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City University of New York chancellor James Milliken said again, in a university-wide note, that the university's "highest priority" is to reach a contract with its faculty and staff.
"I have made it clear in my testimony to the State Legislature and City Council, in countless meetings and numerous speeches, at meetings with the Board of Trustees, and in every senior staff meeting that agreement on a new contract with CUNY's faculty and staff is our highest priority," he wrote Thursday. "We are continuing to work with state and city leaders to be in a position to make a fair offer, while at the same time we are working at the bargaining table on non-economic elements of a proposed contract."

The Professional Staff Congress — the American Federation of Teachers affiliate that represents faculty and staff at CUNY — has been without a contract since 2010. Milliken, who has frequently stated that the contract is top priority for the administration, had hoped to settle a contract through the legislative budget process. (CUNY is mostly funded by the state.)

"The most disappointing outcome from the state legislative session was the failure to address collective bargaining needs as well as funding for mandatory cost increases. The failure to fund mandatory costs such as fringe benefits and the need to maintain as much flexibility as possible to address collective bargaining has led to a required budget reduction at the senior colleges and more significant cuts at CUNY's central office," he wrote.

MORE ON POLITICO
- City Hall Pro: City homelessness tracking effort; 7 celebration amid funding fight
- Mark-Viverito allies pull out of Senate fundraiser

A bill that has been signed by both the State Senate and the Assembly, but has not yet been sent to Gov. Andrew Cuomo, would guarantee that mandatory costs, including collective bargaining agreements, be funded by the state. Milliken supports the bill. A spokeswoman for Cuomo, Dani Lever, did not comment.

Though he led the note with the contract issue, Milliken also highlighted students who had won scholarships, new facilities and schools, and the expansion of online education.
CUNY Service Corps Launches New Year, Applying Lessons Learned from 9/11

CUNY Chancellor James B. Milliken

SEPTEMBER 11, 2015

The CUNY Service Corps launched its 2015-16 year with speakers and panels in Theatre I on BMCC's main campus at 199 Chambers Street in Lower Manhattan.

Nearly 900 new CUNY Service Corps (http://www1.cuny.edu/sites/servicecorps/) members—students from BMCC, John Jay College of Criminal Justice, Lehman College, New York City College of Technology, City College of New York, Medgar Evers College, Queens College and the College of Staten Island—sat in sections of the theatre that erupted with cheers as CUNY Chancellor James B. Milliken recognized their respective schools.

Last year, CUNY Service Corps members were paid $12 an hour to work 12 hours a week for 24 weeks, providing on-the-ground support to 125 nonprofit and government agency partners across New York City.

This year's partner organizations include the 9/11 Memorial & Museum, American Museum of Natural History, Brooklyn Navy Yard Development Corporation, Center for Court Innovation, New York Presbyterian Hospital and others in a variety of workforce sectors.
Marking the 14th anniversary of 9/11

The CUNY Service Corps kickoff event was moderated by Rachel Stephenson, University Director of CUNY Service Corps. In addition to Chancellor Milliken, speakers included Allan Dobrin, CUNY Executive Vice Chancellor, and CUNY Trustee Freida Foster, who commented on the events of September 11, 2001.

"We found comfort in the service we were able to give," Foster said of that time, linking what was learned in the City’s recovery after 9/11, to today’s Service Corps mission of service and community.

BMCC President Antonio Pérez introduced a video, Rising From the Ashes, that chronicled BMCC’s role on 9/11 as the only college in the United States to have sustained damaged from a terrorist attack. BMCC’s Fiterman Hall was destroyed when World Trade 7 fell against it, and the campus’s main building became a staging area for emergency operations.

"Darkness cannot be defeated by darkness," Pérez is filmed as saying to the BMCC community after the attacks. "It will only be overcome by light, and education is all about light."

Life-changing effects

Keynote speaker and CUNY Service Corps alumni Damiola Iroko noted that he was in the sixth grade on September 11, 2001, when he and his classmates "saw smoke rising in the distance." In the weeks that followed, he says, he was struck by the efforts of volunteers cleaning debris from the site, and people opening their homes to displaced workers and residents.

"We saw how New Yorkers can come together and serve the community and unite," he said, relating that early awareness to the "life-changing effects" of his time with the CUNY Service Corps.

The experience not only instilled the value of giving back, he says, it professionalized his skills; from learning to use Google Docs and proper email etiquette, to leading meetings and coaching others.

BMCC mathematics major Michael Harte responded to Iroko’s encouragement that the new Service Corps members "stand out" as they report to their assigned sites. "I plan to stand out by building
professional relationships within my surroundings," he said, "and by giving myself to the site to help them reach their goals."

BMCC science major Asad Haidier shared that at BMCC, he felt the support "of every professor, every department ... I am joining the Service Corps because of everything it has to offer; so many opportunities to learn, to grow, and the chance to build confidence and communication skills. Most of all, though, I'm joining because CUNY has inspired me, the system has believed in me, and I feel like I owe my service to helping others."

Fellow BMCC science major Hajra Tariq said, "It's going to be a great experience. It's preparing me for thinking about what I could do in the future. It's going to expose me to a world of choice. I want to help others, and I also want to help myself gain confidence with my skills and with speaking out."
Lessons from Killer Snails: A Q&A with Biologist Mande Holford

By The Editors | September 11, 2015 |

Editors note: This is part of a series of interviews produced in cooperation with the World Economic Forum with members of its program on Young Scientists, who will be appearing at the Forum’s Annual Meeting of the New Champions

This Q&A features Mande Holford is Assistant Professor, Chemical Biology at City University of New York’s Hunter College. She does research into how the venom of conoidean snails can be used to help fight cancer.

How can killer snails help improve the state of the world?

Most people wouldn’t think of snails as venomous creatures, but just like snakes, scorpions and spiders they have an extraordinary potential to contribute to medical science.

Venom is potent, fast-acting and extremely efficient. In short, it has all the makings of a successful drug. The venom of conoidean snails—or killer snails, as I lovingly refer to them—allows these slow-moving predators to feed on an agile prey by shutting down the prey’s normal functions, preventing them from escaping. Venom peptides from killer snails can be levers to turn off debilitating cell signals. We can use venom peptides to switch off signals pertaining to chronic neuronal pain and to stop cancerous cells from multiplying and forming malignant tumors. Also, the shells of killer snails are gorgeous, so whether it’s their venom or their shells, these snails are making our lives better all around.

What other secrets of nature have you uncovered during your time as a
I’ve discovered that nature has many secrets and we’ve just begun to understand them. The venom of conehead snails is similar to that of snakes and scorpions. These creatures are not from a common ancestor, but the compounds found in their venom are similar. Nature found a formula that worked and has repeated it again and again. How that occurs is a complete mystery and a fascinating challenge to figure out.

What other areas of science are exciting you most right now?

Pluto! How can anyone not be fascinated with it after the New Horizon’s flyby? There are mountains in the form of brass knuckles, an atmosphere we didn’t think was there, surface haze due to wind erosion—all kinds of fascinating findings. Also, the areas of synthetic biology and stem-cell regeneration are really exciting. We’re creating life-like entities, whether organs or whole organisms in the form of bacteria. We’re also doing it three-dimensionally. 3D printing, both for mechanical gadgets and biological tissue, is really revolutionary. From the stars to the seas, we’re doing future science and it’s a great time to be scientist.

You recently wrote about the need for young scientists to become involved in diplomacy. Why?

From Einstein to Moniz, scientists have had a long history of participating in international affairs. Early career scientists should embrace this tradition and advocate for a seat at the diplomatic negotiating table. Two recent events—the normalization of relations between the United States and Cuba, and America’s nuclear arms deal with Iran—highlight the role scientists have to play in establishing sustainable cooperation among nations. Early career scientists will be needed to work alongside diplomats to solve global challenges. They are particularly suited to this role, not only because they have inherited the challenge of developing vaccines, conducting ecological and seismological surveys, and designing new technologies for societal benefit—but also because, as a creative, highly mobile and energetic workforce, they are most at home with the forces of globalization and innovation that are increasingly defining scientific enterprise.

This will be your second Summer Davos; what was the main take-away from last year?

The drivers of the current knowledge-based society are talented individuals at the intersection of research, education and business. This is referred to as the “knowledge triangle”, and I believe the Annual Meeting of the New Champions is a great forum for showcasing models that enhance this. It is incredibly important at a time when early career scientists are being asked to think about their research in terms of commercial and global impacts. In my own efforts, for example, I’ve used my research into killer snails to co-found a learning games company to address the issue of how to effectively engage STEM learners. Our mission is to create science-learning games that achieve knowledge proficiency while having broad commercial appeal. I like to think this entrepreneurship is aligned with the meeting’s goals of highlighting creativity and innovation to address global issues.

Given the negative news at the moment concerning the gender gap in science, what have been your personal experiences of being a young, successful woman scientist?
The lack of gender parity in science is troubling, if only for the reason that 50 percent of the population can be excluded from making society better. I have not consciously experienced the same problems as other women in the fields of science and technology, but sexism in science is real. Whether it’s deliberate or an unconscious bias practiced by both sexes, being a woman in the field can be challenging. What’s empowering at the moment is that this “sexism” is no longer hidden or silent; it gets exposed very quickly via social media. Women are more able to take control of the issue, as we saw recently with the outrage over scientist Tim Hunt’s ill-fated comments. His words may not have been malicious in intent, but when many women are being denied access to a career in science it is important to denounce disparaging behavior.
CUNY CHANCELLOR, AGAIN: FACULTY CONTRACT ‘OUR HIGHEST PRIORITY’—POLITICO

New York’s Conor Skelding: “City University of New York chancellor James Milliken said again, in a university-wide note, that the university’s ‘highest priority’ is to reach a contract with its faculty and staff. ‘I have made it clear in my testimony to the State Legislature and City Council, in countless meetings and numerous speeches, at meetings with the Board of Trustees, and in every senior staff meeting that agreement on a new contract with CUNY’s faculty and staff is our highest priority,’ he wrote ... The Professional Staff Congress — the American Federation of Teachers affiliate that represents faculty and staff at CUNY — has been without a contract since 2010. Milliken, who has frequently stated that the contract is top priority for the administration, had hoped to settle a contract through the legislative budget process. (CUNY is mostly funded by the state.) ‘The most disappointing outcome from the state legislative session was the failure to address collective bargaining needs as well as funding for mandatory cost increases ....,’ he wrote.” [PRO]

http://politico.co/1L6uxpa

—More than 900 CUNY students participating in the university’s Service Corps were told on Friday that they are about to embark on ‘one of the more important’ parts of their collegiate careers. CUNY chancellor James Milliken addressed the students at a kickoff event for the program at Borough of Manhattan Community College. The students will work 12 hours a week at 153 nonprofit organizations and government agencies throughout the city. They’ll earn $12 an hour, paid by CUNY.” POLITICO New York’s Conor Skelding [PRO]:

http://politico.co/IK1dxif

TRACKING EDUCATION: CUNY seeks bidders to for the “complete renovation” of a TV studio at Queens College. “The estimated cost of construction is between $650,000 and $750,000.” City Record: http://on.nys.gov/1Qt2tfn
Shelter’s Link to Luxury High-Rise Shows Contradictions of New York Housing

SEPT. 14, 2015

The Appraisal

By MATT A.V. CHABAN

When she found herself on the subway on a sweltering August night two years ago, her two young children and their few belongings squeezed onto the hard plastic seats beside her, Nichelle Way had no idea where they were going. Her abusive ex-boyfriend had just thrown them out of his apartment, where they had been living for three months. When she called her family in York, Pa., they offered no help, only scolding.

“We just got on the subway and started riding,” Ms. Way, 41, recalled last week. “It was the only place I could think of with air conditioning.”

When they turned to New York City for help, all that was available was a privately run homeless shelter in Manhattan Valley. With dingy, roach-infested hallways and dark, moldy rooms, it was hardly better than the subway.

An administrative assistant making $30,000 a year, she could afford nothing better on her own. But hope was just around the corner.

It was a flier in the lobby that sent her a block over to Semiperm Housing. Run by the Settlement Housing Fund, Semiperm gives single mothers and their children two to five years to move on, much longer than in the typical shelter program. And
the halls and the apartments are airy and immaculate.

As soon as there was an opening, Ms. Way took off work to be at the front of the line, which soon stretched to Broadway. After a seven-month review, she moved in with her family about a year ago.

"I can actually see my old apartment from here," Ms. Way said, standing inside her children’s bedroom, one of two in her seventh-floor unit. The view serves as a constant reminder of the life she never wants to return to — one she can finally escape, thanks to Semiperm.

"I don’t know where we'd be without this place," she said.

Yet Ms. Way might also thank the most extravagant apartment building in the city, 15 Central Park West, without which her new life would not be possible, either.

The Zeckendorf family, who led that project at the corner of 61st Street and the park, are known for building luxurious properties throughout Manhattan, including 18 Gramercy Park, 50 U.N. Plaza and the United Nations itself. Yet one of its most rewarding projects might actually be Semiperm. Since it started in 2008, more than 50 families have found homes at, and ultimately beyond, the simple 11-story building just off Broadway.

"That’s what we love about this model," said Alexa Sewell, president of the Settlement Housing Fund, a nonprofit developer of affordable housing in the city. "It’s not just housing for 23 families, but almost an infinite number."

The property is notable not only for the support it provides to residents, but also for the way it highlights difficult choices surrounding low-income housing today. In exchange for building the 36,000-square-foot Semiperm project uptown, the Zeckendorfs were able to add 114,000 square feet to 15 Central Park West, which also opened in 2008, lucratively increasing the property’s size by 17 percent.

Since then — and largely because of a backlash against so-called poor doors, the practice of segregating low-cost and luxury apartments that are part of the same development — the rules of various housing incentive programs have been changed. Both the city and the state have made it much harder to receive zoning bonuses and
tax credits unless well-to-do and working-class residents live next door to one other, or at least on the next floor.

Moses Gates, the director of planning and community development at the Association for Neighborhood and Housing Development, an advocacy group, said: “We love what Settlement has done with Semiperm, but generally speaking, off-site affordable housing tends to let developers shuttle off these units to the cheapest sites, where the schools aren't so good or it's next to a waste-transfer station. But it's better to have something than nothing, too, so we think flexibility is important.”

At least on that last point, William Lie Zeckendorf agrees.

“You can create a lot more for less if you're willing to move something 20 or 40 blocks away,” said Mr. Zeckendorf, a third-generation developer with his brother Arthur. “If we had done this on-site, it would have diminished both properties, or drastically changed the nature of them.”

Mr. Zeckendorf believes that sharing an address can even harm the community. “It means fewer jobs building and operating the building,” he said, “and it reduces the tax base for teachers, firefighters and policemen.”

As different as the buildings may be, they share some similarities.

“They’re both purpose-built,” said Judy Kessler, a former project manager for Zeckendorf Development who also oversaw construction of Semiperm and now sits on Settlement’s board. “Whether it’s a fitness center or community rooms for tutoring, custom cabinets or furniture that can last many families for years, each does what it does well.”

Among those who have called the Robert A.M. Stern-designed environs of 15 Central Park West home are the Yankees slugger Alex Rodriguez, the Oscar winner Denzel Washington, the Nascar champion Jeff Gordon, and the Goldman Sachs CEO Lloyd C. Blankfein. (The bank helped develop the project).

The property has also been home to some spectacular deals. Sandy I. Weill, the former Citigroup chief, sold his penthouse for a record $88 million in 2012 to the daughter of a billionaire Russian fertilizer magnate.
It is not so easy to walk away from an apartment at Semiperm.

"I'm terrified to leave," Candy, a 34-year-old resident who declined to give her surname, said last week, having lived there for the past five years.

First, she escaped an abusive husband and moved back in with her parents and two brothers in their studio in the Hunts Point section of the Bronx, but it quickly became too claustrophobic for the six of them, so she left. "I had to be a mom for my son," Candy said. He is now 12.

After months bouncing between shelters, she arrived at Semiperm. There, Candy found tutoring for her son, financial planning classes for herself and encouragement from the director, Doreen Gibbs, to pursue a radiology degree at Hostos Community College.

But like Candy and Ms. Way, Yennifez, another resident, said that if New York were not so expensive — if there were not so many buildings like 15 Central Park West sprouting seemingly everywhere — she might not need a place like Semiperm.

A working mother with three daughters, she was hit by stray gunfire in 2009 in her old neighborhood of East New York, Brooklyn. That episode slowly shattered her life before she found Semiperm last year.

"I'm not the type of person to live off the government," Yennifez said last week. "I want to show a better life to my kids. But in New York today, it's not easy."

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A piece by Marianne LeNabat that takes us through an overview of how students in recent decades have become saddled with debt, how a student movement rose up in NY during the height of Occupy Wall Street, some of the lessons we can draw from organized resistance, and the ripples that student fights caused spreading solidarity throughout various sectors of society.

Today we share an article that first appeared in Deric Shannon’s book *The End of the World As We Know It?* published by AK Press. "Necessary Steps In Tough Economic Times" by Marianne LeNabat, one of our editors at Recomposition, takes us through an overview of how students in recent decades have become saddled with debt, how a student movement rose up in NY during the height of OWS, some of the lessons we can draw from organized resistance, and the ripples that student fights caused spreading solidarity throughout various sectors of society.

**Necessary Steps In Tough Economic Times: New York students take to the streets in the wake of Occupy**

by Marianne LeNabat

College and university students in New York City, like their counterparts elsewhere in the United States and around the world, had been struggling for years under increasingly punitive conditions, including skyrocketing tuition and debt, dwindling educational resources, and undemocratic administrations. But in the wake of the Occupy Wall Street (OWS) movement that began in Zuccotti Park on September 17, 2011, they began to take action. Inspired by OWS’s protest against economic and political injustice, students in New York mobilized against the tide of policies and practices eroding the quality of their education and sentencing them to a lifetime of debt. In a short time, a vibrant student movement spread across the city, driven by indignation and in solidarity with other students, and generating a level of activism not seen in decades. The successes and failures of that movement provide some interesting lessons about student struggle in the context of capitalism in crisis, especially the need for sustainable organizing strategies to complement more spontaneous moments of uprising.

The Roots of Student Unrest: how capitalist crisis is undermining education
In many ways, students have been hit as hard by the catastrophic effects of capitalism as workers, the unemployed, and other sectors of the population. Most recently, decades of "neoliberal" and "austerity" policies have dramatically reduced funding for public education at all levels. At both public and private universities, programs and resources have been cut, while user costs, such as college tuition, have risen dramatically. All of this has dramatic effects. Students are being forced to work more and more hours to pay for their schooling, and/or take on significant amounts of debt. Many end up saddled with tens or hundreds of thousands of dollars in loans to repay, according to terms so draconian that the amount repaid can end up being many times greater than the original sum borrowed. And this is not to mention the countless individuals who do not manage to access, or complete, higher education programs.

Politicians and university administrations justify the policies that have brought education to this crisis point by saying that they are "necessary steps" to control increasing costs in "tough economic times." However, just as we see in almost all other areas of society, these measures are really part of a radical restructuring to serve the interests of those at the top, at the expense of everyone else. Thus, tuition increases have actually gone hand-in-hand with a reduction in the amount spent on teaching, as administrations turn more towards low-paid temporary instructors. At the same time, administrative salaries, such as for presidents and provosts, have dramatically increased. In other words, a shift is taking place to make universities resemble corporations, where those at the top make hundreds of times more than those at the bottom.

Meanwhile, the federal student loan program is set to turn a bigger profit from student loans than any American corporation. In fact, student loans not only generate massive profit for private banks through interests, fees, and penalties, but they can now be "securitized"—that is, bundled and resold to investors. The federal government then guarantees these investments, which means that even if students default—and many do, since unemployment remains high, repayment terms are punitive, and loans can never be discharged through bankruptcy—investors reap their profits. This creates an incentive for more lending, regardless of whether students can reasonably afford to take on the loans or not.

In short, costs, risks and penalties are being shifted downward, onto the vulnerable (students and their families), while profits, protections, and benefits are being siphoned up, all in the name of bowing to the pressures of the market.

In this process, education suffers significantly. It is increasingly viewed as a commodity—as something created and sold just for the sake of generating a profit. University administrations come to view their academic programs as revenue streams, cutting those that aren't as profitable, and treat their students as consumers, drawing them in with a rosy picture of their college "experience," with less thought to actually providing them with quality schooling and career prospects afterwards.

This trend was obvious in the colleges and universities around New York City in 2011, and it was fueling student unrest. At the New School, president Bob Kerry (the former senator from Nebraska who had also previously managed a chain of restaurants and fitness centers), undertook an expensive rebranding campaign while aggressively expanding the school, including building a brand new $300 million "University Center" in Greenwich Village. The project, financed almost entirely by bonds (that is, debt), tunneled a small fortune to members of the school's Board of Trustees. Meanwhile, the majority of the school's library was placed in storage, students struggled with very low financial support, and tuition increased at a rate of 5% per year. After a student occupation, the resignation of two provosts, and the passage of a vote of no confidence by the faculty, Kerry was forced to resign. But he would go on to make headlines when he received a record three million dollars in compensation the year after he stepped down—a decision made by a small, ad hoc committee of his appointees to the Board.

Public universities in New York meanwhile faced diminishing funding from state and local governments, and their administrations were compensating with policies that many felt compounded the problem. The Board of Trustees at the City University of New York (CUNY) was proposing a massive tuition increase—30 percent over the course of five years—which would undermine access to a historically important institution for the education of the working
class in New York. To compensate, the leadership of the university was proposing a new "Pathways" program to help disadvantaged students, which on closer inspection actually amounted to little more than lowering curricular standards and a series of cost-cutting measures, such as reducing classroom time, which would hurt students even further. Similar problems existed at other universities around the city. In response, some organizing efforts had started taking shape. New York Students Rising (NYSR), for example, was formed in May of 2011, with the intention of uniting students at public universities across New York, decrying the fact that they are under-funded, increasingly influenced by private corporate interests, and run by unaccountable administrators who receive a disproportionate amount of university resources. However, their momentum—and their degree of coordination across different universities—was nothing compared to what would arise in the wake of Occupy.

The Rise of Student Activism in the Wake of Occupy Wall Street

Occupy had its precedents too. For one thing, it was inspired by mobilizations elsewhere that year, including the wave of popular uprisings throughout the Middle East that came to be known as the Arab Spring, and the massive protests against anti-union legislation in Madison, Wisconsin.

Closer to home, it was preceded by another encampment, that June, parked across from City Hall to protest Mayor Michael Bloomberg’s latest austerity budget, which included a massive round of teacher layoffs. Nicknamed “Bloombergville” after the “Hooverville” tent camps that arose during the great depression, many of its participants went on to help plan the launch of Occupy Wall Street on September 17th, after the call was placed by the Canadian countercultural magazine Adbusters to peacefully occupy the symbolic seat of financial power.

When Occupy launched, its original intention was to point the finger of blame at the financial industry, which had caused a massive worldwide economic collapse through its own reckless behavior, and at the government, which had bailed it out rather than hold it accountable. However OWS’s concerns soon proliferated, quite naturally, as it attracted more participants, whose own experiences of injustice ranged from the racist policing policies of the NYPD to intolerable workplace conditions.

Soon after September 17th, students began meeting at their respective universities to discuss how to “plug in” to OWS, meaning both how to provide support to it, and how to bring its energy to their own campuses. Students already had issues like debt around which to struggle, and with Occupy Wall Street, those issues finally began to look like political practices that could be challenged, rather than mere economic inevitabilities. At New York University, a group formed calling itself NYU4OWS. One of its main activities became organizing lectures and teach-ins in public spaces such as Washington Square Park, to “bring education out from the classrooms into public spaces” and to symbolically protest the treatment of education as a “consumer good.” It soon became a collaborative effort with students from CUNY, The New School and Columbia, and the group renamed itself “The People’s University.”
Like many people in New York and across North America, students were being swept up in the excitement of this new political movement, especially as events unfolded. A September 30th OWS march across the Brooklyn Bridge had resulted in one of the largest mass arrests in American history.17 Galvanized by this, students at various universities decided to organize a walkout in protest. On October 5th, they streamed out of classes and then marched down to Foley Square, where they joined a massive rally organized by labor unions. The turnout from across the city was enormous, in part because many professors had cancelled classes in support of the action.

The momentum of Occupy was also generating an enthusiastic solidarity between students at different universities. The differences that existed between them—such as whether they attended a private or public institution—seemed politically insignificant. On October 15th, the first "All-City Student Assembly" was held in Washington Square Park. It brought together post-secondary students across New York City, who, borrowing from Occupy Wall Street formats (including the people's microphone and an agenda-less, open-ended meeting), reported on issues at their respective campuses, from concerns about Columbia University's expansion into Harlem, to New York University's attempt to bust unionizing efforts among graduate students. The Assembly continued to meet weekly through the fall, and on November 17th, the two-month anniversary of OWS (and as it happened, two days after the eviction of the encampment in Zuccotti Park) it coordinated a "Day of Action" for education. A massive rally, including post-secondary as well as high school students, was held in Union Square, and then marched south to Zuccotti. Some students deviated from the march to launch a planned occupation at a study center at The New School. The occupation was meant to serve as an educational space open to all, and to draw attention to issues like student debt.

The occupation organized itself according to the same model used in Zuccotti Park, holding general assemblies to decide both logistical matters (food, personal security, holding the space, etc.), as well as its political program. A series of discussions and teach-ins were organized, some involving sympathetic professors or public figures (including the French socialist Olivier Besancenot). It organized radical film screenings, cobbled together a food supply, painted the walls with radical slogans, and maintained the space around the clock.

But the occupation, which lasted one week, was also arguably a sort of turning-point of the student movement that fall. It was dissolved by other New School students who were not part of the occupation; they voted for its dissolution at a General Assembly meeting (there were, after all, open to everyone).18 These students had been dissatisfied with being unable to use the space for study, suspicious of the occupiers and their intentions, and generally bemoaned by the political activity that had exploded in their midst, and so voted for a "return to normal." Moreover, serious divisions and tensions were arising for the first time amongst the student activists themselves. There were deep disagreements with regards to strategy, including whether to engage antagonistically or cooperatively with university administrations, and whether a commitment to non-violence extended to all acts of law-breaking.
including the defacement of private property. Blocked in their attempts to achieve significant institutional or economic change, they began feeling and expressing frustration amongst themselves.

Student activism continued throughout the fall, however. On November 21st, the Occupy Student Debt campaign was launched in Zuccotti Park. The idea was to get one million student debtors (as well as faculty and parent sympathizers) to sign an online "debtor's pledge," after which they would default en masse until reforms were put in place to the student loan system, such as bankruptcy protection and interest-free loans. Participants in the launch event then marched to Baruch College, where the CUNY trustees meeting was being held to discuss the proposed 30 percent tuition increase.

When students were refused access to the meeting, they gathered in the lobby and outside the building, where police displayed shocking brutality against them (a common occurrence throughout Occupy-related protests, pushing students to the ground, injuring several, and taking many away in handcuffs. Police violence, and subsequent student and faculty outrage, were significant enough to force the university to pay a third-party agency to conduct an inquiry into their actions. (The Kroll Report later found no evidence of wrongdoing on the part of police or campus security; and, even, incredibly, no evidence of injuries to protesters.)

The following Monday, on November 28th, CUNY trustees met again. This time, they cancelled classes so that the entire campus could be closed early, and the meeting held without interference, despite the fact that these forums are constitutionally mandated to be open to the public. A massive protest gathered outside, again met by huge police presence. As students shouted and demonstrated, the full tuition increase was approved. To add insult to students' injury at being forcibly excluded from proceedings, the new budget allocated millions of new dollars to campus security.

Building Solidarity with Other Struggles

Part of the significance of Occupy Wall Street was how quickly solidarity was cultivated between various struggles. What started as a small gathering of activists exploded when "ordinary" workers, students, and community members joined in. One early example of this was a demonstration by 700 Continental and United Airlines pilots outside the New York Stock Exchange on September 27th, just ten days after the occupation had settled into Zuccotti Park. The show of force lent significant credence to the then-nascent movement, which was being derided in the media as a "dwindling" "carnival" whose "cause ... was virtually impossible to decipher."

That solidarity proliferated in all directions. For its part, the student movement was equally enthusiastic about joining forces with both Occupiers and with labor. They organized marches to feed numbers to rallies organized by unions; they walked the picket line alongside locked-out Sotheby's workers; they met with and lent support to their school janitors when the latter's union entered negotiations for a new contract; and they enfolded academic labor concerns (especially regarding adjunct and part-time faculty) into their concerns about the future of post-secondary education.

There was also solidarity with parents, teachers and students in the public K-12 school system, who were protesting massive school closures and layoffs under the administration of Mayor Michael Bloomberg. The mayor's office had created a "Panel on Education Policy" (PEP) to investigate "underperforming" schools and determine whether they should be closed in favor of opening private charter schools. Virtually every single school that came before the PEP was indeed voted to be closed. Frustrated by this, families and educators began showing up at PEP meetings in increasing numbers—the meetings were then held open to the public—eventually adopting the tactic of the "people's microphone" to disrupt the proceedings and voice their opposition. At one meeting, the cries of protest were so loud that the Panel members were required to speak to one another through microphone feeds to noise-cancelling headphones. These campaigns, which went by names like "Occupy the PEP" and "Occupy the DOE [Department of Education]," were actively supported by university students, who attended their meetings and showed up to actions.

University students in New York also reached out to student movements elsewhere. They issued a statement of solidarity with those pepper-sprayed on the UC Davis campus on November 18, 2011. They attempted to organize...
nation-wide “Days of Action” to raise awareness of education-related issues on March 1st and April 25th 2012—the latter being the date that student debt allegedly reached one trillion dollars in the United States. In May of 2012, they organized “casseroles” marches, fast-moving marches through the streets, banging pots and pans (in French: casseroles), to echo those taking place in Montreal, where students were opposing not only a significant tuition increase, but a draconian law curtailing protest and outlawing the massive student strike that was taking place there (for more on this, see the interview with Jamie Burnett on the Quebec’s student movement in this collection).

By late spring of 2012, the main organizing effort among New York students had become the “Free University!” First held on May Day 2012, it put on a full program of lectures in Madison Square Park for one day. Some were regularly-scheduled classes relocated from nearby campuses; others were one-time lectures or panel discussions on issues central to student struggles, or to Occupy. In September, another Free University was held, this time a week long, to coincide with the start of Fall semester classes. It again included local faculty and students, but also brought in student organizers from Montreal and Puerto Rico, in order to exchange lessons learned in the struggle. Students in New York were looking for long-term organizing strategies to continue and strengthen the fight in New York.

**Practical Lessons from the Student Struggle in New York**

A number of practical lessons can be gleaned from the student organizing that took place in New York in the wake of Occupy Wall Street.

On the positive side, what OW5 accomplished, in general, was taking the hardships that have been meted out to students (and workers and everyone else) in the name of economic necessity, and reassembling them as the deliberate measures of those who own and control our society and economy—in other words, as class warfare. That is not to say that these measures are the capricious or willful acts of a small number of people. They are in fact imperatives of the capitalist economy, seeing as it depends on constant expansion, on constantly finding new markets where to make profits, and on increasing those profits at an increasing rate. But as OW5 has shown, this just proves that capitalism is unsustainable and insupportable—it fails to adequately deliver “goods” like education, it robs lives through debt, and it devalues and sacrifices every other value in favor of profit-making.

The good news is that, because capitalism is a human creation, it can be replaced. The struggle to do so starts with resisting capitalist policies and institutions, and challenging the narratives that support them. Students in New York were attempting to do just that, by questioning exploitative debt practices and austerity policies in education (at a time, it is worth noting, when profits were reaching record highs).

The question is, what kinds of strategies are effective? Much of the explosion of student activism in the wake of OW5 came from excitement about a new movement taking place, rather than from patient, long-term organizing. The first student walkout that occurred on October 5th happened with only the scantiest planning, considering that the idea for it was hatched only days earlier. By contrast, the nation-wide walkout and rally planned for March 1st, which students had begun organizing in December, never materialized. Generating large, single-day events is much harder over the long term as individuals develop activism fatigue.

For that matter, we can also see the limitations of single-day, one-off events, or more broadly, what we may call an “activist” model of resistance as compared to an organizing model. Students in New York, like their counterparts in Montreal, used large and visible street protests to communicate their demands and show their strength. However, only the Montreal students ground their universities to a halt with a strike, and only they were successful in forcing off a proposed tuition hike (equal to that faced by students at CUNY).

Related to this, there are lessons to be learned with regards to democracy and organizing models. The massive strike in Montreal wasn’t planned by a self-selected group of student activists. Assemblies were created in every department, holding weekly meetings to decide what steps to take next. When a vote was taken to walk out on strike, it was felt to be a decision made by all of the students, rather than a small fraction of them. In New York, however, the student occupation proved contentious in part because of the isolation of the
students involved, and over time the momentum for student actions declined, in part because these efforts only ever involved a minority of students.

Student struggles will always wax and wane, including in places with a long history of militancy. What is perhaps most important is that, while they rage on, those struggles train a new generation of students, through both positive and negative experiences, imparting lessons about how to be effective in future, which they can pass on to their younger comrades.

Conclusion

Students in New York started their struggles in 2011 at many disadvantages. They had a fragmented history of student resistance to draw from, they were dispersed throughout a variety of institutions, and they faced a multitude of targets—the New York state government, which makes budgetary decisions, their respective administrations, and the student lending agencies—each of which was difficult to strike at, and each of which could blame the other for growing student hardships. What students accomplished, in a very short time, was politicizing the policies that undermine them, and invoking the very idea of struggling against them in unity. As they reflect upon their own experiences, and look to those of students elsewhere, they have the opportunity to sharpen their strategy going forward.

The chord of resistance, however, cannot be unstruck. This much became apparent in May of 2013 when, for the first time in its 154-year history, Cooper Union announced that it would begin charging tuition. Students immediately occupied the President’s office, issued press releases, exposed the gross financial management of their institution, and demanded a repeal of the tuition proposal, as well as a seat on the Board of Trustees. The administration expressed its sympathy with the occupiers, but insisted that its hands being tied by financial necessity. Students refused to move.

Originally posted: July 16, 2015 at Recomposition
Queensborough Community College receives $750 K. grant from NASA

By Conor Skelding

3:11 p.m. | Sep. 11, 2015

The National Aeronautics and Space Administration has extended a $750,000 grant to Queensborough Community College, the City University of New York announced Friday.

The grant, titled, “CUNY-NASA Solar and Atmospheric Research Program and Education Partnership” will expand course offerings in science, technology, engineering, and mathematics (STEM).

You've received this POLITICO Pro content because your customized settings include: Education (all whiteboards).
SUNY jumps on the PC-extremism bandwagon

By Post Editorial Board

It may be time to rename SUNY the State University of Political Correctness.

The nation's largest public university system has just adopted a sweeping new policy in the name of making its campuses the most diverse and inclusive in America.

Mind you, SUNY's made impressive gains in minority enrollment over the past five years — largely through active outreach to recruit more such students and faculty. At rural SUNY-Potsdam near the Canadian border, for example, minority enrollment is up from 18 percent to 42 percent since 2010.

But the results aren't enough for SUNY to keep up with its peers across the country. The University of California has a vast diversity bureaucracy; SUNY wants one, too.

And so the 64 campuses of the State University of New York will each get a chief diversity officer plus faculty specialists to impose "cultural competency training" on all staff — and track performance records in multiple categories.

Mind you, when the diversity officer finds your performance unacceptable, the only solution is to hire more diversity bureaucrats. Yes, the budget is limited — but who needs better professors or more science labs?

There's more: To make students feel more "welcome," SUNY has signed on to the full PC agenda — and its mind-numbing jargon.

Students will now get to self-identify from a list of seven possible genders: man, woman, trans man, trans woman, genderqueer/genderfluid, questioning, unsure — or
some other label of their own creation.

Same with sexual orientation: They can identify as straight, gay, lesbian, bisexual, pansexual, queer, questioning, unsure — or, again, create something new.

Don't ask why a college needs its students to formally identify any orientation: You'd be guilty of micro-aggression.

Anyway, after tracking "attainment and outcome," the diversity network will rate each campus with an annual report card on its political . . . er, diversity correctness.

The whole project is a huge waste of time and money, at odds with the real mission of taxpayer-subsidized SUNY: providing a reasonably priced college education.

PC extremism has already made a joke of countless US campuses. It's obscene that SUNY is jumping on the bandwagon.
Mayor honors former NYC councilmember

By Nelson A. King

A day after the annual West Indian American Day Carnival Parade on Brooklyn's Eastern Parkway, New York City Mayor Bill de Blasio honored special honorees for the first Caribbean-born woman to be elected to the City Council.

De Blasio, flanked by First Lady Chirlane McCray, who trace their roots to Barbados and St. Lucia, honored Jamaican-born Dr. Una S.T. Clarke on Tuesday as a grand Caribbean American heritage celebration at the Brooklyn Academy of Music (BAM).

"I want to recognize Una Clarke. Una Clarke is great not because of who she is — the alone being in the government, always being in the immigrant community," said the mayor before conferring the honor on the presence of elected and police officials, and members of the Caribbean and other communities, including the emeritus reggae icon, musician and political activist Harry Belafonte, and Clarke's Jamaican-born husband Leslie.

"Una, you do so much," stated the mayor, who first met Dr. Clarke 24 years ago in City Hall, where they served in the City Council, and who recently appointed the multi-talented, Jamaican-born woman to the Board of Regents of the City University of New York (CUNY). "You also gave birth to a great congressman (Yvonne D. Clarke-Brown, who represents the Ninth Congressional District in Brooklyn). You taught her right.

"Una, you never gave up a dictionary that has the word "retirement" in it," the mayor continued. "I called on Una a few weeks ago and said I need a strong voice, and I need a great person to the CUNY Board, and without hesitation, she accepted."

Clarke told Caribbean Life briefly after the reception: "I'm deeply honored that the mayor has honored me.

"This is the highest honor," she said. "Nothing I do is about me; it's about us, the Caribbean community — our growing influence in the United States."

Born in the rural parish of St. Elizabeth in Jamaica, Clarke migrated to the United States as a foreign student in 1978.

She was elected in 1991 to New York City Council and, during her 15-year tenure, she sponsored more than 280 pieces of legislation on a wide range of issues. These included child welfare, education, health and mental health issues, economic development, public safety and transportation.

Her portfolio in the Council included committees on Aging, Youth Services, Economic Development, Health and Mental Health, and General Welfare. She also chaired the Council's committees on Mental Health, Mental Retardation, Alcoholism and Substance Abuse Services, and was an active member of the Council's Black and Hispanic Caucus.

Clarke said the donated millions of dollars for education, health and mental health, economic development in her 48th Council District in Brooklyn, and pursued the implementation of critical projects and programs through her ability to win help and support from labor, government, community, and business leaders.

An advocate by profession, Dr. Clarke has leveraged millions of dollars to upgrade schools in her district, and has made them technologically ready for the 21st century with computer labs in every school and a model program for multi-media instruction.

Clarke said she also fought to expand services for the elderly, playgrounds and playgrounds and ensure quality childcare programs.

Very sensitive to the needs of immigrants, Clarke has led campaigns for citizenship and voter registration to enable her constituents to exercise greater rights and benefits.

In response to what she described as flaws in the immigration law, Clarke led delegations to Washington, D.C., to "educate Congress for changes that would make the law easier for all immigrants." In addition, she has been described as "a citizen advocate and supporter" of U.S. foreign policy towards the Caribbean, especially on issues of trade.

In 1992, Clarke served as a delegate to the Democratic National Convention, and was later appointed as a delegate to the Electoral College, where she cast her vote to elect President Bill Clinton.

In 1994, she was one of six New Yorkers appointed to the National Executive Committee of the Democratic Party. She received high accolades from the Democratic Party for her "savvy and commitment to issues" that are important to her Brooklyn constituents.

Clarke was appointed in 2001 by then New York Governor George Pataki as director of the Employer State Development Corporation for the borough of Brooklyn.

Clarke holds a Bachelor of Science degree from the Brooklyn campus of Long Island University and a Master of Education degree from New York University, with additional postgraduate studies at Teachers College and the School of Business at Columbia University in New York.

In 1996, she was the first foreign-born recipient of Columbia's prestigious Chancellor's Human Fellowship. She has been honored with numerous awards from both community and professional organizations.

In 1999, Clarke received the second highest honor that a civilian can receive from the Government of Jamaica. She was awarded the Commander of the Order of Distinction (C.O.D.) for distinguished service to Jamaican and Caribbean nationals in North America.

Clarke is the first Caribbean-born woman to receive the prestigious 2001 Ellis Island Medal of Honor in New York.

In November 2015, she received the Honorary Doctor of Letters from the University of Technology in Jamaica (UWI).

Dr. Clarke and her husband Leslie are the proud parents of Lovely and television producer Leslie Clarke Jr.
TELEVISION

What’s on TV Saturday

By KATHRYN SHATTUCK  SEPT. 12, 2015

10 P.M. (HBO) FERRELL TAKES THE FIELD On Sept. 8, 1965, the shortstop Bert Campaneris of the Kansas City Athletics became the first person to play every position in a single major league game as part of a stunt to draw crowds during a losing season. On March 12, Will Ferrell recreated the feat by visiting five Arizona ballparks during spring training and playing every position for 10 teams on the same day. Mr. Campaneris joins Mr. Ferrell in this special, a collaboration between Funny or Die and Major League Baseball to benefit organizations dedicated to fighting cancer. (Image: Mr. Ferrell taking the field.)

10:30 A.M. (13) RELIGION & ETHICS NEWSWEEKLY Bob Abernethy speaks with experts about the case of Kim Davis, the Kentucky county clerk who refused to issue marriage licenses to same-sex couples, and about whether exercising religious freedom can trump obeying the law.

NOON (13) THE OPEN MIND Jeremy Ben-Ami, the founder and president of J Street, a Jewish political advocacy group, discusses the Iran nuclear deal.

NOON (Logo) 30 ISN’T A DRAG Shangela, Delta Work, Pandora Boxx and William of “RuPaul’s Drag Race” get into character as Sophia, Dorothy, Rose and Blanche to host this 30-hour marathon celebrating the 30th anniversary of “The Golden Girls.”

8:15 P.M. (HBO) NIGHT AT THE MUSEUM: SECRET OF THE TOMB (2014) Larry (Ben Stiller), now the director of nighttime operations at the American Museum of Natural History, visits a pharaoh (Ben Kingsley) in the British Museum in
London to learn why Teddy Roosevelt (Robin Williams) and his friends went wild during a dinner show in New York. The answer, in this third film in the franchise, has something to do with an enchanted Egyptian tablet and involves a resurrected Sir Lancelot (Dan Stevens) and a chatty British nightwatchwoman (Rebel Wilson). “The premise shares something with durable silent-era slapstick yarns, even if the material underserves Mr. Stiller, Ricky Gervais, Steve Coogan and the other comedians,” Nicolas Rapold wrote in The New York Times. (Image: Mr. Williams, left, and Mr. Stiller.)

9 P.M. (CUNY) WALLANDER: THE CASTLE RUINS After withdrawing 20 million kroner (about $3 million) from a bank, an elderly man who lived like a vagrant is poisoned, and Inspector Kurt Wallander (Krister Henriksson) suspects the victim’s affluent neighbors of his murder. Then they, too, are found dead.
Hazel-Ann Mayers has been named Executive Vice President, General Counsel of Simon & Schuster, Inc., it was announced today by Carolyn Reidy, President and Chief Executive Officer, to whom Ms. Mayers will report. The appointment is effective immediately.

Ms. Mayers will be responsible for the full spectrum of legal affairs for Simon & Schuster worldwide. She will work with Ms. Reidy and Simon & Schuster's publishing and operations units and international companies to provide the legal framework, strategy and execution for all its business affairs, from contracts and trade issues to intellectual property management, regulatory issues, corporate governance and litigation. Ms. Mayers will also work closely with her counterparts at CBS Corporation, the parent company of Simon & Schuster.

Ms. Mayers joins Simon & Schuster from CBS Corporation, where she was most recently Senior Vice President, Assistant General Counsel, Litigation and Chief Compliance Officer. She has been a member of the CBS Legal department since 2006, during which time she has worked closely with all of its business units worldwide including CBS Broadcasting, CBS Interactive, CBS Radio, Showtime Networks, Simon & Schuster, and also the CBS Board of Directors. Before joining CBS, she held positions as a litigation counsel at Viacom Inc., and as an associate at Proskauer Rose LLP and Willkie Farr and Gallagher.

"Hazel-Ann Mayers' broad business and legal experience will be of great benefit to Simon & Schuster," said Carolyn Reidy. "From her position within CBS she has developed a familiarity with the unique requirements and different challenges we face, and in working with her over the years I have been struck by her impressive command of the issues and solution-oriented approach. Hazel will provide the counsel we need to accomplish our day-to-day and long-term goals in an increasingly complicated business environment."

"I'm thrilled to join Simon & Schuster, known to readers and authors alike as a world-class publishing company that publishes great books of every conceivable kind, and long admired for its history of bold and innovative business practices," said Hazel-Ann Mayers. "I am looking forward to working with Carolyn, her team of publishers and executives, and Simon & Schuster's distinguished roster of authors to continue its legacy of stellar publishing in what is a truly fascinating time in the publishing business."

Ms. Mayers succeeds David Hillman, who was today named Executive Vice President and General Counsel, Television Stations, Sports and Broadcast Operations for CBS Corporation.

Ms. Mayers is a graduate of City College of New York and Harvard Law School, and holds a certificate in Advanced Management from the Harvard Business School Executive Education program. She is a frequent speaker at legal conferences and seminars, and at colleges and universities, and has served on numerous professional and charitable boards, including currently serving as a vice president of the New York City Bar Justice Center. She lives on Long Island, New York, with her husband and son.
Meryl Streep could get the Equal Rights Amendment passed, says Michael Moore

BY MARIANNE GARVEY, BRIAN NIEMIETZ AND OLI COLEMAN WITH RACHEL MARESCA

Monday, September 14, 2015, 2:00 AM

Meryl Streep, political leader? Director Michael Moore suggested onstage at the Toronto Film Festival premiere of his latest movie, "Where to Invade Next," that the Oscar-winning star of "The Iron Lady" and "Silkwood" could somehow get the dormant Equal Rights Amendment passed.

Streep has been vocal in recent weeks about reenergizing the push for the amendment, which died in the late 1970s, three states short of ratification. It was intended to guarantee equal
Meryl Streep has what it takes to get a constitutional amendment passed, says Michael Moore.

rights for women.

"Meryl Streep could be (the tipping point)," he said. "Look, the Republicans knew by running Ronald Reagan in 1980 that he could talk to the American people. Here, you could run a beloved person, Streep, who happens to be in the movies but is also smart and has a heart and cares about people. And all she wants is three states, Illinois, Virginia and Florida, the states that rejected the ERA, to pass it, so we could have it now.

"We just need three more, since 35 states approved it, and just write off the 12 that will never allow it."

Moore added that maybe Streep could use "some of that magic" she learned as the witch in "Into the Woods."

SPITZER'S ALL BUSINESS NOW

Here's one person not vying for Mayor de Blasio's job. Eliot Spitzer, in Shanghai for what's billed as the largest-ever showcase for U.S. and Chinese developers, told people he has no interest in getting back in the game. "He said he's done with politics because he's so involved with developments," said a spy at the Real Deal Magazine-sponsored summit. Spitzer hit the two-day event along with other big real-estate players, like mogul Steve Witkoff and Fredrik Eklund of "Million Dollar Listing New York."

KYLIE FINDS HIM TOOTHSOME

Say cheese! Tyga displayed his impressively blingy diamond and gold grillz while sitting with his honey, Kylie Jenner, at the Alexander Wang fashion show. Also enjoying the runway were Kylie's brother-in-law Kanye West, Lady Gaga and Mary J. Blige. Later that evening, the 18-year-old reality star shared a racy Snapchat video of herself provocatively biting her 25-year-old rapper boyfriend's lip at a party.

AMAR'E IN A TIGHT SPOT
If debonair, talented multimillionaires aren't safe from embarrassing moments, what hope is there for the rest of us? Fashion plate and former Knick star Amar'e Stoudemire told Confidential that he has suffered some serious wardrobe mishaps. "I have trouble finding pants that fit right," he said at the Daily Front Row's Fashion Media Awards. "Many times, my pants will split down the middle in the crotch area, so I have to make sure that my pants fit or else you will see everything."

'EMPIRE' STRIKES BACK

"Empire" creator Lee Daniels got the crowd energized at the season-two premiere Saturday night. "Where we are in America with race relations is an ugly place, and it is time for us to blow the roof off this mother-----," he told a raucous standing-room-only crowd at Carnegie Hall. The show opens with Cookie (Taraji P. Henson) citing racial injustice to fire up a rally to free Lucious Lyon (Terrence Howard). Later, the audience serenaded Henson, who turned 45 on Friday, with a spirited "Happy Birthday."

THE JOINT IS JUMPING

Supportive parents Bruce Springsteen and Patti Scialfa watched daughter Jessica perform at the Longines Global Champions Tour, a show-jumping event, in Rome. Jessica, who recently moved to Holland to concentrate on her equestrian career, told CNN Equestrian, "I've been lucky to have a family that supports me and helps me follow my passion." The 23-year-old rock-royalty offspring got her first pony when she was 6 years old.

POLANCO'S EDUCATION 'FIXATION'

"Orange is the New Black" star and Hunter College alum Dascha Polanco, Class of 2008, told incoming freshmen recently that it was Shakira who helped motivate her to bump up her GPA while getting a degree in psychology and juggling a full-time job and other responsibilities. "Ironically, the album I listened to every day was Shakira's 'Oral Fixation,' " Polanco said at Hunter's convocation. "It helped me come to this auditorium, to take biology classes. Music was a way for me to just cope."
September 11, 2015

City College remembers 9/11

Today, City College of New York faculty staff and students joined millions of Americans and people around the world in somber remembrance of the 9/11 attacks.

On campus, members of the City College community gathered in the Quad to honor those killed on that tragic day 14 years ago. The solemn event was presented by the ROTC program at CCNY and the City College Veterans Association.

In lower Manhattan, near the site of the first attack at the World Trade Center, almost one hundred CCNY students joined their colleagues from seven other CUNY schools at a ceremony at the Borough of Manhattan Community College. The nearly 900 CUNY students pledged service to New York City by joining 135 community organizations through the CUNY Service Corps.

CUNY student members of the Service Corps spend the academic year working with partner organizations such as the 9/11 Memorial & Museum, American Museum of Natural History, Brooklyn Navy Yard Development Corporation, Center for Court Innovation and New York Presbyterian Hospital, where they learn civic responsibility and are guided toward academic and career success.

About The City College of New York
Since 1847, The City College of New York has provided low-cost, high-quality education for New Yorkers in a wide variety of disciplines. More than 16,000 students pursue undergraduate and graduate degrees in the College of Liberal Arts and Sciences; the Bernard and Anne Spitzer School of Architecture; the School of Education; the Grove School of Engineering; the Sophie Davis School of Biomedical Education, and the Colin Powell School for Civic and Global Leadership. U.S. News, Princeton Review and Forbes all rank City College among the best colleges and universities in the United States.