

CUNY Matters

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THINKING BIG

University researchers are now developing marketable products to help solve medical, energy and other global challenges. These profitable ideas will also benefit CUNY and the local economy.

What if.

For science and technology researchers, these are the words that can start an idea on the road to invention — the connective tissue between something known and something imagined. In recent years, a particular brand of what-if has been percolating in labs around the University: the kind that can lead to something the world can really use.

What if, for instance, a way could be found to overcome the one problem that limits the capacity of a standard nickel-zinc battery, the kind in cameras and phones? Could you make one big enough to power a whole building?

What if electrical brain stimulation, a technique that has shown promise as a treatment for diseases like Parkinson's, could be accomplished by simply placing electrodes on the scalp — rather than requiring a surgeon to drill a hole through the skull, as the technology now requires?

And what if there were a way to make plastics, wood and fabrics with surfaces embedded with a natural substance known to have immense antibacterial powers? Would fewer people die of infections in hospitals?

CUNY faculty researchers have been asking themselves these and a lot of other "what if" questions with real-world applications the past few years. And the answers are beginning to emerge from their labs — the first fruit of a decade-long initiative to recruit and support inventive researchers and partner with them in commercializing discoveries. They are part of an effort to reimagine CUNY as

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Prototype device above, developed in a City College lab, shows promise for treating neurological diseases via painless, noninvasive electrotherapy.

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

— Horace Webster
Founding Principal, The Free Academy

SUMMER 2011

GRANTS & HONORS



Recognizing Faculty Achievement



Paaswell

THE UNIVERSITY'S renowned faculty continually wins 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.



Cardoso

The U.S. Department of Transportation has awarded \$2,028,925 in grant support for the University Transportation Research Center at City College, currently under the direction of assistant professor of civil engineering **Camille Kamga**.



Shanley

Elizabeth Cardoso of Hunter



Halperin

College's Department of Educational Foundations has received \$610,346 in grant support from the National Science Foundation for the "MIND Alliance for Minority Students with Disabilities in Science, Technology, Engineering, & Mathematics." The College of Staten Island has received grants from the New York State Department of Education, totaling \$435,794, in support of two Science and Technology Entry programs under the direction of **Ann Lubrano**.



Gzifa

LaGuardia Community College's Adult Learning Center director, **Mae Dick**, has been awarded \$598,901 from the New York State Education Department for the "Workforce Investment Act." Lehman College has received funding totaling \$204,426 from the New York State Department of Education for the "Science and Technology Entry Program" directed by professor **Anne Rothstein**. The New York City Department of Education has awarded a \$110,462 grant to **Allan Ludman**, chair of Earth and Environmental Sciences at Queens College, for a Mathematics Science Partnership Program.



Molina

Nancy Foner, Distinguished Professor of Sociology at Hunter College, received the 2010 Distinguished Career Award



Dick



Rothstein



Ludman



Barreras

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New Pathways to Continued Progress

At the many joyful commencement ceremonies across CUNY campuses this spring, we celebrated the great strides made throughout the University — including record enrollments, the academic successes of our students and the award-winning scholarship and teaching of our faculty.

These accomplishments reflect a University-wide determination to prioritize academic quality and to take bold steps to initiate transformational change.

This has been our focus since I became chancellor in 1999, when we enacted a series of changes to reinvigorate the University. We raised academic standards, removed remediation from our senior colleges and structured the system to give students clear expectations about their college experience and their academic progress. We developed a Performance Management Process, created new schools, hired strong leadership and built cutting-edge facilities. All of these changes have been driven by our deep commitment to creating an environment in which students understand that hard work and academic quality are valued and expected.

But challenges remain. Across the CUNY system, students are still not able to move nimbly from one campus to another. They are often stymied in their academic progress because of the complexity and inconsistency among the colleges' general education and transfer policies, resulting in an accumulation of excess credits with little gain in academic engagement.

In order to take the next step in advancing the University's academic transformation, we must address a reformation of our general education framework.

This is not unfamiliar ground at CUNY. As far back as 1967, a Middle States report on the University noted: "Articulation between the two-year and four-year colleges is a pressing problem. ...The goal should be acceptance by the four-year colleges of the entire block of transfer work taken in a university two-year college."

As the nation's largest urban public system, CUNY must function as an integrated system. That's why the University embarked on the Pathways to Degree Completion initiative. The rationale behind it reflects our longtime work to prioritize the academic experience of our students.

The purposes include:

- To raise the quality of content in general education courses across the University, at both the community and senior colleges, by aligning curricula to rigorous, agreed-upon learning objectives. A precondition of stu-

dent success is to define competencies and expectations, to make clear the outcomes that the University as a whole values. Such a review enables courses to be refined, refreshed and updated — essential to ensuring the value of a CUNY degree.

- To give students more opportunities to explore and take chances and to study in more upper-division classes than they can now access due to the highly prescriptive nature of current general education requirements. Ensuring a well-rounded experience is essential, particularly one that includes opportunities to make original choices and discoveries.

- To put CUNY more in line with regard to the number of credits now required by most U.S. universities in their general education framework. College curricula requirements at most universities are roughly divided among one-third general education courses, one-third courses in the major and one-third elective courses. CUNY's average number of general education credits is well above the norm, leaving students with little flexibility and a good deal of confusion.

- To remove uncertainty from the process of transferring among CUNY colleges by establishing a University-wide standard: a 30-credit common core of general education courses for all undergraduate colleges, plus an additional 12 credits of general education for use by baccalaureate colleges.

Reforming general education and transfer is a complex process that will take time. Our goal is to be guided not by numbers but by learning outcomes. Ensuring that our students have a rigorous, comprehensive and cutting-edge college education is our priority. That's why the difficult work ahead — defining competencies and reviewing courses — must be faculty driven. We depend, as always, on the expertise of our world-class faculty members; it is their collaboration that will make this next step in the University's transformation a success.

The Pathways initiative is critical to meeting our essential goal of advancing academic quality at the University. Our students deserve an integrated, 21st century institution that truly supports their academic progress.




At Long Last, a Stab

CAPPING THE UNIVERSITY'S decade-long drive for a stable tuition policy, Gov. Andrew Cuomo and the state Legislature have authorized modest, predictable tuition increases while protecting needy students who receive Tuition Assistance Program aid and guaranteeing that New York's financial support of CUNY won't diminish in the next five years unless a fiscal emergency is declared.

The agreement achieved by Gov. Cuomo, Assembly Speaker Sheldon Silver and Senate Majority Leader Dean Skelos in June, covering both CUNY and SUNY, places the state at the vanguard of innovative financing to sustain and grow public higher education.

Chancellor Matthew Goldstein conceived of this approach — called the CUNY Compact — early in the decade. Through countless speeches, legislative testimony and private conversations, he steadily gathered support. Those efforts bore fruit, remarkably, as New York State wrestled daunting financial challenges through the legislative session.

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

He added, "It's a bold move that will pay dividends for years to come. This is good for institutions, it's good for the families, and it's good for the state."

After congratulating the leaders in Albany and applauding the Governor for "making it happen," the Chancellor observed: "This change will reverberate for many years ahead for this University. It will finally give us the economic stability that we have longed for."

At a meeting the Board of Trustees in late June, Chairperson Benno Schmidt said: "This deserves to be seen as this chancellor's greatest achievement to date. CUNY has gone from being the large public institution least well able to plan its future to the public university, I think it's fair to say, that is now best able to plan its future," with more predictable revenues than other major public university systems, like California's, Michigan's or Wisconsin's. "I expect that the next five years will be the best five years that CUNY has ever seen."

Schmidt noted that he had pinpointed these problems in 1999, when he headed a mayoral commission that probed the troubled University. He quoted from the panel's report, "An Institution Adrift," which said: "The state and city appropriations processes need improvement. Currently these processes are characterized by a one-year time horizon and economic and political unpredictability. Such features can only discourage CUNY from adopting a strategic investment approach and institutional planning." The new law changes all that.

The CUNY Compact has four facets:

- A state "maintenance of effort" commitment not to reduce financial support over the prior year, although it may increase it. In



the two prior years, state aid fell some \$300 million. The governor could suspend this commitment by declaring a financial emergency, but, Goldstein said, "If we did not declare a state of emergency in this past year [when the state faced a huge budget gap], it is hard to see, short of a cataclysmic

Trustee Lhota reappointed

The New York State Senate has reappointed Joseph J. Lhota to a seven year



term as trustee of the Board. Lhota was first tapped to serve on the board in 2001 by former Mayor Rudolph Giuliani. He was reappointed at the request of Mayor Michael Bloomberg in

2004 and 2011. The senate reappointed Lhota in June. Lhota chairs the Board's Committee on Fiscal Affairs and its Subcommittee on Investment.

Lhota is currently Executive Vice President at Madison Square Garden. From 2002 through 2010, he was Executive Vice President at Cablevision Systems Corporation. Lhota was Deputy Mayor for Operations from July 1998 to December 2001. Previously, he served as New York City's Budget Director and Commissioner of Finance.

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The Funding Plan and a Compact for the Future



event, that it would happen.”

- Modest but regular tuition increases, instead of erratic, jumps of up to 40 percent, usually in bad economic times when students could least afford it. Now tuition can rise up to \$300 a year in each of five years.
- More philanthropic contributions, which under Goldstein’s prodding have risen from \$35 million a dozen years ago to more than \$200 million a year now. In his remarks to the Board, he indicated that colleges would be expected to ramp up fundraising even further.
- More efficient operations.

The first two pillars of the compact solidly fell into place with the governor’s signature on the bill passed by the Legislature on June 24.

As the chancellor and his team broadened support for this plan through the years, the State University of New York got on the bandwagon. The new legislation makes similar provisions for that system, as well.

State funding for CUNY community colleges fell by \$10.6 million. However, community colleges will hold steady due to higher tuition and the city’s restoration of more than \$20 million in the final municipal budget approved by Mayor Michael Bloomberg and the New York City Council. The city agreement also restored funding for most University centers and institutes at the current year’s levels.

The state legislation allows CUNY to raise tuition up to \$300 a year in each of the next five years for undergraduates from New York State, but it builds in an offset for students who receive full aid under the

Tuition Assistance Program (TAP). Those who receive less than the full TAP allocation will receive partial offsets, according to a formula that has yet to be devised.

“This is something we worked very hard to convince not only the governor, but also the state Legislature to allow, and I’m glad that it is in there,” the Chancellor said.

In a significant break from its frequent practice, the state allowed the University to keep all of the revenue from the new tuition, rather than shunting most of it to state coffers. “The commitment is made that when students pay a dollar, that dollar stays at the University for investment purposes,” Goldstein said.

That will be the source for funding the TAP offsets, but it will leave substantial amounts that, the chancellor said, will allow the University to invest in education. The law also directs CUNY and SUNY to propose ways of reforming TAP, which is now capped at \$5,000 a year.

Goldstein said he would ask Schmidt to convene the Board’s Executive Committee in late July “so we can really understand” the details of what has happened “and be in a position to set tuition targets.” He said tuition would be adjusted in consultation with the college presidents and after a public hearing.

Last November the Board increased undergraduate tuition by 5 percent effective with the spring semester of 2011. (That generated \$40 million, which the University successfully fought in Albany to keep.) The Board also raised tuition for the fall of 2011

by 2 percent, while empowering the chancellor to add another 3 percent if it is needed.

The new law changes the calculus. “The state government just approved up to a \$300 tuition increase, but that represents a little under 6.2 percent,” Goldstein noted. “We want to look at that number and also look at out-of-state tuition and graduate student tuition.”

He added that with more favorable finances, the University will quickly re-evaluate prior spending decisions, which have affected faculty hiring for the fall, when registration is likely to once more hit new highs. The university has accepted 5.7 percent more freshmen and 7 percent more transfer students than last year.

He added that “an historic change like this could not happen without the collective effort of so many well-meaning people.” He praised the vice chancellors for working long nights; the Albany lobbying staff; college presidents who worked the phones and legislative offices; “many, many faculty who stood up, made calls, took trips.” And, he said, “The students were unbelievable. The students really spent a lot of time leaving their classrooms. I wasn’t always happy about that, but they don’t ask me for permission; they do what they think is best.”

For analysis of state and city budgets, search.cuny.edu “CUNY budget” or snap the square with your smartphone.



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from the International Migration Section of the American Sociological Association and was also honored at the fifth annual conference on Race, Ethnicity, and Place at Binghamton University. Hunter Distinguished Professor **Tom Sleight** received the inaugural \$20,000 John Updike award from the American Academy of Arts & Letters for work that “has demonstrated consistent excellence.” **Robert E. Paaswell**, Distinguished Professor of Civil Engineering at City College and a national leader in the fields of public transportation and urban infrastructure, has been elected a Distinguished Member of the American Society of Civil Engineers.

City College has received \$1,059,214 from Congressionally Directed Medical Research Programs for “Designed Proteins as Optimized Oxygen Carriers for Artificial Blood,” a project directed by assistant professor of physics **Ronald Koder**. **Adjoa Gzifa**, associate director of LaGuardia Community College’s Workforce Education Center, has received a \$141,061 grant from the New York State Department of Labor.

The U.S. Department of Education has awarded funding totaling \$575,000 to Associate Provost **Robert Whittaker** of Lehman College for a project titled “Title V – Developing Hispanic Serving Institutions.” **Der-Lin Chao** of Hunter College’s Department of Classical and Oriental Studies has been awarded \$375,000 from the Institute of International Education for a domestic Chinese language program.

Patricia Rockwell of Hunter College’s Department of Biological Sciences has received a \$205,200 research grant from PHS/NIH/National Institute for Neurological Disorder & Stroke.



Rockwell

Brooklyn College

Professor Nancy Romer and Brooklyn College Community Partnership CEO **Diane Reiser** have been awarded \$302,000 in grant funding from the New York State Education Department for “Extended Day: Bushwick Campus High Schools.” John Jay College has received a total of \$221,839 from the U.S. Department of Education for a “Project to Enhance Student Success in Criminal Justice Studies” directed by **David Barnett**.

Sheila Noorollah of Baruch College has received a \$185,565 grant from the New York State Education Department for the “Science & Technology Entry Program.” John Jay College has



Lents

been awarded \$199,714 from the U.S. Department of Education for a “Program for Research Initiatives for Science Majors (PRISM) at a Hispanic-serving Institution,” directed by

Nathan Lents and **Anthony Carpi**.

Queens College has received \$351,656 in grant funding from the National Institutes of Health for research on “ADHD: Neural Correlates of Adult Outcomes,” under the direction of **Jeffrey M. Halperin**. **Karen Gourgey** of Baruch College’s Computer Center for Visually Impaired People has received a \$100,000 grant for research on enhancing confidence and competence, from the Sarah K. De Coizart Article Tenth Perpetual Charitable Trust.

Assistant professor of psychology Sarah Berger of the College of Staten Island is on a 2010–2011 Fulbright fellowship at Haifa University, Israel, where she is examining how

Continued on page 8

Saluting a Place of Honor

In its first decade, Macaulay Honors College at CUNY has made a unique contribution to the University's mission to attract outstanding students.



Chancellor Goldstein and philanthropist William E. Macaulay preside at Honors College graduation.

AT ITS FIRST commencement as a degree-granting institution, Macaulay Honors College at CUNY marked the 10th anniversary of an idea that has burnished the image of the University.

The 300 members of the 2011 graduating class earned degrees in 64 fields, with many students having double or triple majors. A third graduated summa cum laude. Fifty-one were elected to the Phi Beta Kappa national honor society. Six delivered graduation speeches at their home colleges. And among them were recipients of Rhodes, Coro, Fulbright, Gilman, Goldwater, Merage, Salk, Truman and Watson Fellowships or Scholarships.

More than 1,000 alumni are out in the world as teachers, doctors, lawyers, scientists, entrepreneurs and more, "defining success in 1,000 different ways," as Dean Ann Kirschner put it.

Starting this year, Macaulay students will receive a joint diploma bearing the names of both Macaulay Honors College and their home college. The state greenlighted degree-granting authority, which the Board of Trustees had sought to spotlight Macaulay's unique contribution to students' education; to foster a stronger sense of community among students; and to further showcase Macaulay's ongoing success in attracting, supporting and retaining outstanding students.

At the commencement at Alice Tully Hall in June, former New York City Schools Chancellor Joel Klein, who received Macaulay's first honorary doctorate, recalled the reasons behind the institution's founding while lauding the man who conceived it, CUNY Chancellor Matthew Goldstein.

"There was a time, before Matt came here [as chancellor in September 1999],

when City University had lost the luster that it had when I grew up and went to public school here in New York City," Klein told the graduates and their families and friends. "For far too long, City University depreciated the value of education and substituted a false equality for an excellence-driven institution. This man, a little more than a decade later, has transformed this university. It's not only a measure of his leadership, it's a measure of his values. And at the center of that transformational effort was the notion that excellence and equality could reside together, but that it had to be based on excellence.

"Macaulay Honors College, both literally and symbolically, became the flagship in this array of educational institutions. It sent a powerful signal. Now, a little over a

decade later, everyone will talk about what CUNY has accomplished. But it accomplished that because of the leadership of a great man," Klein said.

For his part, Goldstein honored philanthropist and venture capitalist William E. Macaulay (City College, 1966) and his wife, ornithologist Linda Macaulay. "None of this would be happening at CUNY today were it not for their largesse, their vision and their commitment to this extraordinary institution," he said.

Chancellor Goldstein

conceived of an honors college as a way of attracting gifted students who were choosing elite private schools over CUNY and to add luster to a university that, as Klein described, fairly or not had fallen in public esteem.

This program for select students attending Baruch, Brooklyn, City, Hunter, Lehman and Queens Colleges and the College of Staten Island began in 2001; John Jay College of Criminal Justice has plans to join the group next year. It offers free tuition; special academic programs, including four core seminars related to New York City, and entrée to the city's cultural institutions; \$7,500 academic spending accounts usable for international learning; and laptop computers, among other perks.

In 2006, William Macaulay donated \$30 million to buy and transform a 1904 Manhattan townhouse into a home for the Honors College, as well as to defray tuition and other costs. He and his wife have been deeply involved in its programs and often drop in to see what students are doing. Other donors, such as the New York Life Insurance Foundation, also have supported the honors college.

Consistent with Chancellor Goldstein's vision, Macaulay Honors College quickly created a halo effect that illuminates the general resurgence of the University. Consider this: For the class of 2015, 4,087 topflight applicants competed for 500 slots at Macaulay. And this: About 30 percent of applicants who are not accepted into the program enroll in other CUNY colleges.

Students provided an unexpected tribute to Goldstein, as well.

Graduating senior Daniel Cowen (Macaulay Honors College at Hunter College) imagined with droll humor how the chancellor's ideas for the Honors College developed similarly to inspirations of three slightly more famous historical

A Surprise Tribute to William E. Macaulay

IN A SURPRISE tribute, the graduates of the honors college that bears his name inducted William E. Macaulay, a 1966 honors graduate of City College, into their class at their graduation ceremony.

"Mr. Macaulay has said that if it were not for CUNY, he would not have been able to attend college," said 2006 Macaulay Honors College at City College graduate Deborah March, a doctoral student in African-American and American studies at Yale. "Of course, this is a familiar story for us, for if it were not for Mr. Macaulay, so many of us would not be here today, debt-free and ready to move on with our lives."

Summoning him to the lectern, she added, "The Class of 2011 has a reputation for wanting to make an impact on the world, and so, who better to join their ranks than you, Mr. Macaulay, whose commitment to this institution will be a testament to your vision and your character for generations."

She presented him with a replica of the medallion that adorns the college's new ceremonial mace, which was a gift this year from Baruch alumna Lyn Rosensweig and Hunter alumnus Bruce Schnelwar in honor of her mother, Fern Rosensweig.

"This is a surprise and an honor," said a grinning Macaulay. "This is way better than what I got when I originally graduated. On my diploma they actually spelled my name wrong. This is a big improvement — they got my name right! I'm very pleased to be a member of your class. Thank you!"



FAST FACTS

● The **300** members of the 2011 graduating class earned degrees in

64 fields, with many students having double or triple majors.

● A third graduated **summa cum laude**.

● **51** were elected to the **Phi Beta Kappa** national honor society.

● **6** delivered graduation speeches at their home colleges.

● Among them were recipients of **Rhodes, Coro, Fulbright, Gilman, Goldwater, Merage, Salk, Truman and Watson Fellowships or Scholarships**.

talents: composer Richard Wagner, author Herman Melville and physicist Albert Einstein.

Phoebe d'Heurle, also of Macaulay Honors College at Hunter College, presented Goldstein with her sculpture of an infinity knot, a knot without beginning or end. From Celts to Tibetans to the proverbial marriage knot to the mathematical symbol, an infinity knot has symbolized the eternity of life, nature and love.

Speaking for the graduates, Anita Sonawane, an economics major at Macaulay Honors College at Queens College, put their Macaulay education in perspective. "We graduate not only as students of our respective colleges, but also as the ambassadors of the City University of New York. A great burden rests on our shoulders — to leave our city not less but, rather, greater than we found it.

"We were born of this city, and we must see to its future regardless of where our own path leads us. If we look around us — the issues are there. Homelessness ... has risen to levels of the Great Depression. The quality of our infrastructure, our subway system, for example, dwindles. Only 63 percent of students graduate from public secondary schools. And New York leads the 25 largest cities in the United States in [wealth] inequality. Yet, I believe that no other students of this city have considered or contemplated these issues as we have, and that no other students are more qualified to solve these problems. Of that I am certain," Sonawane said.

For video highlights of ceremony, search.cuny.edu "Macaulay commencement" or snap the square with your smartphone.



Transfer Route Cleared

Plan under way to streamline the University's costly, frustrating 'transfer maze'

New transfer policies and a new general education framework — unanimously approved by the Board of Trustees in June — will assure that students who transfer within CUNY will get credit for courses they've taken on any of its campuses. The changes are expected to improve graduation rates, help more students earn their degrees on time and save money for students and the University — all while raising academic quality.

The 42-credit general education framework will include a 30-credit "Common Core" for all campuses and 12 "College Option" credits that each campus with baccalaureate programs will designate. Currently, general education requirements vary by campus from 39 to 63 credits, with an average of 51 credits.

Chancellor Matthew Goldstein said the new framework "will strengthen and lift the quality of education at our community colleges and help align coursework more consistently with the senior colleges, further enhancing opportunities for student advancement." The chancellor noted the new framework is equal to or exceeds national standards for general education at top-quality public universities, including University of North Carolina (42); University of California, Los Angeles (36); and State University of New York (30).

The learning outcomes for the new Common Core will be developed by a University-wide committee of predominantly faculty, and including students and administrators. It will take effect in fall 2013. Each college will specify the particular courses that students can take to meet the Common Core's learning outcomes. Executive Vice Chancellor for Academic Affairs and University Provost Lexa Logue oversaw development of the new transfer policies.

In fall 2010, approximately 10,000 undergraduates transferred from one CUNY campus to another. Transfer, particularly from community to senior colleges, has become common here as it has elsewhere, as the University has shifted remedial courses to community colleges and students have taken advantage of lower tuition at community colleges during the recent recession. Well over half of the graduates at every senior college are transfer students. The trustees' action recognizes "that community college students, who transfer, especially after graduation, are as well prepared as those who start in a four-year college," said Eduardo J. Marti, Vice Chancellor for Community Colleges.

Faculty and administration have tried to improve the situation over the years through articulation agreements among the campuses and the matching of courses for credit by means of the online Transfer Information and Program Planning System (TIPPS). However, Logue told the Board that with more than 700 undergraduate majors, more than 23,000 undergraduate courses, and admission standards at senior colleges on the rise, articulation agreements that take years to negotiate can quickly become out of date. "Even the most skilled advisor can be stymied by the CUNY transfer maze," she said.

The result is "longer times to complete coursework and lack of coverage of all courses by financial aid," which often will not cover a duplicate course or credits taken in excess of what is required for a degree. "Those two factors decrease the probability that a student will ever graduate and increase the cost of an education to students, the city and the state," Logue said.

Indeed, the University's Office of Institutional Research and Assessment estimates that in 2008-09, the 17,634 baccalaureate graduates averaged 130 credits — significantly higher than the required 120 — at a 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.



Among the 53 faculty, students and staff who spoke at the public hearing concerning the new transfer policies, those who were completely in favor of the changes outnumbered those who were completely opposed by a ratio of almost 3 to 1.

Several faculty members voiced concern, primarily about whether the new framework would adversely affect academic standards and the faculty's role in shaping the curriculum. Students described how they had been hampered and frustrated by their inability to gain credit for courses they had passed.

For example, Gregory Bradford, vice chair of the CUNY Coalition for Students with Disabilities, said that when he transferred from York College to Borough of Manhattan Community College and now to Brooklyn College, the process was "filled with fear and trepidation because there was no way for me to know which of my credits would be accepted by my receiving CUNY college. It made academic advisement uncertain and ultimately forced me to spend an extra semester in order to graduate."

President Ricardo R. Fernandez of Lehman College observed, "It can be safely said that the current system is obsolete, inefficient and, in the opinion of many, unfair to students."

Chancellor Goldstein will appoint a task force that is to recommend a broad structure for the Common Core by Dec. 1, 2011. His appointments will be made in consultation with the Council of Presidents, the University Faculty Senate and the University Student Senate. After the task force reports and the chancellor has approved the Common Core structure, each undergraduate college will specify individual courses that meet the Core and College Option requirements.

The Board also moved to create clear pathways for the largest majors. Again in consultation with the Council of Presidents and Faculty and Student Senates, the chancellor

will convene faculty-predominant committees by academic discipline. By May 1, 2012, these panels will recommend three to six courses that should be accepted as entry-level courses in each major or as prerequisites for such courses; all campuses offering these majors will have to offer these courses and accept them for transfer credit starting in fall 2013.

In addition, a student's electives taken at any CUNY college will transfer with full credit to any other CUNY college.

The Board's resolution also deals with students who transfer into CUNY from outside institutions. Colleges must evaluate these students' courses expeditiously, giving credit for general education, major and elective courses if they meet the appropriate learning outcomes.

The resolution also authorizes the chancellor to set up an appeals mechanism for undergraduates who want to challenge the denial of credit.

The University will review and evaluate the pathways policies and the Common Core in each year for the three years beginning in 2013, and every three years after that, and will make modifications as needed for improvement or to meet changing needs.

The University developed the new transfer policies following unprecedented discussion within the CUNY community, including some 70 meetings among members of the central administration and the campuses since last October; posting of information on a public website; articles in internal newsletters; a webinar open to all; and an opportunity taken by about 550 people to submit comments electronically.

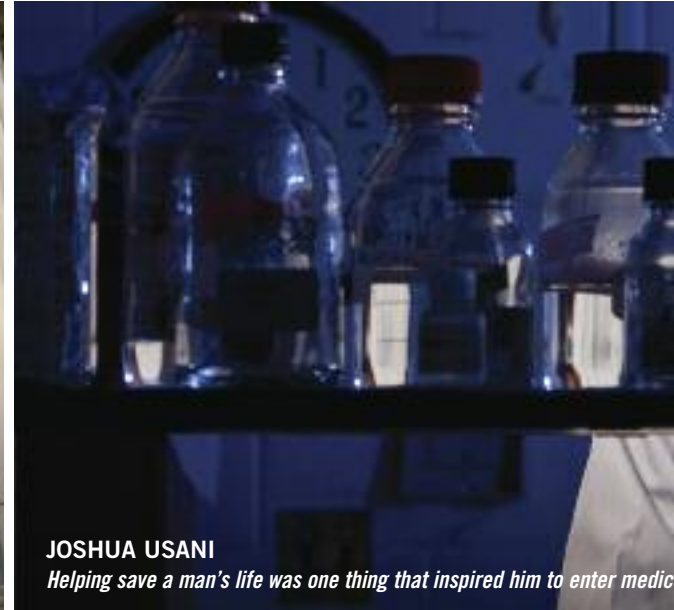
For upcoming committee meetings and more, search.cuny.edu "pathways" or snap the square with your smartphone.



PRIDE of the



KATHERINE MATEO
She sees a seat on the U.S. Supreme Court as the best place from which to effect change.



JOSHUA USANI
Helping save a man's life was one thing that inspired him to enter medicine.

THEY ARE RHODES, Fulbright and National Science Foundation scholars. They dream of sitting on the U.S. Supreme Court, teaching history and math, inventing new rockets, life-saving medications and subway systems. The City

University of New

York's extraordinary Class of 2011 includes a citizenry of well-rounded, public-service minded scholars, strivers and seekers ready for their next challenge.

An estimated 31,300 CUNY degrees were conferred this spring (including summer 2010 and fall 2010 graduates), including 11,700 associate degrees and more than 19,000 baccalaureate degrees. Their recipients include U.S.-born and immigrant New Yorkers seeking a high-quality education in a challenging economy and students overcoming poverty, illness and cultural barriers on a journey to become nurses, scientists, presidents.

They also include some of the highest-achieving students in the nation, headed to graduate programs at CUNY Graduate School, Harvard Medical School, Stanford Law, Yale and Oxford universities. Among them are a Rhodes Scholar — CUNY's seventh — as well as winners of prestigious National Science Foundation Fellowships, Fulbright grants and Jonas Salk Scholarships, and other students striving to understand the world and make it better.

"The CUNY Class of 2011 has compiled an extraordinary record of achievement," said Chancellor Matthew Goldstein. "Whether they're New Yorkers contributing to their city and state as citizens and salaried professionals, graduate scholars deepening their — and our — knowledge of our world, or new arrivals gaining the credentials to transform their lives, they all will make a difference."

The work, aspirations and drive of five graduates give a glimpse of the potential and breadth of the CUNY experience, and of the many impressive students seeking a CUNY education today as the University's academic profile has risen and the economy has declined.

Dominican Republic native **KATHERINE MATEO**, Macaulay Honors College at Lehman College 2011, is aiming high — as in the highest court. A self-described high

achiever, Mateo, 21, a consultant with HBO's corporate offices, has been admitted to Stanford Law School on a full scholarship covering tuition, fees and books.

Mateo majored in three fields: political science, physics and philosophy. All three, she believes, reinforce her interest in law. "Political science and philosophy are obvious for their importance and physics is important because it has shown me about quantifying life," she said.

She has a long list of internships under her belt, including ones at NBC, where she put together a video guide for voters about candidates; the State Attorney General's Office Consumer Fraud and Protection

Bureau, where she mediated cases for consumers and worked on landlord-tenant issues; and the chambers of New York State Supreme Court Judge Nelson Román, where she was a filing clerk.

Mateo was five when she and her family moved from the Dominican Republic to Puerto Rico and six when they emigrated to New York. What motivates her, more than wanting to succeed, she says, is a strong desire to help others. She aspires to a seat on the U.S. Supreme Court, seeing the highest level of the judiciary as the best position from which to effect change.

JOSHUA USANI, City College 2011, was inspired to pursue science when he watched his mother, a nurse, give vaccines to poor children in his native Nigeria. He decided on a medical career when, as part of an ambulance corps, he helped save a man's life.

"I resolved that if I could touch people's lives in this very basic, yet powerful way, the satisfaction I would receive would justify all the challenges associated with the pursuit of a medical career," said Usani, one of eight CUNY students awarded Jonas E. Salk Scholarships to study in the medical field in 2011. The prestigious University awards,

which provide an \$8,000 stipend over three or four years to help defray medical school costs, recognize students who are judged likely to make significant contributions to medicine and research.

Usani, a biology major, seeks to understand how the immune system attacks the body in autoimmune diseases, and to develop treatments. In his project, he used a confocal microscope to identify the distribution of lysosomes in specialized epithelial cells in the thymus. These thymic nurse cells are crucial in T-cell development.

He will attend Yale University School of Medicine in the fall.

NADIA AUGUSTYNIAK, Hunter master's in anthropology 2011, is intrigued by how "the epic events of violence and war" — such as the schisms of the Bosnian War and the divisions of Sri Lanka's civil war — "play out in peoples' everyday lives, even years later."

"What kinds of stories do they tell? Do they try to forget it? How do these events continue to affect their lives?" asked Augustyniak, who has been awarded a Fulbright to teach English in Sri Lanka, giving her "a wonderful opportunity to live in a place I don't know much about, learn the language and build relations with communities which I could later work with."

Augustyniak emigrated from Poland to New Jersey when she was 11 and later majored in anthropology at William Paterson University. At Hunter, she worked closely with anthropology assistant professor Ruchi Chaturvedi, whose research explores political violence and South Asia. For her master's thesis, Augustyniak worked with the Bosnian refugee community in Utica, N.Y., teasing out the ramifications of their wartime experience on their daily lives and spending time with a family.

"Anthropology is a demanding field, because it's very difficult to do it without language skills and having some link to the community," Augustyniak said. In Sri Lanka, where a 26-year civil war between militant rebel groups and the government ended in 2009, she will teach English and continue to study Tamil, one of Sri Lanka's three main languages, along with Sinhalese and English.

Augustyniak plans to continue graduate study after completing the Fulbright, focusing on the political situation in Sri Lanka. "I would like to continue looking at the effects

of protracted heal after such

For **ANTHONY** no limit. His i

Pang was substantial th Foundation G is geared toward America's sci

An NSF gra to Pang, who v Massachusetts toward a doctor Sanchez on pl thrusters. Alr assistantship for both plasm with spacecra tary space trav

Pang pursu interest in pol Center [for Po on a biodiesel robotics lab." 1

ANTHONY PANG
His research project could help make interplanetary space travel possible.

e CITY

Presenting some graduates with extraordinary achievements . . .



al school.



NADIA AUGUSTYNIAK
She plans to study how Sri Lankan people heal from extended wartime suffering.

conflict and how people and communities
in tremendous suffering," she said.

IONY PANG, City College 2011, the sky is
interests could lead him all the way to Mars.
one of five CUNY graduates awarded
three-year grants from the National Science
Graduate Research Fellowship Program, which
wards assuring the vitality and diversity of
scientific and engineering workforce.

ant of \$121,500 over three years was awarded
will study spacecraft propulsion at
s Institute of Technology. He will work
operate with MIT professor Manuel Martinez-
asma dynamic simulations for space
eady offered a fully paid research
for the project, Pang will develop simulations
na thrusters and ionospheric interactions
ft. The research could help make interplane-
vel possible, he said.

ed a variety of interests at CUNY. "I had an
icy, so I became involved in the Colin Powell
olicy Studies]; in the environment, so I worked
initiative; and in robotics, so I worked in the
He helped design satellites for NASA as a

member of the CUNYSAT-1 team.

Last year, he modeled ice sheet movement with the
Caltech/NASA Jet Propulsion Laboratory. At the Powell
Center, he wrote on engineering policy and developed mod-
ules to teach engineering to high school students. He still
found time to write for *The Campus*, CCNY's student news-
paper.

"You have every opportunity here, so the only thing lim-
iting you is yourself," he said.

KATHLEEN CAPOGROSSO-BROWN, who
collected two associate degrees from Queensborough
Community College, had already decided to leave her
career as a public high school teacher when she was diag-
nosed with multiple sclerosis. That set her on a new path
toward helping others with the disease.

Following graduation in 1999 from Baldwin High School
on Long Island, Capogrosso-Brown earned a B.S. in music
education at New York University, secured state teaching
certification in 2006 and began teaching at North Shore
Middle School on Long Island.

"Fortunately, I was able to get a job but quickly became
aware that there is more to teaching than just being an
instructor," she said. By 2008 she was disillusioned by the
intense bureaucracy and politics in the public school sys-
tem and yearned for a change.

That year she was diagnosed with multiple sclerosis and

hospitalized for several weeks. From then on, her health
was a priority. Her developing interest in alternative and
holistic treatments led her to enroll in Queensborough's
massage program. A faculty member recognized her intel-
lect and encouraged her to take on a tough second major,
nursing.

"It was amazing to know that the faculty had such con-
fidence in me," Capogrosso-Brown says. "They went above
and beyond their day-to-day responsibilities and contin-
ually opened doors. ... A double major demanded every
ounce of my determination to succeed. I was on campus
most days from early morning to late at night."

However, she adds, "It is both the disappointments and
the achievements throughout my life that have propelled
me toward my goals."

Capogrosso-Brown graduated with a 3.87 grade point
average and two A.A.S. degrees, one in nursing and the
other in massage. She also received an award from the
All-New York Academic Team for the Phi Theta Kappa
International Honor Society. She hopes to receive a John
Dystel Nursing Fellowship from the Multiple Sclerosis
Society to work at the New York University
Comprehensive Multiple Sclerosis Care Center.



KATHLEEN CAPOGROSSO-BROWN
A personal health issue influenced her to
tackle a demanding double major.

MORE PRIDE

For the Class of 2011, and for the first time in CUNY history, the University is publishing an expanded list of its many high-achieving graduates, including National Science Foundation winners; Rhodes, Fulbright and Salk Scholars; and students who have won other top awards or are headed to prestigious graduate schools. The newly created Web page — *Pride of the City: CUNY Class of 2011* — tells the stories of this year's top graduates through profiles detailing their achievements and plans, and through video interviews. Additionally, more than 400 students and their achievements and awards are listed in one comprehensive location.

For more
search.cuny.edu
"notable students"
or snap the square with your
smartphone.





Continued from page 3

locomotor development in infancy affects other types of development. Distinguished Professor of Political Science **Susan Buck-Morss** of the Graduate Center has won the Frantz Fanon Book Award for *Hegel, Haiti, and Universal History*.

José Del Valle, professor of Hispanic and Luso-Brazilian Literatures and Languages, Linguistics at the Graduate Center, received a Friedrich Wilhelm Bessel Research Award from the Alexander von Humboldt Foundation in recognition of his lifetime achievements.

Dean for Special Programs Carlos

Molina of Hostos Community College has received a grant totaling \$1,150,351 from the New York State Education Department for a "Vocational Educational Program." City Tech has received \$136,040 from the New York State Department of Education in support



Richardson

of the "Collegiate Science and Technology Entry Program — CSTEP," directed by **Kathryn Richardson**.

The National Institutes of Health

has awarded City College \$314,992 in grant funding for a research project titled "Consolidation of Motor Skills and Sleep Homeostasis in Parkinson's Disease," under the direction of **Maria Felice Ghilardi** of CCNY's Sophie Davis School of Biomedical Education. Brooklyn College has received a \$175,000 grant from the New York City Education Department for "Graduate Courses in Administration and Supervision to Enable Nonpublic School Principals and Prospective Principals to Become Building Leaders," directed by Dean of the School of Education **Deborah Ann Shanley** and program head **Lynda Sarnoff**. "A Study to Explore the Extreme Social Exclusion and Legal Marginalization that Renders Undocumented Migrant Workers Particularly Vulnerable to Crime Victimization, Systemic Violence, Police Mistreatment, and Criminal Involvement," under the direction of **Hung-En Sung** of John Jay College, has received \$100,000 in grant funding from the National Institute of Justice.

The New York State Department of Education

has awarded \$280,144 to **Ivonne Barreras** of New York City College of Technology for a "Teacher Leader Quality Partnership." Hostos Community College has received two grants in support of a "Global Scholars Program" directed by **Esther Rodriguez-Chardavoyne**, Senior Vice President of Administration and Finance: \$291,663 from Columbia University/U.S. Department of Defense-Office of Naval Research and \$258,336 from Columbia University/U.S. Department of State. The Toyota USA Foundation has awarded \$134,500 to professor **Herminio Martinez** of Lehman College for "The ENLACE Latino Collegiate Society Program in Math and Science."

The National Science Foundation

has awarded a \$162,000 research grant to **Richard Magliozzo** of Brooklyn College's Department of Chemistry. A project directed by **Chuixiang Yi** of Queens College's School of Earth and Environmental Sciences has been awarded \$108,554 from the National Science Foundation.



Martinez



Limbering up, from left, are cabbies Tuhin Khan and Thomas Lowery, Driver Institute director Andrew Vollo, cabbie Dwight Traker, instructor Klee Walsh and cabbies Chemi Dorge and Balram Shiv.

Frazzled Cabbies Hail Taxi Yoga

It's 7 p.m. on a recent Monday. Purple mats on the floor are reflected in the mirrored walls of the Movement Studio at LaGuardia Community College.

Five men are in the room. Two are yellow cab drivers, one is a certified yoga instructor, one is a reporter for a Japanese TV station. And there is Andrew Vollo.

"Sit cross-legged," Vollo calls out. "You've heard already about the breathing. I can't overemphasize the breathing, and of course we know we don't sit on our wallets."

The weekly Taxi Yoga class is under way. Seven years ago, with his body "in bad shape" from driving a cab, Vollo studied hatha yoga, a system of postures and exercises used to strengthen and tone the body. "By doing the exercises, I felt so much better I thought I could pass this on to other drivers," he said.

Vollo, 56, drove a yellow cab part-time for 16 years to pay for fine arts studies at Queens College. He also worked as a dispatcher. Since 2003 he has been director of the New York City Taxi and FHV (For Hire Vehicle) Driver Institute at LaGuardia, which trains and certifies cab drivers to operate on city streets.

In 2004, Vollo introduced Taxi Yoga, an eight-week program to teach a "gentle" form of yoga specifically for professional taxi drivers but open to anyone who sits for long hours driving or working at a computer terminal. Each one-hour Monday class costs \$8; a package of three, \$20.

Vollo's objective is to help cab drivers ease muscle tension, reduce stress and improve strength and flexibility through simple breathing exercises, relaxation techniques and basic yoga postures, each with specific physical benefits, "so they'll be able to function better."

There are about 49,000 cab drivers in New York City, he said. "Many have ulcers, high blood pressure, diabetes, bad circulation in their legs. They are always on the run. Many have been on the job for 30 to 40

years, working 12-hour days."

Vollo said he noticed "how stiff they are, how they can't sit down, they can't bend."

He posted flyers in garages where taxi drivers congregate, seeking students. The response wasn't encouraging. Undaunted, Vollo held his first class. Two cabbies, a copy machine serviceman doing work at LaGuardia and his friend attended.

"These four loved the class so much they were my mainstay," Vollo said. "They came for about five months, and they came all the time. I would run the classes with the few guys that would come. Sometimes one person came. Sometimes nobody came and I had my secretaries take the class."

"I invited officials of the Taxi and Limousine Commission to come. I figured, let me plant a seed, maybe they'll make it mandatory. They never came."

Allan Fromberg, a spokesman, said it's not the TLC's role "to endorse what he's doing," but that the program "is getting some very positive feedback from drivers. The fact that Andrew is so dedicated to bringing his knowledge and expertise to help people in this unique way is a very positive thing."

A certified yoga instructor and cab driver, Klee Walsh, volunteered to assist him and the intrepid Vollo persisted.

"The image that stood in my mind was the condition of so many drivers," Vollo said. "I noticed how difficult it was for drivers to stretch, bend over forward and touch the floor. I knew it doesn't have to be that way."

It doesn't take much to help folks feel better and be healthier. I was a prime exam-

ple. I had headaches, backaches, sciatica."

But after three years of uncertain attendance Vollo was "just about to give up when a story in The Daily News in April 2008, gave it more life." Participation rose to a high of 15, but the fluctuation continued. "An article in The New York Times last January boosted attendance again. That kept us going."

Vollo did research and found that "a lot of taxi drivers think yoga is a woman's thing." Time was also a factor. "If a guy

rents a car for 12 hours he doesn't want to waste an hour when he could be making money," Vollo said.

Longtime yellow cab drivers Alex Rabello and Gregory Duffy are among his regulars. Their yoga session that recent Monday night included poses

known as pelvic tilt and downward facing dog.

"It's very commonplace for people to have back issues, kidney issues," said Duffy, who had problems looking over his shoulder. "I've attempted to make most every session. You come away feeling better, more physically loose ... and the cost is reasonable. It's a great idea."

Said Rabello, "When you breathe the way they teach you, you can't help but relax. It's so light you don't think you're doing anything, but you feel the difference. It makes the day a little easier. I intend to come as long as he's around because it's helping me."

Vollo is committed, so he's stepping up his outreach to the industry to bring in students.

"These days," he said, "we have five, six people coming steadily. A lot more people know us. ... I'm not giving up."

“It doesn't take much to help folks feel better and be healthier. I was a prime example. I had headaches, backaches, sciatica.”

— Driver Institute director Andrew Vollo

'Genteel Endeavor' in the Gilded Age

By Gary Schmidgall

Reading The Century Illustrated Monthly Magazine: American Literature and Culture, 1870-1893

By Mark Noonan
Kent State University Press

MARK NOONAN'S NEW STUDY came to life serendipitously several years ago while he was rummaging in one of his favorite haunts, a Manhattan used-book store (now vanished). There the CUNY doctoral student happened upon a handsome black leather-and-gilt volume of *The Century* magazine, a "gold mine of American literary history," he thought. It cost him \$20.

Noonan's fascination turned into full immersion in this prominent periodical of the Gilded Age, and he has just published *Reading The Century Illustrated Monthly Magazine: American Literature and Culture, 1870-1893* (Kent State University Press). The Century was America's first literary magazine to achieve a truly national audience, which was largely genteel or middle-class (many of its readers were women), and it was among the first periodicals to indulge a sense of the aesthetic, becoming especially noted for its fine woodcut illustrations. The inaugural cover, designed by the artist Augustus Saint-Gaudens and the architect Stanford White, was in vintage beaux arts style.

Noonan, who is now a professor of English at City Tech, focuses on the magazine's real heyday, 1870-1893, under two editors:

Josiah Holland, who ran it for a decade (1870-1881) in its first incarnation as Scribner's Monthly, and Richard Watson Gilder. So influential was the latter on the literary scene that a biographer said the Gilded Age (a term coined by Mark Twain) should be called the Gilded Age. The magazine, overtaken by more forward-thinking competition like McClure's and Cosmopolitan, finally folded in 1930.

Among Holland's brilliant proposals to Charles Scribner for a new monthly was one that was certainly auspicious: "I propose to publish no sermons." But Noonan makes clear that *The Century* was fundamentally devoted to "defining middle-class, Protestant values." If not sermonizing, the "genteel endeavor" of *The Century* was "notoriously didactic: to teach men and women how to behave, how to discriminate." There was much promoting of virtue and policing of vice in its pages. No profanity or slang was allowed, but Noonan points out that the editors did not shy away from stories featuring and satirizing fiction with dialogue in Irish, Asian, or black dialect.

Walt Whitman, a sworn enemy of the genteel parlor life, had decidedly mixed feelings about *The Century*: "Sometimes I get mad at it: it seems so sort of fussy, extra nice, pouting." But then he admitted respect for its clear cultural agenda: "I say to myself

those very limitations were designed — maybe rightly designed — therefore it does not belong to me to complain." It didn't hurt that Gilder published some (but not all!) of the poems Whitman sent him.

Noonan seems to share those mixed feelings. In a chapter titled "Ladies Who Launch" he admires how, early on, the editors countenanced some of the feistier women writers of the day like Mary Mapes Dodge and Helen Hunt Jackson. They were, Noonan writes, "the linchpins for the magazine's early success and prestige." But then he deplores how, in the 1880s, the all-male American realism movement led by William Dean Howells trumped them. Later, he reminds us that the editors "expected women of the genteel class to be depicted as spiritually pure as well as submissive to the authority of their husbands and fathers."

Noonan chides *The Century* for parody-

"... the editors 'expected women of the genteel class to be depicted as spiritually pure as well as submissive to the authority of their husbands and fathers.'"

ing the increasing numbers of the poor in the 1870s recession and Holland for demanding "vigorous measures" against the "tramp nuisance," but later he praises the magazine for its CUNY-spirited "interest in providing free common school education for all Americans."

The magazine is praised as among the first with national circulation to begin to explore the nation's far-flung regions. In 1875-1876 it paid Bret Harte an astounding \$6,000 to serialize *Gabriel Conroy*, arguably the prototype of the western novel, and John Muir wrote on the Sierras in its pages. A two-year documentary serial by Edward King, "The Great South," was doubtless one reason *The Century* became the first northern periodical welcomed in post-Civil War southern parlors.

Noonan devotes a chapter to how *The Century* pushed "plantation myth" fiction — novels and stories romanticizing slavery before the Civil War — in the 1890s after the collapse of Reconstruction; this makes for dispiriting reading. Wearing Joel Chandler Harris' rose-colored glasses, former slaves had "nothing but pleasant memories" of slavery. *The Century's* editorial position, Noonan writes, amounted to a "rejection of northern idealism in favor of southern nostalgia." One writer, James Lane Allen, argued

in its pages that, in Noonan's words, "the slave system worked to everyone's benefit."

A final chapter is devoted to *The Century's* rehashing of the Civil War two decades after the fact, notably in a three-year-long series in 1884-1887, "Battles and Leaders of the Civil War." Noonan makes clear that the editors considered "reconciling regional differences" more important than acknowledging increasing segregation in the South. He tartly notices "the dearth of references in the series to blacks" and urges us to read Stephen Crane's *The Red Badge of Courage* as "an extended parody of any official, orderly account of the Civil War" — precisely what *The Century* was flogging.

Noonan notes that one lonely voice published in *The Century*, George Washington Cable's, recognized the danger of abandoning true Reconstruction in the South. In "The Freedman's Case in Equity" he asked, "Is the freedman a free man? No. And it is time for the South to meet the challenge." Gilder printed a rebuttal from the editor of the Atlanta Constitution, which declared, "The South will never adopt Mr. Cable's suggestion of the social intermingling of the races. It can never be driven into accepting it." (Martin Luther King Jr. was obliged to repeat Cable's point on the Mall in 1963.)

Gilder is quoted as opining that American writers should "concern themselves with the more smiling aspects of life, which are the more American," and Noonan chides *The Century* for its rosy retrospect on the war as about "order, gallantry, and North/South reconciliation." But Noonan justly delights in the few moments when an unsmiling view of the war gets in: for instance, Mark Twain's

ferocious anti-war tract, "The Private History of a Campaign that Failed," one of his snarliest satiric performances.

The epigraph for the Civil War chapter is Whitman's "The real war will never get in the books ... in the mushy influences of current times," and Noonan acidly demonstrates it never got into *The Century* either by briefly quoting from Thomas Nelson Page's mushy 1886 story, "Meh Lady: A Story of the War," which features a moonily loyal old black slave, a gallant Confederate hero, and his noble sister ("de light o' dis plantation").

But perhaps Noonan best underscores Whitman's point visually by reproducing a picture of the notorious Andersonville prison in Georgia (where 13,000 soldiers died); it shows several men sitting on a latrine in the foreground. Noonan publishes the full image and notes that Gilder, the publisher of a "family" magazine, cropped out the latrine for an 1889 issue of *The Century*.

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

You Think *Phones* Are Smart?

Smartphones? So last century. Driverless cars? Just hang around another 89 years. In *Physics of the Future: How Science Will Shape Human Destiny and Our Daily Lives by the Year*



2100 (Doubleday), theoretical physicist Michio Kaku predicts a future in which nearly everything we touch will be connected to the Internet. "You'll blink and you'll go online — it's coming faster than

you think," says Kaku, a City College professor and co-founder of string field theory.

Signs of the Times

In his ninth book of poetry, *Horoscopes for the Dead*, former U.S. Poet Laureate



Billy Collins "rules as a charming master of mischievous wisdom," declared a Booklist review. Random House, the publisher, summarizes the long-time Lehman College professor's latest collection: "Smart, lyrical, and not afraid

to be funny, these new poems extend Collins' reputation as a poet who occupies a special place in the consciousness of readers of poetry, including the many he has converted to the genre."

A 'Masterful' Biography

Mightier Than the Sword: Uncle Tom's Cabin and the Battle for America by



David S. Reynolds (W.W. Norton), collected much advance praise: "nothing less than an intellectual feast," "...his best book yet. ... Deeply researched and compulsively readable..."

Reynolds is Distinguished Professor of English and American Studies at Baruch College and the CUNY Graduate Center. Also, two of his previous books have just been reissued: major award winner *Walt Whitman's America: A Cultural Biography* and *Beneath the American Renaissance: The Subversive Imagination in the Age of Emerson and Melville* (both from Alfred A. Knopf).

Constructive Criticism

David Hamilton Golland's *Constructing Affirmative Action: The Struggle for Equal Employment Opportunity* (Lexington: University Press of Kentucky) has been described as novel in its approach and meticulously



researched, bridging a wide gap in the literature on the history of affirmative action. Golland, an adjunct assistant professor of history at Bronx Community College and the College of

Staten Island, analyzes how community activism pushed the federal government to address issues of racial exclusion and marginalization in the construction industry with programs in key American cities.

THINKING

Continued from page 1

the kind of “entrepreneurial university” that Chancellor Matthew Goldstein has said it needs to be to fulfill its mission as a modern public university in every sense.

“Our scientists are developing technologies that have the potential to make tremendous contributions to society,” says the chancellor. “Bringing them to the marketplace is essential, benefitting not only their creators, their colleges and CUNY, but local economies and the public at large.”

CUNY’s moves to scale up science and technology are broadening the University’s rich tradition of research that benefits society at large — building on the social sciences that have been a hallmark of CUNY research to foster discoveries in the physical sciences, biomedicine and technology that might make the world healthier, wealthier and maybe a little more wise.

The University’s science research faculty has grown by more than 700 over the past eight years — an expansion that was itself a bit of engineering. According to Vice Chancellor for Research Gillian Small, many were hired in clusters after a process that identified specialized, cutting-edge corners of chemistry, physics and biomedical engineering that could become “flagship areas” for CUNY. The infusion of talent and focus has helped lead to a threefold increase in government support for CUNY research in the past decade — to \$152 million in 2010 — much of it, lately, in government grants targeting technology research with promise for the economy, energy and the greater American good.

A key to the University’s efforts is an intellectual property policy that is generous to faculty — more generous, in some cases, than those in place at major research institutions that have been commercializing faculty discoveries on a large scale for many years. Among other things, the policy allows faculty to start small companies, in collaboration with CUNY’s Technology Commercialization Office, to bring their inventions and discoveries to the marketplace.

“We’re in the start-up phase,” says Small. “We’re getting in the game. We’re competing.”

Chancellor Goldstein sees a connection between the commercialization of CUNY research and the University’s need to find creative solutions to its budget burdens. “This is a time when the same spirit of ‘what if?’ that drives our academic research must also drive our approach to financing,” he said in a speech earlier this year. “Universities must become incubators of new ideas, reorienting themselves to a new environment of institutional entrepreneurship.”

Here is a look at a few members of CUNY’s research faculty and how the technologies they’ve developed are helping the University re-imagine its role in the world.

Spinal Cord Injury Treatment

The inventor: Zaghoul Ahmed, Ph.D., Department of Physical Therapy at College of Staten Island and Department of Neuroscience at the Graduate Center.

The invention: PathMaker Neuromuscular Treatment System, a CUNY-trademarked method of treating spinal cord injuries by using electrical stimulation to strengthen neuromotor connections.

The ambition: Ahmed’s device and method have shown early promise as an effective technique for strengthening the neuromotor pathways that remain after a spinal injury, promoting significant and perhaps permanent improvement. The technology recently won a \$250,000 BioAccelerate NYC Prize from the New York City Investment Fund, an annual competition to encourage academic institutions in the city to translate biomedical research into practical applications. If the PathMaker system continues to prove effective — a trial involving 96 patients is now under way — CUNY could license the technology through the offshoot company.

In his words:

“In neuroscience, there is a principle that when two neurons fire in synchrony the connection between them strengthens. It’s thought to be the basis for memory, learning and recovery from injury. The opposite is true when there’s a spinal cord injury. The connections from the brain to the spinal cord and the spinal cord to the muscle are

weakened. The basis for the technology I have developed is that applying stimulation to activate brain cells, spinal cord cells and muscle — at the same time — should strengthen the connections and improve function. It is premised on the existence of at least some minimal neuronal function. The electrical stimulation is applied along the entire affected spinal neuromotor pathway, from the brain to the affected extremity. It turned out to be very effective. We’ve published two papers reporting remarkable recovery, first with mice and then with five patients with cerebral palsy and spinal injuries. We have a 16-year-old with severe cerebral palsy affecting both her arms and legs. She has always been in a wheelchair. After three weeks of treatment, three times a week for 15 minutes, she was walking with



Ahmed in his CSI lab

crutches without assistance. We’re now testing it with 96 patients with cerebral palsy or limited movement after a stroke. We hope it will confirm what has been shown so far, that extended treatments signal natural spinal processes to grow new neuronal connections.”

Versatile Sanitizer Creates Antibacterial Materials

The inventor: Robert Engel, Ph.D., and two of his now-former students in the Department of Chemistry and Biochemistry at Queens College.

The invention: New antibacterial materials derived from substances known as “quats,” shorthand for quaternary ammonium salts, that can be applied to surfaces and even embedded in fabrics.

The ambition: By making surfaces themselves antibacterial, the processes developed in Engel’s lab can be used to make a wide variety of suddenly sanitary products. Arguably the most important would be hospital gowns and bedding, and even equipment surfaces that could fight the spread of infection instead of facilitating it. Engel and his colleagues are in the early stages of licensing the CUNY-patented technology to manufacturers.



Robert Engel with treated antibacterial material

In his words: “We knew that in high concentration quats kill bacteria, and we decided to try to bind them to a range of surfaces, to see if we could arrange them in such a way that they would challenge bacteria in a relatively low concentration and could rip a hole in a bacterium when it fell on them. And it worked marvelously. E. coli would be

hit by 100,000 of them simultaneously and the quats would just tear the cell wall apart. The key is in the processes we’ve developed for applying the quats to surfaces. In solution, you can’t get them organized — it’s like herding cats. But if you use the surface itself, either binding or embedding them, this makes a very nice system. It works with cloth, paper, wood, paints, cork, and a variety of other surfaces. So we can make the first antibacterial hospital gown. It can also be used in hotel bedding. We can embed it in plastics for athletic gear. It can be used in construction. We can treat wood to kill fungi, or to drive termites away. We’re in the process of negotiating with three operations interested in putting money into it, who would license our process. One of our collaborators is a fabric finisher. We have gone to his plant and we’ve put this on the assembly line and run through 10,000 feet of fabric. It can be scaled up very easily.”



Bikson team's electrotherapy device

‘Brain Pacemaker’

The inventor: Marom Bikson, Ph.D., is a member of the biomedical engineering faculty at City College, where he heads a lab that develops prototypes for medical devices.

The invention: Transcranial electrotherapy technology — a noninvasive method of delivering current to targeted areas of the brain, a technique that shows promise as a treatment for an array of neurological and psychiatric illnesses. CUNY patents cover the device itself, as well as the electrode configurations and algorithms that ensure that the current is precisely delivered to specific disease-related areas of the brain.

The ambition: Bikson and his team hope the technology will become a new weapon in the treatment of the most severe cases of brain diseases including Parkinson’s, epilepsy, depression and obsessive compulsive disorder. It will be tested over the next year in clinical trials at several centers including Harvard Medical School. CUNY’s Technology Commercialization Office has helped Bikson and his colleagues form a company, Soterix Medical, to test and market the technology.

In his words: “This idea grew out of my doctoral research on a procedure called deep brain stimulation, or DBS. DBS involves drilling through the skull of someone with a severe brain illness and surgically implanting electrodes to deliver constant electrical stimulation — like a brain pacemaker. Despite tremendous clinical success, the risk, complications and cost of DBS surgery represent a significant barrier to many patients. So I decided to think outside the box — and the box is the skull. In the last 10 years or so, there has been a lot of promising research showing that transcranial electrical stimulation — delivering current noninvasively, from outside the head — can induce what’s called neuroplasticity, which is the brain’s ability to essentially rewire itself by forming new neural connections. This had the potential to not just treat the symptoms of neuropsychiatric diseases, as DBS does, but induce a lasting cure. The problem was it couldn’t be focused to target specific brain regions identified with specific diseases. This is where my biomedical engineering team came in. What we have invented is the first electrotherapy delivery platform that is noninvasive, painless, and allows current delivery to specific brain targets.

The goal is for the treatment benefits to last. That’s a pretty compelling clinical proposition. Of course, there are many questions to be answered. But I think we have something pretty special on our hands. We’re motivated with every new story of a life transformed.”

Flexible Lasers Speed Wound Healing

The inventor: Vinod Menon, Ph.D., joined the physics department of Queens College in 2004, one of the first recruited to the CUNY research faculty through its strategic “cluster hiring” initiative. He and his colleagues develop lasers with practical applications.

The invention: The technique Menon has developed for creating flexible lasers and emitters that cover both visible and infrared light has the potential to be developed into a light emitting bandage that accelerates wound healing.

The ambition: Menon is a strong advocate of CUNY’s commitment to helping academic researchers get cutting-

edge technologies developed and out to the world. He founded Hybrid Photonics, a company that has received funding from the Air Force Office of Scientific Research to develop chip-scale optical signal processors. He is working with CUNY’s Technology Commercialization Office to bring the laser bandage idea to the marketplace.

In his words: “It has been established that infrared laser light can help heal wounds by increasing blood flow and cell production. What we have done is use a low-cost technique, namely spin-coating process, to create flexible, micro-cavity structures that work as lasers. This means we now have a way of making lasers cheaper than traditional techniques and also getting lasers on a flexible piece of plastic. What we are trying to do is marry this to the known ability of infrared

laser light to accelerate wound healing. It would be a self-powered, light-emitting bandage. The low cost of fabricating these devices will allow for easy and cost-effective scale-up of manufacturing.

“What we are trying to do now is identify potential industrial collaborators for further development of the light-emitting bandage. And then, to test it, we want to collaborate with a medical institution that does research on wound-healing. Taking things from the lab to the marketplace is a long, complicated process. When I came here in 2004, there was no system in place to help professors. Now there is. It is still a difficult process, but we are learning the ropes.”



Menon working on a low-cost laser technique

Innovative Battery With Longer Life

The inventors: CUNY Energy Institute, a center based at City College comprising faculty from across the University. Led by Sanjoy Banerjee, Distinguished Professor of Chemical Engineering and the institute’s founding director, research teams are working on advanced sustainable energy and other technologies to meet U.S. energy challenges.

The invention: A nickel-zinc “flow” battery that uses an innovative system of circulating electrolytes to scale up the capacity and life of the traditional nickel-zinc battery, making it a cost-effective method of storing large amounts of energy generated from renewable sources such as solar and wind. The project is led by Banerjee and Daniel Steingart, Ph.D.



Banerjee team's “flow” battery

The ambition: The institute’s hope of developing a “flow” battery large enough to sustain a building is one of several areas that have drawn combined funding of nearly \$20 million in the past two years from federal and state grants, along with private foundations and industrial donors. To advance the institute’s vision of forging entrepreneurial partnerships to bring its technologies to the energy marketplace, Banerjee recruited an executive director, Valerio DeAngelis, a chemical engineering Ph.D. with long experience in managing and developing new technology ventures.

In his words: “As an academic research center, we’re kind of an experiment,” says DeAngelis. “We are a university with the mindset of a company. We have two products. One is the students — we support 30 Ph.D. students — and the other is the discoveries. We expect the technology developed here to lead to several start-up companies and hundreds of future employment opportunities in the New York City area. And training the next generation of engineers is as important as starting a company. They are both vital to our vision of contributing to the energy independence of the United States by pursuing pragmatic research in energy storage, oil and gas, and making nuclear plants safer and more efficient.”



On the Web at cuny.edu

SOLAR MAP — ROOFTOPS FOR POWER POSSIBILITIES

New Yorkers eager to cut their electric bills by installing rooftop solar panels now have an interactive online tool to easily estimate potential costs and savings. This bird’s-eye map of every building in the city highlights existing solar installations, displays real-time solar energy production and shows the costs, incentives and payback period for solar investments. Just type in an address or browse the streets. The tool was created by the NYC Solar America City Partnership, which is comprised of the University, the Mayor’s Office of Long Term Planning and Sustainability and the NYC Economic Development Corporation. It was developed by Sustainable CUNY and built by Hunter College’s Center for Analysis and Research of Spatial Information, with extensive assistance from Con Edison and the High Performance Computing Center at the College of Staten Island and the National Renewable Energy Laboratory.



search.cuny.edu “solar map” or snap the square with your smartphone.



SCIENCE & U!

Explaining the importance of science to everyday life, CUNY-TV’s new “Science & U!” magazine show tackles the issues big and small. In the first show, professors Jill Bargonetti of Hunter College and Julie Des Jardin of Baruch College examine the role of women in science; Queens College professor Nicholas Coch and Gary Conte of the National Weather Service wonder if New York City will go under water in the next big hurricane; Animal Medical Center veterinarians show the latest innovations in medical technology and surgery for pets; Hayden Planetarium director Neil deGrasse Tyson asks whether Pluto should be called a planet once again; and Gwen Hill, of the Science Barge in Yonkers, discusses that floating urban platform for growing plants and vegetables hydroponically. The hosts are Ernabel Demillo, Michael Gilliam, Grant Greenberg, Marlene Peralta, Carol Anne Riddell and CUNY-TV producer Barry Mitchell.



search.cuny.edu “science videos” or snap the square with your smartphone.



FOR YOUR BENEFIT — FINDING PEACE OF MIND

Are personal challenges affecting your peace of mind or your work? Do you find it harder to balance work and home? Is anyone close to you having problems with drugs, domestic abuse or an inability to find good childcare or a nursing home? The University’s Work/Life Program can help. Available to all University staffers — and their relatives, no matter where they live — the program provides a free,



strictly confidential, hotline to counselors, social workers and other professionals who can provide research and guidance on a wide range of problems. You can phone the Work/Life Assistance Program at 1-800-833-8707 anytime, 24/7. Since 2008, this University program has helped employees on every CUNY campus, not only via the phone, but also with wellness seminars and its website.



search.cuny.edu “employee benefits” or snap the square with your smartphone.



WE REMEMBER — BRUCE RICKER

LAWYER-TURNED-FILMMAKER Bruce Ricker, a City College graduate who made jazz resoundingly visible in a series of highly regarded documentaries, died May 13 at age 68 in Cambridge, Mass. His first film — “The Last of the Blue Devils” (1979), a portrait of Kansas City’s old-time jazzmen that featured luminaries like Count Basie and Big Joe Turner — brought about a long professional association with Clint Eastwood. Jazz fan/actor/producer Eastwood arranged to have it more widely distributed and was later a producer or executive producer of several documentaries Ricker made for TV, including “Dave Brubeck: In His Own Sweet Way” (2010). Ricker was a music consultant for two films Eastwood directed — “Mystic River” and “The Bridges of Madison County.” He also produced and directed two television documentaries about Eastwood.



search.cuny.edu “remembrances” or snap the square with your smartphone.



Intelligences

>> Go to search.cuny.edu

In the World & on the Web

MUSIC/DANCE

Immigrants and The Labor Movement

GOV. SCOTT WALKER'S EFFORT to weaken the bargaining rights of Wisconsin public workers is a clear indication of how far some lawmakers are willing to go, said Eliseo Medina, International Secretary-Treasurer of the Service Employees International Union, speaking at a panel titled "Immigration Reform: What's at Stake for Labor."

[Search.cuny.edu](http://search.cuny.edu) "Immigrant Reform"



Japan's Melt-down

JAPAN'S DEVASTATING earthquake and subsequent tsunami were unavoidable forces of nature, but the nuclear meltdown that resulted was man-made, according to Michio Kaku, professor of theoretical physics at City College. Hear his advice.

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

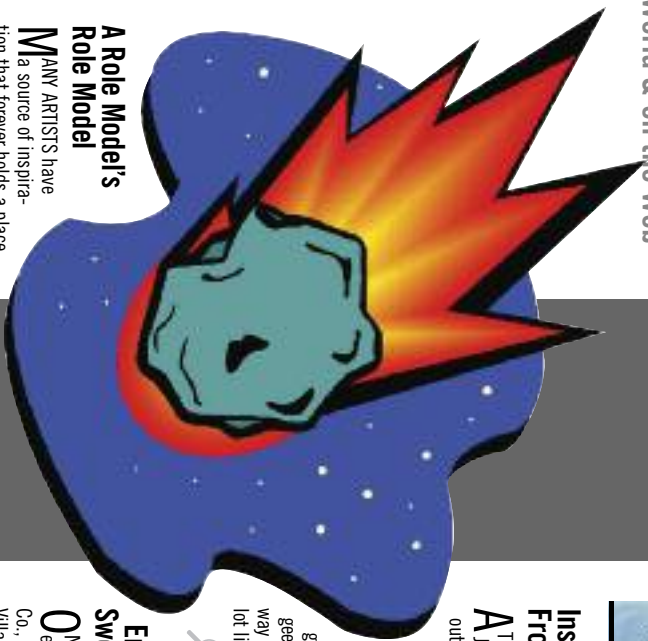
Jimmy Breslin's World

DAILY NEWS COLUMNIST Jimmy Breslin discussed his new biography, *Branch Rickey*, about the Brooklyn Dodgers' general manager who helped break baseball's color barrier in 1945. "The moment Jackie Robinson hit the grass field to start his role in American baseball, the world was changed once and for all — forever," said Breslin, speaking at the CUNY Graduate School of Journalism.

search.cuny.edu "Jimmy Breslin"

ART/NATURE

Through March 14, 2012
Multiple Visions
Queens College
Hours vary
Free



A Role Models Role Model

MANY ARTISTS have a source of inspiration that forever holds a place in their heart. For Guatemalan-born author and translator David Unger, who teaches in City College's MFA program, it is Gabriel Garcia Marquez and his book *No One Writes to the Colonel*. Hear why.

[Search.cuny.edu](http://search.cuny.edu) "David Unger"

Freud 'Black Gotham'

FREED FROM LEGAL BONDS of slavery by the state's Emancipation Act of 1827, New York's black leaders moved to national politics in the decades before the Civil War. *Black Gotham* author Carla Peterson describes how one school's students were propelled into political activism, trade and business.

[Search.cuny.edu](http://search.cuny.edu) "Political Activism"

Why the Economy Is Lagging

IN TODAY'S WORLD, what used to make economic sense is no longer the case, says columnist Paul Krugman, winner of the 2008 Nobel Prize in Economics. Listen to him discuss missteps and failed policies here and abroad and what should be done to spur investment.

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

THEATER/FILM

July 1-3
The Star-Spangled Girl
Queens College
July 1-2: 7 p.m.
July 3: 3 p.m.
Free



Insights From Times Editor

AT THE CUNY Graduate School of Journalism, New York Times outgoing executive editor Bill Keller recently spoke about a range of issues, including rewards of the job. "My favorite reaction, when people respond to a story, isn't, 'gee, I didn't know that, but, gee, I never thought of it that way' — and editing the paper is a lot like that."

[Search.cuny.edu](http://search.cuny.edu) "Bill Keller"

Ending Today's Sweatshops

ON MARCH 25, 1911, a fire engulfed the Triangle Waist Co., a fabric factory in Greenwich Village, killing 146 workers, most young women. The disaster, and the working conditions it revealed, led to reforms. But sweatshops still exist in this country and abroad. What more can we do?

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

Return of a Jazz Giant



JAZZ PIANIST/COMPOSER Fred Hersch has been living with AIDS since the early 1990s, and has recorded a portfolio of work that The New York Times calls a "manifesto of contemporary jazz." In 2008, he fell into a near-fatal coma. But with intensive therapy he learned to walk — and play the piano — again. Hear how.

[Search.cuny.edu](http://search.cuny.edu) "Fred Hersch"

LECTURES/PANELS

July 12
Director's Briefing - Zicklin School of Business Graduate Programs
Baruch College
6 p.m.
Free



The Art of Book Reviewing

THE SECRET OF WRITING great book reviews? "You have to abandon yourself to a book, immerse yourself in its world," said Sam Tanenhaus, editor of The New York Times Book Review. Hear more specifics from Tanenhaus and other top editors who spoke at a Graduate Center event.

[Search.cuny.edu](http://search.cuny.edu) "Writing Reviews"

Draft Riots Or Revolution?

IN HIS BOOK *Paradise Alley*, Kevin Baker used New York City's chaotic 1863 draft riots as a backdrop for the critically acclaimed historical novel. At a Book Talk Lecture Series sponsored by City College's Center for Worker Education, he described the horrific events — really more a revolution than a riot, as one observer noted.

[Search.cuny.edu](http://search.cuny.edu) "Draft Riots"

SUMMER in the CITY

Choose from countless courses to help you progress toward a degree, enrich your mind or just have fun. Offerings vary by campus.
Go to cuny.edu/summer



Lifelong Learning Institute Summer Film Festival

"Hollywood's Golden Years: Films of 1939"
Queens College
Tuesdays 1 p.m.
June 28-Aug. 2 \$60
Discussion follows each film.
Go to cuny.edu/events

College for Kids

Summer programs for children and young adults from kindergarten through high school, grouped by age, are offered on five campuses: Lehman College, College of Staten Island and LaGuardia, Kingsborough and Queensborough Community Colleges. Days, hours and programs vary widely. Courses range from instruction in basic academic subjects, foreign languages and music to physical fitness, athletics and career exploration.
Go to cuny.edu/kidscollege

Summer Reading

What quizzes — and quirks — do human and animal upbrates share? You'll learn fascinating tidbits in *Field Guide to Urban Wildlife* (Stackpole Books) by Julie Feinstein, a City College doctoral student who manages a collection at the American Museum of Natural History.
Go to cuny.edu/wildlife



New Model For Urban Classrooms

REFORM AT THE LOCAL LEVEL and system-wide is needed for New York City public schools to succeed, says Pamela Mills of the Math and Science Partnership. Hear her ideas, which emphasize students helping other students, while teachers teach, to build a community of learning.

[Search.cuny.edu](http://search.cuny.edu) "Public School Reform"

August 4-5
The Kids Rule Weekend
Games, magic, theater, pony rides, and more
Lehman College
10 and 11:30 a.m.
\$1

