to Washington Contest

CITY COLLEGE'S ENTRY in an international competition is shown above being hoisted onto a flatbed truck at Marshak Science Center for shipment to the U.S. Energy Department's Solar Decathlon at the Washington, D.C. Mall. Judging ends Oct. 2. The "solar roof pod" — alone among 19 collegiate entries designed for a dense, urban environment — was built by students and faculty at the Bernard and Anne Spitzer School of Architecture and the Grove School of Engineering. Intended for the roofs of commercial and residential buildings, it boasts a unique heating and cooling system twice as energy-efficient as conventional units. It also generates 10 kilowatts of electricity, twice what a typical house uses, so its owners can live off-the-grid and sell the surplus.



THE  
NEW  
COMMUNITY  
COLLEGE  
AT CUNY

## State OKs New Community College

Gov. Andrew Cuomo approved creation of the New Community College in a Sept. 20 letter to Education

Commissioner John B. King Jr. The college is scheduled to open in Fall 2012 near Manhattan's Bryant Park. "We are finding strong support and helpful collaboration across CUNY's other campuses," said college President Scott Evenbeck. In 2007, Chancellor Matthew Goldstein asked John Mogulescu, senior University dean for academic affairs, to plan for a differently structured school to boost graduation rates. Tracy Meade directed that effort.



Chancellor Matthew Goldstein with Lt. Gov. Robert Duffy at New York City Regional Economic Development Council meeting at the Graduate Center.

## Chancellor Goldstein Is Playing a Key Role In Shaping Regional Economic Plan

GOV. ANDREW M. CUOMO has tapped CUNY to play a leading role in helping the state create a comprehensive economic development plan for the New York City region.

Chancellor Matthew Goldstein is co-chairing one of 10 regional councils from around the state whose mission is to create a five-year strategic plan. The councils, which present their plans to the state on Nov. 14, are competing for \$200 million in capital funds and tax credits. The four regions that come up with the top plans will get \$40 million each; the rest of the money will be divided among the other six.

The councils — which are chaired by Lt. Gov. Robert Duffy and comprised of local officials, business leaders and community leaders

— are part of Cuomo's plan to take a community-based approach to stimulate economic development and create jobs statewide.

"Today, we are taking a new approach to economic development that will send a clear message that New York is open for business," Cuomo said at the July 29 launch of the project. "With the regional councils, we will empower individual areas to chart their own course for job creation and growth."

The New York City regional meetings, scheduled at CUNY campuses, focus on development in Bronx, Kings, New York, Queens and Richmond Counties. Kenneth Chenault, chairman and CEO of American Express, is Goldstein's co-chair. At the inaugural meeting on Aug. 10 at Baruch College, Goldstein said that CUNY's task force on

jobs, formed before Cuomo's initiative, puts it in "significant alignment" with the goals of the New York City regional council.

Jay Hershenson, senior vice chancellor for University relations, said Goldstein's appointment to the council "is both an important recognition of the chancellor's exemplary leadership and CUNY's invaluable role in preparing the city's workforce to meet the challenges of a highly competitive, increasingly technology-driven and global economy."

In addition to Goldstein, Marcia V. Keizs, president of York College, is on the council. Howard Apsan, University director of environmental, health, safety and risk management, and Suri Dutich, University associate dean of continuing education, are facilitators.



City College's cathedral-scale Great Hall was the grand setting for historic events, including the 1963 inauguration of Chancellor Albert Hosmer Bowker.

## Commemorating CUNY's Golden Anniversary Via Historic Photos and Recollections

FIFTY YEARS AGO, then-Gov. Nelson A. Rockefeller signed legislation codifying New York City's system of seven municipal colleges as a new University, with the new authority to grant doctoral degrees. That April 1961 milestone, which marked the birth of the modern-day City University of New York and heralded the creation of the Graduate Center, evolved from a series of historical, political, demographic and cultural forces reflecting decades of change in the city and the nation.

In its Fall 2011 issue, *Salute to Scholars* commemorates the birth of the modern University with a detailed exploration of the forces — city, state and national — that fueled the decision to establish a public university in New York City. It looks at the educational, financial and social challenges the institution has faced, and the mission it has embraced from the mid-1800s to today. The *Salute to Scholars* article, illustrated by some rarely seen historical photographs of New York's public college system as it expanded to meet the burgeoning demand of the mid-20th century, can be read online at [www1.cuny.edu/mu/forum/2011/09/16/the-birth-of-a-modern-university/](http://www1.cuny.edu/mu/forum/2011/09/16/the-birth-of-a-modern-university/)



# READY To Serve

A number of University staffers are also U.S. military reservists, who must leave their jobs and families on short notice if called to active duty.

By Barbara Fischkin

**M**ARLENE E. RANJITSINGH is the director of administration at Kingsborough Community College. She also mentors students, serves on the board of her condominium and is the single mother of a 15-year-old daughter.

It's a full life.

But there is more.

As a Navy Reservist, Ranjitsingh has a letter saying that within a year or two she could be deployed to the war on terror, still raging a decade after Sept. 11.

She tries not to make too much of this. In the morning she reads The New York Times and watches CNN footage showing American military personnel overseas. She calmly reminds herself "that could be me" — and then goes to work.

One weekend a month and two weeks a year she drills at Fort Dix in New Jersey. And once a year, as is also required, she asks her mother to sign a paper saying she will care for Ranjitsingh's teenage daughter if the CUNY administrator is deployed.

A retired naval personnel specialist, she emphasizes that even though she joined the reserves, the country's backup forces, in 1996 — in peacetime — it is now her duty to go to war if called. "Reservists are not just here to collect a paycheck. They are here to serve like everyone else."

Ranjitsingh has seen things change from afar before. On active duty in the 1990s, she spent time in Guantanamo Bay when it was a camp for Cubans fleeing their country.

Throughout CUNY, in the University's colleges and offices, at least 70 employees are either in the military reserves or are recent reservist retirees. Including Ranjitsingh, eight were interviewed earlier this year. Others preferred not to speak, and their reticence is powerfully comprehensible.

Some, perhaps, have experienced what Ranjitsingh may await: They have been deployed.

As of February 2011, more than 800,000 reservists have been mobilized since 9/11/01; 250,000 have served more than once and over half of reservists returning from deployment "experience some form of post-traumatic stress disorder (PTSD), whether they realize it or not," says Queens College assistant professor of history Bobby A. Wintermute, a military historian who has also connected with many current veterans. The more than a million reservists serving in U.S. armed forces include more than 800,000 men and almost 200,000 women, according to a December 2009 Defense Department presentation.

CUNY — and U.S. Veterans Affairs offices throughout New York City — offer counseling and other benefits for reservists (see box).

Perry A. Mahabeer, a peace officer at Borough of Manhattan Community College, has been deployed twice. In 2007 he was assigned to an Iraqi detainee camp for thousands of suspected Taliban. Rockets, launched by Taliban supporters outside the camp, hit daily. Mornings at 6, Mahabeer scrambled to get his gear together and head for a bomb shelter.

Mahabeer — married with a 6-year-old son, and recently retired from the reserves — says he can still hear those rock-

ets, particularly when the 4:12 p.m. Long Island Rail Road train he takes home to Nassau County screeches to a stop at Penn Station.

"I say to myself: 'I am going home. It's a train ... it would shake me up and people would look at me. But then I started to come out of it ... when I first came home it was pretty tough.'"

BMCC — the only CUNY campus damaged on 9/11 — has, in addition to Mahabeer, three other reservists on its public safety staff. They include Leonardo "Lenny" Zavala-Salas, also retired from the reserves. Zavala-Salas was on several state-side drills with Mahabeer. In fact, it was Mahabeer — then at LaGuardia Community College — who told Zavala-Salas he should apply for a position at CUNY. Zavala-Salas was then a Bushwick High School teacher specializing in desktop publishing. But he needed a change.

Like Mahabeer and Zavala-Salas, Epifanio Rebollo, who works at Brooklyn College, and Jose A. Ruiz, employed at Lehman College as a sergeant-level peace officer, were deployed while working at CUNY.

Tanisha Orridge of City College was deployed before she worked for the University. She says she would go again.

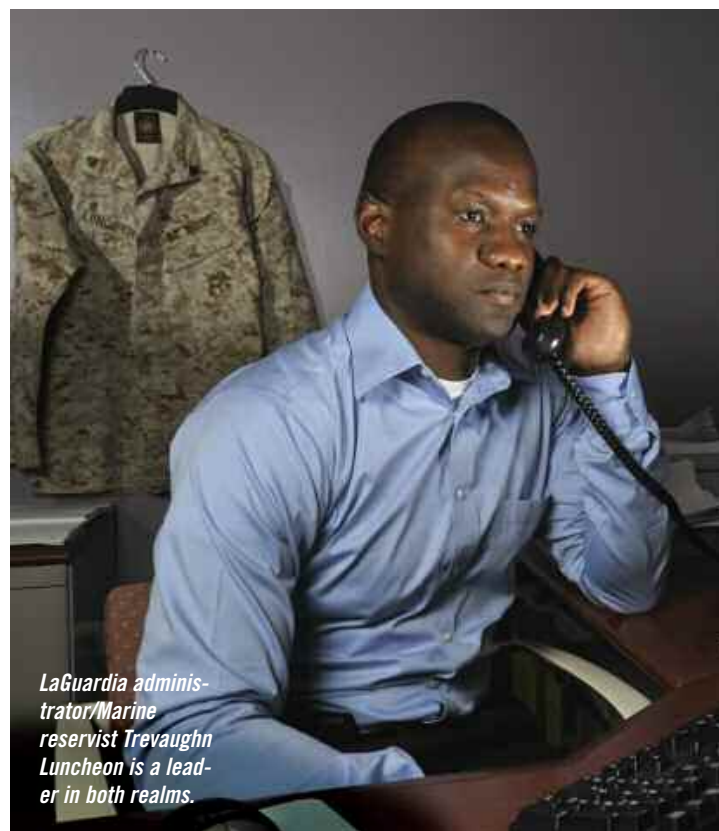
"It's not a matter of wanting to go. I have to go," she says. "I am single. I'd rather go than have someone who is married and has children go."

Her comment reflects a sense of duty voiced by the other CUNY reservists interviewed — and six of them are either married or have children or both. Rebollo has a son with autism. But even the most typical of families have a difficult time when one parent is gone for a year.

Like Ranjitsingh, the Kingsborough administrator, they drill generally one weekend a month and two weeks a year, in the United States — but away from home nevertheless. And, except for those who have retired, they live with the prospect that they could be patrolling perilous waters, or on land in Afghanistan or elsewhere. The majority of reservists are not deployed. But the minority is a substantial one, nevertheless.

Ruiz, a peace officer at Lehman since 1993, is among 25 percent of Navy reservists who are deployed nationally.

In the 1980s and '90s he served in the Navy, on active duty, stationed on a guided missile cruiser as a boatswain's mate. He



*LaGuardia administrator/Marine reservist Trevaughn Luncheon is a leader in both realms.*



*Kingsborough administrator/Navy reservist Marlene E. Ranjitsingh relaxes with her daughter, Tylah Arthur.*

was, he says "all over the Pacific," during the Gulf War. "We also shot a lot of missiles towards Iraq and Kuwait."

The peace officer joined the reserves in February 2000 — like most of us, never expecting that in less than two years the world would change.

Two months later, in November 2001, Ruiz, then the father of an adolescent daughter, was preparing to go to work at 5 a.m. when he got a call from his reserve commander at the Throggs Neck-Fort Pennyfield Naval Operations Supply Center.

Deployment.

Ruiz says that after life on a ship in far-off waters, he was not ready for the proximity to danger — and the conditions — that was part of deployment on a boat patrolling very close to land in Kuwait.

"One hundred and two — to one hundred and twenty-five degrees," he says. "Sand-storms, camel spiders . . . We were a stone's throw away from Kuwait, closer and closer up the river with the Army. Our main job was to keep our eyes and ears open for soldiers who got trapped."

He also inspected small fishing vessels, looking for

weapons and terrorists. Ruiz says that usually he ran into Kuwaiti and Iraqi civilians, fishermen trying to make a living. They were polite to him and he followed his orders, which instructed him to treat civilians with respect. But he also knew he had to be on guard.

Wounded in a freak accident in rough weather weeks before his yearlong tour ended, Ruiz was treated for six months at American naval hospitals. From home he now sees how long the

war on terrorism has lasted and agonizes that "it's never going to get won."

Mahabeer of BMCC says that he reacts far better to the screeching of the Long Island Rail Road now that years have passed since that first difficult deployment. His second stint in Iraq in 2009 was calmer. The war was winding down and he had a customs-related job, informing other servicemen what war "memorabilia," items they could — and could not — take home. He remembers a serviceman who had exchanged uniforms with an Iraqi soldier as a way to remember they had fought the same battle.

In speaking more about PTSD, Wintermute notes that although we often "hear about the worst cases," subtler symptoms can also be painful. He describes these symptoms —

## How CUNY Helps Reservists

**T**HE UNIVERSITY'S deployment benefits include the following:

- CUNY will make up any shortfall between a reservist's CUNY and military salary during deployment.
- University medical benefits for covered family members continue while an employee is deployed.
- CUNY employees and their family members can call a free confidential counseling hotline for help, information and referrals. Call 800-833-8707 or see [www.cuny.edu/worklife](http://www.cuny.edu/worklife)
- The University also refers reservists to Veterans' Affairs Offices throughout New York City's five boroughs, which are staffed by veterans and mental health professionals.

For more information, go to [www.nyc.gov](http://www.nyc.gov) and search "veterans."







*Queens College teaching assistant/Army National Guard reservist Jack Giamanco hopes to pursue doctoral studies.*

including headaches, fatigue, anxiety, loss of appetite, ennui, depression — as the normal response of “sane individuals trying to reprocess the insane.”

CUNY also offers benefits and services for reservists. Wintermute also urges reservists in need to visit Veteran’s Affairs offices, located throughout the city and staffed by veterans and mental health professionals. (See box at left).

“It does sound like CUNY goes above and beyond its obligations to create a positive experience for reservists who deploy,” Wintermute says.

Despite the personal repercussions, Mahabeer emphasizes that he does not regret one minute he spent on active duty earlier in his military career in the Navy, or later in the reserves. About staying in touch with family and friends while he was gone, Mahabeer says, “Skype is a friend of ours and then Facebook came on too.”

However, Wintermute cautions that not all servicemen and women benefit from the proximity. “How weird is it to come off patrol and be on Skype with their kids doing their homework.” He has mixed feelings about instant communication. “I can’t help but think it was easier in the days of letters.”

Wintermute also has suggestions for civilian supervisors, when an employee returns from a deployment. “Welcome them back to their former job,” he says. “Don’t play any games with them. Let them pick up their obligations without interruption. And don’t make a big fuss over their absence or the deployment.” Wintermute says that supervisors should demonstrate the same sensitivity for those who could be deployed. They should be reassured — again, without fuss — that they can come back to their same positions.

BMCC’s Zavala-Salas says he left for his deployment in 2006 secure about returning to his CUNY position as a safety specialist working with television surveillance cameras and the community college’s identification card system, among other tasks.

In fact, he jokes that there were times when he felt as if he was still at the University even when working on a fire rescue team at the Rota, Spain, air terminal. He recalls directing traffic on the landing deck, with a troubled plane about to land — and receiving a call from his CUNY supervisor with an emergency of a different nature.

“He told me he needed me right away, the I.D. system went down,” says Zavala-Salas, who like his coworker Mahabeer is an energetic raconteur. “I said, ‘Give me 15 minutes and I’ll call you back. I have a bird about to splatter on the deck.’ ”

“What’s a bird?” the supervisor asked.

“We call a plane ‘a bird,’” Zavala-Salas explained, and then directed a safe landing.

Perhaps it is a sign of their willingness to take risks in all aspects of their lives that Jack Giamanco, like Marine Reserves Sgt. Trevaughn Luncheon, has career ambitions beyond his current position. Luncheon, who is with the

Marine Aviation Logistic Squadron 49 in Newark, is also administrative coordinator in the LaGuardia Community College Department of Legal Affairs, Labor, Compliance and Diversity. He earned a master of business administration degree from Baruch College in 2010.

Giamanco, a Queens College teaching assistant, has two undergraduate degrees in psychology and biology, a master’s in psychology from Queens College and another one in biology from Long Island University. He is hoping to apply to doctoral programs in biopsychology, perhaps at CUNY.

When interviewed last semester he was working as a teaching assistant at Queens College and doing laboratory work with professor Joan Borod on facial expression and emotions in human subjects. He has also tried medical school in Poland and worked with children with autism. “I am a

teacher,” he says. “That is what I do.”

He enlisted in the Army National Guard in 2008, and recently completed a course that distinguishes him as a member of its search, rescue and evacuation team -- first responders to national emergencies such as explosions and hurricanes.

What compelled him to enlist? He says that he comes from a military family — and is exploring the military as a career path. “I try to be a patriotic person,” he adds. “I almost joined after 9/11.”

But patriotism, he emphasizes, should come with enlightenment. He is interested in peace, in protecting civilians, in not seeing so many very young men serve. “I don’t want to have to do it by brute force,” he says.

Luncheon sees himself as a leader whether as a civilian or in the military. And like Giamanco, he thinks the mission of the American military, now focused on Afghanistan rather than Iraq, should result in a better life for civilians — as difficult as that may be to accomplish.

“It does sound like CUNY goes above and beyond its obligations to create a positive experience for reservists who deploy.”

— Queens College assistant professor of history and military historian Bobby A. Wintermute



*Navy reservist Jose Ruiz on the job as a Lehman peace officer.*





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### Kingsborough Community College

has been ranked first in the nation by the Center for Digital Education in its 2011 Digital Community Colleges Survey of schools with 10,000 or more students. LaGuardia Community College ranked 10th in the survey. The top 10 colleges were cited for their “comprehensive implementation of technology supporting the educational institution’s operations, as well as serving students, faculty and administrators.”

**Joshua Mehigan**, a student in the CUNY Graduate Center’s English doctoral program who works as a teaching fellow at Brooklyn College, has won a 2011-2012 creative writing fellowship in poetry from the National Endowment for the Arts. In addition, Poetry magazine awarded him its 2011 Editors Prize for the best feature article published in the past year. Mehigan’s first collection of poetry, *The Optimist* (2004), won the Hollis Summers Poetry Prize and was a finalist for the Los Angeles Times Book Prize.

**Simone Rodriguez-Dorestant**, Acting Director of the School of Professional and Community Development at Medgar Evers College, has received grants totaling \$2,119,277 from the New York City Department of Education, New York State Education Department, U.S. Department of Education, New



York City Department of Youth and Community Development, and the After-School Corporation for a number of programs, including the Young Adult Learn to Work Center, the Science and Technology Entry Program and a Summer Youth Employment Program. Queens College has received a \$224,118 grant from the National Science Foundation to Jianbo Liu for a “Reaction Dynamics Study of Biomolecular Ions.”

### Professor Marilyn Aguirre-Molina

of Lehman College has been awarded a \$150,000 grant from the W. K. Kellogg Foundation for a project dealing with “Youth Circles for Racial Healing.” The New York State Dormitory Authority has awarded \$100,000 to assistant professor **Zhongqi Cheng** of Brooklyn College for “Environmental Science Research.”

**“Empowering Youth** to Excel and Succeed,” a program under the direction of Distinguished Lecturer **Veronica Udeogalanya**, of Medgar Evers College, has received \$300,000 from the Office of Minority Health. **Jason Rauceo** of John Jay College has received a \$140,296 grant from the National Institutes of Health for “Yeast Cell Wall Damage Response Pathways.”

**The CUNY School of Professional Studies** has received two grants, totaling \$2,012,679, from the New York State Office of Children and Family Services and a \$147,781 grant from the New York City Housing Authority for multiple projects under the direction of **John Mogulescu**, dean of the school and Senior University Dean for Academic Affairs. The National Multiple Sclerosis Society has awarded Hunter College \$151,817 in grant funding to Distinguished Professor **Marie Filbin** for research on “Blocking the Inhibition of Axonal Regeneration by MAG/Myelin.”



# Citizen CUNY Portal Now Offers Even More Services



**T**O WELCOME the largest number of students ever to enroll at The City University of New York this fall, the University has enhanced its online portal to student services, which is now called “Citizen CUNY, Your Portal to Service.”

The Citizen CUNY portal connects students with University services, including: expanded online library and database offerings to enrich learning and research; online access to grades and transcripts; services for veterans; financial aid; savings on textbooks; campus-based child care; help with citizenship; job-hunting assistance, and more.

At the same time, the new portal’s content reflects the historic importance of public service to CUNY, and reaffirms the importance of student civic engagement today. In the realm of civic responsibilities, the portal helps connect students with such activities as registering to vote, gaining leadership skills through civic engagement and tapping into the mayor’s dynamic database of volunteer opportunities, an easy-to-use pathway to countless outlets for community service. Students will find it easier to find opportunities for community service via a featured link to the city’s website for volunteers, [www.nyc.gov/service](http://www.nyc.gov/service).

Chancellor Matthew Goldstein said that as CUNY’s reputation continues to rise, the University is serving a record number of freshmen and transfer students. “This

“Citizen CUNY is about how a great university connects and uplifts people and helps to transform their lives in positive ways that will benefit our city and state.”

— Chancellor Matthew Goldstein

diverse, engaged and richly talented population shares a common bond as citizens of our University,” he said. “They are essential to the future of our city and state, as they acquire knowledge indispensable to a strong and flexible workforce. Citizen CUNY is about how a great university connects and uplifts people and helps to transform their lives in positive ways that will benefit our city and state.”

Citizen CUNY will stay fresh with rotating content, while providing messages, advisories and video announcements targeted to discrete user communities. There will be continually updated information on

services, programs and benefits available to citizens of CUNY.

From the University’s birth as The Free Academy 164 years ago, what has grown into the nation’s largest urban public university has maintained an implicit understanding with its students — public service while in college or after graduation in return for the high quality, low-cost, public higher education that is accessible to all. Nearly a century ago, in 1913, City College affirmed that value by introducing a recitation of the Ephebic Oath by graduating students. Echoing young Athenian students of antiquity, today’s CCNY graduates still recite the oath, which says in part: “We will strive unceasingly to quicken the public’s sense of civic duty ... We will strive to transmit this city ... greater, better, and more beautiful than it was transmitted to us.”

Queens College, founded in 1937, adopted the motto “Discimus ut Serviamus: We learn so that we may serve.” In 1959, nearly 50 years after CCNY adopted the Ephebic Oath, some 8,100 students at the city’s public colleges contributed 313,520 hours to social, educational and welfare agencies, according to a report from the Board of Higher Education, which then supervised the smaller, pre-CUNY municipal system.

Today, Citizen CUNY seeks to expand this proud tradition of service for a new generation of students accustomed to the web-based environment.

The Citizen CUNY portal was developed through a partnership between CUNY’s Offices of University Relations and University Computer and Information Systems. Among the portal’s other benefits and services are an e-mall, special city cultural discounts, tax preparation seminars, counseling services, continuing education for all ages, and access to athletic events and performances.

# From Labyrinth to Pathways

Continued from page 1

faculty showed,” Anderson noted.

The Trustees’ resolution called for identifying the multidisciplinary areas of the Common Core and the learning outcomes required for those areas, and for allocating the 30 credits of the Common Core to subject areas. The Board also moved to create clear course pathways for the largest transfer majors. Chancellor Goldstein is to convene faculty-predominant committees by academic discipline, which in spring 2012 will recommend three to six courses to be accepted as entry-level courses in each major or as pre-requisites for such courses. All campuses offering these majors will have to offer these courses and accept them for transfer credit.

Graduate School and University Center President William Kelly will lead this group effort, working across the senior colleges and community colleges. The focus will be on the most common transfer majors, including Accounting; Biology; Business Administration, Management and Operations; Criminal Justice and

Corrections; English Language and Literature; Finance and Financial Management Services; Nursing; Psychology, and Teacher Education and Professional Development.

A distinguished panel of educators has begun to tackle the complexities of developing a new “Common Core” for all CUNY colleges as well as a transparent, efficient and fair system for transferring course credits across the University.



Together, the Task Force, chaired by Dean Anderson, and the major committees, chaired by President Kelly, will help solve the knotty issue of creating course “pathways” to streamline what has been described as a confusing, frustrating and unfair process of transferring credits, typically from CUNY’s community colleges to its baccalaureate programs—with students often unclear which credits to take for transfer for general education or for a baccalaureate major.

An immediate result of the Trustees’ vote is that now, no completed-course credits taken at any CUNY college will be totally rejected when the student transfers to another CUNY college. Still to be determined is how such credits will be accepted — for general education or for the major or as electives — at the receiving school.

The University’s new transfer policies and general education framework are expected to improve graduation rates, help more students earn their degrees on time, and save money for students and the University, as well as raise academic quality. Chancellor Goldstein spurred study of the issues and the new Pathways initiative as critical to fulfilling CUNY’s mission as an integrated university.

The Office of Institutional Research and Assessment estimates that in 2008-09, the University’s 17,634 baccalaureate graduates averaged 130 credits — significantly higher than the required 120 — at an excess cost to them and the state of \$72.5 million. Many of those excess credits are due to students not having received transfer credit for courses they had taken at their original colleges.

Some faculty members have expressed concern about whether the new framework will adversely affect academic standards and the faculty’s traditional role in shaping curricula. But Dean Anderson described the Pathways initiative as a “faculty-driven process” that “pertains to issues that the campuses have been working on for years.”

The faculty are “engaged in a vigorous dialogue on these issues,” Anderson said. “They’re not all from the same perspective, and there is no preordained outcome. ... We’re all doing this for CUNY students. All of the faculty members on the task force have a commitment to using this process to strengthen the intellectual achievement of students at CUNY.”



# A Wonderful Satch-urated World

By Gary Schmidgall

## *What a Wonderful World: The Magic of Louis Armstrong's Later Years*

By Ricky Riccardi  
*Pantheon*

**B**ERNARD SHAW was tetchy about his first name: “Don’t George me,” he warned. So was the beloved trumpeter known as Satchmo. When he was recording “Hello, Dolly!” for the first time and came to “Hello, Dolly, this is Louie, Dolly” he shouted out, “It’s not Louie, it’s Louis!”

The ho-hum session vamped on, with Armstrong ridiculing this trifle he’d been asked to do. He and his band, the All Stars, forgot about this one-off session and went out on a Midwest tour. Suddenly they started getting requests for the song.

Unbeknownst to them, Jerry Herman’s 1964 musical had just opened back on Broadway. “Any of you guys remember this damn tune?” he asked, and no one could. The band boy had also lost the sheet music, so a record had to be flown to them. In the throes of rampant Beatlemania, vaudeville-flavored “Hello, Dolly!” became an improbable mega-hit for the Dixieland legend, reaching No. 1 on the singles chart, and soon Armstrong could not leave the stage without singing it.

This droll story is among many recounted in Ricky Riccardi’s new biography from Pantheon, *What a Wonderful World: The Magic of Louis Armstrong’s Later Years*. Riccardi is young — he says the book began in 1995 when he was 15 and saw Armstrong in “The Glenn Miller Story,” but he was perfectly situated for this project, being a jazz pianist himself and the archivist at the Louis Armstrong House Museum in Corona, Queens. His Acknowledgments pages show he is tight with all the right aficionados, jazz historians and surviving members of the entourage (Louis died in 1971). Riccardi is, to borrow his own word, thoroughly “Satch-urated.”

Though his M.A. in jazz history is from Rutgers, there is a major CUNY connection here. Satchmo’s fourth wife, Lucille, who apparently was allowed to call him Louie, kept the flame until her death in 1983, and in 1994 the museum was formally established in the Armstrong house under the aegis of Queens College (it is both a National and New York City Historic Landmark). Its founding director was and is Michael Cogswell, and a new \$15 million Visitors Center is scheduled to open across the street in 2013. Visit the website at [www.louisarmstronghouse.org](http://www.louisarmstronghouse.org).

Riccardi’s admiration for Satch runs deep, and his study is well-timed to counter the often negative criticism that he suffered in his last two decades and in the two following his death, which tended to ac-cen-tchu-ate the negative (his alleged Uncle Tomming, his cartoonish happy-facing, his “tragic” life story, the derisive criticism from fellow blacks like Sammy Davis Jr. and Miles Davis). Riccardi calls the ’50s and ’60s “the most misunderstood period of the life of a genius,” and his goal is “to shatter the myths

and wrongheaded assumptions that have distorted” how this period has been viewed.

He also argues that Armstrong “became a better technical trumpeter” in his later years, quoting his colleagues convincingly to prove his point. In his last pages, he calls the performances of the later years “epic,” and to underline his defense he quotes a Satch standard between 1947 and 1970: “Someday you’ll be sorry/The way you treated me wrong.”

The book focuses not on the rising meteor’s early New Orleans and Chicago days and the great Hot Five and Hot Seven bands, but on the period of the long fourth marriage to Lucille, which started in 1942; the residence on 107th Street, purchased in 1943; and the long, complicated relationship with his manager Joe Glaser, who lorded it over Armstrong’s gigs and finances but also gave him some blunt good advice that he appears to have followed: “Forget all the ... critics ... Play for the public. Sing and play and smile.”

Among the high points covered is the 1954 “Louis Armstrong Plays W.C. Handy” for Columbia, which Riccardi calls “arguably the greatest album Armstrong ever record-



*Young neighbors get a music lesson from the master on the steps of the Queens house where he lived out his life.*

ed.” This is followed by the amusing story behind “Mack the Knife,” which appealed to Satch because he “knew cats like that in New Orleans. They’d stick a knife in you as fast as say hello.” Also hilarious is the vignette of Armstrong coaching Kurt Weill’s widow Lotte Lenya, who had no sense of jazz rhythm. Turk Murphy, the great Bay Area trombonist and bandleader (I actually frequented his Frisco joint Earthquake McGoon’s as a teenager), wrote the arrangement, but the session was almost ruined when Armstrong’s valet lost it.

Covered, too, are the famous tours as America’s jazz ambassador, notably the trip in 1956 to Africa’s Gold Coast, filmed for Edward R. Murrow. As The New York Times shrewdly opined, “America’s secret weapon is a blue note in a minor key.” Several well-received collaborations between Armstrong and Ella Fitzgerald followed, part of their success being the “odd couple” vocal styles, defined by some as “whipped cream and sandpaper.”

There’s some solid trivia too. After his death, it was discovered he was not born on the patriotically convenient Fourth of July in 1900, but on Aug. 4, 1901. And he actually recorded four songs in Italian! (Check out “Mi Va Di Cantare” on YouTube.) He got his postage stamp in 1995, and the New Orleans Airport was named for him in 2001.

A serious running theme of *What a Wonderful World* is Riccardi exploding the bad rap on Armstrong’s supposedly excessive “oofah” — a term among black activists for what black folks do to please white folks. Riccardi notes that the All Stars were an integrated band “from day one,” and he quotes some of Satchmo’s bitter antiracist private remarks and letters, as well as his reminiscences of racism during a lifetime of countless one-nighter bus tours.

An amusing running joke has to do with Armstrong’s avid proselytizing for the herbal laxative marketed as Swiss Kriss (it looked a lot like marijuana, another long-time taste of his). Later in life he would cheerfully pass out packets of it to one and all — fans and flight attendants. When he sent a telegram to President Eisenhower congratulating him on sending federal troops to Arkansas in an attempt to foil Gov. Orval Faubus’ refusal to integrate schools in Little Rock, his closing salutation was: “AM SWISS KRISSLY YOURS LOUIS SATCHMO ARMSTRONG.”

The book is rich in backstage moments, including the All Star colleague recalling everyone being back in their hotel and Louis still signing autographs until the last fan was standing; and Joe Muranyi, his last clarinetist, recalling, “He was very real. There wasn’t a phony bone in his body.”

Satchmo had a wry way with words, too. He described the phlebitis of his last years as “very-close veins,” and he had a little trouble spelling that most important part of a trumpet-player’s anatomy, the embouchure — trying “Embushure or Amberschure.” Fondly recalling his early mentor Peter Davis, he enthused: “You sure taught us the rudimentals.”

But nothing is more poignant than Riccardi’s pages on Armstrong’s heroic effort, despite doctors’ warnings, to fulfill the last gig of his life, a two-week run at the Waldorf, a harrowing testament to a ferocious work ethic and his dedication to his fans. The last song of the final show was “Boy from New Orleans.” The music was “When the Saints Go Marching In,” but the words rehearsed Armstrong’s life. The last lines he would utter from a bandstand were these:

*Folks, I’ve had a ball,  
Oh, thank you, Lord,  
And I want to thank you all.  
You were very kind,  
To old Satchmo,  
Just a boy from New Orleans.*

To the shock of many, the Queens funeral, presided over by Lucille, featured no music at all. “Satchmo’s Funeral ‘White and Dead’ in New York, but ‘Black, Alive and Swinging’ in New Orleans,” Jet magazine reported. Muranyi brought his clarinet and never got to open his case, but multiple brass bands played in Louisiana for a crowd of 15,000.

Riccardi says a final “beautiful touch” closed the ceremony: A trumpeter performed “Taps” on the same battered cornet Armstrong learned to play on at the New Orleans Colored Waifs’ Home for Boys in 1913.

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

## Civil Rights’ NYC Roots

*Civil Rights in New York City From World War II to the Giuliani Era* (Fordham University Press), edited by Clarence Taylor, professor of history



and black & Hispanic studies at Baruch College and the CUNY Graduate Center, is a collection of 10 essays demonstrating the importance of the

northern civil rights movement — which began long before the 1960s and across groups with a wide range of perspectives. The New York City’s Teachers’ Union had been fighting for racial equality since 1935, for example, and the Harlem Bus Boycott was launched in 1941.

## It’s a Hip Hop World

*Close to the Edge* tells the stories of a global generation that came of age with hip hop. Part memoir, part social

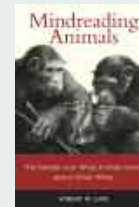


history, the book relates the author’s experiences as she traverses the hip hop globe from Australia to Detroit and from Havana to Caracas. Sujatha Fernandes,

assistant professor of sociology at Queens College and the CUNY Graduate Center, explores hip hop elements including rapping and graffiti as they melded with street cultures and local slang to be reinvented around the world.

## What Does Fido Think?

Animals live in a world of other minds, human and nonhuman, and their survival often depends on what is going on in the minds of these other



creatures. But do animals know that? In *Mindreading Animals: The Debate Over What Animals Know About Other Minds* (MIT Press), Brooklyn College’s Robert Lurz

presents a new approach to understanding what mindreading in animals might be. Lurz, an associate professor of philosophy, describes an innovative series of experimental protocols that show how various animals — from monkeys to ravens to dogs — can be tested for perceptual state and belief attribution.

## New Views of Reconstruction

*Declaration of Dependence: The Long Reconstruction of Popular Politics in the South, 1861-1908* (University of North Carolina Press) has been hailed as a highly original study in which City College associate professor



Gregory P. Downs argues that the most American of wars, the Civil War, created a seemingly un-American popular politics, rooted not in independence but in voluntary claims of dependence during

the long reconstruction of government authority when people turned fervently to the government for protection and sustenance.



# NOT YOUR EVERYDAY TRAUMA CENTER

In this CUNY-partnered training ground at a major local hospital, the patients are high-tech ‘human simulators.’

**E**mergency Medical Technicians rushed two patients on stretchers into the hospital trauma room and reported to a physician. The patients moaned and bled; outside a hurricane raged.

Words and phrases proliferated: “Hit with flying debris,” “not responding,” “fracture,” “abdominal wound,” “morphine,” “surgery.”

Suddenly a stretcher arrived with a third patient, a 7-year-old boy. He had slipped on water and was also unconscious. His distraught father tried to tell what he knew.

A frightening scene. But it wasn’t real.

It was a state-of-the-art training session for medical personnel at a new simulation center that marks an unprecedented collaboration between CUNY and the NYU Langone Medical Center.

The “stars” of the event — the patients — were mannequins, but a far cry from those in store windows. Although made from plastic, they can be programmed by computers to be injured or ill, to stop breathing and to mimic any number of other medical conditions.

In this simulation, Borough of Manhattan Community College Allied Sciences students Ra Jassir and Jonathan Ramos, numerous medical professionals and an actor who played the father worked with the mannequins.

Jassir and Ramos, who are studying to be EMTs at the BMCC campus, said they felt as if they were in a real-life situation — even though the patients were plastic, the hurricane was called “Irene” and the simulation occurred nine days after the real Tropical Storm hit the city.

Jassir said the simulation helped him to prepare for the frightening possibility that the worst could happen here. “You do kind of lose the perspective that it is not real,” he said when the “emergency” was over. “It’s the teamwork, the way everyone gets involved doing their job. It’s very believable. The mannequins simulate blood, they breathe. They shiver if they are in shock. It gives it a sort of reality.”

This practice session on Sept. 6 was one of several that marked the auspicious opening of the New York Simulation Center for the Health Sciences, said to be the most sophisticated facility of its kind in the United States. The center is the result of years of planning, championed by New York

State Assembly Speaker Sheldon Silver. It was funded with almost \$20.8 million, equally divided between the city and state. The 25,000-square-foot facility is spread out

over the entire third floor of the C and D wing of Bellevue Hospital Center at 462 First Ave. in Manhattan.

“The City University of

New York has always been deeply committed to educating and training those who serve New York as nurses, firefighters, emergency medical technicians, and through many other health-care and emergency-

response capacities,” said CUNY Chancellor Matthew Goldstein. He commended Vice Chancellor for Facilities Planning, Construction and Management Iris Weinshall for her exemplary work in overseeing the construction of this largest-of-its-kind facility in any urban setting. He added that partnering with NYU is a “natural extension” of the University’s efforts to train those who can ensure the safety of all New Yorkers.

The crucial role simulation plays in an era where terrorism threats are commonplace and natural disasters seem to be increasing was also emphasized. The opening also occurred after tremors from a distant earthquake rumbled through New York the same week as the tropical storm — and days before the 10th commemoration of the anniversary of 9/11.

“You can never be too prepared for an emergency,” Assembly Speaker Silver noted.

And as always, accidents sometimes just happen.

In explaining the need for the center, its founding director Dr. Thomas Riles said he would like to remind the audience about the emergency landing of a plane in the Hudson River in January 2009 by the now legendary pilot Sully Sullenberger.

“Would the outcome have been different had he not spent hours of training in

flight simulations?” asked Riles, who is an expert in carotid artery disease and the Frank C. Spencer Professor of Surgery and Associate Dean for Medical Education and Technology at Langone.

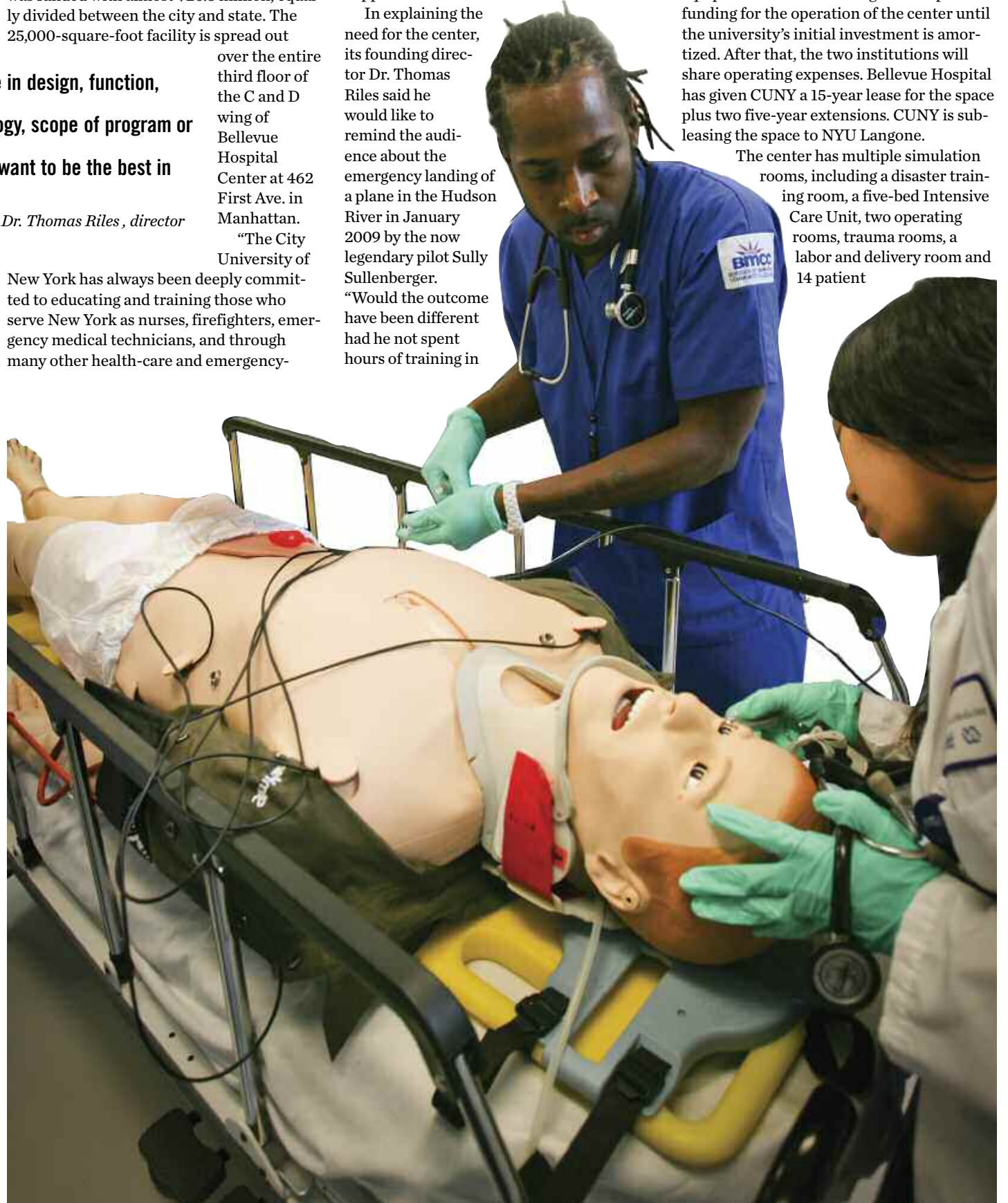
Riles added that as the center was being designed he visited other prominent ones around the country. “None can compare in design, function, sophistication of technology, scope of program or

expertise of staff,” he said. Later, he added, “We want to be the best in the world.”

Other speakers at the packed opening ceremony spoke about simulation as a new model for medical education because it enables professionals and students in various disciplines to get hands-on experience while working with one another. Typically, they are trained separately and often miss learning about the role collaboration plays.

Using the city and state allocations, CUNY provided the capital to construct and equip the center. NYU Langone will provide funding for the operation of the center until the university’s initial investment is amortized. After that, the two institutions will share operating expenses. Bellevue Hospital has given CUNY a 15-year lease for the space plus two five-year extensions. CUNY is subleasing the space to NYU Langone.

The center has multiple simulation rooms, including a disaster training room, a five-bed Intensive Care Unit, two operating rooms, trauma rooms, a labor and delivery room and 14 patient





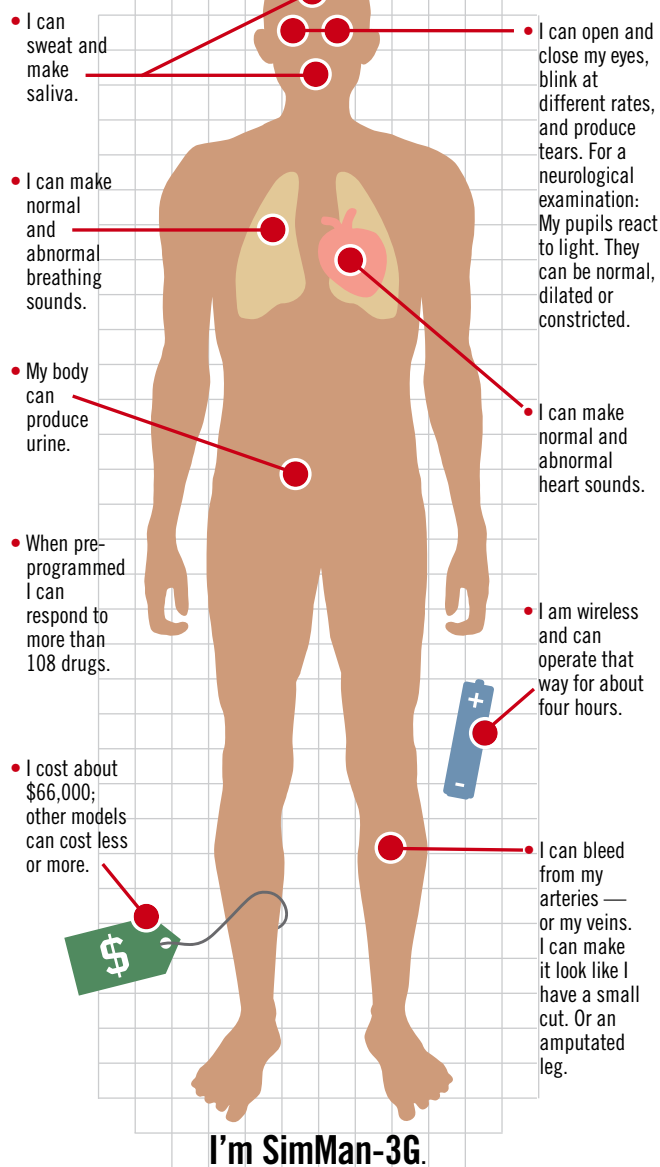
examination rooms, where the actors will be used. There are 17 mannequins, more formally known as human simulators, including three babies — one on loan until the center's own arrives — and a newborn child. Among the other adults is a "birthing mom." The gender on most of the mannequins is interchangeable — and there are also more than 50 mannequin body parts including arms and heads.

Funding for the center originally began with an allocation to CUNY's Borough of Manhattan Community College, which has been providing simulation training on a smaller scale for 15 years. Participants in the simulation will include Langone Medical students and BMCC nursing students plus those in the Allied Health Science programs for paramedics and respiration therapy. There are also plans to include public and community based first responders throughout the city, including firefighters, emergency management workers from a variety of city agencies, Lower Manhattan community groups and business and volunteer ambulance services.

New York Downtown Hospital will use the center for decontamination training and other emergency training exercises.

As Dr. Kathryn Brinsfield, Deputy Chief Medical Officer for the United States Department of Homeland Security, reminded those at the opening day ceremony: "Homeland security begins with Hometown security."

Ballinger, the architectural firm, designed the center. Laerdal, an international company based in Norway — which specializes in the use of technology in medical training — manufactures the mannequins and their accompanying software, controlled by technicians using laptops. Mannequins can be programmed according to a particular script for an illness or an injury and the simulation rooms have computer screens and wireless monitors showing vital signs and other medical data. But if a student or professional makes an error, the technology will not correct it, enabling



**I'm SimMan-3G.**

I am a plastic mannequin, although as a "human simulator" I am technologically very complicated. I can act like a real patient. The company that makes me, Laerdal, started in 1940 as a Norwegian manufacturer of greeting cards, children's books and wooden toys. Laerdal is historically famous for making Resusci Annie, a training mannequin used for cardio-pulmonary resuscitation.

**My website:**  
<http://www.laerdal.com/us/doc/85/SimMan-3G>

those involved to learn from their mistakes. The wrong decision or action could result in a mannequin's decline or "death."

Scott Arnold, a Laerdal regional manager in attendance at the opening ceremony, explained that the mannequin technology makes use of compressed air. "We use air to do a lot of what your body does for you," he said, adding that if the correct medical procedures are used a mannequin's condition will improve. The center also uses more than a hundred cameras to record training sessions, so that students can study them afterwards to view their successes as well.

On the day the center opened — along with treating the Tropical Storm Irene "patients," a male mannequin was brought back from respiratory distress and a female mannequin had an emergency C-section, delivering a mannequin baby.

The baby not only survived. To provide reassurance that all was fine, it also cried.



**Taking part in the recent ribbon cutting for the New York Simulation Center for the Health Sciences, from left: Dr. Thomas Riles, Simulation Center Director; Iris Weinshall, CUNY Vice Chancellor for Facilities Planning, Construction and Management; Howard Wolfson, Deputy Mayor; Sheldon Silver, NY State Assembly Speaker; Matthew Goldstein, CUNY Chancellor.**

# (More)

On the Web at [cuny.edu](http://cuny.edu)

## ASK A LIBRARIAN — ASSISTANCE FOR STAFFERS

**W**ITH BUSY STUDENTS often hard-pressed to get to the library, CUNY provides a variety of options to get research support online. Almost all campus libraries respond to phone and e-mail inquiries and some offer instant or text messaging. Seven college libraries have gone further by joining an international consortium that offers their students librarian assistance 24/7. The seven libraries are at Baruch, Brooklyn, Hunter and Lehman Colleges; Borough of Manhattan and Bronx Community Colleges; and the CUNY Graduate Center. Go to <http://www.cuny.edu/libraries/services.html#ask>



[search.cuny.edu](http://search.cuny.edu) "Library Services"

## SCHOLARSHIP — LAGUARDIA COMMUNITY COLLEGE PROFESSOR SUE LIVINGSTON

**I**N TEACHING DEVELOPMENTAL WRITING to deaf students for many years in LaGuardia's Program for Deaf Adults, Sue Livingston found that students who can read, and then write about what they read, become markedly better, more confident, writers. She has embodied her successful approach in *Working Text: Teaching Deaf and Second-Language Students to be Better Writers*, published by Gallaudet University Press. In this instructional book, with companion student workbook, she explains why her method of using carefully crafted, progressive reading and writing exercises works with any students who need to improve their writing ability. [www1.cuny.edu/mu/scholarship/2011/08/23/working-text/](http://www1.cuny.edu/mu/scholarship/2011/08/23/working-text/)



[search.cuny.edu](http://search.cuny.edu) "Special Education"

## FOR YOUR BENEFIT — PERKS FOR PART-TIME EMPLOYEES



**T**HE UNIVERSITY offers a variety of benefits for part-timers. Depending on an employee's job and personal circumstances, benefits could include health and retirement plans. Some part-timers also are eligible to join voluntary, self-pay long-term care insurance and catastrophic major medical plans as well as a tax-deferred annuity, although various restrictions may apply. For specifics on what may be available to you, start with the Human Resources office at your college. Go to <http://www1.cuny.edu/mu/ohrm-benefits/2011/04/18/benefits-for-part-time-employees/>



[search.cuny.edu](http://search.cuny.edu) "Staff Benefits"

## WE REMEMBER — JENNIFER FASULO

**F**ROM LEHMAN COLLEGE, where she was coordinator of SEEK Supplemental Instruction and Tutoring, to LaGuardia Community College, where she previously taught writing, friends and colleagues still speak of the passion and commitment of Jennifer Fasulo. Her causes spanned education and political activism, feminism and filmmaking. She built educational programs and relished the advocate's role whether she was supporting students or fighting for the rights of marginalized groups. "She was one of those people the world is going to be missing," SEEK program Director Annette Hernandez said of Fasulo, 43, who died suddenly in a car crash, just prior to the start of the 2010-2011 academic year.

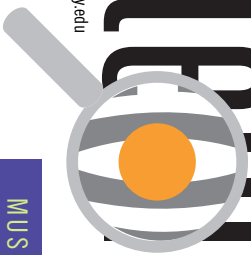


[search.cuny.edu](http://search.cuny.edu) "Remembrances"



# Intelligence

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In the World & on the Web

## LECTURES/PANELS

**Sept. 22**  
Women in Science:  
Negotiating Successful  
Careers in Academia  
*Graduate Center*  
3 p.m. Free

**Sept. 23**  
Looking Beyond  
9/11: Islam in the  
West and  
Democratic  
Trends in  
the Middle  
East and  
North Africa  
*John Jay College  
of Criminal Justice*  
9 a.m. Free

**Sept. 24**  
Citizenship Now!  
Application Assistance Day  
*The University*  
11 a.m. Free

**Sept. 26**  
Julie Otsuka: Author Series  
at Macaulay  
*Macaulay Honors College*  
7 p.m. Free

**Oct. 3**  
Serving Science (CUNY  
Science Café)  
Biologist Jayne Raper  
*The University*  
6 p.m. \$10

**Oct. 5**  
World on Wednesday  
Lecture Series  
“Sanglisch”  
*College of Staten Island*  
12-1:30 p.m. Free

**Oct. 17**  
Why Did the World Trade  
Center Collapse? A  
Reflection on the NIST  
Investigation  
*John Jay College of  
Criminal Justice*  
12-3:30 p.m. Free

## Immigrants Replenish, Invigorate Economy

With about 79 million Boomers facing retirement age, the country should be looking at the immigrant work force as a much-needed boost to the economy, says Dowell Myers in a Baruch College lecture. “We need to cultivate the people we’ve been neglecting — especially their kids, the future workers, taxpayers and homebuyers,” he says.

[search.cuny.edu](http://search.cuny.edu)  
“Economic Boost”

**Oct. 27**  
The Claire Mason Lecture  
Series: Women of  
Distinction  
*Baruch College*  
1 p.m. Free

## THEATER/FILM

**Sept. 22-24**  
“Unframed”  
*John Jay College of  
Criminal Justice*  
1-3:30 p.m. (9/22),  
7-3:30 p.m. (9/23-24)  
\$20-\$35

**Oct. 9**  
Joan Rivers with guest  
Dick Capri  
*Queensborough  
Community College*  
7-3:30 p.m. \$39-\$45



## Malcolm X Behind the Myth

A new biography of Malcolm X by the late author Manning Marable is bound to stir up emotions. “The saddest part of the text, which brought tears to my eyes, was when we find out that everyone close to Malcolm X betrayed him,” says Cornel West at a Graduate Center discussion of the significance of *Malcolm X: A Life of Reinvention*.

[search.cuny.edu](http://search.cuny.edu):  
“Malcolm X”

## Elegant, Artistic, Glamorous — Passe?

When completed in 1913, Cass Gilbert’s Woolworth Building was the world’s tallest skyscraper and the jewel of Manhattan, but today its majestic crown is barely visible behind a maze of glass and steel towers. Gail Fenske, author of *The Skyscraper and the City: The Woolworth Building and the Making of Modern New York*, ponders the skyline’s fate in a City College lecture.

[search.cuny.edu](http://search.cuny.edu)  
“Architecture”

## The Eichmann Trial: 50 Years Later

Professor of modern Jewish history and Holocaust studies Deborah Lipstadt, in a lecture at Bronx Community College, discussed her recent book — *The Eichmann Trial*, about the trial in Israel of the German SS officer labeled the mastermind behind the Holocaust for crimes against humanity — and its relevance today to current atrocities in Africa and beyond.

[search.cuny.edu](http://search.cuny.edu)  
“The Eichmann Trial”

## ART/EXHIBITS

**Through Oct. 21**  
Memoir: 9/11  
*Queensborough  
Community College*  
Hours vary  
Free

**Through Oct. 28**  
The Struggle for Free  
Speech at the City College  
of New York: 1931-1942  
*City College*  
Hours vary  
Free



**Through Dec. 3**  
“9.11: Babelogue. An Art  
Exhibit” by Patti Smith  
*Hunter College*  
Hours vary  
Free

**Through Nov. 23**  
An art exhibition “Witness  
— A Look Back to the  
Future”  
*LaGuardia Community  
College*  
Hours vary  
Free



[search.cuny.edu](http://search.cuny.edu)  
“Michio Kaku”

## Olympian Power To the People

Like Zeus, the supreme god of the Olympians in Greek mythology, people will someday not too far off be able to control their own destiny, according to theoretical physicist/City College professor Michio Kaku. “Zeus could simply think about things and have them come to be; we will have that power,” says Kaku in discussing his latest book, *Physics of the Future*.



## SPECIAL EVENTS

**Oct. 1**  
First-Ever Homecoming!  
*College of Staten Island*  
Class reunions, events  
9 a.m.-8 p.m. Free  
[search.cuny.edu](http://search.cuny.edu):  
“CSI Homecoming”



**Oct. 15-16**  
“I’m Not Alone”  
CUNY TV documentary  
about the impact of  
breast cancer on the  
CUNY community,  
including survivors and  
researchers. It airs  
throughout October,  
Breast Cancer  
Awareness Month, when  
scheduled events  
include this weekend’s  
two-day Making Strides  
Walk in Central Park, in  
which CUNY is always  
well represented.

[search.cuny.edu](http://search.cuny.edu):  
“Breast Cancer”



**Oct. 20-31**  
Gravesend Inn,  
A Haunted Hotel  
*New York City College of  
Technology*  
1-5 p.m.  
\$5; \$4 groups  
[search.cuny.edu](http://search.cuny.edu):  
“CUNY Halloween”



## The Show

**Always Goes On**  
New York City theater companies have survived, even thrived, through hard times. “Theater will never die, as long as there is one person to tell a story and two people to listen,” says Primary Stages executive producer Casey Childs in a Graduate Center discussion “25 Years of Off Broadway Theatre: Founders Look to the Future.”

[search.cuny.edu](http://search.cuny.edu)  
“Theater’s Future”



*Lorna Luft & Judy Garland*

**Oct. 15**  
Songs My Mother Taught Me  
Lorna Luft celebrates her  
mother, Judy Garland  
*Kingsborough Community  
College*  
8 p.m. \$30

**Oct. 16**  
Three Mo’ Tenors  
*Queensborough  
Community College*  
2-4:45 p.m. \$35-\$40

**Oct. 21**  
NYCity Slickers  
*Borough of Manhattan  
Community College*  
8 p.m. \$15

**Oct. 27**  
Arthur Aviles  
Contemporary Dance  
*Lehman College*  
12-3:30 p.m. Free

## When City Water Turned Great

New York has long prided itself on the quality of its drinking water but there was a time — before the Croton Reservoir was completed in 1842 — when “... even the horses didn’t want to drink it.” Kevin Bone explains what changed, in his City College School of Architecture lecture “The Secret Life of New York City Water.”

[search.cuny.edu](http://search.cuny.edu)  
“NYC History”