Chancellor’s Vision for the University
A Global, Digital CUNY, Developing Research, Technology and the Workforce

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CUNY Matters
■ GRANTS & HONORS

Recognizing Faculty Achievement
The University’s renowned faculty members continually win professional-achievement awards from prestigious organizations as well as research grants from government agencies, forward-looking foundations and leading corporations. Pictured are just a few of the recent honorees. Brief summaries of many ongoing research projects start here and continue inside.

John Fillos of City College has received a $3,436,578 grant from the NY City Department of Environmental Protection for “Wastewater and Centrate Treatment Projects.” The National Institutes of Health has awarded Luis Quardi of Brooklyn College a $430,689 grant for “Biosynthesis of Mycobacterial Dimycocerosate Esters.Violacein Fatty Acid.” Jean Callahan of Hunter College has received $799,680 in grant funding from the NY State Office of Children and Family Services for a “Protective Services for Adults Training Resource System.”

Ann Jacobs and Jeffrey Butts of John Jay College have been awarded $639,212 from the Pinkerton Foundation for the “Pinkerton Fellowship Initiative,” and Jacobs has received a $100,000 grant from the NY State Division of Criminal Justice Services for the “Prison to College Pipeline (P2CP).” “Opening Doors Learning Communities,” a project under the direction of Marissa Schlesinger of Kingsborough Community College, has won a $470,000 grant from the Robin Hood Foundation. Elaine Klein of the Graduate School and University Center has received a $334,016 grant from the NY City Department of Education for “The SIFE Curriculum.”

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CUNY Matters
Office of University Relations
205 East 42nd St.
New York, NY 10017
### From Transfer Student to Nobel

**John O’Keefe, Nobel Prize winner, in his lab at University College London**

**TOP HONORS**

**This is the unlikely story of a one-time taxi driver, his circuitous college career, and the “cognitive map” that led him to a Nobel Prize.**

John O’Keefe was a child of working-class immigrants, born in Harlem and raised in the South Bronx. He struggled in high school, enrolled in a private college, transferred to City College, drove a cab at night and took six years to graduate.

His undergraduate path to a baccalaureate degree in the 1960s would be familiar to many students today.

And the journey took him far. This year he received one of the world’s highest honors. With two of his former students, O’Keefe won the 2014 Nobel Prize in Physiology or Medicine for discovering the brain’s “inner GPS,” which enables animals to figure out where they are and how to get somewhere else.

O’Keefe credits his undergraduate years for setting him on the right path. “We spent a lot of time talking in the cafeteria and hanging out on the south lawn,” he says. “It was really quite an exciting time.”

Those days were very, very important to me in forming a lot of my ideas about how the brain might actually form concepts and memories.”

Now 75, O’Keefe is the 13th University graduate to win a Nobel Prize; five others were in medicine, three in physics, two in chemistry and two in economics.

The journey from navigating a cab through city streets to discovering the “inner GPS” was far from smooth or straightforward.

O’Keefe, the son of Irish immigrants who worked in the Newark shipyards during World War II — his father was later a Jesuit high school in Manhattan and failed to get a scholarship.

A “poor performance in the classics at Regis meant I was better off trying something else,” he says. So when he finally enrolled at New York University, he chose to study aeronautical engineering.

O’Keefe attended school at night and to bring in money and pay tuition, worked days in a Wall Street brokerage and in the engineering department of an insurance company.

“It was the days of Sputnik and it was very glamorous,” he says, referring to the Soviet Union’s first satellite in 1957, which started the Space Race, ratcheted up the Cold War and sent a nuclear shiver through America. “I had it in mind to not only make airplanes, but rockets and spaceships.”

But making ends meet financially was always a struggle, he says. Things got easier when he landed a job as a junior engineer at Grumman aircraft, the Long Island company that “generously helped with tuition.”

At Grumman O’Keefe met engineers who were studying at City College and City College students who worked summer jobs. And after three years at NYU acculating math, physics and engineering credits but not getting close to a degree, he decided to make a change.

“It became clear that if I could get accepted at City to study in the daytime and could survive without a full-time job, I had a much better chance of obtaining a degree than carrying on for an indefinite period in the evening,” O’Keefe says.

He transferred to City and attended tuition-free, just as seven of 10 full-time CUNY undergraduates do today. “I’m pretty sure I never would have gotten a degree if I hadn’t switched to City College,” he says. “The fact that City was tuition-free made it possible.”

Still, he recalls, he “didn’t have any money and had to earn my keep” driving a taxi at night and weekends. “I also worked in the library at City College and as a projectionist for the film courses,” says O’Keefe.

At City, O’Keefe took a leisurely stroll toward his 1963 bachelor’s degree. He started as a physics major but was so enthralled by the variety of courses available that, “I acted like a kid in a candy shop. Why wouldn’t it be interesting to take courses in film studies and advanced English courses?”

O’Keefe, awarded half the $1.1 million prize, in 1971 discovered specialized nerve cells in the hippocampus, a brain structure that’s also involved in emotions, learning and memory formation (he was looking at rats, but humans have this structure, too). Certain of these memory cells always fire when a rat is at a particular place in a room, while other nerve cells always fire when the rat is elsewhere. He concluded that these “place cells” build up a map of the room.

The Mosers studied with O’Keefe in 1996, and he “trained us to do the type of single cell recordings...”

Discovering the ‘Inner GPS’

WOULDN’T IT BE GREAT if people had a built-in GPS system, so we’d know where we are and could figure out how to get to someplace else?

Well, actually, our brains do have such a system. It’s standard equipment in most creatures, and it doesn’t work by triangulating satellite signals.

Its discovery won the 2014 Nobel Prize in Physiology or Medicine for John O’Keefe (City College, 1963) and two of his former students, the Norwegian husband-and-wife team of May-Britt and Edvard I. Moser.

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The Mosers studied with O’Keefe in 1996, and he “trained us to do the type of single cell recordings...”
One powerful influence on O’Keefe was the late professor Kenneth B. Clark, the educational psychologist who debunked supposed differences in the mental abilities of black and white children; his research was instrumental in the Supreme Court’s ruling in Brown v. Board of Education, the landmark 1954 decision that declared school segregation unconstitutional. In his course on motivation, Clark brought “people from across the span of life; I remember clearly civil rights activist” Malcolm X spending a whole hour telling us about how things looked from his perspective. He was very intelligent and I took a great liking to him.”

Another influential professor was Daniel Lehrman, founder of Rutgers University’s Institute of Animal Behavior, who stopped by City College on his way home to Greenwich Village to teach a course.

“I was fortunate to take that course in my behavior” says O’Keefe, who remembers Lehrman “lew” across the classroom to show how ring doves conceive and demonstrated every nuance of their mating behavior.

But it was psychology that captivated O’Keefe the most, particularly as he “developed an interest in how aspects of psychology could be explained in terms of brain function,” he says.

“A chap called Phil Zeigler,” now a Distinguished Professor of Psychology at Hunter College, “was an incredible inspiration,” he says, and also gave him his first laboratory research experience.

At age 83, Zeigler (City College, ’54) still runs a lab, directs Hunter’s undergraduate neuroscience program and is training director of the Graduate Center’s Ph.D. program in behavioral and cognitive neuroscience. For more than 50 years, he has explored the neural basis of behaviors like learning, eating and exploration. Currently working with Hunter associate biology professor Paul Feinstein, he looks at the genetic and neural bases of the exquisitely refined way that rats use their whiskers to navigate in the dark.

Zeigler became the first researcher in City College’s psychology doctoral faculty in 1963. O’Keefe, still an undergraduate, worked in his lab and attended Zeigler’s psychological physiology class. It was a graduate course that would now be called neuroscience and covered the physiology and anatomy of the nervous system and what little was known about the behavior of the brain. Zeigler remembers O’Keefe was excited about what he read. One of the things that was important to him, Zeigler says, was “that I let him use my reprint collection, so he could go over the literature.”

Twenty years ago Zeigler, without remembering O’Keefe had been his student, requested a reprint of one of O’Keefe’s articles. O’Keefe reminded him of their connection and they’ve stayed in touch since.

After three years at City College—six since he had begun his undergraduate work—O’Keefe had accumulated more than 160 credits, some 40 more than were needed for most bachelor’s degrees. “A dean said to me, ‘You’ve got enough credits to take a degree in several subjects, so why don’t you take one of them and look to your future?’” O’Keefe says. He chose psychology.

With grants from Canada and the U.S. National Institutes of Health, O’Keefe earned a Ph.D. in physiological psychology at McGill University in Montreal in 1967.

There he developed techniques for recording the activities of single cells in the brains of freely moving animals.

Heading to University College London for postdoctoral training and supported by another NIH grant, he focused on the hippocampus, a brain structure that was known to be involved in memory storage. He discovered that certain “place cells” fired selectively in response to an animal’s location, laying the basis for his eventual Nobel Prize.

O’Keefe has remained at University College, where he was appointed Professor of Cognitive Neuroscience in 1995. He now directs the Sainsbury Wellcome Centre in Neural Circuits and Behaviour.

City College President Lisa S. Coico, who has invited the Nobel laureate to be honored at spring commencement, says of O’Keefe, “He told me City College is what made him who he is today. We are very proud of him.”

Jay Mwamba of the City College Office of Communications and Marketing contributed one of the two interviews with John O’Keefe used in this story.

CUNY’S NOBEL LAUREATES

Arthur Kornberg
Nobel Prize for Medicine, 1959
City College, Class of 1937

Robert Hofstadter
Nobel Prize for Physics, 1961
City College, Class of 1935

Julius Axelrod
Nobel Prize for Medicine, 1970
City College, Class of 1933

Kenneth Arrow
Nobel Prize for Economics, 1972
City College, Class of 1940

Rosalyn Yalow
Nobel Prize for Medicine, 1971
Hunter College, Class of 1941

Arno Penzias
Nobel Prize for Physics, 1978
City College, Class of 1954

Herbert Hauptman
Nobel Prize for Chemistry, 1985
City College, Class of 1937

Jerome Karle
Nobel Prize for Chemistry, 1985
City College, Class of 1937

Stanley Cohen
Nobel Prize for Medicine, 1986
Brooklyn College, Class of 1943

Gertrude Elion
Nobel Prize for Medicine, 1988
Hunter College, Class of 1937

Leon Lederman
Nobel Prize for Physics, 1988
City College, Class of 1943

Robert J. Aumann
Nobel Prize for Economics, 2005
City College, Class of 1950

PROFESSORS:

Harry Markowitz
Nobel Prize for Economics, 1990
Baruch College, Distinguished Professor Emeritus

Paul Krugman
Nobel Prize for Economics, 2008
Distinguished Scholar, Luxembourg Income Study Center, CUNY Graduate Center
Oscar-nominated director Stephen Daldry will be helping City Tech students throughout the coming year in an exciting project to produce two short films about the college . A Brookings Institution study found CUNY ranked as one of the top 10 destination universities for foreign students . CUNY’s Journalism School received $1.2 million grant for a diversity initiative .

**Women’s Forum Awards for Overcoming Adversity**

Shaken by a traumatic childhood in Brazil, Lisandra De Praga came to New York in 1999, took a free adult ESL program at City Tech, earned an associate degree at LaGuardia Community College in 2014 and is pursuing a B.A. at John Jay College of Criminal Justice. Her goal is a Ph.D. For her perseverance and accomplishments, she — and nine other mature women CUNY students — received $10,000 grants from the Women’s Forum of New York Education Fund . The award, also given to five students over age 35 at other colleges, recognizes often heroic efforts in overcoming adversity to succeed academically .

Other award winners are: Kathleen Daniel (CUNY Baccalaureate, 2015) earned a GED after immigrating from Trinidad and an A.A. via the ASAP Program at Borough of Manhattan Community College .

Jannette Jwahir Hawkins (City College, 2015) completing her five-year studio art program, plans to earn an MFA .

Simonne Isaac (John Jay College, 2013) once a firefighter in Trinidad, plans on law school .

Syeda Kabir (Lehman College) from Bangladesh, earned an A.A. at Hostos Community College (2012) and studies accounting .

Cristina Mihaiescu (LaGuardia Community College, 2014) won a Jack Kent Cooke Transfer Scholarship and is at Columbia University .

Rita Rivera (City College Center for Worker Education, B.A. 2015) intends to become a social worker .

Karolina Rodriguez (Hunter College) majors in English and French literature and plans to pursue a doctorate and an academic career .

Emilie Unterweger (Borough of Manhattan Community College) is at Columbia University .

Continued from previous page

Workers”; and Seogjo Jung of Queens College received a $210,000 grant from the U.S. Department of Energy for “Eliciting Positive Quantum Effects for Efficient and Charge Transfer Dynamics in Soft Solar Energy Conversion Systems.” The College of Staten Island has received $368,291 in grant funding from the Massachusetts Clean Energy Center for “Field Surveys for Offshore Wind,” under the direction of Richard Veit .

Jermaine Wright, associate director of CUNY’s Black Male Initiative, has been named an inaugural Fellow of The College Board Professional Fellowship from a national pool of high-caliber candidates who have devoted their careers to furthering the cause of equity in education. The Professional Fellowship is a manifestation of The College Board’s commitment to diversity and inclusion by recognizing the outstanding accomplishments of rising leaders who are committed to educational equity and social justice .

Richard P. Alvarez, the University director of admissions, has been appointed Chair of a National Advisory Committee on Transfer Admissions by the National Association for College Admissions Counseling . Armando Bernabe, the director of public safety at Hostos Community College, has been honored by the Fund for The City of New York as one of six public servants who received the Sloan Public Service Award for 2014. He is the first CUNY-wide public safety officer in the civil service rank to receive this honor .

Marco Tedesco of City College has received two grants from the National Science Foundation, $268,068 for “Collaborative Research: Assessing the Impact of Arctic Sea Ice Variability on the Greenland Ice Sheet Surface Mass and Energy Balance,” and $313,427 for “Intergovernmental Personnel Act (IPA) – National Science Foundation Polar Programs”, as well as a $117,076 grant from the University of Georgia for “From the Ice Sheet to the Sea: An Interdisciplinary Study of the Impact of Extreme Melt on Ocean Stratification and Productivity near West Greenland.”

Peter Lipke of Brooklyn College has been named a fellow by the American Academy of Microbiology for his research on the cell walls of Candida albicans, a naturally occurring fungus that populates the human gut and mucous tissue in animals. His work has implications for improving the health of those with compromised immune systems due to conditions like HIV, chemotherapy or organ transplant .

The National Science Foundation has awarded Jayne Raper of Hunter College a $1,125,433 grant for a project entitled “Basic Mechanism Underlying Species-Specific Tyrosinase Resistant.” Thomas Weiss of the Graduate School and University Center has received three grants, $150,000 from Humanity United for “Global Centre for the Responsibility to Protect”; $119,966 from the Human Rights Project; and $24,000 from the University’s Office for Human Rights .

AHSAN BY A TRAUMATIC CHILDHOOD in Brazil, Lisandra De Praga came to New York in 1999, took a free adult ESL program at City Tech, earned an associate degree at LaGuardia Community College in 2014 and is pursuing a B.A. at John Jay College of Criminal Justice. Her goal is a Ph.D. For her perseverance and accomplishments, she — and nine other mature women CUNY students — received $10,000 grants from the Women’s Forum of New York Education Fund . The award, also given to five students over age 35 at other colleges, recognizes often heroic efforts in overcoming adversity to succeed academically .

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Karolina Rodriguez (Hunter College) majors in English and French literature and plans to pursue a doctorate and an academic career .

Emilie Unterweger (Borough of Manhattan Community College) is at Columbia University .

The students grew to respect and adore him, according to Joy Palmer. She should know. Palmer was one of “Mr. Mogulescu’s” best alumni. As the result of a happy echo, Mogulescu and Palmer look at each other, “We recognized each other and gave each other a big hug.” This, though, was only the beginning of Palmer’s SPS education .

Mogulescu, now the senior University dean for academic affairs. But in 1968 he was a newly minted sixth-grade teacher at P.S. 20 in Fort Greene, Brooklyn. The job was a challenge: A young, white teacher viewed by a class of black students as “a hippy with a ponytail.” Ultimately, the students grew to respect and adore him, according to Joy Palmer. She should know. Palmer was one of “Mr. Mogulescu’s” best pupils in 1968. Now at CUNY, more than four decades later, she is among his best alumni. As the result of a happy coincidence, Palmer now holds a master’s in disabilities studies from the University’s School of Professional Studies, where Mogulescu also serves CUNY’s SPS as dean. The reunion of teacher and student began about three years ago at an SPS awards ceremony where Mogulescu was opening speaker .

Palmer was there, too, receiving a post-baccalaureate Advanced Certificate in Disability Studies. (She was among the first group of students to graduate from the school, established in 2003, at the University Center.) At the ceremony, Palmer noted Mogulescu’s name on the program. She was amazed, “It can’t be John,” she said to another student. But it was. Later, when she came on stage, she says, “we hugged and cried.” “We immediately looked at each other,” Mogulescu agrees, echoing his student’s rendition of the meeting, “We recognized each other and gave each other a big hug.” This, though, was only the beginning of Palmer’s SPS education .

The student, now 66, went on to earn a master’s in disability studies from the school in 2011. Mogulescu placed the master’s degree hood over her academic gown. Now, she works as an adult day/supported employment supervisor at HeartShare Human Services of New York .
Judges will select two winning teams and the next phase, Daldry and a panel of student teams pitched their film ideas. In Daldry was at City Tech to listen as nine participants in the City Tech project and will be among the first performers who will work with faculty and students in the new CUNY.

Foreign Students Flock to CUNY.
A Brookings Institution study found CUNY ranked as one of the top 10 destination universities for foreign students on F-1 visas from 2008 to 2012. University of Southern California was No. 1; CUNY was No. 6. The study also found that 45 percent of the foreign students extend their visas to remain in the college cities or towns, benefiting local employers with their skills.

Oscar-nominated director Stephen Daldry will be lending his filmmaking expertise to City Tech students throughout the coming year in an exciting project to produce two short films about the college. To communicate data about City Tech in a more compelling way, college officials decided to hold a film competition open to students pursuing degrees in performing arts education, a key element is the master class taught by working professional artists. Master classes benefit both students who gain invaluable instruction on their craft, and also working artists who receive commissions for their time and inspiration from emerging actors, dancers and musicians. This year about 150 students on six CUNY campuses are expected to enroll in master classes taught by the first group of visiting artists in residence. The six campuses participating in the pilot program are: City College, Kingsborough Community College, Borough of Manhattan Community College, Brooklyn College, College of Staten Island and Lehman College. Other CUNY Artists in Residence that will be holding master classes include: The Civilians theater company and Fist and Heel Performance Group. If successful, University officials hope to expand the program to the 14 CUNY campuses in five boroughs that offer degree programs in the performing arts.

Nelson Receives the National Humanities Medal from President Barack Obama. Filmmaker and City College alumnus Stanley Nelson has focused on documentaries on the civil rights movement. His most recent film, “Freedom Summer,” covered the 1964 voter registration drive in Mississippi and aired in June on PBS American Experience to wide acclaim. Nelson didn’t find his calling in film until his 20s but has gone on to produce more than 20 documentaries. He’s won five Emmys, two Peabodys and a MacArthur “genius” award. “There’s a feeling that we all know about the civil rights movement,” says Nelson. “Part of this is finding new and exciting voices that we haven’t heard.”

Baruch College was ranked No. 9 on this year’s “Top 50 Undergraduate Programs for Entrepreneurship” list released by The Princeton Review and Entrepreneur magazine. In addition, Baruch is listed at No. 14 on the list of “Top 50 Graduate Programs for Entrepreneurship.” Baruch was also listed at No. 2 in the “10 Schools That Cater to Undergrads Who Want to Be Tech Innovators.” With 590 enrolled students in Baruch’s entrepreneurship courses for Fall 2014; eight full-time faculty, including three endowed chaired professors; and 12 adjunct faculty; the entrepreneurship program at Baruch College is an educational leader in entrepreneurship in the country. Robert Franek, Princeton Review senior vice president and publisher, said, “We recommend Baruch College ... this year not only for their superb faculty and wide range of courses in entrepreneurship, but also for their out-of-class offerings. Their students have extraordinary opportunities to network with established entrepreneurs, interact on teams that turn promising ideas into possible startups, and develop skills to launch their own successful businesses.” For the seventh year in a row, the college was chosen for this annual list from more than 2,000 schools surveyed by The Princeton Review for Entrepreneur magazine. Evaluations were based on key criteria such as teaching entrepreneurship business fundamentals in the classroom, staffing departments with successful entrepreneurs, excellence in mentorship, and providing experiential or entrepreneurial opportunities outside of the classroom. Undergraduate and graduate academic programs in entrepreneurship at Baruch College are under the auspices of The Lawrence N. Field Programs in Entrepreneurship based at the Zicklin School of Business.

CUNY Graduate School of Journalism received $1.2 million for a diversity initiative. To address the large underrepresentation of minority journalists in newsrooms, the CUNY Journalism School will launch a diversity initiative that includes an all-expense-paid, two-month summer internship program for 20 participants and free tuition for five of them to its graduate school. The three-year diversity program is supported by $1.2 million from the John S. and James L. Knight Foundation. Participants will be recruited from historically black colleges, Hispanic-serving institutions, CUNY, and the membership base of several journalism organizations representing underserved populations, including the National Association of Black Journalists.

Fresh Vegetables to Queens. Baruch College assistant professor Regina Bernard has teamed up with her students to launch a program to bring organic fruits and vegetables to Corona, where they say healthy meals are in short supply. “It’s not hard to tell there’s a real food gap in this part of Queens,” Bernard told the New York Daily News. The pilot program was launched in June and used the “community supported agriculture” model where residents work directly with local farms. Such programs can cost up to $600 for one season of the produce that bypasses the grocery stores for direct delivery to residents. But Bernard and her students offset the price for Corona subscribers by holding bake sales and raffles, reducing the cost to about $20 a week.

LaGuardia Community College won a $2.9 million grant from the U.S. Department of Education. It was one of 24 colleges to be awarded money in a competition that drew 500 applicants.

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triplled associate degree program graduation rates. Another innovative and successful pro-
gram is CUNY Start, a low-cost program that offers remediation to underprepared students in reading, writing, and mathematics before they matriculate at the community colleges.

"Now over half of the under-
graduates at our most selective colleges, such as Baruch, Hunter, Brooklyn and City, start as community college stu-
dents, meet remediation requirements and then transfer to a senior college," the Chancellor told the ABNY, whose chairman, Bill Rudin announced the creation of a new $10,000 community col-
lege student scholarship.

"CUNY is providing a pathway that gives students a meaning-
ful opportunity to succeed," Milliken said.

"It's no surprise that the val-
ue proposition at CUNY is re-
ceiving national attention," added Milliken, who also
emphasized CUNY's affordabil-
ity, noting that at least 65 per-
cent of students attend college tuition-free due to their low income, the affordable tuition rates and the financial aid from federal, state and local sources; and 80 percent graduate from CUNY colleges free of federal student loan debt. Brooklyn, Baruch and Queens Colleges were recently named by Washington Monthly magazine as "the three best "bangs for the buck."" he noted.

Recounting a bit of CUNY's history, Chancellor Milliken declared that the vision articulated by Free Academy founder Townsend Harris in 1847 — "let the children of the rich and poor take their seats together and know of no distinction save that of industry, good conduct, and intellect... remains vital today."

"The record in the second half of the 20th century is more mixed," he said, "with very important, positive movement made in access and diversity, but the conse-
quences of an undifferentiated system of colleges with remediation necessary at every campus took its toll on CUNY's quali-
ty, reputation and its value to its students, the city and the state."

The last 15 years saw the University doing "the difficult and sometimes contro-
versial work of raising standards and increasing quality while at the same time
developing strategies for student access, mobility and success," he continued. "We have seen a steady rise in CUNY's value and reputation, along with outstanding accomplishments," including creation of new graduate schools of journalism and public health, the highly selective Macaulay Honors College and the new-
model Guttman Community College.

But now, he said, there are "new chal-
lenges ... and opportunities," and CUNY must respond to dramatic changes in the higher education landscape. These, he said, include the United States' descent from "No. 1 in educational attainment" to 14th in the world, the high college costs and the "astounding" student debt that has prompted public questioning of "the quali-
ty and relevance of higher education."

"CUNY should make no apologies for its pursuit of quality over the last 15 years," the Chancellor said. "The fundamental mission of public higher education is to provide both access and excellence... Let me make this clear: On all counts CUNY is delivering on its promise far better than it did a generation ago."

But he said, "Despite all the progress ... we have a lot left to do." The Chancellor Milliken's eight-point agenda proposes:

- Improve college preparation and timely graduation. "There are still too many students who arrive not ready for college," he said. "We need to deepen our partnership with the New York City schools, which provide three-quarters of our new freshmen. Eighty percent require remediation. We need to challenge our thinking about traditional remediation to most effectively serve students who arrive at our community colleges unprepared for college work. At the most basic level, such as addressing students' remediation needs, or providing an associate degree in a rea-
sonable time that leads to a job or a senior institution, or moving senior college stu-
dents toward a degree, we still have much work to do," he said. "We have some great programs, but we must address the chal-
lenges of scaling them effectively."

- CUNY should be a leader in prepar-
ing a workforce for the 21st century. Citing Gov. Andrew Cuomo's scholarship program for STEM — science, technology, engineering and mathematics — students and Mayor Bill de Blasio's investment in STEM programs at CUNY community col-
leges, Milliken said, however, that "real work needs to start in the public schools" where students often decide to pursue sci-
ence and math. He urged "new levels of collaboration among the schools, CUNY, government, labor and the private sector" to build upon school-to-employment pro-
grams such as P-Tech. Milliken also said New York tech sector leaders "are desper-
ate for well-trained programmers, software developers and gamers — many of whom can come directly from our commu-
nity colleges with less time to a degree, less cost and a quicker path to earning a very good living. ... This is a very attractive path and one that may be perfect for many CUNY students."

- CUNY must develop stronger, richer public-private partnerships. "We need more internship opportunities for students that can lead to full-time jobs and more mentoring opportunities for students who are often the first in their family to attend college. We should provide interested faculty with more opportunities to work collaboratively with the private sector."

- CUNY must build its research enter-
prise and increase its technology develop-
ment. "Opportunities in the 21st century include businesses that didn't exist in the 20th and our faculty and students can be an integral part of the development of new knowledge, new technologies and new processes," the Chancellor said. "We've made some impressive investments in sci-
ence facilities, with more to come, but we must double down on recruiting and retaining the best scientists and students to reap the full advantage of these invest-
ments. We're in a global race for talent and we simply must be competitive. We also need an institutional culture that supports, rewards and nurtures faculty who are interested in commercially developing intellectual property."

- CUNY should lead in addressing challenges faces cities. "While much of this new spirit of engagement is about develop-
ning knowledge and a skilled workforce for the new economy, there are other benefits to the city. CUNY should be a leader in research, education and engagement that addresses grand challenges in an increas-
ingly urbanized global population, attract-
ing leading urban university partners...
Technology and the Workforce

Chancellor Milliken delivered his remarks as CUNY experiences record enrollment this fall — more than 274,000 degree-seeking students choosing CUNY Value, the combination of academic quality, affordability, opportunity and the New York City experience offered by the University. The many facets of CUNY Value are detailed in a new publication, The CUNY Value Plus, and at cuny.edu/value.

Rising standards at the senior colleges, demographic changes in New York City, where most CUNY students reside, and increasing city public high school graduation rates have combined to drive up enrollment as more students, including increasing numbers of well-prepared students, choose CUNY colleges for their extraordinary value encompassing quality academics, exceptional affordability and low student-loan debt among graduates.

Transfer students, overwhelmingly from the city, constitute a majority of graduates at every CUNY four-year college including the most highly selective. Two-thirds of students who earn bachelor’s degrees from CUNY enter baccalaureate programs as transfers rather than freshmen.

Ambitious students are increasingly applying to CUNY colleges. The numbers of applicants with high school grade point averages of 85 or greater was up by 4.2 percent to 22,700, another new record, out of more than 70,000 students applying for Fall 2014. This year more than 12,000 newly enrolled freshmen this year received $800 New York City Council Merit Scholarships given to students entering CUNY colleges from New York City high schools with B or better averages.

With colleges conveniently located throughout the five boroughs of culture-and opportunity-rich New York City, CUNY also offers an array of traditional extracurricular activities including 199 intercollegiate sports teams and a multitude of clubs and connects hundreds of students per year with life-changing internships and service opportunities through the CUNY Service Corps.

Mentored by distinguished, award-winning professors and taking advantage of the University’s extensive academic offerings, CUNY students garner numerous prestigious national awards year after year. In 2014, 22 won Fulbrights for study and teaching abroad, 16 won National Science Foundation Graduate Research fellowships and CUNY was well represented among winners of other top honors. Fourteen CUNY professors also won Fulbrights for research, teaching and consulting.

CUNY Value also encompasses support given to students facing hardships such as homelessness and job loss. Single Stop USA’s offices in the community colleges provide services and other assistance to such vulnerable students, helping them remain in school. The Carroll and Milton Petrie Foundation Emergency Grant Fund has given $1 million to more than 5,000 CUNY students.

Private donors to CUNY and its colleges provide extraordinary support for institutional scholarships; $560 million in CUNY scholarships, 20 percent of $2.8 billion given through the Invest in CUNY initiative, has been awarded since 2000 because of donors’ generosity.

Chancellor Milliken said of CUNY, “This Great American Dream Machine serves over 500,000 students every year, serving over three years to fund 100 scholarships (each for $12,500 plus $1,000 for educational expenses) for community college students at CUNY. "This is a particularly special award as Robin Hood has not in the past funded scholarships nor multyear projects,” Mojsilovc said.

To be eligible students should be enrolled as a CUNY student or intend to enroll by Fall 2015 as a first-time college student, or be a community college graduate. Students should also have applied for, or have received, Defended Action for Childhood Arrivals (DACA) or Temporary Protected Status (TPS). Last year, three CUNY community colleges participated in the program. This year, the scholarships will be available for eligible students at all CUNY undergraduate colleges.

“This is a major development and our students should benefit significantly,” said Chancellor James B. Milliken.

While Congress has yet to act on comprehensive immigration reform, a documentary film, “Underwater Dreams,” has captivated audiences nationwide. “Underwater Dreams” tells the inspiring story of four undocumented Mexican immigrants who built an underwater robot from Home Depot parts. The high school team then entered a robotics competition and defeated engineering powerhouse M.I.T. last year.

The documentary’s director, Mary Mazzio, discussed the film with Hunter College sociology professor Nancy Foner at the Roosevelt House Public Policy Institute. And University officials announced a new project to use the film as a teaching tool in CUNY programs and courses. More than 700 CUNY students attended a special screening of the documentary to kick off the unique program.

“Underwater Dreams” will be shown in CUNY precollege, college transition and college success programs throughout the academic year, said Donna Linderman, CUNY associate dean for student success initiatives.

Instructors and advisers will use the film as part of college preparatory workshops and courses and for special screenings in programs such as the Early College Initiative, CUNY Prep, At Home in College, CUNY Start, CLIP, ASAP, Graduation Success Initiative, and more.

To support this work, a team of adult literacy/education specialists from the CUNY Office of Academic Affairs is creating a study guide that addresses issues and themes in the film.

For more information, see: www.cuny.edu/TheDreamUs.
University Task Force Drafts New Policies On Sexual Misconduct

NEW POLICIES and procedures addressing sexual harassment, gender-based harassment and sexual violence have been drafted by a City University of New York task force after a process of review, revision and CUNY community input began several months ago, and will be voted on by the Board of Trustees at its next full meeting in December, Chancellor James B. Milliken announced.

The new CUNY Policy on Sexual Misconduct was developed amid nationwide attention — including federal, state and campus initiatives — to sexual assault incidents and procedures on college campuses.

President Barack Obama has advocated for stronger campus prevention programs, and Gov. Andrew Cuomo recently ordered an overhaul of State University of New York policies.

“The leadership and involvement of Gov. Cuomo has drawn into sharp focus the responsibilities of colleges and universities in New York regarding sexual assault, the Chancellor said.

CUNY’s comprehensive policy revisions bring definition, clarity and University-wide consistency to the complex issues of how sexual misconduct, including sexual violence, is defined and dealt with on campus, and it applies to all members of the CUNY community. It begins with the statement, "Every member of the CUNY community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence."

Chancellor Milliken said a proposed revised student discipline procedure contained in revisions to the CUNY Bylaws, governing all alleged infractions, “is designed to be sensitive to student accusers while safeguarding the rights of the accused, and would give complainants the right to fully participate in hearings, including presenting their side of the story through testimony, witnesses, cross-examination, legal representation and having the right to appeal.”

CUNY’s draft Policy on Sexual Misconduct covers education, training, cooperation with law enforcement and uniform standards and definitions. It defines prohibited conduct, clarifies confidentiality and establishes a streamlined reporting process and framework for investigation of complaints, among its many provisions.

It defines consent as “an informed, voluntary and mutual decision to engage in agreed upon sexual activity.” It further provides that “consent can be given by words or actions as long as those words or actions create clear permission regarding willingness to engage in (and the conditions of the) sexual activity. Silence or failure to resist does not, in and of itself, demonstrate consent.”

In order to give consent one must be of legal age (i.e. 17 years or older) and not mentally or physically incapacitated, mentally disabled or physically helpless or asleep.

“Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs or other intoxicants may not be able to consent.”

A CUNY task force of representatives of the University’s offices of Student Affairs, Human Resources Management and Legal Affairs, with assistance from outside counsel with special expertise, drafted proposed amendments to University student discipline procedures and to policies on sexual assault and sexual harassment. The task force included Jane Sovner, deputy general counsel, Paulette Dalpes, deputy to the vice chancellor for student affairs, and Jennifer Rubain, University dean for recruitment and diversity.

The proposed new policy is to be considered by the Board of Trustees at its next full meeting Dec. 1, subject to Board Committee review, following a public hearing scheduled Nov. 24.

Extensive CUNY community input has been part of the process of revising the University’s policy. In early September, members of the CUNY community received emails from Frederick P. Schaffer, senior vice chancellor for legal affairs and general counsel, seeking their input regarding changes to the student disciplinary procedure “to ensure that the revised Bylaws are as fair and workable as possible within the scope of the federal mandates, and that the document is easy to read and comprehensive.” In late September, Senior Vice Chancellor Schaffer again sought community comment, this time on the Policy on Sexual Misconduct, “to ensure that the revised policy addresses the concerns of employees and students to the extent possible within the scope of federal and state law,” and he thanked respondents for their efforts “in helping CUNY to craft a policy which will advance CUNY’s goal of having an environment free from sexual harassment and sexual violence.”

Chancellor Milliken characterized the community involvement in the new policy as “valuable,” saying, “I appreciate the good work of so many in the CUNY community in this process.”

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL MISCONDUCT

1. Policy Statement

Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:

1) Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;

2) Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;

3) Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action where appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;

4) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence; and

5) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence; and

6) Establishing a process for confidentially assessing information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating programs on sexual harassment, gender-based harassment and sexual violence; and

7) Providing the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence.

1. Definitions

a. Sexual harassment

Sexual harassment is any conduct of a sexual nature that, when determined through a fair and impartial investigation, is found to have been made with either a discriminatory purpose or with the knowledge, or with the reckless disregard, that it was more likely than not that such conduct would have the effect of unreasonably interfering with an individual’s education or employment, or creating an intimidating, hostile or offensive educational or work environment.

b. Gender-based harassment

Gender-based harassment is any conduct that, when determined through a fair and impartial investigation, is found to have been made with either a discriminatory purpose or with the knowledge, or with the reckless disregard, that it was more likely than not that such conduct would have the effect of unreasonably interfering with an individual’s education or employment, or creating an intimidating, hostile or offensive educational or work environment.

2. Reporting

Any person who believes that he or she is the victim of sexual harassment or gender-based harassment is encouraged to report such occurrences to a Designated Contact. Designated Contacts for each campus may be found in the applicable campus’ college catalog or on the CUNY website.

3. Investigation

Any reports of sexual harassment or gender-based harassment will be investigated as promptly and thoroughly as possible, and in a manner which is free from discrimination or retaliation.

4. Corrective Action

Corrective action may be taken against employees and students for engaging in conduct which constitutes sexual harassment or gender-based harassment.

5. Confidentiality

Confidentiality is the principle that the identity of any person who reports consistent with the provisions of this policy shall be kept confidential unless the person has given consent to the disclosure of such information or the disclosure is otherwise required by law.

6. Review

The Policy on Sexual Misconduct shall be reviewed at least once every three years, and may be revised as necessary in the light of developments in the law, as well as developments in the educational and employment environments of CUNY.
New York’s Best Restaurant Is Just Outside Your Door

Q. Foraging for food in natural areas has become a national movement. What motivated you to join in?

A. I grew up without access to a garden. All I had was the concrete of my apartment building. For me, nature was the weeds that were growing there, as well as the plants I would see in the ball fields of Queens. But I was the kind of kid who would pull up the field garlic, which is also known as wild garlic or onion grass. I knew that it was edible because it smelled and tasted just like the scallions and Chinese chives that my grandfather used to cook. I also would go fishing in New York City waters and I would bring back fish and have my family cook it up and eat it. But I didn’t start foraging in earnest until I was an adult. Also, I was foraging on the heels of a breakup.

Q. Were you your own teachers in this endeavor?

A. I learned from naturalists in New York City as well as across the country. I went on a foraging walk, my very first foraging walk, with Steve Brill in Central Park. And I went on other walks with him through Brooklyn. I met other foragers on these walks, and I went on walks with them. And I backed up my knowledge with guidebooks, like Euell Gibbons’ Stalking the Wild Asparagus and The Peterson’s Field Guides.

Q. Your memoir deals with painful episodes of your childhood and a sometimes tense relationship with your mother. Can you tell us how foraging helped you think differently about these?

A. There was a way that my mother and I. We weren’t lacking for anything. Nature was abundant. That helped me to understand that there wasn’t anything wrong with my mother and I. We weren’t lacking for anything. We just didn’t know where to look.

Q. Another fascinating part of the book is when you deal with the varying legalities of foraging.

A. The federal parks department has guidelines regarding where you’re allowed to forage for personal consumption. New York City’s Parks Department has more against foraging for plants in the park. I feel we should have a more open idea about foraging. In Europe there are laws that permit foraging. In Scandinavia there’s something called, the right to roam, allemansrätten. Foraging is also protected under the United Kingdom’s Theft Act of 1968 where you’re allowed to take anything that’s renewable; flowers or nuts, berries, foliage, and it’s not considered theft if you take it, even off of your neighbor’s lawn — though that might not be very neighborly.

Q. You write about how interest in foraging has grown to the point where people are throwing wild-food parties and selling boxed, wild edibles. But you say that you prefer to talk about the hidden foragers, the immigrant grandmotherly types that you encountered in Fort Green and Prospect Park, who are practicing the foraging habits of their home-lands. Can you tell us about them?

A. In the fall I often run into those Chinese grandmotherly types in Flushing and Brooklyn. They are foraging for ginkgo, the kinds of seed fruit that litter the city streets. This is for its nutlike centers, which can be added to soups and also eaten as little side dishes. I’ve also seen Asian ladies foraging for something called mugwort, which is a plant that grows throughout the city. In the summertime, it grows as tall as your shoulders. They gather it for a medicinal practice that exists in traditional Chinese medicine as well as in some Korean medicine. They burn whole sections of mugwort near different parts of the body to help increase circulation.

Q. What advice would you give to would-be foragers?

A. The first thing to do is to try to find somebody who is an expert guide, who can show you what’s edible and what’s potentially poisonous. Luckily, in the city we have more foraging tours running foraging tours within the five boroughs. From there you can supplement your knowledge with guidebooks, as I did. There’s also a handy app called iPlant with Brigitte Marx, and Leda Meredith has a new book called Northeast Foraging.

Q. And for would-be memoirists?

A. In memoir writing, you’re trying to make a good-faith effort to tell the truth. The first thing I always tell would-be memoir writers is that you need to write as comprehensively as possible about the people that you’re including within your narrative. The other thing is you need to stay true to your own writing voice and your own story. So you have to kind of juggle both things. It’s your story but you love — and care about — people that you’re still in touch with, people who are still alive. Trying to maintain their goodwill is something that is always first and foremost in my mind.
ART PROFESSOR WITH A ‘BUSINESS’ HOLDS OFF THE IRS

By Barbara Fischkin

Susan Crile is a painter and printmaker of considerable renown. Her work — ranging from the political and incensed to the lyrical — has been exhibited internationally and is in the collections of such prominent institutions as the Metropolitan Museum of Art, the Guggenheim Museum, and the Hirshhorn Museum and Sculpture Garden.

She is also a Hunter College tenured professor of studio art. Despite having the kind of success so many artists dream about, Crile has not made a fortune. But she loves her two “jobs” and works them hard. Like many of her colleagues, she views her teaching as her steady employment and her art as her “business.”

But in 2005, the Internal Revenue Service informed Crile that it did not agree. In a trial last November (and in a move decreed by many artists), the IRS argued that because the professor’s teaching and her art are interrelated — and that professors in her field are expected to exhibit their work — Crile was not entitled to take deductions for expenses related to her art business.

Instead, the IRS characterized her serious and critically acclaimed art career as a “hobby” and contended that she underpaid her taxes by more than $81,000 from 2004 to 2009.

In 2014, Crile won the first — and perhaps most crucial — part of her case. She got a decision from the United States Tax Court that her work as an artist is a “trade or business” separate from her teaching.

The Tax Court noted that she was an artist before she began her teaching career and continues to be one today, even though she was awarded tenure years ago.

Crile is heartened by the win but tired of the long battle. She emphasizes that her victory is not only a major one for artists but also for all employees who have “steady” jobs and separate, independent businesses, even fledgling ones.

(technically, the case is most relevant for those who claim deductions for a “trade or business” on Schedule C — or Form 1040. According to the IRS, individuals should: “Use this schedule to report income or loss from a business you operated or a profession you practiced as a sole proprietor.”)

Crile says she hopes that staff and faculty at CUNY, and nationwide, will take heart from the decision — and learn from it as well.

The Tax Court, which handed down its ruling in October, agreed that Crile’s artistic career constituted a “trade or business” apart from her teaching in that “she had an actual and honest objective of making a profit.” The intent to make a profit from the business is the key inquiry when determining whether Schedule C deductions are allowed.

To determine whether an individual claiming trade or business deductions intends to make a profit, the Tax Court looks at a nine-factor test. The nine factors deal with issues such as whether the taxpayer engages in the effort in a business-like manner, whether they have expertise in the subject matter, and what their financial status is separate from their trade or business. (The full list can be found at the IRS Web site under publications for activities engaged in for profit.)

Under the law, you do not need to meet all nine factors, but it is important to meet a predominance of them. Good records are vital in that respect, since they constitute much of the evidence a court will consider when evaluating profit motive under the nine-factor test. As Crile advised, “Keep records, keep records, keep records.”

Her attorney, Micaela McMurrough of Cravath, Swaine & Moore, reiterates that instruction: “Keep records of who comes to see your work, who you have tried to contact and how you have tried to promote your work. Do you have an inventory of your work? Your correspondence? If, for example, you are someone developing an app, do you have a record of someone who is doing market research? Do you have a record of where the market is for this?”

The second part of Crile’s case — still to be resolved — relates to the specific deductions she took as an artist.

Crile has had a career as an artist for...
more than 40 years. According to court papers, she earned $667,902 from the sale of 356 works between 1971 and 2013, or an average of less than $16,000 a year. She started teaching at Hunter in a part-time position in 1983 and earned tenure in 1994. Her work has been fueled by contemporary events such as the Persian Gulf War and abuses at Abu Ghraib prison but also by Venetian tile and the walls of Rome. She is currently working on a series of life-size paintings of Guantanamo prisoners and paintings on the BP oil spill in the Gulf of Mexico.

For more on her work please see http://susancrile.com

Crile says she doesn’t know why the IRS focused on her. “I think that they decided — for whatever reason — to use me as a test case. And why they decided, I don’t know.” It was, she says, “very invasive.” Asked whether the experience has inspired any new art, Crile says, “I haven’t been able to get to the point where I can think about art in relation to this. It’s just getting through it.”
A World In Between: The Photography of Hinda Schuman
College of Staten Island
12 – 3 p.m.
Nov. 17 - Dec. 13
Exhibition discussion with Sin Ying Ho and ceramics students, alumni and faculty
Queens College
5 – 6 p.m.

Almost, Maine
Brooklyn College
7:30 – 9:30 p.m.
General Admission $12
Students $10

Dec. 11
Dec. 12

Dec. 3

“Rushdie on Bombay”
DMA Program Recital: Alice Jones, flute
The Graduate Center
7:30 p.m.
Dec. 22

Search.cuny.edu
it stopped being Bombay and became Mumbai.

transition – the moment where
“Nixon Tapes”
Search.cuny.edu
... downfall, and the transcripts provide additional insight into both the president’s paranoia and his flawed political genius.

Al Qaeda’s Curious Comeback
With Bruce Hoffman
John Jay College
3 – 5 p.m.
Dec. 5

Film: “Starring South Africa: Apartheid and Its Aftermath on the Silver Screen”
Queens College
4:45 – 7 p.m.

Dec. 11
Dec. 4

of tape transcriptions yet

“Why Are Jews Funny?”
Jewish Humor and Its Sources
Baruch College
6 – 7:30 p.m.

Dec. 4

Vienna Boys Choir
Dec. 4

Teatro SEA Family Series
My Superhero: Roberto Clemente
Hostos Community College
3 p.m. $10
Dec. 6

Brooklyn College Opera Theater
Stravinsky’s “The Rake’s Progress”
Brooklyn College
2 – 4 p.m.
$15
Dec. 7

NeoGeo/Landfill Club Art Exhibition
Baruch College
Time Varies

Film: Amandla! A Revolution in Four-Part Harmony (2002)
Queens College
5 – 7 p.m.
Dec. 11
Dec. 4

“Containing Ebola”

Sigh,” he said, “is a novel about that moment of

“The Moor’s Last Child, Rushdie, discussed the complexities of modern day India and Bombay’s transformation into Mumbai as a theme he mined for his earlier work. “The Moor’s Last Child, Rushdie, discussed the

The key to containing the Ebola virus outbreak in West Africa is prevention, according to an expert who has worked extensively in the area. ... and the Western response at the Graduate Center, moderated by Leith Mullings, CUNY Distinguished Professor of Anthropology.

The crushing indebtedness of college students and their parents – fueled by the virtually unrestricted federal PLUS program that ties borrowing to an... those earning lower incomes, including student-loan refinancing, bankruptcy protection and minimum wage reform.

John Leguizamo: College of Staten Island
8 - 9 p.m $35, $30

Nov. 21

CSI Celestial Ball
College of Staten Island
Dec. 6

Family & Friends Day
John Leguizamo: College of Staten Island
8 - 9 p.m $35, $30

Nov. 21

CSI Celestial Ball
College of Staten Island
Dec. 6

Family & Friends Day

On Public Policy
Warren and Krugman

When Humanity Fails
WWII Exhibit
City College

Dec. 6

John Leguizamo: College of Staten Island
8 - 9 p.m $35, $30

Nov. 21