College Gears Up for 25th Anniversary Splash

With the college's 25th anniversary fast approaching, the anniversary planning committee has proposed a panoply of intellectual and recreational activities geared to the entire college community. "The college has reached an important milestone," said President Raymond C. Bowen. "Therefore, it is only fitting that we acknowledge this auspicious occasion by organizing activities to be enjoyed by those who have been instrumental in shaping this innovative institution."

However, the president cautioned that the proposed package may have to be scaled down. "In times when CUNY is looking at a gloomy budgetary picture," he said, "the college has to show fiscal restraint."

Recently, the committee received the nod to go forward with its plans, the year-long celebration will kick-off with the Twenty-fourth Commencement Exercise on September 17 and flow into Opening Session.

Woven into each of the events will be a 25th anniversary theme. For example, during Opening Sessions, plans are being worked out between Dean Urquhart and Opening Session co-chairpersons Professors Freeman MacMillan and Marcia Caton to conduct a recognition ceremony at the event for faculty and staff members who have 25 years of service. The spotlighted LaGuardians were appointed prior to or during the 1971-72 academic year.

The fall semester will be filled with an exciting blend of academic and recreational activities. To massage the brain, plans include a lecture series that will focus on technology in the 21st century as it relates to education, global economy, and politics. Also, a free-standing exhibit that depicts the highlights and

Family College for Adults on Public Assistance Opens in September

LaGuardia will be opening a new inter-generational college program this September where adults on public assistance will pursue an associates degree, while their children attend an on-campus school.

When the new school opens its doors in the fall, some 35 adults receiving Aid to Families with Dependent Children will be participating in a specially designed program that will mesh an academic program with a strong support services component to assure that they complete their degree in the required two-year period and are ready to enter the job market. In tow will be an estimated 43 four- and five-year-olds who will be involved in the two academically enriched prekindergarten and kindergarten classes.

"Many adults on public assistance are looking toward education as a way to gain a marketable skill and eventually become independent wage earners, however they find they are unable to enter college because of the lack or expense of child care," said Sandy Watson, the director of the Family Institute that is overseeing the program. "Many major institutions came together to provide this experience for adults and children," said Ms. Watson.

The academic program for the adults will follow the college's College Opportunity to Prepare for Employment program, which for the past three years has been successfully preparing the same adult population for the world of work.

Following the COPE model, Family College will create a college-within-a-college where students will study human services in small, self-contained learning communities. In these communities, which have between 15 to 20 enrollees, the student

27 LaGuardians Receive Professional Development Grants

The Educational Development Initiative Team has awarded its 1996 Professional Development Grants to 27 faculty and staff members. "The committee diligently considered each application and is happy to be able to recommend that grants be awarded to 27 deserving colleagues," said Professor John Williams, the committee co-chairperson.

Thirty applications were submitted to the team, which is a subcommittee of the college's Senate Committee of Professional Development.

The purpose of the grants is to support the college's faculty and staff in developing and implementing projects that will help improve some aspect of college life. Grants generally range between $200 and $500. Those receiving awards included Alberta
Letter from the Editorial Board

With the spring semester drawing to a close all thoughts are now directed to the warm, halcyon days of summer. The Insider board realizes that the furthest thing from your minds right now is the start of the fall 1996 semester, but it thought that before you get into your summer and vacation mode, it would nice to give you a sneak preview of what is in store for you when the college kicks off its year-long 25th anniversary celebration in September.

And what a festival of academic and recreational events it promises to be! The committee has put together an exciting line-up of activities that will be scattered throughout the 1996-97 academic year. There will be a special recognition ceremony at Opening Sessions for the faculty and staff members who have been here from the very beginning. Two lecture series that will address provocative issues are scheduled.

There will also be an array of fun activities to satisfy all interests. Runners can compete in a 5K race, anglers will be able to go join a deep sea fishing excursion, and golfers will be able to tee off during an all-day outing. There will also be a gala fete and an old-fashioned family picnic.

The issue also includes a piece on one of our students who was recently recognized as one of the nation's brightest community college students. In the faculty podium column, Professor Judith Gex of ESL tells of her fascinating teaching experience at the University of Benin. You will also learn that the college will open a new intergenerational college program for adults on public assistance and their children.

Have a great summer and we will see you in September.

LaGuardia Community College
City University of New York

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President's Column

I have decided to restructure the current HEO Screening Committee after receiving input from the Higher Education Officer (HEO) Task Force chaired by Dean Shirley Saulsbury of the President's Office and made up of Dean Jim Buckley of Administration, Dean Sulema Ebrahim of Student Affairs, Rosemary Sclafani of Academic Affairs, Will Saunders of Adult and Continuing Education, LaVora Desvigne of Institutional Advancement, Michelle Stewart of Cooperative Education, and Nila Sen of the President's Office, and in consultation with the deans.

Beginning next fall, the HEO committee will be expanded to include the director of personnel, and three representatives from the HEO series title elected by their division. At present the committee is composed of the full deans and the affirmative action officer. The provost will serve as chair of the committee and will vote only in the event of a tie.

Each divisional representative will serve for a two-year term and be replaced by a representative from another division not currently serving, thus three of the six divisions will be represented at any given time. All personnel actions undertaken by the HEO Screening Committee will be submitted to the president for approval or disapproval. The president will then submit to the Board of Trustees for final action.

Along with the structural change, will be a new process of application for merit increases. In order to maintain consistency and also to ensure fairness, every employee in the HEO series who has met the criterion to be considered eligible for a merit increase must submit an application along with the required additional documents. Dean Saulsbury will work with the director of personnel to develop procedures for implementation.
Theater Group Brings Live Theater to the Classroom

Professor Lorraine Cohen's social science class was ready to explore social welfare reform by looking at George Bernard Shaw's timely turn-of-the century play, Major Barbara.

But this was not to be a typical class where the professor would stand in front of the class and lecture on the play and the related issues. Instead, three professional actors from the Jean Cocteau Repertory Theater took center stage in front of the classroom and in full costume performed two scenes from this comic essay on poverty, power, money, and religious redemption.

For the students, many of whom had never seen a live theater performance, the actors brought to life the story of a young spiritually-guided woman who is forced to question her reform work in the Salvation Army when her father, a rich businessman who amassed his great fortune producing munitions, enters her life after a 20-year absence.

As the second scene ended, the actors quickly moved into the role of teacher.

"Who do you believe is right?" said Elise Stone, the actress who plays the title role, "Major Barbara, who feels that one can save the poor through religion, or her father, who believes that the best way to aid the downtrodden is by giving them a job?"

A lively conversation ensued with students debating both sides of the argument.

Major Barbara was one of eight tailor-made workshops that the nationally acclaimed classical theater company performed during its three-day residency this April. The workshop series, which is part of the group's Theater in the Classroom program, has two specific agendas: to expose students to live theater and to use the theater experience as a teaching tool to cover a host of academic subjects.

"This was an exciting opportunity to introduce as many students as possible to the theater and classical drama," said Associate Dean Roberta Matthews, "and at the same time to help them explore issues in specific academic disciplines."

continued on page 5

College implements sexual harassment policy

To enforce the City University's new policy against sexual harassment, President Raymond C. Bowen has appointed a panel and committee to oversee the university's procedure.

"The college is committed," said President Bowen, "to maintaining and fostering a fair, humane and supportive environment for all its students, faculty, and staff, and adheres to the official policy of the Board of Trustees of the City University that explicitly prohibits sexual harassment throughout the CUNY community."

Harassment on the basis of sex is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature.

Named to the college panel are Shirley Saulsbury, of the Office of the President, who will be the panel coordinator and Irma Lynch-Patterson, of Communication Skills, who will preside as the deputy coordinator. Other panel members include Nila Sen of the Office of the President, Alexis Frazier of Continuing Education, Louis Lucca of Humanities, Paula Nesoff of Cooperative Education, Ronald Paynter of the Payroll Office, Sophia Robles of Financial Aid, and Chukie Wangdu of Institutional Advancement.

According to the University's "Policy Against Sexual Harassment," all members of the panel will be available to receive complaints from members of the college community, to explain the procedures, and to refer individuals to the appropriate resources. In addition, all panel members have an obligation to maintain confidentiality to the fullest extent possible.

As panel coordinator, Dean Shirley Saulsbury will be responsible for reviewing all complaints of sexual harassment and for making efforts to resolve them informally. When informal resolution is not possible, the coordinator and deputy coordinator will investigate the complaint and report the results of the investigation to the president.

Anyone who feels they have a complaint may contact any one of the panel members.

The educational committee has been set up for the purpose of informing the college community about sexual harassment through a variety of workshops and printed materials.

The committee members are Ms. Lynch-Patterson who is the chairperson, Yvette Alphonse of Continuing Education, Albera Arnold of Humanities, Yvette Bermudez of the Grants Office, Alicia Colon of Computer Services, and Adrian Cornelius of Registrar. Also on the committee are Randy Graves of Computer Services, Juan Hurtado of the Library, Arthur Leon of Continuing Education, Marie Sacino of Office Technology, Irene Sosa of Student Life, Michele Stewart of Cooperative Education, and Lynne Teplin of College Discovery.

"City University has put these procedures in place in an attempt to try to prevent and reduce sexual harassment on its college campuses," said Ms. Lynch-Patterson. "If students, faculty, and staff become more informed on this issue we may be able to prevent and reduce sexual harassment at the college."

For workshops on preventing sexual harassment for students, faculty, and staff, please contact the committee chairperson at ext. 5628 or see her in room E-114.
milestones of the college's history will be unveiled. In the leisure category, a summer deep sea fishing trip will have anglers setting off for the high seas, while a country western square dance will have hoopers promenading their partners.

During the fall's second session, the Alumni Association plans to hold several workshops dealing with financial and estate planning, stress management, upgrading computer skills, and health.

As spring rolls around, the celebration will go into full gear. One planned event will be a second lecture series that will examine the topic: American cultures, one community?

The streets of Long Island City will be filled with runners and walkers as the college resurrects its very popular road race and fitness walk. This time around, however, road racers will only have to run 5 kilometers to the finish.

The celebration would not be complete without a gala dinner dance that will bring faculty, staff, and friends from the community on the dance floor. The off-campus site of the event will either be the LaGuardia Marriott or the Holiday Inn Crown Plaza. There will be a dinner dance fee, which will not exceed $60 per person, but Dean Urquhart said that she and the Business Office will work out a payment arrangement that will permit individuals to spread out payments.

The spring semester, which normally comes to a close with the traditional year-end party, will come to a pastoral end with a college picnic. Although plans have not been finalized, Dean Urquhart said that the event will take place on the weekend, and will more than likely be the first weekend following the end of the spring semester.

"We are hoping to schedule it at that time," the dean said, "so that faculty who traditionally leave the city at the end of the semester might delay their departure to attend the picnic."

The picnic will mark the college's first family event to which faculty and staff will have an opportunity to invite their family members.

And what will be in store for picnickers? "We plan on having all types of fun events," said Dean Urquhart, "relay races, three-legged races, softball, volleyball, and maybe some 'friendly' competition."

Where it will be held is still not decided, but Dean Urquhart explained that if a park outside of Queens is chosen bus transportation will be provided for a minimal cost.

The alumni will fill the summer semester with a series of events, one of which will be an alumni night at the pool.

In September 1997, the last month of the celebration, the college will host its Twenty-fifth Commencement Exercise and the Alumni Association will hold their major events--class reunions and a campus garden party.

The celebration will end with the members of the college community and neighborhood businesses teeing off at a half-day golf outing. To meaningfully involve the students in the celebration, Dean Urquhart said Irene Sosa of Student Life is working on student events.

To ensure that faculty and staff know about all the events and activities and when they will be held, a poster-size master calendar will be distributed at Opening Sessions. In addition, the college's monthly events calendar will also list the events scheduled for that particular month.

"In putting together its anniversary plans, the committee was sensitive to planning events and activities in which there is something for everyone," said Dean Urquhart. "We are hopeful that each person will be able to find at least one or two events that will not only interest them but also draw them into zestful participation."

27 LaGuardians Receive Professional Development Grants

Arnold of Humanities, Vincent Banrey of Student Services, Judy Bieber of Cooperative Education, and Edna Boris of English, as well as Barbara Carson of Institutional Advancement, Catherine Costa of English, Janet Cyril of Adult and Continuing Education, and Peggy Dellert of the English Language Center.

Other awardees were Susan Goldbetter of Humanities, Michael Gottlieb of Natural and Applied Sciences, Gail Green of English, as well as Joan Heitner, Susan Sanchirico, and Caren Treiser of Cooperative Education.

Grants also went to Arlene Kahn of Academic Affairs, and William Koolsbergen and Jacqueline Berger of Humanities, as well as Philip Lerman of Humanities, Margarita Lopez of Office Technology, Pamela Maynard of Program for Deaf Adults, and Ros Orgel of Adult and Continuing Education.

Also receiving support for their projects were Dehly Porres of Mathematics, Carol Rivera-Kron and Sandra Dickinson of Humanities, and Lawrence Rushing of Social Science, as well as Shirley Saulsbury of the President's Office, John Silva of English, Kwan-Yuk Claire Sit of Mathematics, and Louise Spain of Library/Media Services.

Other awardees were Phyllis van Slyck of English, Sandra Watson of the Family Institute, John Williams of Humanities, Ming Yan of Social Science, and Yu Zhang of English.
During the workshop series, which was made possible through funding by the Christian A. Johnson Endeavor Foundation, Dean Matthews estimated that some 500 college and high school students from 31 classes participated in workshops that intertwined lessons in business, psychology, speech, and social science with such classics as Shakespeare's *Othello* and *Twelfth Night*, Molière's *Tartuffe*, and Ibsen's *The Lady From the Sea*.

In one workshop a director demonstrated to business majors that stage directing is a paradigm for business management by staging a scene from *Tartuffe* using three different management styles—authoritarian, laissez-faire, and consultative. Students observed the different leadership behavior and discussed the organizational implications of each method.

To put together the specially designed workshop package, the actors met with 14 college faculty members and discussed what they wished their students to get out of the experience.

"The actors were very sensitive to the instructors' wishes and put together a very specific program," said Dean Matthews. "Although the Cocteau actors had not initially planned to do workshops on improvisation with the student audience, many faculty encouraged them to develop one. Subsequently, the actors were delighted with the responsiveness of the LaGuardia students, who participated with great enthusiasm."

The workshops provide the 25-year-old Off-Broadway company with an opportunity to nurture a new crop of prospective theatergoers at a time when live theater is experiencing a sharp reduction in attendance. According to a recent study by the President's Committee on the Arts and Humanities, "younger Americans are unlikely ever to attend live performances of musical and dramatic theater."

To make the theater experience more affordable, the group is offering LaGuardia students discount tickets.

If the reaction from Professor Jose Fabara's three communication skills classes is any indication of the students' excitement about classical theater, the repertory theater's efforts have paid off.

The professor indicated that after the workshops, the students decided that they wanted to attend a Cocteau performance on a class trip.

"Only two students had ever gone to a Broadway show," said Professor Fabara, "and many thought they were going to be bored, but they came out of the workshops being very impressed."

As a result of their request, the professor organized two class trips in which 46 students from the three classes went to see the performance of *Tartuffe*.

"The students even requested that we read the play before attending the performance," said Professor Fabara. "How many times do you have students who want to do more reading?"

Reactions like these have encouraged Dean Matthews and the actors to look into the future.

"I hope this will be the first of what will become a long series of workshops that will take place each semester," she said.

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**Family College for Adults on Public Assistance Opens in September**

$takes a specific group of courses linked to a common theme. Complementing the academic program is an intensive support system that provides students with counseling and tutoring.

"The college is very fortunate to have this successful model to build the program on," said Ms. Watson, who noted that she has been working closely with Audrey Harrigan-Lamont, director of COPE, to put the program in place.

Enhancing the academic sequence will be a network of support services that will involve the parents in a host of life-skills workshops that focus on parenting, family literacy, study skills, time management, and career exploration.

Ms. Watson explained that the program is working with Jane Schulman, director of the college's Adult Career Counseling and Resource Center, to develop a special career exploration program.

"Because the students have to complete the program in two years under the state mandate and must be prepared to go out in the work force," she said, "the support system we put in place for these students is crucial."

To increase the adults' rate of success, a summer Pre-College Institute is being offered to those adults who wish to sharpen their academic skills before entering the program in the fall. The two-month immersion program, which will be held at Baruch College, is holding classes in math, writing, reading, and English-as-a-second-language. Also during this summer period, all students will be required to attend an orientation at the college where they will receive instruction and guidance in the college application and financial aid process, and will participate in a series of life skills, academic advisement, and parenting workshop sessions.

The children's school will be run by District 30, which will be responsible for hiring the prekindergarten and kindergarten teachers and supplying an enriched curriculum for the 18 prekindergartners and 25 kindergartners. Four teachers will be hired for each classroom.

The program will be based on Super Start Plus, a program which requires that a certain percentage of children be physically or emotionally challenged. Ms. Watson said that the program is exploring the possibility of enrolling deaf youngsters since the college has been working with that special population for many years through its Program for Deaf Adults.

The idea of housing a Family College at LaGuardia was first suggested three years ago by Chancellor Ann Reynolds to President Raymond C. Bowen, but because of space restraints, the college had to turn down the offer. Two Family Colleges were subsequently established at Kingsborough and Bronx Community Colleges.

As space restrictions eased, the concept became feasible. The children's classroom will be temporarily housed in two classrooms in the main building. Sights are set to convert the old library in the main building into a space for the youngsters.

Ms. Watson said that the $700,000 renovation project is being funded through the Board of Education through an allocation by Queens Borough President Claire Shulman. The college is now awaiting City Council approval.

If approved, the space will be turned into a self-contained complex with four classrooms for pre-k to second grade, a parents' room, lunch room, and study.

"Ultimately, we envision a school with 60 to 75 parents and 80 to 100 children," said Ms. Watson.
Kiwanis Sunnyside Chapter Supports LaGuardia's Tutoring Program

LaGuardia's special peer tutoring program was given a financial boost when the Kiwanis of Sunnyside announced that it would provide the funding for an additional tutor.

At the recent presentation ceremony, Pam Winter, the president of the chapter, handed a $1,000 check to Provost George Hamada for the college's Supplemental Instruction, a nationally recognized peer-tutoring program in which students can seek help in specific difficult courses. With the funding, the college is able to hire its ninth tutor who will help students in general microbiology.

Expressing his gratitude to the community-service organization that is committed to youth and young adults, Provost Hamada said: "We thank you very much for underwriting a very important pedagogical experiment in getting our students through what are the college's highest risk courses."

The college began the experiment in 1993 when Professor Joyce Zaritsky, the SI advisor, introduced the program on campus. Although this tutoring service can be found on over 600 senior college campuses, LaGuardia is one of the only community colleges participating in the program.

The professor explained that Supplemental Instruction is looked upon as an experimental program because it takes a very unconventional approach to tutoring.

One unique feature is that it does not target failing students, but, instead, "high risk" courses that many students find difficult. At present some 200 students are getting extra help in such courses as accounting, biology, biological chemistry, human biology, statistics, and general microbiology.

The tutoring service is also extended to any student who wishes to bolster his or her understanding of a particular subject.

"Most tutoring programs are made available only to students who are in danger of failing," she said, "but SI welcomes students who have the desire and inclination to improve their performance in the class."

Another important element is that all the tutors are students who have successfully completed the course.

"Instead of tutors who may or may not know the professor who is teaching the course, and may not be familiar with how the course is taught," the professor said, "SI hires only students who have successfully gone through the course with that professor."

To qualify as a tutor, students must complete an intensive training sequence that teaches them how to help others learn.

They are also required to attend the course for a second time.

In examining the program's impact on student progress, the professor cited statistics that strongly conclude that the experiment has proven to be successful in improving grades among students who have taken advantage of the free tutoring service.

"Grades have increased an average of one letter grade in the courses where instruction is available," she said, "and the failure rate has dropped by as much as 30 percent."

With financial support from the state and Kiwanis, Professor Zaritsky explained that she is now setting her sights to seek additional funding.

"Because of the success of the program," she said, "we would like to extend SI to more courses and to reach out to more students."

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CUNY's Annual ESL Conference Held at LaGuardia

The college recently hosted the City University of New York's ESL Council conference that examined the ESL student and the university of the 21st century.

The topic was addressed by keynote speaker Dr. Samuel Betances of northeastern Illinois University and luncheon speaker State Assemblyman Edward Sullivan.

According to conference chairpersons Professors Wenjuan Fan and Jack Gantz, the conference was particularly timely given the current budgetary crisis CUNY is facing and the increasing CUNY population of foreign-speaking students.

They cited a 1994 report on immigration/migration and the future CUNY student that indicates that 43.8 percent of first-time CUNY freshmen report a native language other than English. In addition, they pointed to several published studies that concluded that ESL students are succeeding in CUNY.

The co-chairperson explained that a major focus of the group was to direct their energies on programs that have academic quality and proven success. Topics covered in several concurrent sessions included "Language Restrictionism in the American Workplace," "DTLS: A Placement/Diagnostic Test for ESL Students?" and "Advocacy for Part-time Faculty."
COPE Director Named Outstanding Freshman Advocate

Professor Audrey Harrigan-Lamont, the director of LaGuardia's College Opportunity to Prepare for Employment program, has been selected as one of the nation's Outstanding Freshman Advocates for her work with women on public assistance.

She was one of 12 individuals who was selected by a national panel of educators that reviewed 135 nomination portfolios.

"The awardees share the common goal of improving the educational experience of first-year students," said John Gardner, director of the organization, "yet their methods of doing so are uniquely responsive to the particular institutional setting of which they are a part."

As an overseer of the COPE program, which provides 550 women with the academic and support services they need to move toward economic independence and self-sufficiency, Professor Harrigan-Lamont is responsible for executing the program, hiring staff members, scheduling classes, and implementing all initiatives related to the program.

"Many public assistance recipients feel trapped, lack self-confidence, and do not believe that higher education can be a realistic goal," said President Raymond C. Bowen. "Dr. Harrigan-Lamont's vision was to lead the program down an avenue of personal growth and economic advancement for students coming from diverse backgrounds."

Professor Harrigan-Lamont was recognized at the 15th annual National Freshman Year Experience Conference on February 17.

Chinatown Center Receives Grant

The Chinatown Center has recently received a $5,000 grant from the Equitable Foundation to produce an English/Chinese bilingual resource guide to New York's public higher education.

According to Margaret Chin, the center coordinator, the guide will provide a great service to the hundreds of parents and students who come through the center requesting information.

Distribution of the guide began on May 19, which was the center's annual Chinese American College Information Program Day.

Janet Cyril Recognized as a Woman of Influence

Janet Cyril, director of the division's Homeless and Correctional Education Programs, was a recipient of the 1996 Women of Influence Award for her fight against racism and sexism.

Ms. Cyril was among ten Brooklyn activists who were recognized at the eighth annual Women of Influence Conference, which is sponsored by the YWCA of Brooklyn and Planned Parenthood New York City.

The conference, "Taking Charge" featured NBC 4 co-anchor Andrea Hall, who was the keynote speaker, and a wide range of workshops on education, politics, and violence.

Co-op Alumnae Bring a New Initiative to Campus

The Division of Cooperative Education has recently established an alumni organization that is designed to provide services to graduates as well as current students.

According to co-chairpersons Professor Freeman MacMillan and 1987 graduate Mohammed Rafiql Alam, the Cooperative Education Alumni Group has recruited its first 30 members and has developed an organizational structure and charter.

As one of its first courses of action, Professor MacMillan said the group will provide former students with opportunities to network among themselves and with prospective employers. One way it plans on accomplishing this is by reviving the division's newsletter, which will serve as a vehicle for reaching out to both alumni and the business community.

Mr. Alam explained that the organization also expects to actively support cooperative education and the academic programs at the college.

"Our hope is to serve the college and other students," said Mr. Alam. "We want to encourage students to complete their degrees, and take the necessary steps to move on to rewarding careers."

To fulfill this goal, Professor MacMillan
Cooperative Education

said that the group will be developing an alumni speakers bureau to represent the division at special events and to visit "coop prep" classes to share experiences from the workplace.

"We have a great many successful graduates," said the professor. "Our students can benefit from the knowledge they have accumulated out there on the job. We think CEAG can do a lot to bring old and new students together."

Professor MacMillan pointed out that CEAG also looks forward to working with faculty across all programs as a source of information on how curricula can better reflect current business needs.

He further explained that the group also hopes to serve the college is by helping to raise scholarship funds for current students, and by becoming active in the Queens School-to-Work Initiative, which is a state education reform program directed by Dr. Dorrie Williams of Cooperative Education.

Institutional Advancement

University Implements Centralized Testing of New Students and Pilots New ACE Exam

In two separate but related moves, The City University of New York has responded to the Board of Trustee's actions of last spring by centralizing the administration of the Freshman Skills Assessment Program placement testing of new students and instituting a study of various tests that will be used to certify academic competency as students pass from lower to upper divisions.

Individual colleges will no longer test new students, except during the month of August. Instead students will be offered test appointments at five borough sites, Queens College, Borough of Manhattan Community College, Brooklyn College, Lehman College and the College of Staten Island, depending on where they live. Students will also be offered free one-hour workshops to help prepare for the tests.

Centralized testing has already started for the first fall admits, though no attendance figures are yet available.

According to John Buckley, Associate Director of the Admission's Office, implementation of this change will have some effect on how we communicate with students, since in the past testing sessions have been used to distribute questionnaires and information about special programs like COPE. He added that if there is a slow turn around of test results this may offer a smaller pool of students eligible for special intersession and summer programs.

"Both placement in mathematics and English courses may also be affected," said Mr. Buckley. "since the extra ten questions that the college administered at its math tests will not be offered, and the essays that all students write as part of the test will be read and scored centrally, a potential problem for our ESL placement system already in place."

He explained that the university is planning on piloting a special math test put together by its math advisory committee that may ameliorate the math placement problem, but this test will not be in place until the Spring 97 class tests.

"The Mathematics Department will need to reconsider its placement criteria for the fall," he said. "It is expected that the English and ESL Department will engage in some rereading of essays for placement purposes."

Mr. Buckley noted that the college has been selected as one of five sites to pilot test two possible instruments being considered for the university's Academic Certification Examination, which students would sit for after earning 45 credits and must take before earning 60 credits.

"Rather than the three separate retests of the FSAP," said Mr. Buckley, "this test will attempt to test students on reading and critical thinking skills in one integrated instrument."

Early in March the university sent letters to over 3,000 LaGuardia students who currently have earned between 40 and 80 credits at the college, inviting them to participate in the pilot testing of two examinations of the five being considered for use as CUNY's Academic Certification Examination, the ACE, and an Educational Testing Service test. CUNY anticipates that one of these tests will replace restesting on the FSAP tests as a measure of academic competence.

Students, who must register for the test to participate in this pilot study, have been offered various incentives, including early registration in the next two sessions and the opportunity to win a cash prize, potentially $100, if they finish in the top 25 percent on both tests. The tests, which take approximately five and one-half hours to administer, will be offered to students during the last week of March.

"Implementation of whatever test is chosen will have a major impact on our students' lives and may affect curricular issues as well," said Mr. Buckley. "The test will be a hurdle for students wishing to transfer to a senior college, and after a test is chosen the college may wish to consider methods of providing preparation for it in various ways, and alerting students to the consequences of its implementation."

Mr. Buckley pointed out that the Freshman Skills Assessment Program, which was piloted in the spring of 1978 and implemented in that fall, was originally meant to be solely a method of assessment and not placement, but has transmuted into something trying to be both.

"In the sixteen years since then it has had a major effect on patterns of student enrollment, performance, and the very curricula that students pursue and colleges offer," he said. "As the university implements the tests described above, it is probable that we will see similar effects in the

Foreign Students Find Educational Haven at LaGuardia

As further proof that LaGuardia has established itself as a rich, multicultural institution, a recent report on international educational exchange ranked the college fifth among the top 25 association institutions in 1994-95 in serving foreign students.

According to figures released in Open Doors, a publication generated by the Institute of International Education, the college enrolled 1,033 non-immigrant alien students from 102 countries out of a total enrollment of 10,592.
In explaining the college's popularity among this special student population, Elsy Arieta-Pardo, assistant foreign-student advisor in the Foreign Student Office, said that new arrivals learn about the school through word-of-mouth. She noted that the majority of the college's foreign students are referred to the college by relatives and friends in the U.S. who have either gone through the program or who have heard about it.

Another reason, she said is our English-as-a-second-language program, which has gained an international reputation for its effectiveness.

She also cited that the college's relatively small size and cultural diversity "make foreign students feel comfortable and welcomed."

The Foreign Students Office, which is an arm of the Admissions Office, was established to ensure that the students have a positive educational experience. "The FSO plays a very important role in promoting foreign students' special needs," said Ms. Arieta-Pardo, "and making sure that the college community is aware of their presence in the college."

The office's role begins as soon as the student is accepted. At this stage, the office supplies the student with the necessary forms and information related to immigration, campus life, and opportunities available to them through orientations, newsletters, bulletin boards, workshops, and personal office appointments. It is also provides cross-cultural and immigration counseling.

Its responsibility also extends to faculty and staff development, employment issues, and professional development.

As a result of its success, the office is called upon by other colleges throughout the country for advice and assistance on student-immigration procedures. The staff has been asked to make speeches and presentations each year and has taken part in such programs as NAFSA: The Association of International Education's regional conferences as well as the local community organizations.

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**Student Affairs**

**LaGuardia Student Chosen as One of the Nation's Brightest**

A prestigious international honor society has named a LaGuardia student as one of America's 20 brightest community college students.

Rosaleen Crotty, a 40-year-old liberal arts major who works full-time as a housekeeper, manages to maintain a perfect 4.0 index in her evening classes, and finds time to play an active role in the college and in her community, was named to the first team of the All-USA Academic Team for Community and Junior Colleges.

The award, which was established by Phi Theta Kappa International Honor Society for two-year colleges in conjunction with USA Today, looks for students who have achieved an exemplary academic record, exhibited leadership qualities on and off campus, and provided service to the community. This year over 1,200 nominations from over 1,100 community, technical, and junior colleges entered the competition.

Ms. Crotty was among 20 community college scholars to make the society's first team. The organization also selected 20 students for the second team and 20 for the third team.

"Rosaleen represents the finest among community college honor students," said LaGuardia President Raymond C. Bowen. "We are most grateful to the society for spotlighting within the community college system students who have achieved academic excellence."

When the Woodside resident left her native country of Ireland for the United States some nine years ago, her dream was to pursue a college education.

"For some it is fame, for others it is fortune, but for me, the dream has always been to excel academically," she said.

The honor student explained that that dream of academic success had evaded her in Ireland where her educational career was fraught with failure.

But within weeks of enrolling in her first LaGuardia course, Ms. Crotty explained that she was identified as a "possible problem." The school took quick action and administered a battery of exams that revealed that Ms. Crotty's difficulties stemmed from a learning disability in math.

"As a result of the diagnosis, special test-taking provisions were made for me, and I soon found myself going from a 'D' average to a straight 'A' average," she said. "I was told that LaGuardia would provide me with the help I needed and I soon discovered they were right."

With her new found academic success, the awardee hopes to graduate from LaGuardia in 1996 and ultimately pursue a master's degree in cultural anthropology at Hunter College.

"My educational experience has helped me to gain not only confidence and self-knowledge, but it has also allowed me to shape new goals in life," said Ms. Crotty in her essay to the society. "LaGuardia's unique multicultural milieu made me aware that I want to be a cultural anthropologist. This assurance, however, only came to me after I was able to overcome my learning disability and to look forward to new accomplishments for my future."

Ms. Crotty's academic accomplishments also have been recognized within the college community. She received the LaGuardia College Faculty Council Alan J. Berman Scholarship for outstanding academic achievement and was inducted into the Phi Theta Kappa Society. And she was one of 96 CUNY students nominated for inclusion in the 1995 "Who's Who Among Students in American Junior Colleges."

Beyond her educational pursuits and work, Ms. Crotty plays an active role in the college and her community.

At LaGuardia, the evening student has been active in efforts to make the college more "user friendly" for students who take classes at night. She is also the founding president of the college's Irish Club and is a peer counselor in the college's learning center.

Her voluntarism also extends into the community. She is the founding member of the Irish Nannies Group, a support organization under the auspices of Catholic Charities for nannies working in the tri-state area.

Aiding recent Irish immigrants is also one of Ms. Crotty's concerns. She is a member of Emerald Isle Immigration Center, a drop-in center for young Irish immigrants. For her work for the Irish Business Organization, which is a business and social networking
organization for Irish and Irish-American businesses in the tri-state area, she was awarded "Member of the Year," for 1990-91 and 1991-92.

"My concern is frequently focused on other immigrants who may not have had the same good fortune as I have experienced here," she said.

Her desire to help immigrants in need has led her to participate in a visitation program for inmates in a maximum security prison in New York State. Through this program she visits and writes to three foreign-born inmates.

"Rosaleen's civic and college leadership contributions," said Dr. Robert Durfey of Student Affairs, "are significant and exceptional for an adult evening student with a full-time job responsibility."

Rosaleen Crotty On Her Success

"As a client of the Learning Center, I am very proud to have won the competition. Kudos, however, must be shared with all my professors at LaGuardia. In my opinion, CUNY faculty members generally do not get the recognition they deserve outside of CUNY.

In my pre-LaGuardia days, my college grades were somewhat mediocre to put it mildly. The good grades I now enjoy are due in large part to my LaGuardia professors' encouragement, patience, and excellent lecturing. They are great, and I am grateful to them.

Although my ego is thrilled with this recent success, in my heart I know I am no great hero. I work full-time, have no dependents, and study part-time. In my opinion the real heroes in CUNY are the students who manage to juggle families (frequently single parents), jobs, full-time studies, and manage to maintain a solid G.P.A. Those students who confront enormous financial, academic, physical, psychological, cultural, and linguistic challenges just to get to class semester after semester are what CUNY is all about. What single-minded determination to pursue an education."

In Memorium Juan Carlos Santa Cruz, International High Alumnus

December 20, 1995, was a day of terrible tragedy. A Colombia-bound American airliner crashed, leaving the families and friends of its victims to cope with bewildering loss, painful sorrow.

The International High School community also grieves. On that airplane was a much beloved graduate, Juan Carlos Santacruz. With gentle humor, sharp intelligence and deep compassion for others, Juan Carlos was an inspiration to all around him. During his freshman year, we felt his presence in our hallways through the haunting Spanish melodies which he sang while accompanying himself on guitar. Later, we also came to know him as an intellectually curious student, stage manager of our annual IHS talent show, salsa musician and singer, student government leader, and representative to the Hispanic Youth Leadership Institute in Albany, New York. At that conference, Juan Carlos learned of ASPIRA and became a dedicated member, in service to the betterment of the Latino community. Graduating with honors, Juan Carlos went on to NYU as a speech pathology major but did not forget us at IHS. In 1994, he worked as a student activities advisor at Brooklyn IHS and the next year at Queens IHS as financial aid advisor for college-bound seniors.

"The kids flocked to him," said Burt Rosenberg, assistant principal of IHS. "He made his impact felt on a whole new generation of kids." He interpreted this job to mean--counselor, supporter, cheerleader, and personal advisor.

This was all part of a larger dream that spelled education. Juan Carlos saw this as both a tool for self-development and as a means to assist others in need. In his application for the UFT College Scholarship, Juan Carlos wrote: "I want you to know that even if I don't get the award, I am very glad to know that you are helping high school seniors finish their education. Thank you. I hope I can go to college to come back and make everyone in the community feel encouraged to become educated and to struggle against the stream."

IHS has already began a campaign to collect money for the Juan Carlos Santacruz Scholarship Fund. We feel that there is no better way to honor his memory than by helping a deserving IHS senior go to college. Our fund drive was launched with a well attended Pete Seeger commemorative concert on February 6. We also planned an evening of remembrances on March 29.

At 19-years old, Juan Carlos Santacruz was already a powerful, natural born leader. He touched the lives of many in important ways. While we deeply mourn his passing, we also know that by celebrating his achievements we honor his life. Our wish, is to create many more graduates with the same hopeful vitality as this warm, gifted and deeply generous person.

Anyone who would like to make a contribution may do so by sending a check made out to the Juan Carlos Santa Cruz Scholarship Fund, envelope addressed to Pat Winter, MB 50.

- Dina Heisler, International High School teacher
There's a huge difference between what the government says they want you to do and what the teachers need. They say they want you to teach teachers to use video, but 50 percent of the schools don't have electricity. The teachers work with classes of 70 to 150 students in rooms with no books, no pictures, not enough benches and desks, not even enough chalk. Take everything you can think of that doesn't need power, and teach them to use it."

That was the best advice I got about working in an African country. It came in 1987 from a USIA official who was briefing me about a six-week workshop I was going to run for English teachers in Bujumbura, Burundi on how to teach a foreign language using videos.

He was absolutely right. Index card games, tapes for battery-run tape recorders, and activities that could be done with a piece of chalk and a board were invaluable.

A later experience in Yaounde, Cameroon taught me that although African students and teachers knew about African writers, they were unable to get the books.

Lastly, I visited the universities in Burundi and Cameroon and knew that year-long faculty and student strikes were routine and classes could be so overcrowded that students often spilled out into the yards where lectures were heard on loudspeakers. Literature classes could consist of the teacher reading a book aloud (copies were not available for the students), followed by lectures and culminating with a devilishly difficult exam that many of the students failed. Students were immensely eager to learn, but teachers were often dispirited about the conditions under which they taught. With all this in mind, I wrote my Fulbright Senior Fellowship proposal for the National University of Benin (UNB) and for LaGuardia.

For UNB, my plan was to work in a university that wasn't working. I was given a four-bedroom apartment located between the city of Cotonou and the campus. The large living-dining room was separated by French doors from a veranda. Opening learning and teaching, business and science.

Keeping in mind this "learning center" was my home, I scheduled the library for 20 hours per week: all day Monday, Tuesday and Thursday from 4 to 7 pm; and Sunday mornings. Teachers and students could borrow books, type, listen to tapes, watch subtitled movies on TV and work in the open spaces of the house. I tried to be there when the library was open so people could talk to me and I took the opportunity to do my work as they did theirs.

In addition to running the library, I was assigned five classes--two of foreign language methodology, two of African-American literature and one grammar class. Two of these classes did not have assigned classrooms so I invited the students to meet at my home. This worked well when the strikes hit. The first year did not even start until January 1994 because October to December 1993 was used to finish up the previous year which had also been plagued by strikes. The 1993-94 strikes started in February 1994 when a teacher was pulled from his class and beaten with three branches by a student who was angry because the teacher had continued his lecture after excusing students to attend a student union meeting during the class hour.

After the beating, the faculty went on strike until April. Police in riot gear came onto campus a number of times during the strike, providing reason enough for me to leave the campus immediately. The day faculty finally came back to class, students staged a strike.

The students in the classes that met at my home continued to come and a third class asked to meet there. Everyone knew that I had no quarrel with anyone so people
school year ran only four months, invalidating the year, which meant that everyone would be given a failing grade. The government had been trying to cut down on financial problems could cut their bus-fare expenses. After meeting for two months, the university schedule finally kicked in. I was given a schedule of seven classes—the five I taught the year before plus a 127-student writing class and a listening-speaking class. (When I got back to LaGuardia and someone apologized for having put 25 students in my writing class, I laughed.)

With the money Fullbright provided to buy books, I bought class sets (for 25 students) of novels and plays. They had "buddies" to share a book with for a given time after which they had to exchange it for another. After preparing reading response sheets on which they kept track of their questions about the reading, vocabulary and grammar, and pronunciation, and wrote a brief summary of the reading and their opinion (an idea I got from Jack Gantzer of ESL) the students discussed their current book in small groups while I went from group to group. At the end of each class, we discussed the general themes in the reading and questions they wanted to ask me. In that way, each student could read four or five books over the year.

About every six weeks, I held an "evening" in my home where university professors from the U.S. and Benin discussed their research or read from their writings. Students put on performances of Ama Ata Aidoo's play The Dilemma of a Ghost which points out the differences between the Africans and African-Americans. The students worked to learn the play, gather the costumes and after performances, lead discussions. The play was performed during a seven-week period when my apartment was without electricity due to a mishap concerning the electric bill. We credited the university and the electric company with giving us an authentic village setting for the play because performances had to be given by candlelight with drinks being iced in big tubes just like in a village. We also had evenings of playing the "truth" game, Scruples, the TGIF nights of songs and our own poetry while sipping "chukatu," the local moonshine. Several times the USIA provided a movie projector and chairs, allowing 50 to 75 people to watch a movie on my roof.

Very early on, I wondered aloud to my female students why they weren't coming to these evenings. They told me they were afraid to go home by motor scooter taxi in the dark. There was a bridge where bandits stopped these taxis with women on them and threatened to throw them into the lagoon if they didn't do as they were told. I told the women they could just bring "pagnes" (large pieces of cloth) to sleep on, stay overnight in my living room and leave after breakfast the next morning. A group of young women regularly had slumber parties in my living room during the rest of my stay.

The students and teachers were absolutely wonderful to me. They invited me to their homes, to villages, ceremonies and the beach. They lent me books, straightened out false impressions, and treated me to a rich and wonderful two years.

-Judith Gex is a certified lecturer in the ESL Program of the Division of Academic Affairs.

Inquiring Photographer

The college is planning a picnic to celebrate its 25th anniversary. What would entice you to attend?

Mercedes Acosta
-Senior Lab Technician, Computer Information Systems Department

When I think of a picnic I think of sunshine, good food, and a lot of fun. I think the college picnic is a great opportunity for faculty and staff to bring their families and to spend time with members of the college community in an informal setting.

Cliff Clarke
-Associate to the Provost

First thing—good food—and a lot of it; perhaps various types of cultural dishes. The picnic should also be an event where there are some types of team or individual sports where people can express themselves in a leisurely way. And, of course, lots of sunshine. Can you guarantee it?

Camilo Garcia
-Records Assistant, Registrars Office

Because of its celebratory nature I would hope the event would be free or have a minimal fee attached to it. This would ensure that all members of the college community—from college assistants to directors—would be able to attend.
Janice Kydd  
- Coordinator of Special Projects for the Family Institute

I would be interested in structured games, whether it is volleyball or softball, where everyone could participate. Although people will probably be bringing food, I think there should be a central food area for everyone. Also it would be nice to have clear directions to the park and organized car pools.

Paula Nesoff  
- Internship Program Director, Cooperative Education

Aside from eating great food that everyone would make, I think some fun things should be incorporated. I would love to take part in some recreational activities that do not necessarily have to be athletic in nature but in which everyone can participate. I would like to see it organized so that people who do not normally connect on an everyday basis can meet. If the event included these elements, then I would go. And if it was at Club Med, I would definitely go.

Fran Polizzi  
- Administrative Assistant to the Dean of Administration

It would be nice to extend an invitation to the retirees. Also it would be nice to see Richard [Elliott] in a pair of Bermuda shorts.

Sandy Watson  
- Director of the Family Institute

It is very important that the picnic be open to families because LaGuardia had a young generation of workers who raised families over the past 25 years. It should be at a state park where there are a variety of activities so people can get involved.

John Silva  
- English Professor

The most important factors to me are the time of year that the event is scheduled, the location, and the cost.

Kyoko Toyama  
- Counselor in the College Discovery Program

Selecting a location that would be accessible to the college community is very important. Also it would be nice if the invitation is extended to include the families of faculty and staff.

Committee Notes

Senate Update

The following report has been submitted by Grace Cumberbatch, vice-president of the College Senate:

The Senate has been busy keeping abreast of developments within CUNY and in the college.

A major undertaking has been the revision of our governance plan. Under the capable leadership of Professor Jorge Perez, a draft proposal has been developed and is currently going through the various steps necessary for adoption.

The Senate is also actively participating in the activities of the Strategic Planning Committee. Chairperson Eve Fischtal ensures that the voice of the college community is heard.

And yes, the C-building. The Senate is also in on the plans for renovation when it is purchased.

But, that's not all the Senate has been up to. Remember the contrived fiscal exigency? The Senate was monitoring every move of the chancellor, the mayor, and the governor. We support the many resolutions of the University Faculty Senate and the Council of Faculty Governance Leaders. We were involved in the demonstrations and petitions to our legislators.

In short, the Senate has been proactive. It has been a busy but fruitful time for the Senate.