CUNY Matters
A Newsletter for The City University of New York • Fall 1994

Sexual Harassment: A CUNY Forum

On 25 January 1982 the Board of Trustees approved the current CUNY Policy Against Sexual Harassment, applicable to both students and employees of the University. At the request of Chancellor Reynolds, several University officials, college constituents, University officials, and many individuals have participated in a complex process of information-gathering and discussion with a view to promulgating a revised and strengthened Policy. It is expected that the Policy will be considered by the Board of Trustees in the near future. We hope these four articles will give the CUNY community a broader sense of the issues concerning sexual harassment.

—The Editor

Caveat Jokers
By Merrick T. Rossein
Acting Dean, CUNY School of Law and author of Employment Discrimination: Law and Litigation

A year ago, just four weeks after oral argument, the U.S. Supreme Court decided Harris v. Forklift. This case presented the issue whether a woman who had proven verbal conduct was offensive must also prove that harassment seriously affected her psychological well-being. The unanimous decision, written by Justice Sandra O'Connor, was notable not only for its brevity and the unusual speed with which it was rendered; it also expanded on the previous definition of "sexual harassment." However, the Court left for another day a significant issue: the meaning of "reasonable person" in determining whether a hostile environment exists.

As a litigator in the landmark hostile environment case, EEOC v. Sage Realty (1980) and a member of Governor Cuomo's Task Force on Sexual Harassment, I find the Court's expansion of what constitutes an abusive or hostile work (or educational) environment significant. I will discuss the case briefly here by way of prelude to suggesting how critical the role of training is in preventing sexual harassment. Harris is only the second occasion on which the Supreme Court addressed sexual harassment. Although the Court suggested it was merely reaffirming its Meritor Savings Banks v. Vinson ruling of 1986, the practical effect was to significantly broaden protection from harassment. Harris made clear that sexual, demeaning, and gender-based words alone may create an unlawful work environment, even when the speaker is only joking.

The facts presented in Meritor were particularly egregious. The Court found that Michelle Vinson's boss had coerced her into engaging in sexual intercourse with him over forty times. "Foolishly, in front of other employees, followed her into the women's restroom when she was alone, exposed himself to her and even forcibly turned her in her dream last night and you..."

#2 SHE: But modernization can have pernicious effects.
HE: Why don't you wear silk scarves? Renaissance are beautiful.
#3 SHE: I'd do anything to get into that class.
HE: Anything?
#4 SHE: Professor, that experiment doesn't make sense.
HE: Don't worry. Just do it. You'll be teaching young kids.
#5 HE: Jane, get the girls to dress up.
SHE: The office looks bleak.
HE: I'll talk to them about it, Professor Miller.
#6 SHE: What can I do to pull up my grade?
HE: We could have been discussing that over dinner.
#7 SHE: You praised my teaching until I refused to date you.
HE: You don't have the kind of sensitivity we look for here.
#8 HE: That report goes out today. No PMS or menopause excuses.
SHE: (Silence)

These examples of sexual harassment are by no means the worst of those reported to members of the CUNY Women's Coalition. Yet, in each case females were threatened. Their sexuality became a condition of judgments about their work.

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Anticipating The New Protocols
By Beatrice Kachuck
Chair, Sexual Harassment Committee, CUNY Women's Coalition

1 SHE: My second year and my students turned in great papers!
HE: We were in bed in my dream last night and you...

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Medgar Evers College, Senior—At Long Last
By Marge Battle
Executive Assistant to the President, Medgar Evers College

The age of Aquarius came early for Medgar Evers College this year. In early June, to be exact. That was when word came down from Albany that the College had regained its senior status after almost two decades of trying. The saga began some nine years ago, in 1976, when the City of New York suffered a severe financial crisis. Medgar Evers was then a fledgling, seven-year-old college in central Brooklyn, barely out of the nest. It had come to existence primarily because of the lobbying of a forceful group of African American clergy, politicians, and local leaders who felt their community, too, should have its own institution of higher education. It was a matter of equity as well as necessity, they argued.

The Board of Higher Education therefore established in 1969 what was originally to be called Community College #7. However, the central Brooklyn community made it clear that nothing less than a senior college would do for their sons and daughters. After intense behind-the-scenes negotiation, the College was able to enjoy senior status from the first day it opened its doors. Later it was named after Medgar Wiley Evers, the pioneering Mississippi Delta civil rights leader, who in 1963 was killed at the age of thirty-eight by a sniper's bullet.

During the economic slump of 1976 the City looked for everything it could find to throw into the pot to avert a fiscal catastrophe. The College ended up on the hit list. By reducing its status to that of a community college, it was thought, the City could save some dollars. However, it was decided to let the College continue to offer four-year degrees as well as some two-year degrees. In other words, it was expected to graduate students with both bachelors and associate degrees—what a senior college does—but do it on a community college budget.

For the next nineteen years, during a sometimes stormy history, Medgar Evers College never ceased in its effort to regain senior status. Rallies, protests, sit-ins, buses to Albany on lobbying field trips were all tried. Nothing seemed to work.

Then, five years ago, the College's third president, Dr. Edison O. Jackson, arrived. In the first months of his presidency, Jackson outlined, in a document titled "Getting a New Agenda: A Blueprint for Excellence," a five-year plan for putting Medgar Evers on a steady course toward senior status. So successful was the plan that opposition to the conferment of senior status virtually disappeared. In fact, it may have been the only time in recent history that the Governor, the Speaker of the Assembly, the Black and Puerto Rican...
Multiculturalism, Multimedia, Medgar Evers

For over two decades Don Quinn Kelley has led the jazz bio—lives, rather—of independent video and film producer, a well-traveled visiting artist and adjunct, NEH and Mellon fellow and a professor at Medgar Evers College. Now, as Coordinator of MEC Library, was the indexing of its collection on Women in the Jazz Age. This became, in turn, part of a pilot computer-based course in African American History and Culture. Using such programs as Toolbook, Write, and Word for Windows, students can complete exercises at their terminals on such topics as Maroons (runaway slaves), gospel, Voodoo, Paul Robeson, or Brazilian slavery. The three accompanying student-generated screens hint at the possibilities Kelley and his colleagues are exploring. Similar technological applications are being instituted in the College's Philosophy, Psychology, Social Sciences, and Sociology Departments. A Title III grant to the College has made possible a second 100% support.
Faculty Development Opportunities

By Dymnna Bowles
Director of Faculty Development

The University's Faculty Development Program in the office of Academic Affairs provides a wide variety of opportunities for growth that meet the professional needs of faculty. A major purpose of the program is to encourage innovation in teaching and learning through the exchange of ideas and expertise among faculty from all our campuses. Alumni of the program have been successful in creating new curricula for their own courses and departments and in utilizing more active classroom strategies.

In 1993-94, the Faculty Development Program doubled the size of its offerings and added more than 1,400 CUNY faculty through its numerous activities, including seminars, workshops, courses, and day-long colloquia. In 1994, a "request for proposals" process was instituted to involve more CUNY faculty in the design and implementation of these activities. The next request for proposals will be available in early spring. Additionally, an Advisory Committee on Faculty Development, with University-wide representation, was formed to provide guidance on ways to increase the relevance and effectiveness of faculty development.

Our 1994-95 offerings include a broad array of seminars and colloquia coordinated by faculty from the various CUNY campuses. One-day colloquia planned for this year address a variety of areas, such as innovative classroom strategies, ways to promote multicultural perspectives in college curricula, and new media technologies. In addition to colloquia, a number of semester and year-long seminars are offered, including: "Balancing the Curriculum for Gender, Ethnicity, Race and Class" (in the fall and spring), and three semester-long seminars this coming spring: "Writing for Publication, Grants and Proposal Writing," and "Issues in Bilingualism and Bilingual Education." All of these are intended to enable faculty to discover new methods and approaches to meet the changing needs of teaching and research. The University Faculty Development Program is under the supervision of the University Dean for Academic Affairs, Dean Elsa SANCe-Pacz. For further information, please call 212-794-5436 or 5922.

Faculty Development Colloquia 1994-1995 Schedule

1. Exploring the Cultures of Latin America and the Caribbean: Implications for Teaching and Learning. This colloquium will acquaint CUNY faculty and members of the major social and literary issues of these areas. Cross-cultural and gender issues with special curricular relevance will be addressed. The keynote speaker will be Susanne Joffe Levin, CUNY's Professor of Spanish at UC Santa Barbara and International award-winning translator of numerous authors, including Puig, Cabrera Infante, Cortazar, Donoso and Sandu. Date: November 30, 1994, at York College, Contact: Gloria F. Waldman, 718-262-2430.

2. Language in a Multicultural University: Where We Are and Where We're Going. This conference will bring together full-time and adjunct instructors of modern and classical languages and literatures from all CUNY campuses to discuss improved integration of language curricula up to and including graduate school; it will also explore ways to broaden the horizons of study by integrating the curriculum of several disciplines. The keynote speaker is Joseph Byrne, Professor of German and Associate Professor of Political Science at New York University. This conference is sponsored in conjunction with the CUNY Council on Foreign Language Study. Date: December 2, 1994, at The Graduate Center, Contact: Carolyn Richmond, 212-996-7711.

3. Enhanced Use of Electronic Library Resources: Teacher/Librarian Partnership. This colloquium will provide a forum in which teaching and library faculty can exchange ideas about the use of electronic library resources into humanities, science, and social sciences courses. The keynote speaker will be Betsy Baker, Head of Reference at Northwestern University. Date: March 5, 1995, at Hunter College Library, Contact: Pamela L. Wosec, 212-772-4712.

4. Incorporating Gender, Race and Ethnicity into the Economics Classroom. This colloquium will enable CUNY faculty to explore how the standard economics curriculum can better incorporate differences in race, gender and ethnicity. Keynote speaker will be Professor Robin Bartlett of Denison College, who has organized and led two NSF-sponsored projects on this topic. Date: March 10, 1995, at Queens College, Contact: Linda N. Edwards, 718-997-5464, and Elizabeth A. Rolscher, 718-997-5453.

5. Assistive Technology and the Education of Students with Disabilities: The Faculty's Role. This training conference has a threefold purpose: (1) to offer CUNY faculty a conceptual grounding in the nature and importance of assistive technology in the educational process; (2) to provide training in the use of such technology within our computer environment; and (3) to provide tips for the intelligent, cost-effective integration of assistive technology within the individual campus. Keynote speaker: Dr. Lawrence A. Scadden, Director of the Program for Persons with Disabilities, Human Resource Directorate of the NSF. Date: April 6, 1995, at Baruch College. Contact: Karen Gournay, 212-802-2146.

6. Promoting Critical Thinking and Decision Making in the Sciences: A Short Course. Utilizing the NSF's Chautauqua Short Course Program model, this 5-day short course will prepare invited scholars and experts to share with CUNY faculty the role of intellectual discourse in the program. Keynote: Professor John Jay College, Contact: Maria R. Velez, 212-237-8693.

7. Computer-Based Upper-Level Math Instruction. The principal goal of this colloquium is to present to CUNY math faculty the use of the computer to enhance the teaching of the scientific sciences. Keynote: Professor Robert Devaney, a mathematician from Boston University. Date: April 28, 1994, at Baruch College, Contact: Carlos J. Moreno, 212-387-1467.

8. Language-Sensitive Instruction: Reaching ESL Students in the Disciplines. This two-day workshop is for faculty in all disciplines to help them select, supplement, adapt, and develop materials to increase student success rate. Keynote: Dr. Marguerite Ann Snow, Director of Learning English for Academic Purposes (LEAP) at George Mason University. Date: April 28-29, 1995, at John Jay College. Contact: Noyola Flores, 212-237-8011.

9. Dispute Resolution Across the Curriculum: Implications for the Classroom. This colloquium will provide faculty and staff with state-of-the-art information, skills, and research on dispute resolution. The relevance of innovative processes—such as negotiation, mediation, and collaborative problem solving—will be explored and their potential impacts on curriculum and campus life will be addressed. The colloquium is sponsored in conjunction with the Dispute Resolution Program and the CUNY Dispute Resolution Consortium (both at John Jay). Keynote: Professor Wallace Warfield of the Institute for Conflict Analysis and Resolution at George Mason University. Date: May 5, 1995, at John Jay College. Contact: Maria R. Velez, 212-237-8693.

10. The New World (Dis)Order and International Political Economy: A Gender Perspective. The purpose of this colloquium is to bring together faculty, especially women scholars working in and outside CUNY to exchange knowledge of current global disorder in the context of gender. Implications for the classroom will be examined. Date: May 12, 1995, at the Graduate Center. Contact: Kosyn Wallch Wall, 718-992-3776.

11. Writing in the Disciplines. This colloquium will gather faculty members from a range of disciplines who are interested in writing, approaches and assignments appropriate for students in advanced subject-area courses, and in establishing or strengthening discipline-wide writing initiatives. Date and location will be announced. Contact: Dymnna Bowles, 212-794-5436.

12. The Biology Seminar Series. This seminar will acquaint CUNY faculty with new developments in the field of biology. The seminar will convene once a week to share perspectives on a wide variety of topics, from cellular and molecular biology to systems, evolution, and behavior. Date: Fall/Spring, Mondays at 12:00 p.m., at Queens College. Contact: Udul Rozier, 718-997-3436.
Lehman College Team Visits Vietnam

The author, who was of draft age during the Vietnam war and is now a history major at Lehman, spent three weeks on College-sponsored travel-study in Vietnam this summer. His group was among the first to visit Vietnam following the lifting of the U.S. trade embargo. Excerpts from the author's Vietnam journal follow.

By Willard W. Whittingham

Our group, after twenty-three hours in the air and a layover in Bangkok to pick up entrance visas, were on the last leg of a long journey to Vietnam. My companions are Anne Perryman, a journalist and Director of College Relations at Lehman; the college public relations coordinator Daniel Shure; Dudley Glasse, a Lehman student since his retirement five years ago as a chief with the N.Y. Fire Department; and three Vietnamese-Americans: James Lapp, a co-founder of the CUNY-Vietnam educational exchange committee; Mary Chay Ray, the tour organizer and a former deputy director at the Department of Health and Human Services for resettlement of Indochinese refugees; and Lehman undergraduate Khang Vo, captain of the college's track team. In a few days Khang will be reunited with his family in Vietnam for the first time in twelve years (see sidebar, next page). James and Mary are returning to their homeland after nearly twenty years.

Old images. Vietnam is still fixed in my mind as a war I watched on television—a war the U.S. could not possibly lose but did, a war that tore our country apart and, in the end, most Americans came to despise. Nearly 60,000 Americans and more than a million Vietnamese were killed in the American War, as the Vietnamese now call it. Words and ideas I grew up hearing from U.S. Cold Warriors—like "containment" and 'Domino Theory'—seem worn out and irrelevant today.

Ho Chi Minh City. The hub of government, education, and culture and our first stop in Vietnam, is charming—almost quiet compared to grid-locked Bangkok. The traffic is steady, bicycles, mopeds, trishaws, the occasional private car or small truck. The architecture is reminiscent of French colonial of bygone era. The main streets are broad and tree-lined. It's the rainy season, so the trees are lush with blooming flowers. Our small, newly-renovated hotel is in the old quarter on a street of store-front ironworks establishments. We watch as an old man hunts and enthusiastically recycles it for new uses. College students working at the hotel practice their English with us, and we promise to send them a dictionary.

Meetings and more meetings. We attend gatherings in Ha Noi with officials from government ministries, schools, charitable groups, and international trade organizations. At each one our hosts serve tea, discuss their work, let us ask questions and pose for photos. They talk about the economic benefits of tourism and say it's not easyswitching quickly to a market economy: their young people need to develop administrative and computer skills. They tell us that most Vietnamese students these days want to learn English, but they don't have enough teachers or textbooks. Fortunately, we have brought boxes of ESL books and audio tapes for use in their schools. We also have vitamin supplements and medical supplies to give to healthcare clinics. When one member of our group says "What else can we do?" a government official says to urge the White House to establish full diplomatic relations with Vietnam, a necessary first step leading potentially to Most Favored Nation trade status. You fought a war to make friends with us," he says. "We want to be your friends."

Women at work. The Vietnamese are incredibly hard-working. Nearly 80% of their labor is agricultural—rice and vegetables are growing everywhere—and almost all of this work is done by hand. An official from the Ministry of Foreign Affairs is especially concerned about the status of Vietnamese women. With so many men streaming off the farms to try to make some money in the city, women are left to work in the fields. As we drive from Ha Noi to the port of Hai Phong and beautiful Ha Long Bay (where "Ludochine" was filmed), however, we see both women and men in ankle-deep water cultivating delicate rice plants. This year, we learn, Vietnam was able to export a bumper rice crop. Along the road, we see young boys leading huge water buffalo.

Reality bites. We fly south to Danang, the port city where our armed forces landed in large numbers in 1965. The airport is huge compared to Ho Noi's, with corrugated metal quonset huts along the runway, a reminder of the war. We ask to visit the ancient Champa Dynasty ruins near Danang, but we don't have to ask to see China Beach. The Vietnamese happily show off the gorgeous white beaches of the South China Sea. We're told about the tourist hotels that will be built here—and are just glad to be here now, while all is still unsullied.

From Danang we drive through scenic mountains to Hue, the ancient imperial capital where we visit tombs, pagodas, and the famous Citadel, site of one of the bloodiest battles of the 1961 Tet offensive. American bombers leveled much of this historic city and a portion of the Citadel itself. We take a late afternoon boat ride up the Perfume River to the lovely but dilapidated Tomb of Minh Mang. Here we meet Japanese businessmen who tell us about their plans to renovate Minh Mang for tourism.

The tunnels of Cu Chi. Our last stop is Cu Chi Minh City, which local people still call by its former name, Saigon. Its noisier than Ho Noi, with many more cars and mopeds on the streets. The main tourist attraction here are war-related: Reunification Hall, where the South Vietnamese surrendered in 1975; the War Crimes Museum; and a maze of rebuilt tunnels at Cu Chi, a carpet-bombed area not far from the city. During wars with France and the U.S., the Vietnamese developed an elaborate system of tunnels that served as underground hiding places, weapons-staging areas, hospitals, and staging points for troop movements. Entering the tunnels is a claustrophobic experience; as we crawl through dark, narrow passages, we can only begin to imagine the harsh conditions under which the Vietnamese fought.

At Cu Chi, we see for the first time massive craters from U.S. bombs and artillery-shells, now overgrown with foliage but still marked with signs like "1652 Shell Crater." Frightful images—craters, a war plane, a massive American tank—are juxtaposed against the fragile ecology of rice paddies and thatched huts. It seems like a reminder that the signs of war are so few—and those that remain are purposeful.

The members of our study group have one thing in common: admiration empathy for the Vietnamese people and for their struggle to rebuild their land after so many years of war followed by the 17-year U.S. embargo. Now Vietnam evokes fresh images and attitudes in my mind. The Vietnamese are looking forward—not backward. I think it's time for the U.S. to do the same.

"Vietnam Reflections"

An exhibition of photographs from the travel-study tour will be on view through December 30th at the Lehman College Art Gallery (hours: Tues.-Sat., 10 am to 4 pm).
The 1994-95 Board of Trustees

Word of our arrival spread quickly throughout Bahia's open-air market—faster even than our party of camera-toting Americans. Our traveling companion Khang Ve was already scanning the throng for a glimpse of his family. Khang, a 24-year-old nursing major and track star at Lehman, had not seen his parents and five younger siblings since 1981. When Khang was eleven, his parents had placed him aboard a small, crowded fishing boat bound for Malaysia. They had decided he should risk the perilous flight for a better life somewhere over the horizon (another brother landed in Australia). Khang spent several months in a refugee camp; he was adopted by an American family, and grew up in Farmingville, Long Island.

Now Khang was back, and merchants were eagerly directing him toward his parents' rice-selling stall and calling ahead to announce his arrival. Though I cannot understand Vietnamese, there was no doubt that happiness was in the air. After traveling a short distance, Khang allayed our anxieties, and we followed, frantically trying to capture the scene on video and film. Khang and his family rushed toward each other across their front yard. (He is pictured here with his mother.)

Following the tearful reunion, we left our friend and spent the afternoon on the nearby beach at Vung Tau, not far from where Khang and so many other refugees had sailed. We returned to the Vo house for a home-cooked feast and were joined by several neighbors eager to meet the American guests. As in the marketplace and in many locales throughout our trip, language was no barrier. The warm embraces we shared with the Vo will be long remembered by at least one American. —W.W.

Lehman Track Star Reunited with His Family

This last July two new members of the University's Board of Trustees were named and four current Trustees were confirmed by the New York State Senate.

work as a member of the Board of Directors of the OSI Foundation and the American Heart Association, a director of the United Way of Staten Island, President of the Staten Island Chamber of Commerce, and a member of the Staten Island Planning Board. Mr. Berg earned his undergraduate degree in Accounting from City College.

Appointed by Governor Cuomo to serve until June 1995, Herbert Berman is a graduate of New York University and Harvard Law School. He is approaching his 50th year of practice before the New York Bar in association with the firm of Tenzer, Greenblatt, Falten & Kaplan. Mr. Berman, a resident of Forest Hills, has achieved an extraordinary record of public service as a board member or trustee of numerous legal, educational, and religious institutions and charities; among them the Ralph Bunche Institute, the United Jewish Appeal, and the United Israel Appeal. As a member of the present Board's predecessor entity, the Board of Higher Education, from 1967 to 1972, Mr. Berman also served widely in the CUNY system: at Queens and Brooklyn Colleges, the Research Foundation, and the University Construction Fund. Reappointed for terms continuing through June 1996 were Chairperson James P. Murphy and Vice Chairperson Edith B. Everett. Harold M. Jacobs appointment will run through June 1996, while Berman's new term will end in June 2000. The Board consists of ten members nominated by the Governor and five by the Mayor, as well as the Chairs of the University Student Senate and University Faculty Senate as ex-officio members.

NASA Beams Up CUNY for Laser Study

A plane in clouds, submarines in murky water, cancerous tumors in breast tissue. These all have one thing in common: they are objects hidden in highly scattering media. Creating ways to capture the images of such objects remains one of the most challenging problems in current science and engineering.

Eager for breakthroughs and aware of CUNY scientists' outstanding record of research in ultrafast photonics, the National Aeronautics and Space Administration announced over the summer its award to the University of $3.8 million for research on tunable solid state lasers and optical imaging. A "turnable" laser is one whose wavelength can be changed continuously over a given bandwidth, thus giving researchers more versatility and flexibility in studying phenomena.

Professor Robert Alfano, director of the program, says the aim of his research team will be to detect hidden objects in scattering media from the micrometer (10 to 10 cm) to macroscale (mm or cm) domain and to develop lasers in the "therapeutic window" that chemical; "spectral window" where light penetrates tissue most easily to distribute the light's photon energy deep into the tissue."

City College—Dr. Alfano's home base—is the lead institution in this multi-campus, five-year program and will be joined by fifteen faculty researchers from Brooklyn, Hunter, Queens, and Bronx Community Colleges. The grant, one of only six made by NASA nationally is also notable for a component that will provide an increased opportunity for participation by underrepresented minority science students.

City Budget Cut Update

At press time, the New York City Administration announced a plan to cut the current City budget gap of $1.1 billion. This plan includes a $7 million cut at the CUNY community colleges. An earlier proposal to increase community college tuition by $500 annually and to cut $10 million was averted following discussions between University and City officials.

Chancellor W. Ann Reynolds stated, "With the help of trustees, presidents, faculty, alumni, students, and friends of CUNY, significant progress was made, but we have to go further. We are continuing to meet with the Administration and City Council leaders to accelerate the budget, in recognition of the extraordinary importance of the community colleges to the people of New York City."

The City contribution to the six community colleges—Brooklyn, Bronx, Hostos, Kingsborough, LaGuardia, and Queensborough—is $785 million, only 24% of their total operating budget.

"Community college graduates include the City's nurses, computer programmers, laboratory technicians, occupational therapists, x-ray technicians; paralegals, small business owners, accountants, and many other occupations," said Chancellor Reynolds. "Many transfer to senior colleges and over nine out of ten remain within the five boroughs, contributing their talents to the City's neighborhoods and to the City's future. We need to protect their future."
A Better Place for All

By Arnold Cantor
Executive Director, Professional Staff
Congress/CUNY

In retrospect, perhaps the most important impact on our society resulting from the confirmation hearings for Supreme Court nominee Clarence Thomas is the dramatically heightened consciousness about sexual harassment stemming from Professor Anita Hill's nationally telecast testimony before the Senate Judiciary Committee. While some aspects of the definition of sexual harassment and how best to deal with it are still being developed, agreement on what constitutes sexual harassment and awareness of its prevalence in the workplace have grown by leaps and bounds since these hearings.

Women and, in some cases, men are getting the message that sexual harassment is against the law and that they don't have to tolerate it. Because of this heightened consciousness, behavior on the part of both men and women concerning appropriate sexual conduct may need to be modified in order to conform with today's standards.

CUNY's present policy against sexual harassment was adopted in 1982, fashioned after guidelines established by the Equal Employment Opportunity Commission. A committee is now working to establish uniform and, we hope, improved procedures for the University. The Professional Staff Congress, the certified representative of 14,000 full-time and part-time members of the instructional staff, has been in the forefront of keeping the issue before the University community. We published two major award-winning stories in the April and May 1993 issues of the Clarion. In these articles we presented the points of view of the leaders of the CUNY Women's Coalition, University management, and the Governor's Task Force on Sexual Harassment, as well as those of the CUNY leadership. We also articulated the latest findings of the courts and other agencies, and their definitions of the "hostile environment" and "quid pro quo" forms of harassment. We also encouraged those who believe that they have been or are being harassed not to tolerate it and explained how to seek redress. (Reprints of these articles are available on request.)

We assured the Governor's Task Force of our intent to play an important role in helping not only to publicize the pertinent issues involved but also to educate the University community. Additionally, to increase sensitivity and sharpen skills in handling harassment complaints, we have intensified our training of CUNY grievance counsels and other leaders. Education and training will be critical to the success of the new policy. My hope is that when the University Committee promulgates its improved guidelines and procedures it will also require adequate funds for training those who will be in investigating and processing harassment complaints. Without sufficient training in the sensitivities, complexities, and legalities involved, no procedure will succeed in attaining the goals of dealing effectively with both the harassed and the harasser and, eventually, wiping out sexual harassment as nearly as possible in our University.

It should be noted that the PSC has a statutory obligation under the doctrine of the "duty of fair representation" to provide representation to members of our collective bargaining unit who request assistance, whether as accuser or accused. The union's responsibility is to assure that reasonable due process is provided during the resolution of disciplinary charges and other professionally related disputes.

The union does not make a judgment of guilt or innocence; providing representation indicates only that the union is meeting its mandated duty to represent everyone fairly and to the best of its ability. Because of this important responsibility, the PSC must see that CUNY's sexual harassment policy contains the basic elements of due process for the accused and at the same time provides adequate protection to complainants and appropriately encourages them to come forward.

Developing such a policy is not an easy task. There is no set formula that everyone (including the courts) has agreed to. I believe, however, that people of good intent working together with an understanding of the importance of the issue, its sensitivities, and its prevalence in our everyday world of work can accomplish a great deal.

Most agree that almost all aspects of this problem are still evolving. Time and experience in disputes and more litigation will provide more definitive rules to go by. For example: whether to use the "reasonable woman" or "reasonable person" standard in determining whether or not an individual has been the victim of harassment. CUNY should not sit on the sidelines waiting for others to make progress. We should, in my judgment, be in the forefront of the effort to confront, deter, and eliminate sexual harassment. We should provide an environment where individuals who believe they are the victims of harassment can come forward assured of confidentiality and where the accused is afforded the same consideration. The PSC will play a major role. If we are successful, the University will be a better place for all—students, faculty, staff, and, yes, even managers.

Caveat Jokers

raped her on several occasions." Ms. Vinson maintained that she engaged in sex only out of fear she would lose her job if she refused.

Unfortunately for subsequent targets of harassment, the horrendous facts of Meritor become a large obstacle because the "reasonable person" standard can be subject to extraneous incidents in order to find harassment. Lawyers in early harassment cases tended to concentrate on egregious behavior as a strategy for persuading courts that federal civil rights laws were applicable. This may have contributed to the unintended result that courts made egregiousness itself the "test" for a successful harassment suit.

Fortunately, Harris arrived to make it clear that especially blatant examples of harassment "do not mark the boundary of what is actionable." Unlike Ms. Vinson, Theresa Harris, an employee at an employment rental company, was only the target of insults because of her gender and unwanted sexual innuendos by the company president. Charles Hardy. For example, Hardy told Harris on several occasions, in the presence of other employees, "You are a woman, what do you know?" and "We need a man as the rental manager." Once he called her "a dumb-ass woman." Another time, in front of others, Hardy suggested to Harris that they go "to the Holiday Inn" to negotiate a raise for her. A few times he asked Harris to accompany her on a trip to pick up female employees to retrieve coins from their front pants pocket. Among several other similar incidents was Hardy's asking Harris, with a Fordlift customer and other employees present, "What do you do, promise this guy, some [sex] Saturday night?"

Ms. Vinson, in Meritor, succeeded as a result of such drastic behavior as coerced sex, rape, and sexual assault. Ms. Harris, in her successful suit, had only to endure mostly soporific and vulgar verbal comments from her boss. This latter conduct is far more common in the American workplace. The Harris Court argued that the "reasonable person" standard is not a legal term that must be judged or weighed by society. The Court reasoned that Harris' suit is not only a matter of fulfilling a social function to maintain "social order" but is also consistent with the "reasonable" woman standard.

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their work. In each case a man with more power than the woman proclaims her subordinate status. He lets her know that, in negotiating academic or administrative matters, sex is the bottom line. If she responds positively—smiles or accepts a date—will she be committed to him? If she responds negatively—screaming, threatening, changing the subject, rejecting him—will he be hostile in their next encounter? Lower her grade? What if he’s on her promotion committee? Will he tell others that she’s “difficult” or her work is “superficial”?

I’m using female and male contexts for the same reason the U.S. Equal Employment Opportunity Commission documents most harassers are male and victims are usually female. Moreover, as we are reminded in the Final Report of the New York State Governor’s Task Force on Sexual Harassment, we are especially targets if we have race/ethnicity or minority status or no green cards, are lesbians or older women.

The Woman’s Coalition is gratified that CUNY is responding to our demonstration of a need for a stronger University policy on this issue. In the space available here, I can only summarize our view of what should be included in a policy against sexual harassment.

On educating the University community: A policy should require training all individuals who are responsible for informal resolutions of complaints and investigating formal complaints. Training and preventive education programs and the requisite support for these programs are needed. Attendance at training sessions should be required of all University personnel, employees, and students, as is the practice in many corporations and government agencies. Information about the policy and enforcing officials must be widely disseminated, not just included in handbooks.

Local offices of reporting are needed among campus units and between the Chancellor and campuses. With such hoops, appropriate accountability can be developed.

On complaint procedures: The protection of complainants is essential in any policy. A definition of sexual harassment should recognize the burden that victims may experience. As the New York State Task Force recommends, the experience of the individual who complains must be the filter for determining whether a hostile environment exists.

Moreover, a complainant should be informed at the outset of his or her rights within and outside the University. The complainant should have an advocate at each stage, just as accused union members do, and should be informed of the response of the accused to the complaint.

There should be more than one gatekeeper to decide how to process a complaint of harassment. However, it’s important that the individual campus President consult informed bodies on campus prior to appointing individuals to resolve sexual harassment matters who have records of concern for victims of harassment.

There should be a “locked box” to preserve an institutional memory of complaints. Problems of repeat offenders (frequently the case) as well as repeat complainants can thus be addressed.

Time limits for dealing with complaints are also needed. The process, along with the pain and consequences of harassment, should not be dragged out unnecessarily.

Corrective action should not be limited to strict time-frames. Victims are often welcomed to delay making a complaint until they are safe from reprisals.

The Coalition looks forward to a policy that will solve the egregious and pervasive problem of sexual harassment.


The legal basis for prohibiting sexual harassment under federal, state, and local laws, regulations, and ordinances; the legal definition of sexual harassment and a description of behaviors that constitute it; the University’s policy prohibiting harassment, along with information on its internal complaint process; the legal recourse and complaint procedures available at the local, state, and federal levels (e.g. human rights agencies, EEOC); the protections against retaliation provided by state and federal law; and ample opportunity to clarify information in question-and-answer periods, small group discussions, and role-playing sessions.

In addition, supervisors and managers should have specific responsibilities as designated agents of the University. These employees will therefore require more specialized training modules to prepare them to act efficiently and appropriately in responding to complaints.

Through implementation of the University’s revised sexual harassment policies and procedures and the provision of effective training, we have the opportunity to heighten gender respect throughout our academic community. A sexual harassment is a problem at CUNY; as it is in all institutions in our society. We cannot assume that CUNY is somehow miraculously exempt from the staggering statistics that suggest as many as 70% of women may experience some form of sexual or gender harassment in their college years (for background on this figure see Ivory Power Sexual Harassment on Campus, ed. Michele A. Paludi [Albany: SUNY Press, 1990]). However, we cannot be certain of the precise extent of the problem at CUNY because this university has not made it its business to educate itself on the subject. As a result, an unrecorded silence surrounds sexual harassment at CUNY.

My experience as a student at the Graduate Center exemplifies this silence. It was not until the 1993-94 academic year that any public acknowledgment was made of sexual harassment at the Graduate Center, and that appeared in the most minimal form. Last year, posters were placed on the Graduate Center’s Walls, stating, “Sexual harassment. It’s against the law. It’s unacceptable. It won’t be tolerated.” These posters were created by an informal panel on harassment established at the Center in response to student demands and still to this day—no public statement about the issue has been made by any administrator that I am aware of, no pamphlets exist, no workshops or forums have been held, and no statistics on harassment have been published and made available to the community. Most graduate students are probably unaware of their rights and options, or of what to do and where to go if they wish to make informal inquiries or a formal complaint.

The kind of silence is not uniform throughout CUNY. There are pockets of awareness and sensitivity to the issue on different campuses. Hunter College, which has a panel of diverse membership to handle complaints, and which publishes very useful pamphlets informing its community, serves as the best example of a school that deals with the problem in a visible and thus responsive manner.

However, such understanding of the issue is at best uneven throughout CUNY.

Several factors are necessary to lift the veil of silence we have described. First and foremost, we need a strong, effective policy and procedure for dealing with complaints. An ideal policy would institute on each campus sexual harassment panels based on the Hunter College model. The policy would require (not simply recommend) that the panel be of diverse membership and include student representation. The panels would be selected through a coordinated effort of campus presidents and concerned groups such as women’s and lesbian and gay organizations, university, state, and local governments, and faculty groups. These panels would be ratified by the campus’s main elected body.

The policy would also require that the complainant and accused be informed of all their rights and options the moment an inquiry is initiated. It would also institute the centralized gathering and widespread publication of data on all harassment incidents CUNY-wide. Finally, and very important, the training of panel members would be required. The revised policy in its present form by the SUNY Central office will, I hope, contain all these elements.

A competent policy in itself, however, would not be sufficient to combat the problem on campus. It is essential that, in addition to the CUNY policy, there be an externally enforced policy. We must be aware that it is not through formal complaints alone that harassment can be eliminated. Those who experience it rarely make a formal complaint. The system is too long, too costly, and too anonymous for most people. We must therefore lift the burden of solving harassment from the shoulders of those who are harassed. The University as a whole must spread the word of responsibility to every member of the community through public, visible confrontation with the issue. A primary component of the proactive approach I am suggesting must be education of the community. Every campus must post signs and distribute informational pamphlets which speak clearly on the issue and list the names and telephone numbers of panel members.

Workshops and forums should be held regularly, and orientation meetings need to announce where one can go for inquiries and complaints. Discussions to renew and refine awareness of the forms of harassment and ways to respond to it should be held at least an annual item on the agenda of convened-body meetings at all levels of the university. From departmental and college bodies, to student governments and the Board of Trustees. Statistics need to be published annually to keep us well-informed about the extent of the problem, and competent surveys and studies must be conducted. Merely filling out a questionnaire can be an extremely informative process for participants in such surveys.

But most important is a proactive approach and the necessity of training. I would like to see every administration, including the Trustees, and every faculty member and student government leader trained.
receive training in sexual harassment. It would be interesting to know at this point how many Deans of Students, whose responsibility it is to handle complaints under the present CUNY policy, have received adequate training (or any training at all) on the subject. Lack of awareness on the part of administrators can lead not only to the ignoring or misdirecting of complaints, but can also be detrimental to the process of hiring new staff members. All too often, in institutions nationwide, when reliable information is available about past incidents of sexual harassment by candidates for employment, that information is overlooked.

In addition, the effectiveness of sexual harassment panels is often impaired when their members are not carefully selected and trained. I cannot stress enough how important it is that our administrators understand all the facets of harassment. No policy, however brilliantly conceived, can succeed if our administrators remain uninformed about the issue. The problem would still remain invisible.

Because sexual harassment is such a complex and difficult issue, we need to be very wise about how we educate ourselves. We need the best experts for training, and we must choose our educational materials and films carefully (some that are now available are less than adequate). Training should be available and accessible on each of the campuses.

The discussions we hold need to allow opposing viewpoints to be aired. Questions and debates over what constitutes harassment must be welcomed. Above all and at all costs, we must preserve and protect freedom of speech. The goal is to eliminate harassment, not to deny an individual the right to express what he or she wishes. We need to educate ourselves wisely about where the line between free speech and harassment should be drawn.

As everyone who is sensitized to the issue knows, even if there is one harassment complaint a year (or even none), we still need an effective policy in place. Panics must always be on alert, accessible, and prepared for immediate action. The Chancellor’s office must continue its efforts at pro-actively disseminating pertinent information. Training must continue at all levels of the University. Even after we develop statistics we must remain aware that, as with spousal abuse, the number of cases reported is only a fraction of the number of incidents that occur.

It is important to understand that the effects of sexual harassment are devastating and far-reaching. One incident can leave deep scars, diminishing one’s sense of self-worth and narrowing one’s aspirations. It is most often the one harassed, rather than the harasser, who suffers serious consequences. In an incident that I know of at a large university the functioning of an entire department was disrupted for almost a year in attempting to deal with a case in which two female students were separately harassed by a male professor. The harassment involved one student being kissed by the professor and his making repeated requests to discuss each student’s work over lunch or dinner. No complaints were formally made, but in the end one of the students left the program, another had to change advisors, one faculty member resigned in disgust at how the case was handled, and one student who attempted to organize a response to the situation in the department lost her own advisor (and a year’s work with him). The harasser remained in the department.

Such a series of events must be made a part of every university’s past. It is our shared responsibility to ensure that not one more life, career, or vision of the future at CUNY is allowed to be crushed by the damaging effects of sexual harassment.

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Dispute Resolution Consortium
Adds Faculty Grant Program

By Karen Gerber
Project Administrator, DRC

Aided by a major grant from the Hewlett Foundation and from CUNY's own financial support and resources, the Dispute Resolution Consortium at John Jay College of Criminal Justice is now launching a University-wide initiative to explore and expand the burgeoning field of Dispute Resolution. This multi-disciplinary field focuses on the theory and practical application of the principles of conflict management and on such techniques as conciliation, mediation, negotiation, and arbitration.

The DRC has been established to support research, theory building, curriculum development, and faculty/staff training, as well as provide public service in a wide variety of disputes involving, for example, labor management, business, community groups, government agencies, co-workers, students, and family members. The DRC, the first institutionalized network for scholars and practitioners in Dispute Resolution in the metropolitan area, will act in various ways as a catalyst for collaboration, notably through its resource center, a biannual newsletter, and sponsorship of an annual conference and several continuing research roundtables.

Maria V. Volpe, Ph.D., Director of the

John Jay Dispute Resolution Program since 1981, serves as the Convener of CUNY's DRC. Co-conveners are Beryl Sun Blaustone, J.D., of the CUNY Law School; Louis Guinta, Ph.D., of John Jay College; Francis D. Terrell, J.D. of City College, and Peter W. Wengard, M.P.H. of York College.

Karen Gerber, M.A., recently joined the DRC as Project Administrator. Betsy Morales, a John Jay Forensic Psychology major, is the Administrative Assistant.

An important advance for the DRC was the establishment of a Mini-Grant Research Program, which will make twenty awards to CUNY faculty and staff and one full-time CUNY graduate student for research.

Announcement of this year’s grants will be made December 12th at a presentation on youth and violence featuring, among others, Dr. David Broker (John Jay), a researcher on gang violence. This event will take place at 89 10th Avenue, Room 630, beginning at 6 p.m. (call the DRC by December 5th to reserve a seat).

To learn more about DRC activities and grants feel free to contact me at our office at the College of Criminal Justice, Room 2111, 445 West 59th Street, New York, NY 10019 (212-237-8692; fax 212-237-8742).

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Sexual Harassment: The Definition Since 1982

"...welcome sexual advances, requests for sexual favors, and other verbal or written communications or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

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"...met the Policy Against Sexual Harassment Guidelines, minutes, CUNY Board of Trustees, 25 January 1982."
Multiculturalism at the City University has recently found a new voice. Or rather, new voices, for the essence of Queens World is plural. This newspaper, which made its debut in March, will be published three times a semester and will present a chorus of voices amplifying the cultural diversity of the Queens College campus and its surrounding community.

Produced by Queens students taking an experimental journalism course, the first two issues of Queens World featured articles on such events as Black History Month, Chinese New Year, the Gay Olympics, and Passover. One student wrote a column about her visit to Trinidad, from which her parents emigrated. Another wrote of the intersection of his Jewish religion and American nationality. A cover story reported on the reading of Harvard Professor Kwame Anthony Appiah from his acclaimed memoir of his youth in Ghana.

The students are excited about their product and about the opportunity to establish themselves as writers in a forum where they can express their diverse perspectives on their and others' cultures. 5,000 copies were printed for the first issue; 9,000 for the second. They are distributed alongside our campus paper, The Stu, as well as at six sites around the Borough of Queens.

The venture is one of the most innovative I have been associated with in twenty years as a journalist and educator, mainly because it so eloquently unites academic studies, real-world journalistic experience, community and campus support, and the work of the Queens Multicultural Committee.

The genesis of Queens World came about as a result of a spirit of cooperation that grew steadily since last summer, when the concept was suggested at a meeting between former Queens President Shirley Strum Kenny and the publisher of The Queens Ledger, Walter Sanchez. The Ledger, a weekly, offered its facilities and financial support. Planning commenced with the Multicultural Committee offering advice and assistance. By the spring semester, students were meeting weekly at the Ledger under the guidance of its Managing Editor, Lisa Gelbman, and myself, as editorial advisor.

It takes a lot of people to realize a dream, and in our case Queens World became a reality because of the hard work of many. The project has embodied higher education at its most fulfilling.

On October 24th, in Washington D.C., Professor of History Teofilo Ruiz (above) was named the nation's outstanding College Professor for the Year 1994-95 by the Carnegie Foundation for the Advancement of Teaching. Professor Ruiz, whose specialty is medieval Spanish society, has taught at Brooklyn College since 1973, developing several highly popular courses. Among them are "Mythologies, Alchemists, and Witches," in which he explores countercultures from the Middle Ages through the Early Modern Period. A highly theatrical classroom presence, known for his warm rapport with students, Ruiz has also been in Cuba and studied law at the University of Havana. He became a political prisoner shortly after Castro took power, and upon his release in 1961 he fled to the U.S. working as a caterer and factory worker. Ruiz put himself through City College and graduated magna cum laude. An M.A. from N.Y.U. and a Ph.D. from Princeton followed. Professor Ruiz's arrival at this

Photo: Randy Fader-Smith

Campus Security: Inaugural Awards Ceremony

Three years ago, CUNY's own finest—as opposed to private security personnel—stood out because they were so few: just thirty officers on three campuses. Currently, they number more than 300 and serve on seventeen campuses, and many among them now stand out for the best of reasons: meritorious service and heroism in the line of duty.

Seeing the fortunate need for recognizing distinguished service by security officers, CUNY officials and José Elgie, the Director of University Security and Public Safety, inaugurated, in August at Lehman College, an awards ceremony that will become an annual event.

Twenty-seven officers, all members of Local 237, and several security directors received awards on the occasion. Among them was a Unit Citation Award to the committee that arranged security for Mayor Giuliani's inaugural reception on January 2nd at the Borough of Manhattan Community College, which was attended by 7,000 guests. Another Unit Citation went to Lehman College's eleven-member Burglary Task Force, which reduced burglaries in its targeted zones to a remarkable "zero" during its six-week period of operation. Among recipients of Meritorious Duty Medals was Sergeant Miguel Sanchez, whose expeditious response to a flood and fire emergency at LaGuardia Community College averted significant damage and loss of property. Sergeant Arnoldo Bernabe of Hostos Community College received his Medal for "exceptional judgment, perseverance, and excellent communications skills" in successfully handling a long, tense phone call from a student threatening suicide. Also honored were four security personnel at Queensborough Community College. Joseph Cunningham, Roland Hundley, Randall Rosado, and Ramdeo Ranchek who, though unarmed themselves, were able to apprehend two armed men who had stabbed a student several times in front of an entire class in the Medical Arts Building.

At the end of the ceremony, Elgie observed about his security team, which is expected to grow to 900 officers by 1995: "This is an especially proud moment for me. In a sense we are all rookies in this brand new public safety organization, but the performance and devotion to duty which you have all displayed clearly demonstrates that this University is on the right track."

New School: Baruch College Goes Public With Affairs

September 1 marked the founding of Baruch College's new School of Public Affairs. The School's mission is to prepare students for leadership in public service, promote the formulation and adoption of sound public policy, and advance the effective administration of public and nonprofit institutions.

A vital part of the School's mission will be to provide both a forum for exchanging ideas and a source of expertise for practitioners working in various sectors of public management. Extensive use will be made of new communications technologies, advanced data management techniques, and Baruch's traditional strengths in administrative studies in order to generate innovative policy discourse at the city, state, and national levels. By way of inauguration, Baruch College has invited Deans of Schools of Public Affairs from across the nation, CUNY public management faculty, and executives from the public and private sector to attend a conference on December 1-3 which, it is hoped, will produce a valuable report on future directions for the new School.

Campus security award winners with Local 237 President Carl Hayes and Vice President Lou Parisius (standing, center), CUNY Director of Security José Elgie (standing, right), and Presenter/Upstate Assistant Director Arthur Hiley (standing, right).
CUNY College (Alias Liman) in Novel Form

A highlight of Lehman College’s Commencement on October 5th was the conferral of an honorary degree on the award-winning Caribbean author Maryse Condé. Condé, who writes in French, will have her novel *Traversée de la Mangrove* published this spring in the U.S. as *Crossing the Mangrove*. Another Condé novel, *Les Derniers Rois Magiques (The Last of the African Kings)*, features a character named Anita, the daughter of a failed, philandering painter from Guadeloupe and an African American mother, who takes “four years of development studies at Liman College” in the Bronx. The following excerpt, kindly supplied by Condé’s translator Richard Philcox, describes her parents’ commencement visit.

Last year they had been unable to resist the ritual, and Debbie and he had gone to New York for Anita’s graduation ceremony. For eighteen years Debbie had saved every penny to ensure her daughter had the best education the dollar could buy in one of the best universities the country possessed. She herself had studied at Spellman, a prestigious black college in Atlanta where duty towards one’s race was taught as devoutly as science and literature. Without ever admitting it publicly, nevertheless, she realized that those times were over, now that the yuppies had made a place for themselves in the sun, and we were at the end of the eighties when the concept of race was no longer a winning ticket. Far from it! So she had dreamed of Yale, Harvard and Princeton... like so many other mothers. But there was Anita categorically rejecting these shrines of learning and setting her heart, goodness knows why, on a small college in the Bronx that was miles from anywhere.

There she lived in the basement apartment of a house belonging to Paquita Pereira, a Mexican immigrant. As soon as she got out of the cab Debbie put on the air of an outraged princess. She didn’t like this narrow alley, this seedy apartment, those untidy dreadlocks on her daughter’s head she had so often been uncombed and oiled, and as for that shapeless dress that shrouded her body! As soon as he glimpsed the flaking stone facade, Spero, on the contrary, knew where he was and had no desire to be anywhere else. Nobody here in this neighborhood, painted with colors of mediocrity, would blame him for being something he wasn’t and the fact he was living off his wife. At the corner of the street a handful of ragged men signaled a bar, the Black Dove, to which he promised to pay a visit. Paquita, the landlady, who seemed to be accustomed to Anita’s ways, invited them very same evening. She too was a painter. Her paintings filled every space on the living room walls, the two stairwells and the landings on the second and third floors. They also decorated the bathrooms, including one called *Mariposa* over the washbasin that served as a mirror. Since she dreamed of becoming the new Frida Kahlo, Paquita left her mustache unshaved, tied ribbons all over herself and wore a cabaret sign tattooed on her forehead. Over dinner she explained in very poor English how the creators of the Third World had their hearts tied because their societies were intent on controlling their visions of things. No room here for the wandering artist enamored with love, flowers and birdsong. If she had been born in other climes her name would now have been written in letters of glory. While Debbie listened to all this with a little pont of contempt, Spero was captivated. Not by her chatter but by the way Paquita wolfed down her lamb with eggplant braised under peppers, tomatoes and ginger—the very smell of which made your mouth water. When they made love a few days later, her overtip flesh was a succulent at a wedding banquet.

Following Paquita from restaurant to night club to art show, Spero who hated New York, completely changed his mind about the city and almost began to like America. He realized he did not need to join the stream of immigrants who years earlier, had mistaken Ellis Island for a gateway to hope and crowded through to grab the best of life...

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The CUNY Student Profile: Connecting Some Dots with Facts

- 50% of CUNY’s doctoral degrees are granted to women (the national average is 35%).
- The race/ethnicity of undergraduate students in 1993 was 32% white (in 1976, 50.1%), 32.9% black (20.6%), 23.6% Hispanic (14.5%), 11.3% Asian/Pacific Islander (4.1%), and 2% American Indian or Alaskan native (1.3%).
- A recent student experience survey found that 19% of CUNY undergraduates were married, 23% supported children, 7% were single parents, and 15% lived with children.
- In 1992-93, the University granted 8,181 associate, 11,378 bachelor’s, 3,289 master’s, and 318 doctoral degrees.
- The same survey indicated that 36% of undergraduates were from households whose income is less than $20,000 a year and that 26% held full-time jobs (35 hours a week or more).
- The University’s total enrollment in Fall 1988 was 172,229; in Fall 1991 it was 212,812.
- In the 1993 freshman class, 131 different countries of birth were represented, 115 different native languages were represented. (The 1989 survey indicated 37.6% of students were born outside the U.S., mainland; 18.7% were born in the U.S. to parents born abroad.)

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Health Goes Online Under Federal Grant

The National Telecommunications and Information Administration (a part of the U.S. Commerce Department) announced in October that CUNY would receive a matching grant of $275,000 to support the design, construction, and demonstration of an electronic Consumer Health Information Network.

The goal will be user-friendly microcomputer access at libraries, colleges, and hospitals to a wide range of healthcare databases, including the Breast Cancer Information Clearinghouse, AIDS Treatment News, Oncolink, CancerNet, and Lymphnet. Local voluntary health organizations like Planned Parenthood, Gay Men’s Health Crisis, and both the American Heart and Lung Associations will also be linked and several Spanish services will be available. The network will be diversified to allow many levels of technology. For example, hospital libraries will have high-speed connections, while dial-up access will be arranged for those with personal computers and modems. Advanced Internet tools like Gopher, Mosaic, and WorldWideWeb will be integrated as well.

According to Marshall R. CUNY’s Director of Library Services, CUNY will create the network in collaboration with the New York Academy of Medicine, the N.Y. Metropolitan Library (representing ninety area hospital libraries), and the New York Public Library.
Sarachik Elected to National Academy of Science

Professor Myrhum P. Sarachik of City College's Physics Department has been elected a member of The National Academy of Sciences. Dr. Sarachik is an internationally recognized physicist in the field of condensed matter and low-temperature physics.

Chewing Up the Internet: CUNY's New TES/FL Gopher

Baseball pitchers don't like to think about gopher balls, and gardeners turn a kind of red when they see gopher holes. Mention the toothy rodent to teachers of English as a Second or Foreign Language (TES/FL) at the City University of New York, however, and one is likely to get a more congenial response. For CUNY has recently added an entry in our Gopher that allows easy reading access to worldwide databases relevant to TES/FL.

Gopher refers to software that is designed to navigate efficiently through the Internet; it was developed several years ago at the University of Minnesota. The intrepid burrowing mammal--the model of Minnesota, as it happens--provides the ideal image for a communication and research device that guides users through the labyrinthine Internet. The TES/FL entry in Gopher is one of several subject-specific tools for research inhabiting what many are now calling CUNY's "Gopher Hole."

Richard F. Rothbard, Vice Chancellor for Budget, Finance and Information Services, notes that "it represents an ideal meshing of TES/FL's pedagogical and technical resources to serve teachers and students throughout the world." Through the TES/FL Gopher they will be able to obtain a wide range of educational documents at no cost. Also, at their fingertips will be lists of binational centers and announcements of conferences, fellowships, and employment opportunities.

Many documents that will become available are produced by the English Language Programs Division of the U.S. Information Agency, which is providing partial support for the Gopher through a grant to CUNY. This Division promotes the teaching of American English through an overseas network of its own professional teacher trainers, grantees preparing future teachers, and by publishing a variety of support materials.

Gopher is a versatile and increasingly popular research device. Selecting from computer menus, the user can traverse the network by topic in multilayered searches for information. Gopher requires no special technical skills; its format functions on the model of a library catalogue, permitting both general browsing and cross-referenced inquiries. From CUNYVM: type Gopher center; select "Subject-Specific Gophers"; select "TES/FL." From Internet: point gopher client to gopher.uch.cuny.edu, select "Subject-Specific Gophers," select "TES/FL."

The TES/FL Gopher is in keeping with the University's long history of innovative computer network development. It was a co-founder of BITNET, the nation's first academic computer network, and it created TES-L, the electronic mail discussion group for ESL faculty. More than 4,000 teachers in 73 countries are members of the TES-L list, one of the largest interactive forums on the Internet.

CUNY Hosts Trio of NEH Summer Seminars

This summer University faculty members will lead six-week Summer Seminars on three topics that will be of considerable interest to the CUNY community. These seminars, funded by the National Endowment for the Humanities, are intended to serve teachers at institutions that do not have doctoral programs.

"Culture and Democracy: Emergent American Literatures" will be the focus of John Breckenman, Professor of English at Baruch College and the Graduate Center. His seminar will examine how multiculturalism is transforming the nation's literature and how it challenges democratic values and institutions. Among specific issues addressed will be the legal history of citizenship, cultural diversity and political identity, and the making of publics and counterpublics. Site: Baruch College. Dates: 12 June to 28 July 1994. Lehman and Graduate Center Professor of Comparative Literature Nancy K. Miller will offer a seminar on "Autobiographical Acts: Gender/Culture/Writing/Theory." It will primarily explore two questions: how do cultural narratives of gender operate in the construction of a writing self? and how is the self revealed to a privileged other, parent, or lover? The seminar will begin with slave narratives and conclude with a look at current modes of personal criticism. Site: the Graduate Center. Dates: 19 June to 27 July 1994.

Thomas Kessinger, Professor of History at the Graduate Center, has led several Summer Seminars hitherto. This one will focus on "The History of a Modern Metropolis: New York, 1870-1940" and explore the City's overwhelming influence on the American scene in such areas as urban planning, commerce, and the relations among groups divided by class, culture, ethnicity, and race. Site: the Graduate Center. Dates: 26 June to 4 August 1994.
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October 19th marked the official dedication of the new Newman Library at Baruch College. The Library, occupying four floors in a newly renovated nine-story building on East 25th Street, is the most technologically advanced in New York City. Its 300 computer workstations bring powerful online databases such as Dow Jones News Retrieval and Lexis/Nexis within fingers' reach. Also part of this $135-million capital improvement project is a large new conference center, media center, administrative offices, and space for the College's Computing and Technology Center.

Multi & Hyper: A Media Report

In June, Morris Peal, Assistant Professor of English at Hostos Community College, attended the second World Conference on Educational Multimedia and Hypermedia in Vancouver. Here, he reports.

Multimedia is computer technology that combines several electronic sources of data such as text, video, sound, audio, graphics, and animation. Hypermedia, on the other hand, consists of words and images that interact electronically link text and other media sources. Any part of a hypermedia document can be accessed by selecting its links.

The Conference, sponsored by the Association for the Advancement of Computing in Education (AACE), provided an overview of recent developments in technology: the integration of computer and tv technology, worldwide hypermedia networks, CD-ROM technology, for example. I was impressed by the high quality of the papers, which addressed such topics as artificial intelligence, distance education via satellite, design and evaluation of software for math, foreign language, physics, and hearing-impaired curricula, human-computer interface issues, and interactive or cooperative learning environments.

Particularly enlightening was a general session on investigating Tomorrows Learning Technologies today, which passed on three main strategies: construction, collaboration, and authenticity. A video was shown of a biology class conducted in a forest, with students working on their assignments in small groups. Each group had a video camera and a laptop computer. While two students were videotaping a bird and its nest, others were gathering, discussing, and entering information into the computer. Finally, they communicated via e-mail with other groups and with their teacher.

The Conference was well-organized, well-attended, and very interesting. The next ED-Media conference will be held in Graz, Austria on 18-21 June 1995. Anyone interested in the proceedings of ED-Media 94 may reach me at Hostos Community College: English Department, 500 Grand Concourse, Bronx, NY 10451 (718-510-6600).

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Letters or suggestions for future articles on topics of general interest to the CUNY community should be addressed to CUNY Matters, 535 East 80th Street, Room 704, New York, NY 10021.