LaGuardia Builds for the 21st Century

In preparation for a dramatic increase in student enrollment in the next millennium, the college has received approval of a collegewide master plan for an expansive future campus that includes the nine-story Center III building and a totally renovated Main building.

The Board of Trustees of The City University of New York has given the nod to a comprehensive plan that will situate the college on two campuses—the East Campus with its Main/E complex and L building, and the West Campus with the Center III building and the Center IV site, which will house a student center, an athletic facility, and two parking lots. With this expansion, which increases the space capacity by 74 percent, the college will be able to boost its enrollment from the present 9,400 full-time students to over 12,400 by the year 2004.

The college's expanded campus will accommodate the increased student population. Rendering by Mayers & Schiff Associates.

“[This exciting and visionary master plan will allow us to grow and expand into the 21st century],” said President Raymond C. Bowen. “And it will enable the college to provide a new generation of students with an education that prepares them for life and careers in an increasingly diverse, technologically driven, and global society.”

Before the five-year construction project begins, the college must negotiate the purchase of the Center III building and two additional components: the Center IV building, at 28-02 Skillman Avenue, which consists of a two-story parking garage with an outdoor parking lot, and an additional parking lot located on 47th Avenue and 30th Street—jointly known as the Center III complex.

According to the Associate Dean of Administration, James Buckley, the New (Continued on page 6)

25th Anniversary Celebration Begins

Using Opening Sessions as the traditional springboard into the new academic year, the college launched its year-long 25th anniversary celebration.

Participating in the kickoff were faculty, staff, and administrators who filled the Mainstage Theatre to listen to speeches that praised the achievements of this nationally acclaimed institution and to applaud 25 fellow LaGuardians who were being honored for their 25 years of service to the college.

In his remarks, President Raymond C. Bowen, an associate professor of biology when the college opened its doors and remained at the school for four years until he took on the vice presidency at the Community College of Baltimore, assured the audience that the creative energy that existed in the first years continues to exist today.

“It is that energy that allowed us to operate out of the norm, to explore new approaches, to experiment and take risks by breaking with tradition, to forge new paths, to set the stage for community colleges of the future, and to create a new paradigm,” said the president.

Provost/Vice President George Hamada, one of the original 25, said: “I am honored to be able to stand in front of this august gathering at this time in the college’s history. Who would have predicted all this when the college first opened? Certainly, not I, and probably, not most of you.”

He went on to laud the college and its personnel. “You and other outstanding faculty and staff who were attracted to the college over the years have made LaGuardia (Continued on page 18)

LaGuardia and Santo Domingo Shake Hands on Extending Agreement

In a formal ceremony that confirmed the success of the international partnership between LaGuardia and the Universidad Autonoma de Santo Domingo, the two institutions extended their agreement that has produced the first community college on the island.

Before an audience that included the consul general of the Dominican Republic, the Ambassador of the Dominican Republic to the United Nations and invited faculty, staff, and students, President Raymond C. (Continued on page 7)
Letter from the Editorial Board

The 1996-97 academic year immediately kicked into high gear.

After much anticipation and extensive planning, the college’s 25th anniversary celebration officially got underway in an array of academic and recreational activities that attracted the college community. There have been lectures, concerts, as well as country and western dancing. During the unveiling of the college’s history exhibit, faculty and staff walked down memory lane as they perused the old photos and reminisced about the days gone by. And there is more to come with events scheduled throughout the winter and spring and ending with the 25th Commencement Exercises. A calendar of upcoming events can be found in this issue.

But the college’s anniversary has not been the only front page news.

With an eye on the next 25 years and beyond, the college is negotiating the acquisition of the nine-story Center III building and looking ahead to the college’s expanded future campus. The rector of the Universidad Autonoma de Santo Domingo made a trip to the college to sign an agreement that will extend the pact between the two institutions for four more years. LaGuardia and Vassar threw a ten-year reunion party to celebrate the success of their Exploring Transfer program. And then there was the unveiling of the Family College, an intergenerational program that allows adults on public assistance to work toward their associate degree while their young children attend prekindergarten and kindergarten classes at the college. Stories on each event can be found in this issue.

Also in The Insider is an interview with Dr. Gail Mellow, the senior administrator for Curriculum and Pedagogy in Academic Affairs, who discussed what she plans on doing during her one-year stint at the college.

And throughout the semester, the divisions have been involved in various projects. Find out what they have been up to.

LaGuardia Community College
City University of New York
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President’s Goal is ‘Greater Access’ by 2000

I recently attended a QEM (Quality Education for Minorities) conference in Mayaguez, Puerto Rico. The purpose of QEM is to aid institutions with large minority enrollments in developing and implementing their technology plans. In addition to several minority institutions, representatives from the University of Wisconsin and the Massachusetts Institute of Technology attended also. Although most of the colleges present were much smaller than ours, they were further along in the full deployment of advanced technology.

We have come a long way during the past few years in developing the technological infrastructure that will propel us into the 21st century. Many of us have e-mail addresses and will soon have voice mail. The fiber optic backbone has been installed which will enable us to strengthen our network, give us access to the Internet and World Wide Web and, when additional equipment arrives, support such innovations as our distance learning program. With the recently developed Data Warehouse, we can review the demographics and performance of students, past and present. More and more, faculty are using the new technologies in the teaching/learning process.

Given these advancements one might ask the question, “What’s holding us back?”

The answer is “greater access.” There are many in the college who either don’t have a computer or have one that is outdated, and there are others who aren’t connected to the network or their connection is too slow to use many of the advanced applications.

Therefore, I have established a goal that states: The college will create an environment where every employee (faculty, staff, secretary, research employee, etc.) is provided with the ability to communicate electronically (through voice, data, and where appropriate, video) both within and without the institution before the year 2000.

Additionally, our academic technological capabilities will be greatly expanded and enhanced to ensure that our students are prepared to meet the challenges of the next century. To accomplish this goal, I will dedicate at least one percent of the tax levy budget to technology and to technical support staff beginning FY ’98.

The current Technology Planning Committee, composed of Dr. Kenneth McCollum, who chairs the committee, Clifton Clarke and Milton Persily, will be expanded to include other members of the college community. The charge of the committee is to develop a technology plan, which will be incorporated into our strategic plan, with recommendations to the president on how the funds will be allocated.

This action will insure that LaGuardia will continue to be one of the top community colleges in the nation.
LaGuardia Inaugurates Its Family College

In a brightly lit classroom filled with children’s artwork, miniature furniture, and a child-size kitchen, the college officially inaugurated its Family College, an intergenerational program where 16 adults on public assistance are pursuing an associate degree while their 19 children attend an on-campus school.

Before an enthusiastic group of Family College participants and supporters, Jo Ann Oyenuga, the project director, said: “These are women who are beating the odds and laying down a foundation for a greater future for their children and families.”

In an emotional speech, Claire Ericksson-May, a 40-year-old mother who was forced on public assistance after escaping an abusive marriage, spoke for all the women in the program.

“Because of Family College, we have hope in our hearts,” she said. “We have a dream that some day we will not have to depend on others.”

Since the program admitted its first class last September, Ms. Ericksson-May and her classmates who are receiving Aid to Families with Dependent Children are enrolled in a specially designed program that puts them on a path that leads to a two-year degree, a job, and eventual financial independence.

But they are not the only members of the family attending LaGuardia. In the two on-campus kindergarten and pre-kindergarten classrooms, which opened last November, their four- and five-year-olds are absorbed in their own educational experience.

By including a child-care component into Family College, the college is eliminating a major hurdle for these women.

“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 oversees the program. “This intergenerational program eradicates that obstacle by providing an enriched educational experience for young children.”

Josephina Garo, a Family College student degree in human services. “I have been waiting for an opportunity like this for 10 years,” she said. “When I got into Family College, it was like I was let out of prison.”

When Kelly Crispino, 28, finally found a job as a part-time receptionist at a law firm, she found it impossible to drop off her five-year-old twins, Robert and Louis, at the day care center and make it to work on time.

“No, I just drop them off at the college’s kindergarten and go to class,” said the paralegal major who plans to become a lawyer.

These women are being given a chance as a result of a collaborative effort between LaGuardia, The City University of New York, The New York City Board of Education, School District 30, the Office of Employment Services through the New York City Human Resources Administration, and the Queens Borough President’s Office.

In her speech, Borough President Claire Shulman, who allocated monies for the construction of the two classrooms that house the prekindergarten and kindergarten whose two sons, Jonathan, 4, and Lawrence, 5, are also in the program, described a situation that many single parents on public assistance find themselves in.

“I could not keep a job because of the lack of child care,” said the 37-year-old.

“If I found a job, I didn’t make enough to pay my rent and a babysitter.”

Now Ms. Garo, who has been on public assistance since 1991, is working toward a children, lauded the six-member partnership.

“This program shows what can be done when city agencies and educational institutions put their talents and resources together,” she said.

The adults can enroll in any of the college’s academic degree programs, except for liberal arts, because of the HRA policy requirement that students graduate with a marketable skill after two years of study.

To ensure the adults succeed within that timeframe, the program has built into it an intensive support system that provides students with counseling and tutoring. The parents also attend a host of life-skills workshops that focus on parenting, family literacy, study skills, time management, and career exploration.

“Because the students have to complete the program in two years under the state mandate and must be prepared to go out in the workforce,” Ms. Watson said, “the support system we put in place for these students is crucial.”

The youngsters’ school is run by District 30, which is responsible for hiring the teachers and supplying an enriched curriculum. Each classroom has four teachers.

“The children love it,” Ms. Ericksson-May said of her daughters, Angelica, 5, and Victoria, 4. “The program is providing them with a solid foundation. They love the idea they are attending the same school as me.”

The Family College concept was the brainchild of City University Chancellor W. Ann Reynolds. LaGuardia’s program joins similar efforts at Kingsborough and Bronx Community Colleges.

For the college, Provost/Vice President George Hamada explained that Family College is just another step in the college’s vision for an “educational continuum.”

“At this point we have both ends of the spectrum covered. We have our three high schools that are working very well in preparing students for college, and now Family College,” he said. “As Family College matures we would like to add grades second through ninth. At that point we will have a place where a student can come in at prekindergarten and go through the 14 grades in an environment of active learning.”

Family College student Josephina Garo and her two sons, Lawrence, 5, and Jonathan (holding), 4.
LaGuardia Celebrates Its Successful Transfer Program

After graduating from LaGuardia, Yun Jong Moh, a computer science major, decided to pursue his bachelor’s degree at Cornell University; Darys Estrella Wilson believed that Vassar College was the place to receive her liberal arts degree; and Penny Parsons looked at Mt. Holyoke as a stepping stone to a career in teaching.

It is not uncommon for community college graduates to pursue four-year degrees, but what is unusual about these students’ educational decisions is that they had no plans to continue their education after LaGuardia, let alone attend some of the nation’s most academically prestigious institutions.

What changed their minds?

All agree that it was “Exploring Transfer,” an ambitious collaborative program between LaGuardia and Vassar College that for 10 years has opened the eyes of community college students to the numerous transfer opportunities that lie before them and has encouraged them to go beyond the associate degree. It does that through a summer institute at Vassar where a select group of students from LaGuardia and seven Dutchess County community colleges actually experience a rigorous American undergraduate liberal arts college over a five-week period. For LaGuardia students it offers a rare opportunity to leave the urban streets of New York and responsibilities to family and work in order to become a “Vassar student” who attends classes and lives and studies on this bucolic college campus in Poughkeepsie, New York.

“This program has proven over the years that it can successfully show students that there are boundless opportunities opened to them,” President Raymond C. Bowen said to an audience of participating alumni, faculty, and college presidents who came to ETS 10-year reunion at the Ford Foundation, a major financial supporter. “And it convinces them that no obstacle is so insurmountable that they cannot fulfill their goals.”

And the statistics solidly support this claim. Since the first group of LaGuardia students embarked upon this academic adventure, about 500 students have gone through the program, and of that group, over 77 percent have gone on to four-year institutions.

The students who are targeted for the program have a sound academic record, but have no plans to pursue a baccalaureate.

“When LaGuardia and Vassar sat down to develop a program that would lead community college students on the path to the baccalaureate degree,” said Dr. Colton Johnson, dean of the college at Vassar and co-designer of the program, “it was not new or unusual for community college students to pursue a four-year degree at selected residential colleges. Nor was it unusual for the public-private collaboration between community colleges and institutions such as Vassar. What was new and unusual was the first premise of ours, which was that we would identify community college students who historically and predictably did not intend, or think about attending colleges of our sort.”

Dr. Johnson and Dr. Janet Lieberman, special assistant to the LaGuardia president and program co-designer, felt that the best way to give these students a glimpse of the viable transfer opportunities, and to show them they have what it takes to attack the academic demands placed on them at a college such as Vassar, was to actually allow them to go through the experience.

To achieve this goal, faculty from both institutions worked together to develop three intellectually challenging courses that would be team-taught by Vassar and community college faculty. The five-week Vassar students enroll in two classes where they quickly discover the pressures of completing a research paper or project and the need to pull those all-nighters in order to complete the extensive reading requirements.

“When I first looked at all the books I was required to read and the paper that had to be written I said, ‘I can’t do this. I may as well go home,’” said Ms. Parsons, 30, who was a single mother living in the projects when she enrolled in LaGuardia and is now teaching at a private school in Atlanta, Georgia. “But once I got over being scared, I developed the attitude, ‘it’s time to do it,’ and I did. Now I know that I will always get what I want. That is the best thing I got from ETS.”

“We understand that two-year students need to gain confidence in their ability to succeed in difficult courses with high academic standards,” said Dr. Lieberman.

“The Vassar Institute allows them to realize that they can successfully take on the rigorous academic challenges that a senior college presents to its students.”

To ensure students succeed, the program has built into it extensive support services that include peer tutors and counselors.

“I had to write a ten-page report for a

(Continued on next page)
Celebrating Successful Transfer Program

(Continued from previous page)

political science class and went back to my room and cried,” said Ms. Wilson, who graduated Vassar in 1992 and is now a portfolio manager at Deltec, a Wall street firm, where she is responsible for investing in emerging markets. “There was no way I could write a paper of that length when I was used to writing three- or four-page papers. But my counselor told me, ‘you can do it. You will see.’

“The counselors were great,” she continued. “If you needed them at three in the morning or six in the evening, they were always there to push and encourage you, and to help build your self-esteem.”

The students also helped each other by setting up study groups. “All the students helped each other, because we were in it together,” said Ms. Wilson. After going through the grueling but exhilarating experience, the students all had the same message: “ET changed my life.”

Before Rebecca Rodriguez participated in ET she looked at college as simply a way to get a job. “But after ET I took risks that I would never have taken before,” she said. “I applied for a peer tutoring job and studied abroad. There are now no longer limits or boundaries where before I thought I had only a few options.”

But the 23-year-old admitted that all these choices have created some problems. “It opened doors so wide that now I am not sure which direction to take. I was only focusing in one small direction, but now there are so many more opportunities, and I have so many interests, I am not sure what to focus on now.” Ms. Rodriguez is a peer counselor at the writing center at LaGuardia and plans to transfer to either Reed College or the University of Colorado.

Mr. Moh, who is 26 years old, explained why those five weeks were the most exciting and memorable of his life. “There are two major events in my life—the first one was coming to this country from Korea, and the second is going through ET. Coming to this country opened up opportunities that I could pursue. However, that was not enough because I had no idea how to take advantage of the opportunities. ET prepared me for all the things I could achieve in my life.”

The students are not the only group to benefit from the program. Effusive praises are also voiced by the faculty members who have taught in the program.

“Transforming faculty lives is a major aspect of the program,” said Cecilia Macheski, a LaGuardia professor.

Diane Harriford, a sociology professor at Vassar, explained that she always wanted to change the world and has spent years trying to figure out what to do.

“Through the ET program, I found a place to change the world,” she said. “I was able to change a few people. I was able to make it so that some people who thought they had no voice, found their voice; some people who thought they were destined to be in a certain condition for the rest of their life, could see possibilities.”

According to Dr. Johnson, “ET changed institutions, affected curriculum, and sent repercussions to some educational institutions quite far away.”

At LaGuardia, dramatic changes were made. Professor Macheski noted that students who returned from Vassar requested that courses be more academically demanding, so as a result, a host of honors programs were developed. And with the demand for more challenging courses, instructors were forced to examine what they expect from their students.

The success of the program has prompted other institutions to adopt the program. Replications have been spurred at Smith College, which is collaborating with four local community colleges; at Miami Dade Community College; and at two Native American institutions—Sitting Bull College in Fort Yates, North Dakota, and the Institute of American Indian Arts in Santa Fe, New Mexico. Also, Bucknell University accepts its students from the Community College of Philadelphia in a program similar to LaGuardia’s.

Throughout its ten years, the Ford Foundation has provided over $500,000 to help ensure the success of the program. And in 1995, the foundation gave Vassar a $300,000 challenge grant.

“With the latest grant,” said Dr. Johnson, “the program hopes to secure one major endowed scholarship fund for New York City community college students and another for Hudson Valley students.”

LaGuardia Adopts CUNY Card

In another move toward the electronic age, LaGuardia is jumping on The City University of New York’s bandwagon and instituting the CUNY Card.

This multi-purpose electronic card will first and foremost serve as an ID and library card for the college as well as any CUNY campus. And as an option, the card can become a debit account with Citibank and an MCI calling card.

The campaign to issue the card to the LaGuardia faculty and staff began in November. The card became effective in January.

The card’s electronic features, which are optional, allow participants to bank and make telephone calls.

The Citibank debit account will allow interested parties to get cash at any NYCE or CIRRUS ATM machine, pay for merchandise at stores that accept point-of-sale transactions, and provide direct access to financial aid monies. Funds can be deposited by electronic transfers from other bank accounts, by checks, and by direct deposit of financial aid awards. There is no cost for the card and no minimum balance for the account.

The MCI calling card feature will allow individuals to make telephone calls. Users of this service will receive a monthly bill at their home for any calls made.

For more information, call Arlene Isaacson at ext. 5534 or Ed Sisco at ext. 5559.
LaGuardia Builds for the 21st Century

(Continued from page 1)
York State Legislature has allocated $28 million for the purchase of the Center III building and complex, and negotiations are underway between representatives from the college, the City University and the Dormitory Authority of the State of New York and Thomson Avenue Management Company, which represents the building's investors.

With the purchase of the Center III building, the college, which is presently the major tenant occupying 300,000 gross-square feet on floors one through three and a portion of the basement, would add 600,000 gross-square feet of space to its campus and additional outdoor areas for future development.

At this time, the university has submitted to the city and state a five-year capital construction request for the renovation of the Center III and Main buildings complex and partial renovation of the E and L buildings.

In laying out the project schedule, Dean Buckley explained that if the college is able to purchase the Center III complex during the 1996-97 fiscal year, and the city and state's construction monies come on board by the same time, it is possible that the design process could begin within one year.

In creating the master plan, the firm interviewed over 90 faculty, staff and students and worked with the college's advisory board, which was made up of students, faculty and administration.

“This was an inclusive venture that required the cooperation of the entire college community,” said Richard Elliott, dean of Administration. “And we witnessed a tremendous collaborative effort by people within the college community. All looked at the interest of their respective divisions while also looking at the campus, its future, and how, first and foremost, it affects our future student population.”

When the construction finally gets underway, it will be divided into two major phases. The first stage will concentrate on the complete renovation of the Center III building, which includes the conversion of the basement and floors four through nine into classrooms, labs, offices, as well as some restoration of floors one through three. When the Center III project is completed, the college will begin moving departments and offices, many of which are in the Main building, into the new complex. The completion of the move then sets the stage for the next phase: the renovation of the Main building, with the exception of the gymnasium.

Although the master plan includes the Center IV site, Dean Buckley said that the funding and time schedule have not yet been determined. Proposed for the 60,000-square-foot parking lot bounded by Skillman Avenue, 28th and 29th Streets, and 47th Avenue, is a newly constructed mixed-use structure that will include a 68,500-square-foot track-and-field house with a two-level parking lot below. Also planned for the same site will be the proposed student center, which will be built when funds become available to renovate the existing two-story, 66,000 square-foot brick veneer parking garage.

When the two campuses are completed, the East Campus, which comprises the Main/E complex and L building, will house academic and science programs, an expanded library, Middle College High School, and consolidated student activity space.

The expanded library, which will more than double the size of the present 35,000 square-foot facility, will be located on the first and second floors of the E building.

Another major change will be the Main building's first floor, which will be transformed into a space conducive for student activities. A sky-lit Student Event Hall, located near the existing cafeteria, will function as an assembly space. The original library will become a student lounge with large windows that will allow students to look out on the north courtyard. Also within the area will be all the student clubs, student cafeteria, television area, and quiet and active game area.

"Once and for all the college will provide space that will fulfill, as much as possible, the needs of the students," Dean Buckley said.

The "quasi" student center, as the dean describes it, because it is not a separate structure, will serve the students until the master plan's proposed student center is built on the site of Center IV.

Also sharing the first floor will be the bookstore and three lecture halls, each with a 100-seat capacity. The Little Theater will get a well needed facelift and the television studio will be upgraded. The existing gym will remain.

In the basement, the majority of the space will be designated for classrooms.

"The rationale behind this decision was to take those people who have not seen the light of day for years and relocate them to windowed areas," said Dean Buckley.

The second floor will be the home of the Math department. The Natural and Applied Sciences' new program—orthotics—will be located on the third floor along with some other newly expanded science offices and labs, while its dietetic lab will be moved from the Main building to the first floor of the E building. And on the fourth floor will be the Planning, Design and Construction Department offices.

The West Campus—Center III site—will contain classrooms and faculty offices for the departments of English, Humanities, Office Technology, ESL, and Social Science. Also found on the west side will be the offices of Cooperative Education, Continuing Education, Student Affairs, as well as the president and vice president/provost. The complex will also house International High School and the Family College's kindergarten through second grade classrooms. On the ground floor will be a coordinated registration complex that will cluster Admissions, Registrar, the Bursar, and Financial Aid.

"The coordinated registration complex," said Dean Buckley, "will permit students to go 'one stop shopping' for admissions, the registrar, the bursar, and financial aid in a large space that can accommodate the crowds of students during the registration process."

In designing the interior space, the architectural firm of Mayers and Schiff Associates kept in mind that the college's urban setting prevents it from having a campus. To compensate for the lack of large open outdoor spaces, the architects created an interior design in the Main and Center III buildings that evokes a sense of openness and space. For example, urban quadrangles, which bring in natural light, will be constructed in both the E and Main buildings.

The exterior design of the East and West Campuses pays special attention to creating a connection between the two campuses, which are separated by two blocks of buildings. A linkage and consistent uniformity is created through such site improvements as plantings, lighting, signage, and seating.
Extended Agreement

(Continues from page 1)
Bowen and University Rector Edyliberto Cabral signed the documents that extend the educational pact for four more years.

"Today is an important day because we are going to recommit ourselves to continue collaborating for the benefit of our students, faculties, staffs, and countries," said President Bowen. "For the past three years, LaGuardia and the UASD have formed a collaboration that produced the first community college in the Dominican Republic. Today we are going to continue the relationship that will lead to the establishment of at least two more community colleges in the region as well as faculty and student exchanges."

The seven-point pact also promises to expand the academic offerings, which now includes computers and travel and tourism. Infused in the college's academic program will be a cooperative education component that will afford international work and educational opportunities for students of UASD, LaGuardia and other American universities. There will also be a cultural exchange program in the arts and the humanities.

After reading the agreement to the audience, Dr. Harry Heinemann, acting dean of Cooperative Education, pointed out that some of the articles are already being implemented. By early next year, he indicated that study opportunities for LaGuardia and City University students will be offered at the UASD. He went on to say that discussions have started on how to put together a cooperative education exchange program. In addition, a partnership between the two institutions and the Queens Symphony Orchestra has been set up to develop cultural programs.

The most tangible result of this special collaboration is the Centro de Carreras Technicas Superiores, the island's first community college that officially opened in 1994 in the underdeveloped region of Barahona. This month the college will graduate its first class of 32 students that will be prepared to step into computer and travel and tourism jobs in this region.

For the country, the fledgling community college is looked upon as the catalyst to economic development in this poor region, whose unspoiled beaches, lush vegetation, mountain range, and the only saltwater lake in the Caribbean inhabited by crocodiles make it an ideal tourist spot.

To accommodate the future tourist crowds, two new resort hotels will soon join the region's one luxury hotel, and an international airport was recently opened.

"While the public and private sectors are developing the infrastructure in the region in preparation for a burgeoning tourist industry," said Rector Cabral, "we are creating the other infrastructure that is necessary in the region and that is the human resources."

Recognizing the true benefits of LaGuardia's infusion of cooperative education into its curriculum, Santo Domingo requires that its students participate in two internships. On their first internships, 18 travel and tourism students worked in Barahona's only luxury hotel, the Riviera, where they learned every aspect of the hotel business from housekeeping to reservations. For the computer students, finding computer-related internships in the region was difficult, so the 14 students interned at computer stores and companies in Santo Domingo. On their second internships, the travel and tourism students joined their computer classmates in Santo Domingo where they were placed at hotels and airlines.

Enhancing the work-study experience is a three-course entrepreneurial sequence that will supply students with the knowledge necessary to start their own business. The planners designed the program so that every student will have developed a comprehensive business plan for a start-up venture by the time they complete the sequence.

Rector Cabral explained that the government encourages entrepreneurship by funding programs.

While Santo Domingo has taken the expertise of LaGuardia to establish a community college that suits its needs, President Bowen remarked that the teacher has also learned a lesson. "For the most part, community colleges are built in areas that are already developed and we assist the business people in getting employees for the businesses and industries," he said.

"But this new concept is the reverse: the community college is the engine for economic development through entrepreneurship. So as a result of our relationship we are revisiting our various programs, such as business and accounting, and training our students to become entrepreneurs."
Professor Fills College with Music

Dr. Gustavo Moretto has been a faculty member in the Humanities Department since the fall, but already he is working toward his goal: making the college a center for music.

To achieve this ambitious goal, the music professor, who is an accomplished composer, pianist, and trumpet player, is searching for talented musicians among faculty, staff, and students, and organizing them into ensembles that will perform at the college.

“For the college to be recognized as a musical center,” said the professor, “the first thing is to establish a tradition of performances so that LaGuardia becomes associated with the idea of music making.”

Department and Mr. Hilliard.

Elena Zazanis, an adjunct professor from Social Science, and four students make up a rock ensemble. As the group’s vocalist, Professor Zazanis will perform original pop-rock compositions.

And there is a jazz-rock student ensemble. Although these groups are focusing on the sounds of jazz and popular rock, Professor Moretto said that he hopes to attract musicians with different musical backgrounds. Future possibilities range from a woodwind trio to a recorder ensemble to a classical string ensemble or quartet.

“Through the ensembles, I hope to create a musical engine that is generated by the accomplished percussionist. “Now I look at a security guard and wonder if he or she is a clarinet player,” he said jokingly.

To get the word out that college musicians are wanted, Professor Moretto and Professor John Williams of Humanities, mounted a promotional campaign within the Humanities Department, and are now planning to expand it collegewide. Anyone interested in joining an ensemble may call Professor Moretto at ext. 5693.

Another way Professor Moretto attracts college musicians and promotes his effort, is by organizing a number of college concerts that showcase the fledgling musical groups. In November, several of the ensembles

As a result of his recruitment campaign, four ensembles have already been established. Already making music is a seven-piece jazz ensemble made up of experienced musicians. The group members, representing faculty from the college and high schools, students, and a community resident, are:

Wayne Hilliard, an electric bass player who is a college assistant in the Humanities Department; Lee Holmes, a student who plays drums; Professor Moretto on piano;

Colin Pohl, a tenor saxophonist from International High School; Paul Suchow, an electric guitarist from International High School;

Ron Van Cooten, a percussionist from International High School; and Steve Wallace, a community resident who plays alto sax.

In a jazz trio, Professor Moretto joins Professor Jerry Ianni of the Math college and happens within the college,” said Professor Moretto. “Right now most of the musical activity in the college centers around professional people who are not affiliated with the college. There is nothing wrong with that, but we have a core of talented musicians who also should be performing at the college and within the surrounding communities.”

As the professor solicits talent throughout the college, he voiced optimism over the musicians he has discovered.

“I have been here only four months, but already a flood of musicians is starting to pour out,” he said. “And they are coming from places that you least expect.”

One such area is the Middle College High School security station where the talent-hunter discovered a guard who is an accomplished percussionist. “Now I look at a security guard and wonder if he or she is a clarinet player,” he said jokingly.

To get the word out that college musicians are wanted, Professor Moretto and Professor John Williams of Humanities, mounted a promotional campaign within the Humanities Department, and are now planning to expand it collegewide. Anyone interested in joining an ensemble may call Professor Moretto at ext. 5693.

Another way Professor Moretto attracts college musicians and promotes his effort, is by organizing a number of college concerts that showcase the fledgling musical groups. In November, several of the ensembles

As a result of his recruitment campaign, four ensembles have already been established. Already making music is a seven-piece jazz ensemble made up of experienced musicians. The group members, representing faculty from the college and high schools, students, and a community resident, are:

Wayne Hilliard, an electric bass player who is a college assistant in the Humanities Department; Lee Holmes, a student who plays drums; Professor Moretto on piano;

Colin Pohl, a tenor saxophonist from International High School; Paul Suchow, an electric guitarist from International High School;

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In a jazz trio, Professor Moretto joins Professor Jerry Ianni of the Math

performed in the atrium, and in December, a concert featuring the musical groups was held. The musical gala, which was part of the 25th anniversary celebration, featured the works of American composers.

Once he has exhausted the college’s musical resources, the professor’s next step will be to expand his talent search to the surrounding communities. One neighbor he said that has already been approached is the Queens Symphony Orchestra.

To ensure that the sounds of jazz, rock, and classical music will continue here, Professor Moretto advocates offering a music major and having LaGuardia associated with a strong musical program. “Ultimately, if you want to create something stable, the college has to offer a degree program that will attract talented students,” he said.
The Main Building's sun-lit walkway, now known as Main Street, will soon go by another name—The International Hall of Flags.

When the exhibit is unveiled in early spring, over 130 flags representing the nations of origin of the college's faculty, staff, and students, will adorn the wide corridor. Lining the corridor will be a uniform assembly of three-foot-by-four-foot flags each having a nameplate that identifies the country, and gracing the entrance will be the American and LaGuardia flags.

"The Hall will honor and solemnize the rich international diversity of the LaGuardia community," said Dr. Dehily Porras, mathematics professor and director of International Programs who is chairing the flag committee.

According to Professor Porras, the idea is not a new one, but one that has been suggested for some time by students and faculty.

"The College is always talking about our diversity, but it has nothing to show," she said. "If you stand at the entrance door, you see how diverse we are, but we do not have a monument or exhibition to it."

With that impetus, Professor Porras invited students, faculty, and staff to work with her on the creation of such an exhibition. Grace Cumberbatch of Natural and Applied Science, Elsie Arieta of the Foreign Student Office, Professor Jerry Ianni of Mathematics, Professor Naomi Greenberg of Natural and Applied Science, Professor Pat Dillon of Natural and Applied Science, Chukie Wangdu of Institutional Advancement, and Irene Sosa of Student Life, volunteered to form a committee.

The first task was to identify the countries that are native to the student population. Working with the Office of Information and Analysis, which gathers that data from admissions applications, the information revealed that our students represent 133 countries. Next a memo went around to faculty and staff asking them to add their country of origin if it was not already on the list.

Right now 133 countries, from Afghanistan to Zambia, have been identified as the native countries of the college community.

With the countries now identified, the committee launched a campaign to solicit donations from the college community and friends of the college for the purchase of flags.

The committee is in the process of receiving donations from faculty and staff and students. Professor Porras estimates that, as of now, $3,500 is still needed to purchase all the flags.

Another way to cull flags was to approach embassies. Some 20 United Nations missions have responded to a letter written by President Raymond C. Bowen asking them to donate a flag. In the case of the Dominican Republic, the rector of the Universidad de Autonoma de Santo Domingo presented the country's flag to the president during a ceremony where the two men signed an agreement to extend their partnership for four more years.

Dr. Porras promises that the dedication ceremony planned for the spring will be an exuberant celebration of the many cultures that make up the college. Students will be asked to wear their national dress. Invitations will be extended to members of the United Nations and embassies, as well as local politicians and the college community.

"The International Hall of Flags will represent yet another milestone in LaGuardia's tradition of breaking new ground in educational strategies and global harmony," said Professor Porras.

Faculty Member Holds Managed Health Care Workshop

Professor Carol E. Garel of the nursing program coordinated a managed health care workshop at the college last semester.

Before an audience of faculty and staff, Professor Garel emphasized the tremendous impact that this revolutionary change in the American health care delivery system is having on all consumers of health care, and on present and future health care practitioners.

A panel of senior administrators of health and mental health agencies spoke on the developments of managed care systems. They presented an historical overview of the development of managed care in both the private and public sectors in the country. They also discussed the basic components and most common organizational structures in the managed care field along with the current status of managed care development in the city and state.

In the Q&A segment, the panelists addressed questions related to the impact of managed care on consumers of health care and on health care practitioners. Also stressed was the need for consumers to become well informed regarding their health care plans and benefit packages.
Program for Deaf Adults Received Major Grants

The Program for Deaf Adults, which is celebrating its 20th anniversary, has another reason to celebrate—grant awards totaling over $1 million.

For the past year, the program has garnered three grants that either support its existing programs or allow for the creation of new ones.

"The program has been extremely successful in funding new and existing programs," said Susan Blandi, a divisional spokesperson.

In one grant, the program has been subcontracted by the National Technical Institute for the Deaf in Rochester, New York, to provide technical assistance and to share its expertise concerning services to students from traditionally underserved and minority groups. Out of the large five-year federal grant awarded to the National Technical Institute, LaGuardia's program will receive an annual award of $100,000.

Another award—a three-year $340,000 grant from the Department of Education—supports a project to improve the delivery and outcome of post-secondary education programs for deaf students.

The program's Regional Support Services Center, a provider of interpreting services at all the CUNY campuses, received an additional $90,000 to expand its services.

Security Force to Learn New Language

The college's Public Safety Department is sponsoring a program where 10 campus security officers will receive 24 hours of instruction in American Sign Language.

"It's a wonderful step towards improving the level of service for a growing population on campus," said Desiree Duda, the program director.

LUCED Enlightens Business Community

Since the fall semester began, the LaGuardia Urban Center for Economic Development (LUCED) has been busy reaching out to the business community through a variety of different programs.

Small business entrepreneurs learned about productivity and profits at LUCED's and the CUNY Quality Consortium's fourth annual conference on quality management and the small business. Addressing the group was Dr. John Aebles, executive director of NYNEX University.

This year, attendees were given the opportunity to attend two of four sessions. One was devoted to demonstrating two of the Zenger Miller management training units now offered through the consortium. In the other, two representatives from LUCED's TQM companies discussed how using quality management concepts are helping increase profitability.

TQM Company Declares First Profit Sharing

For over four years, Dickard Widder had been losing money. Then, three years ago, this small Maspeth company joined the Total Quality Management Program (TQM). It's been a struggle for management to learn new ways of doing business, but they have been convinced that unless they did, the alternative would be worse. Last week, they had the first distribution of their profit sharing plan with each employee receiving $250.

LUCED's part of the celebration was to award the first Quality Management leadership award to Ken Widder, one of the owners.

In another project, the quality management program saw a successful adoption of its philosophy in the child care center at Hostos Community College, and its spread to other departments as well. Thirty-five administrators, staff, and faculty from Admissions, Financial Aid, and the Registrar's office will be trained in such topics as customer service, teamwork, process reengineering, performance measurements, and strategic planning.

Also, LUCED's Entrepreneurial Assistance Center was refunded for the second year. The program provides 30 participants with 60 hours of classroom training and 30 hours of follow-up technical assistance.

Classes began in January.
Prep Unveils Million Dollar Club

President Raymond C. Bowen unveiled Preparing for Profit’s Million Dollar Club and inducted its first charter member who received over $1 million in government and private contracts as a result of attending the program that teaches minority, women, and small-business owners how to compete for government contracts.

Percy Brice, president of Percon Computers, a computer systems consulting firm based in Lindenhurst, New York, became the first inductee of the club during a reception that attracted over 60 PREP graduates. Since attending the 32-hour program in the summer of 1991, Mr. Brice was awarded contracts totaling over $1.7 million.

"Since its inception five-years ago, PREP has been very successful in achieving its goal," said President Bowen, who brought the idea of PREP from Tennessee where he established a similar program while president of Shelby State in Memphis. "And we are confident that each year we will be adding more and more names to the club.”

In those five years, more than 800 small business owners have enrolled in the program and over $15 million in contracts have been awarded to graduates.

"PREP is our way of helping a community and helping people learn more about how to run their own businesses," said Joel Gazes, a managing partner at Coopers and Lybrand, a partner in this program with the college and the Metropolitan Transportation Authority. "In today’s day and age of downsizing and companies changing their corporate cultures, more and more people are becoming entrepreneurs and owning their own businesses," he said. "And it is not as easy as one thinks. Therefore, programs like PREP are very helpful in preparing those people for the real world.”

During the four-week seminar, the three partners arm the students with the managerial skills necessary to run a successful business. Classes cover such business topics as cost estimating, business planning, accounting and financial management, as well as written and oral communication skills, marketing techniques and computer applications.

They also learn the intricacies of vying for government contracts, such as how to negotiate the labyrinth of government bureaucracies and how to write and present a proposal.

"PREP gave me the tools I needed to go out and successfully compete for those projects,” said Mr. Brice.

At the PREP Million Dollar Club reception, left to right: President Raymond C. Bowen; Percy Brice, Million Dollar Club inductor; Rae Jackson, Mr. Brice’s partner; Ken Neal, MTA’s director of Affirmative Action; and Joel Gazes, managing partner at Coopers and Lybrand.

Students Begin Career Search at Job Fair

The division sponsored a job fair that allowed students from the Adult and Continuing Education program to meet employers from a variety of career fields.

Over 200 students attended the event that provided them with a chance to discuss their career interests and qualifications with representatives from 20 companies.

The fair, which was the second one of its kind, was co-sponsored by the CUNY COPE program.

COPE, an acronym for “College Opportunity to Prepare for Employment,” is a two-year degree program to prepare recipients for employment. The program has been very successful in helping people previously on public assistance make the transition to full-time employment.
LaGuardia is a Focus of International Interest

Judging by the variety of recent visitors to the college, LaGuardia’s education model remains a major international attraction.

The college has hosted visiting delegations from South Africa, the Netherlands and the Dominican Republic in recent months. More visitors from England and South Korea are expected.

On one visit, the Cooperative Education Division hosted three rectors from South African Technicons, which are business- and trade-oriented community colleges. The foreign educators came to learn about workforce training at LaGuardia.

According to John McCabe of the co-op division, the guests also showed special interest in issues relating to pluralism and diversity, and they met with representatives of the college’s pluralism task force to discuss the major challenges South African colleges now face in providing equal access and meeting the diverse needs of all students.

“Both the rectors and LaGuardia’s task force members were enthusiastic about the meeting as well as prospects for forging institutional linkages in the future,” he said.

Eight trustees from the Netherlands community college system visited the college and International High School. The visitors were particularly interested in LaGuardia programs that can serve as models for innovation in the Netherlands.

“We are amazed that an institution the size of LaGuardia can provide so many specialized programs to meet the needs and interests of such a varied student body,” said John Willemsen, the delegation leader.

The college also signed the new four-year agreement of cooperation between LaGuardia and the Universidad Autonoma de Santo Domingo. (See front page story.)

Under the agreement, LaGuardia will provide key support to developing community colleges on the Caribbean island. The agreement also provides for faculty and student exchange programs.

Speaking on the college’s international efforts, Acting Dean Harry Heinemann of the Cooperative Education Division, said: “We are very pleased that a number of international initiatives at the college are falling into place after a great deal of effort. People know about the work we are doing here, and our international reputation will continue to grow as we expand our activities abroad.”

Six Grads Receive Co-op Awards

Six LaGuardia graduates received scholarships from the business community for their outstanding performance on their cooperative education internships.

Thanking all the corporate sponsors of the Honors Night awards for their on-going commitment to co-op, Acting Dean Harry Heinemann said: “With their support, our students get first-rate work experience as well as the opportunity to go on for bachelor degrees.”

At the college’s traditional ceremony, one of the co-op honorees, Puneet Pant, a computer information systems graduate, received a $2,000 scholarship from the Wall Street Telecommunications Association for the work he did while interning at TSS, an IBM/Kodak subsidiary. Presenting the newly established award was Frank Paccione, vice president of Bankers Trust. Mr. Pant is presently pursuing his baccalaureate at New York City Technical College.

Ruth Trujillo, a liberal arts graduate, received a full scholarship to attend Smith College. Ms. Trujillo interned at the Community Outreach Program of Health Plus, a not-for-profit community health organiza-

(Continued on page 13)
College Receives $1.2 Million to Expand its School-to-Work Program in Queens’ Schools

Following a federal call to adopt school-to-work programs in the nation’s public schools, the New York State Education Department has recently awarded LaGuardia a $1.2 million grant to expand its comprehensive program to additional Queens’ public schools.

The state has also designated the college as the “hub” site in Queens, which gives the college the responsibility to develop and implement school-to-work strategies for the entire borough. With the 10-month award, the college will be permitted to expand its one-year-old program from 12 elementary, intermediate and high schools in School Districts 29 and 30 to 24 schools plus two out-of-school youth GED sites. Also, the college will recruit over 60 local businesses that will join the 60 already involved in the program.

“Because of the exemplary school-to-work program the college developed and implemented over the past year,” said Dr. Dorrie Williams, the executive director, “we were given this important new role.”

With this support, the college, the two school districts, the Queens superintendent of high schools, and the participating businesses will develop an array of school-to-work activities that will be infused into the existing curriculum for kindergarten through 12th grades and out-of-school youth.

“As the workplace becomes more competitive and technically advanced,” said Dr. Williams, “it has become increasingly important for the schools to play an integral role in providing students with an education that will ensure their survival in the workplace, as well as prepare them for continued education beyond high school.”

Dr. Williams explained that plans to achieve this goal include creating a seamless educational model that provides students not only with the academic and technical skills required in this demanding market, but with an educational experience that permits them to explore career choices, and the chance to test the knowledge they acquired in the classroom in a real-work environment.

The executive director pointed out that LaGuardia will be responsible for coordinating and administering programs in the public schools. That translates into conducting hands-on training sessions for teachers and administrators and on-going support. The college will also be responsible for establishing business partnerships and coordinating activities that include mentoring, developing part- and full-time student internships, conducting field trips to work sites, assisting in school-sponsored career day activities, and participating in curriculum development with teachers.

The 25 schools adopting the school-to-work initiative are: PS. 15, PS. 36, PS. 132, PS. 135, PS. 136, PS. 138 and I.S. 59 and I.S. 109 in District 29; PS. 11, PS. 17, PS. 76, PS. 85, PS. 127, I.S. 126, I.S. 145, I.S. 204 in District 30; and four magnet high schools (formerly Andrew Jackson) — Business Computer Application and Entrepreneurship; Mathematics, Science Research, and Technology; Humanities and the Arts; and Law, Government, and Community Service, as well as Long Island City, Bryant, Aviation, and Newtown High Schools.

Under the LaGuardia program, school-to-work career education begins promptly in kindergarten where youngsters learn job responsibilities by performing simple classroom tasks. In the elementary and junior high school grades they will be exposed to the world of work through field trips, classroom speakers, volunteer community work, and community projects that are work related. By high school the students will be involved in activities that will prepare them for their on-the-job internships. Students in grades nine through 12 will attend a series of workplace preparatory sessions that will introduce them to the workplace environment, reinforce job acquisition skills, and show them how to conduct themselves on an interview and prepare their resumes. Part-time internships at the participating companies and agencies will be introduced in the tenth grade. And by the eleventh and twelfth grades, students will be testing the corporate waters in full-time internship experiences that relate to their fields of study.

According to Dr. Williams, by the time students reach twelfth grade they will be able to take one of two paths. Those seeking full- or part-time employment will put together a job search plan, while those planning to go on to college can take advantage of the articulation agreement between the eight high schools and LaGuardia.

LaGuardia’s project grew out of a federal initiative to give schools a greater role in preparing students for an increasingly competitive workplace.

Last year the college received a $249,245 State Education pilot grant to develop the borough’s first comprehensive school-to-work plan. This year, 15 New York City sites received funding totaling $5 million. From that pool, LaGuardia and four other institutions were declared hub sites.

“We appreciate the state’s continuous financial support of our initiative,” said Dr. Williams, “and will strive to place a viable school-to-work program in all Queens’ schools.”

Coop Awards

(Continued from page 12)

...tion providing services to Medicaid recipients.

The other four students each received a $500 scholarship from Partners in Cooperative Education, PICE, a corporate group that supports the college’s cooperative education program.

Ewa Dembowska, an education major, was recognized for the two internships she completed at International High School. The aspiring teacher is now attending Queens College.

As an accounting major, Vladislav Polevy, interned at an accounting clerk at the Rockefeller Foundation and Israel Discount Bank. Mr. Polevy is now working toward his bachelor’s degree at Queens College.

Jolanta Legionowicz, also an accounting major, did her cooperative education requirement at Musicrama Inc. She is now at Queens College.

While majoring in business management, Edwin Cuenca interned at Bear Stearns. He is now studying for his degree at Baruch College.

The students received their gifts from Douglas Harrison, vice president of Chase Bank and co-chair of PICE. The PICE awards were made possible by contributions from Chase Bank, European American Bank, Nippon Credit Bank, BBDO, Skadden Arps, and Reader’s Digest.

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IA ‘Jeopardizes’ Its Division

The question: “What is Divisional Jeopardy?”

In the spirit of Alex Trebek and television game shows, the division put on its own version of Jeopardy, sans the cameras and the national audience, during its annual divisional meeting.

But why Jeopardy? The idea was hatched at a recent directors’ meeting when talk moved to the upcoming divisional meeting and ways to present IA’s role and responsibilities to the employees in a fresh way. In the past, the staff members were forced to sit through the directors’ less-than-exciting three-minute dissertations on their offices’ duties and future projects.

With Jeopardy that all changed. Out went the phlegmatic directors and in came an exciting game where representatives from each of the eight offices were called upon to display their wealth of divisional knowledge. The contestants, each hoping to deliver glory and valuable prizes to their officemates, answered brain-teasing questions from such categories as “Students,” “Whiny,” and “Budget.”

If the game was not enough entertainment, the producers created infomercials advertising several activities and programs sponsored by the division, and performed a catchy calypso tune that is destined to become the division’s alma mater.

Back to the game. Bill Freeland, director of Communications, was in first place as the game approached Final Jeopardy, but the question—“What does the ‘H’ in Roy H. McLeod stand for?”—stumped the leader, and Lauren McGhie of the dean’s office managed to squeak out a victory with her correct answer: “Hugh.”

And what did the winners receive? Ms. McGhie received two tickets to the college’s gala dinner dance and a pizza lunch plus Bo Diddley concert tickets for her office. Mr. Freeland went away with Bo Diddley concert tickets for the members of his office and cookies and coffee compliments of the deans. Taking third place was Elise Johmann of Grants who received concert tickets and a LaGuardia sweatshirt.

With the success of Jeopardy, could Family Feud or What’s My Line be in the cards? Stay tuned.

LaGuardia Meets Fall 1996 Enrollment Target

LaGuardia met its Fall 1996 admission target making it one of only three CUNY schools to meet its numbers.

“ar feat was made possible by a concerted effort on the part of each and every staff member within the Admissions Office,” said Director Linda Tobash.

The director attributes the office’s success to a number of creative recruitment strategies that were recently instituted.

To get a jump on the competition, Ms. Tobash said the office started the direct admit process early in July and continued the process during registration and on the first day of class.

“This was particularly grueling for all areas—records, testing, transfer evaluation, admissions counseling, and foreign student advisement,” the director said. “But it paid off.”

Other strategies that proved successful included mail and newspaper campaigns, a May open house, as well as additional summer outreach, tours, one-on-one counseling sessions, and workshops.

Other recruitment measures aimed at new admits included revamping admissions letters and flyers, mailing financial aid applications, and inviting new students to theater events. Also held were numerous orientations and workshops for freshman and transfer students.

Still other ways the office strove to secure its enrollment target included reinviting all students to testing after regular registration had ended and hosting a full-scale registration during the first day of class.

With its sights set for the Spring 1997 class, the office held an open house last November that attracted over 700 people. To acquaint prospective students with the college, the Academic and Student Services Departments staffed tables and offered workshops and tours.

According to La Vora Desvigne, associate director of Admissions, the office will start the direct admit process for these applicants this month.

“And then the cycle continues as new spring admits are invited to testing, theater events, workshops, orientations,” she said. “Through these numerous contacts, the Admissions Office hopes to make each one a member of the LaGuardia family.”
New Administrator for Curriculum and Pedagogy Speaks of Vision for LaGuardia

Dr. Gail Mellow, senior administrator for Curriculum and Pedagogy in Academic Affairs, has been appointed to fill that position for one year. The Insider recently sat down with Dr. Mellow to find out what she hopes to accomplish during her stint at LaGuardia.

At Opening Sessions, Provost/Vice President George Hamada had said that you come to LaGuardia with a substantial background in higher education with a strength in pedagogical assessment. Can you please describe your background?

I was most recently the provost and vice president for Academic Affairs at Rockland Community College. Before that I was the chief academic officer and acting president at a community college in Connecticut; the director of the Women’s Center at the University of Connecticut; and a tenured faculty member at Essex Community College. So I have been in community colleges for a long time. My research and focus have been on trying to ensure that community colleges look seriously at how our students may differ, and what we can do as faculty to structure supportive and successful academic environments for them. I have done that in a number of ways.

One way was through individual program evaluation and development where your intention is to create multi-level learning activities. For example, I started a plastics engineering program by having training within industry for employees who had never gone to college. Those employees found college to be very scary. It was non-credit, but they soon realized that learning was not that bad. They began to think about going on to college. We actually moved students up through not only an associate’s degree program, but through an innovative transfer articulation, to bachelor’s in plastics engineering. The program actually increased the community’s economic stature by enhancing the skills of the workforce.

I am also very interested in how we determine how good a job we have actually done. There has been a big movement towards looking at assessment within higher education in general. I think it is particularly tough for community colleges. Our students are often here episodically; they are stopping in and stopping out. It can be very difficult to measure the cumulative impact that you would want to have.

Some of the questions I think we need to ask ourselves are: “What is the sum of an associate’s degree?” “What does it add up to?” When you ask yourself those questions you realize these are very hard measures to accumulate. Does having three humanities courses make you a different kind of person, and can we demonstrate that? I think that the real challenge is to look at general

Dr. Gail Mellow comes to LaGuardia with an expertise in pedagogical assessment.

education and try and ask ourselves tough questions about our effectiveness.

I have been involved in the creation of faculty-centered assessment projects. In these, faculty used classroom-based research projects to create links between the learning in their classes and general education goals. The goal was to create a web of analysis about what students learned. But it is difficult work. I think this is one of the major challenges for community colleges. As information explodes and students are required to know more and more information, what we teach students now in a technical area will not be true in five years. And so general education—the ability to think, problem solve, talk, and to write effectively—becomes the backbone of what we give to students. Accurate and meaningful assessment of student abilities in this area is key.

What will be your first challenge at LaGuardia?

I am here for one year to do two things. One is to bridge the gap left by Roberta Matthews. It has been interesting for me to talk to people and to hear in how many ways she was innovative and supportive of innovation at LaGuardia. I want to help keep administrative attention on the kind of activities she nurtured, like learning communities and the development of innovative structures to support student learning. LaGuardia has been extraordinary in continuing to move these projects forward. I am so impressed with the incredibly smart and creative people working on teaching and learning. All I am going to do is be a facilitator and make sure that attention is paid to those activities.

The second area where I hope my background might assist LaGuardia during my time here is to look at assessment. In particular, I’m interested in cross-college goals like general education. The college has developed something called the Data Warehouse—a very exciting development. The college is beginning to define: How should faculty have access to the data warehouse? Should everybody have access to the warehouse? What kinds of data reports do we need to track our effectiveness? I hope to help the college think through some of these issues as they relate to the assessment of teaching and learning. For example, what are effective ways of providing faculty data that allows them to see in a quantitative way what happens to their students? And what type of qualitative assessment do we need to augment the information contained in the data warehouse?

Is there an assessment now in place?

The college has just put together an extensive and innovative assessment that is not only a schedule of assessments for each academic and programmatic area, but for the entire campus. My sense is that assessment is still fledgling on campus, but that many folks are interested in finding ways to make it as robust as possible.

One of my biases is toward qualitative data, which means looking at people’s stories and understanding, in a very rich

(Continued on page 16)
Dr. Gail Mellow’s Vision for LaGuardia

(Continued from page 15)

way, what happens to students. When you look at simple numbers, for example, how many students graduated, you may say, “oh, we have lost all of these students.” But often you have lost all of them because NYU gave them a scholarship at the end of their freshman year. There are things that you need to know in a more textured way than the numbers alone can provide.

So the Data Warehouse is this incredibly strong quantitative base, but I think there are other kinds of information we need.

Q. The task of actually evaluating the effectiveness of a particular area or course seems extremely difficult.

A. It is difficult to measure and it cannot be measured with a single measure. One of the things that I think is important for us to do, particularly at community colleges, is to feel okay about breaking new ground. We need to reframe the kinds of questions we ask about program effectiveness. And I think that the connection between what might happen with technology and what we want to do with assessment is very interesting. It would be interesting to keep an electronic portfolio of student work. For example, as a student progressed through LaGuardia, we could look at the development of writing. Many educators view written communication as the hallmark of higher education. We might develop systems where we could electronically attach to students’ transcripts their first writing sample from the FSAP, their final paper in English composition, their first sociology paper in their second semester, their final report in an honors history of religion class. Faculty could then sample the written work to decide if the students’ writing demonstrated the kind of progression we want to see.

Or, as another example, we could electronically digitize video and have students record their first oral communication speech. I know there are students working with Clara Wu who must present their scientific data. What does their final report look like? How polished have our students become? If you collect that information, you can’t look at 8,000 students or 12,000 students, but if you sampled 50 students, as a campus, you could begin to see if we are moving in the right direction.

So there are ways to do assessment that require us to rethink the numbers game, to augment what the numbers tell us. And that information is so much richer for faculty and staff. Also, I think you get into better discussions about results from a richer data base. But don’t get me wrong, numbers are very important. The administrator in me needs those to function, but assessment goes beyond them.

Q. So it sounds like a very exciting challenge. Have you met with chairpeople and faculty yet?

A. I have begun to meet faculty and work with chairs. I keep telling people that this is like a sabbatical for me. It gives me time to reflect about the things that I am interested in. And I also feel like I won the lottery. Getting to work at LaGuardia is such a joy. Everyone that I meet seems more exciting than the last person; the activities they are doing are so impressive. I just stand in awe of what happens on this campus.

Q. Can you tell me what you have seen so far that has impressed you?

A. Almost everything. I was talking to Audrey Harrigan about the COPE program. It’s an extraordinarily powerful program that is put together with the best thinking about both pedagogy and support services. It successfully moves students who you would think would not have a chance of making it through college in two years to graduation. It not only helps students through college, but places them in jobs. It is amazing. The learning communities as a whole are impressive; the liberal arts cluster and paired courses are very powerful pedagogical structures. In fact, I think more should be done to position LaGuardia as a fully recognized leader in the development of learning communities because I think these structures are uniquely effective for community college populations.

The work I have seen done in pairing the ESL courses with content courses I think is both powerful and somewhat revolutionary. The quality of instruction in the writing area is outstanding. LaGuardia has been so thoughtful about basic writers and college-level writers, and bridging between those skills. In talking with Sandra Hanson, I think this curriculum development will extend to non-native writers. It’s fantastic.

I just saw a new proposal that will revamp all of the basic math curriculum. It is brilliant. It creates a pipeline so that basic math students will make it through pre-calculus into calculus. This is very difficult to do, but the math department has some very innovative structures. I was especially impressed with how the math department rethought their entire curriculum and joined it with the latest research in the teaching of math.

The supplemental instruction I have seen where students succeed in a class and then help the next group of students is outstanding. When you look at the NSF grant or the NASA grant or what is happening around science and technology, you see innovation and achievement. LaGuardia is very, very rich and alive.

One of the joys for me in coming to LaGuardia is seeing it as a whole. I know that when you’ve worked for a place for a while you get caught up in the daily events and struggles of life, and you often don’t see how broadly active and vital this campus is. I think that President Bowen and Provost Hamada have done an amazing job of gathering resources for LaGuardia.

Q. You are a product of the community college system, so I know you are a strong advocate of the system.

A. I really am. Frankly, what happened was that my father went bankrupt the first year I was away at college. I was at the University of Michigan for one semester and came home and started working full time during the day and going to community college during the night. So I identify with the students here. I would not have made it without Jamestown Community College; I would have been a check-out clerk in Caldors. Not that there is anything wrong with that, but the doors of opportunity were absolutely opened to me through the community college.

I now have twenty years of education, yet I remember some of the community college faculty most vividly among all of my educational experiences. They were like LaGuardia faculty. They were incredibly committed, very bright, and held high standards, but they also found ladders and ways to reach out to students to bring them up to those standards. They were beacons of light for education. The memory of those community college faculty stays with me.

NOTE: Dr. Mellow’s office is Room M400B. Continue this discussion, or begin a new one, by calling her at 718 482-5405.
Now that the 25th Anniversary calendar has been distributed and you had a chance to review it, which events and activities do you plan on attending?

Judy Bieber
Faculty Advisor
Racing is not quite my style but a walk with LaGuardia friends during the 5K race and fun walk sounds great. I'm also looking forward to the grand celebration—the dinner dance. I've worked here almost 20 years and have "grown up" here professionally. It's great to anticipate celebrating with others who love this college and all it represents.

Allen Cohen
Director of
Career and Professional Programs
I have a love of jazz and dance, so I plan on attending three cultural performances: The Dance Theatre of Harlem School Ensemble, the McCoy Tyner Trio, and "The Taylor 2" Dance Company.

Audrey Harrigan
Director of COPE
I have a great love for the theater so I will attend the alumni Broadway matinees as well as the college performances that feature African and Indian music. Of course I will be in attendance for the dinner dance and the murder mystery cruise. Among the lectures, I plan on attending the ones on stress management and nutrition and health.

Diane Colon
Property Manager
In my position I am actively involved in many of the programs' set ups and mailing, and I am also on the Disability Awareness Week committee. In terms of attending events, I plan on embarking on the alumni's murder mystery dinner cruise. I would like to go to the workshops on financial planning and stress management workshops and on participating in the 5K race.

Brian Goldstein
Director of Recreation
I plan on attending the financial planning and stress management workshops and on going to the spring lecture on American culture as well as the dinner dance.

Manny Perez
Counselor in the College Discovery Program
As a member of the exhibit committee, I have been involved in the celebration from the planning stage, and it has been great fun. As far as the events, I attended the first lecture and plan on going to the spring lecture on American culture as well as the dinner dance.

Dehlley Porras
Mathematics Professor
I will attend all the serious and fun ones. I attended the lecture on technology in the 21st century and will not miss the second conference on American culture. I will attend most of the concerts, and I will certainly be at all the parties—the dinner dance and the picnic. And I don’t run or play golf but I will be at those outings to lend moral support.

Tony Melendez
Office Assistant, Division of Institutional Advancement
As a recent graduate, I would like to attend the Alumni Association murder mystery dinner cruise that is taking place in May. The last event will be the dinner dance because I am taking all the RSVPs so I have to go. But seriously, I would like to go because it is the focus of the celebration, the icing on the cake.

NOTE: The 25th Anniversary Picnic Celebration is scheduled for Sunday, June 22, 1997. See the 25th Anniversary Calendar of Events on page 19.
25th Anniversary

(Continued from page 1)

into the great institution that it is today," he said. "I am delighted at the national reputation you gained in so many areas and the recognition you received for your pioneering efforts on so many fronts."

In her comments, Marcia Caton, chairperson of the Professional Development Committee, took the time to highlight a number of the innovative programs in each of the departments.

The spotlight then shone on the 25 founding members of the LaGuardia family who after 25 years are still contributing their talents and creative energies to the institution. In the program handed out to the audience, each honoree shared his or her fond recollections of the college that was known as "Community College IX." Each recalled vivid memories of the Great Hall, the strong sense of cohesion among faculty, staff, and students, and a tremendous energy driven by a feeling that they were embarking on an exciting educational odyssey.

Honored faculty and staff included Ngozi Agbim, professor and chief librarian, John Bihn, professor of Natural and Applied Science; Steven Brauch, director of the Taxi Institute; Cleveland DaCosta, adjunct assistant professor of Social Science; Donald Davidson, professor of Computer Information Systems; Vice President/Provost Hamada; Deborah Harrell, professor of Office Technology; Harry Heinemann, interim dean of Cooperative Education; John Hyland, professor of Social Science; Jeffrey Kleinberg, professor of Social Science; Maxine Lance, CUNY office assistant of College Discovery; Roy McLeod, interim dean of Institutional Advancement. Also being recognized were Carol Mena, administrative assistant of Computer Services; Gilbert Muller, special assistant to the president; Eileen Murray, director of Administrative and Support Services; William Pan, director of Planning, Design and Construction; Max Rodriguez, professor of Humanities; Nancy Santangelo, assistant to foreign student advisor; Raymond Schoenberg, registrar; Charles Stolze, adjunct associate professor of Mathematics; Ann Trzcinski, adjunct lecturer of Mathematics; Herman Washington, professor of Computer Information Systems; John Weigel, associate professor of Cooperative Education; and Dorrie Williams, professor of Cooperative Education.

Parading on the stage behind the college's new 25th anniversary poster that is emblazoned with a five-foot Mayor LaGuardia waving a mortarboard in his hand, the honored college members were greeted by President Bowen who presented them with an engraved silver bowl.

The president also served as cheerleader for the year-long celebration that will include a host of cultural performances, lectures, workshops, and Alumni-sponsored events that are "designed to educate, stimulate, and entertain us." (See "Calendar of Events," next page.)

He singled out the country and line dancing event that took place in November, the spring 5K road race and fitness walk, and the 25th anniversary dinner dance to be held in June. Also receiving air time were the workshops that will focus on nutrition and health, sex and drugs, and financial planning.

"Your participation in all these events is welcomed," he said. "Celebrate, reflect, reconnect, and recommit to the mission of the college and, more importantly, have fun."

College Community Contributes Over $15,000 to CUNY Campaign

The college community dug deep into its pockets and contributed over $15,600 to the 1996-97 CUNY Campaign for Charitable Giving.

According to committee co-chairmen Chukie Wangdu and Cindy DuFour of Institutional Advancement, 209 faculty, staff, students, and senior administrators contributed to the campaign that ran from November 13 to January 10.

"The response from the college was overwhelming," said Ms. Wangdu, "and far exceeded this year's expectations and last year's college gift." The total reflected a 31 percent increase over last year's contributions and a boost of 23 percent above the 1996-97 target.

This year also marked the inclusion of the college's Education Fund in the listing of non-profit agencies. Contributions of $3,200 went to the fund, which enables the college to continue creating innovative programs and services, increase faculty and staff development, and support the LaGuardia Merit Scholarship Program. The addition of the fund was due to the effort of Yvette Urquhart, acting associate dean of Institutional Advancement.

To encourage participation in the campaign, President Raymond C. Bowen offered several incentives. Donors who contributed $15 or more per pay period will receive membership to the President's Circle. The winners were President Bowen, James Buckley, Donald Davidson, Cathy Farrell, Richard Elliott, George Hamada, Lorence Long, Ruth Lugo, Janet McIntosh, Roy McLeod, Frank Minton, and Yvette Urquhart.

Two free tickets to the 1997 Anniversary President's Concert this spring will go to contributors of $8 to $14 per pay period.


The highest contributor award will go to Professor Long, who will also receive concert tickets and a $50 savings bond.

"Twenty-five gift-givers, who contributed $5 or more through payroll deduction by November 27, qualified for the Early Bird Special: a choice of one raffle book from either the 25th Anniversary Dinner Dance or the Alumni Association subcommittees. The campaign, which was overseen by Institutional Advancement this year, will be organized by a different division each year.

"Through this rotational policy," said President Bowen, "every division shares the responsibility of making this a successful campaign."
The second half of the college's 25th Anniversary Celebration, which will take off in February, is filled with cultural, academic and recreational events. Here is a list of the spring and fall happenings:

**FEBRUARY**
- **Saturday, February 8 at 10 am**
  - **Lecture: Stress Management Workshop**
    - Designed to help you recognize the signs and symptoms of stress and will teach you how to relieve it. Call ext. 5058.

- **Monday, February 10 and Tuesday, February 11 at 10:30 am**
  - **Athyene Baako, African Folk Music Ensemble**
    - Folk tales and traditional fables come to life in this infectious blend of narrative skill, folk music, and traditional dance. Call ext. 5151.

- **Monday through Friday, February 24–28 at 10:30 am**
  - **The Horrible Horrendous Hideous Haircut**
    - By The Paper Bag Players. NYC's premiere theater company for young audiences. Call (212) 362-0431.

**MARCH**
- **Monday, March 3 and Tuesday, March 4 at 10 am**
  - **Music Speakers...Text, Timbre and Texture**
    - Carnegie Hall's LINKUP project featuring the American Composers' Orchestra. Call ext. 5151.

- **Saturday, March 15 at 9 am or at 1 pm**
  - **Lecture: Introduction to Windows 3.1**
    - A hands-on introduction to the File Manager, Control Panel, Print Manager, Paintbrush, Wright and other accessories. Call ext. 5058.

- **Saturday, March 15 at 6:30 pm**
  - **Evening of Indian Music: The Soul of Tabla**
    - Featuring Master Pandit Swapna Chandiran on the tabla and singer Sanjukta Sen. Call ext. 5151.

- **Tuesday through Thursday, March 25–27 at 10:30 am and Saturday, March 29 at 2:00 pm**
  - **Just So Stories**
    - By the Mermaid Theatre of Nova Scotia. Kipling's animals come to life with a menagerie of wicker and hemp puppets and masks. Call ext. 5151.

- **Wednesday, March 26**
  - **Lecture/Workshop: “Helping Students Improve Basic Skills in Content Courses”**
    - Professional Development Committee's Teaching Development. Call (718) 349-0404.

**APRIL**
- **Saturday, April 11 at 1 pm and Thursday, April 17 at 6 pm**
  - **Lecture: “How Safe Is Your Nest Egg?”**
    - Learn what you can do financially to make your "Golden Years" really shine. Call ext. 5058.

- **Sunday through Wednesday, April 13-16 at 10:30 am**
  - **Bill B: The Natural Science Song and Dance Man**
    - Celebrate Earth Day. Sing and dance with Billy B. as he explores the basic elements of earth science. Call ext. 5151.

**MAY**
- **Thursday, May 1 at 11:30 am**
  - **25th Anniversary Spring Lecture “American Cultures: One Community?”**
    - Professor William Julius Wilson of Harvard University will be the speaker. Call ext. 5058.

- **Sunday through Wednesday, May 4–7 at 10:00 and 11:00 am**
  - **Dinosaur Babies**
    - By the Dinorock Productions, Inc. Meet a new generation of dinosaurs as they sing and dance their way into the world. Call ext. 5151.

- **Thursday, May 8 at 7 pm**
  - **Alumni Association Murder Mystery Dinner Cruise**
    - Take part in a good old-fashioned "who-dunnit" when the Spirit of New York sets sail. Solve the mystery, then dine, dance and enjoy the panoramic views. Call ext. 5058.

- **Monday through Friday, May 12–16 at 10:30 am and Saturday, May 17 at 2:00 pm**
  - **Dance Theatre of Harlem School Ensemble**
    - Marvel at the talents of one of the most exciting young companies on the American dance scene. Call ext. 5151.

- **Wednesday, May 28 at 2:00 pm**
  - **"The Taylor 2" Dance Company**
    - The Paul Taylor Dance Company's second touring ensemble will perform excerpts from the modern danse master's repertoire. Call ext. 5151.

- **Saturday, May 17 at 2:00 pm**
  - **"Travelogue"**
    - A production piece composed of a series of activities presenting geographical areas encompassing many countries each with specific theme/fun sites. Call ext. 5190.

**JUNE**
- **Saturday, June 7 at 8 pm**
  - **25th Anniversary Celebration Dinner Dance**
    - Celebrate the College's first 25 years and "A Tradition of Innovation" at an elegant Dinner Dance with guest entertainers, live music and prizes. Call ext. 5059.

- **Sunday, June 22 at 12 noon**
  - **25th Anniversary Picnic Celebration**
    - Gala family-style picnic at a public or state park with lots of food, games, and fun. Call ext. 5396.

**SEPTMBER**
- **Saturday, June 7 at 8 pm**
  - **25th Annual Commencement Ceremony**
    - Call ext. 5056.

- **September or October**
  - **Golf Outing**
    - The event will be located no more than one hour drive from NYC; lots of prizes and giveaways, pre and postgolf reception will be included. Call Ray Villalonono ext. 8012 or Bob Rosa ext. 5396.
Students Turn Out for College Elections

The college’s recent student elections drew over 1,250 students to the polls to vote for representatives to LaGuardia’s Student Government, Student Review Board, and the College Senate. The voter turn-out placed well above the 10 percent required for a student election.

“The Bridge” Hits News Stand

Preparations are underway for publishing this year’s first issue of LaGuardia’s student newspaper, The Bridge.

The entire college community is invited to submit material. Those who are interested, please call the Bridge office at ext. 5189.

The new editor-in-chief, Rosaleen Crofty, said she is “impressed by the dedication of the staff and the assistance that has been made available to us throughout the college.”

College Held Town Hall Meeting

A forum for students, faculty, staff, and administration to facilitate open communications among them and to address vital issues was held this month.

The Town Hall Meeting Planning Committee is composed of representatives from the college community, including Academic Affairs, Administration, Cooperative Education, Continuing Education, Institutional Advancement, Network to Confront Racism, Pluralism Task Force, President’s Office, Sexual Harassment Panel, Student Government, and Student Affairs.

In addition, the CUNY Dispute Resolution Consortium provided a consultant to assist with the planning of the Town Hall meeting.

For further information, please contact the co-chairs of the committee, John Kotowski at ext. 5053 or Irene Sosa at ext. 5196.

Division Extends Health Services to Students

The Student Services Cluster has recently established the Health Education Learning Project and Services, HELPS, a comprehensive program initiative that provides free essential health-related services to the college community.

Offered will be screenings for tuberculosis, hepatitis “B,” sexually transmitted diseases, as well as AIDS/HIV counseling, and HIV testing.

Also offered are pre-post counseling sessions and referrals to health and social service agencies.

HELPS offers a training program for students, faculty, and administrative staff members. And, educational workshops and seminars will also be held.

For more information, call ext. 5280.

Thanks for a Job Well Done

The following faculty served as marshals at the 24th annual commencement in September.

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<thead>
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<th>Name</th>
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<td>ANTHONY AMODIA</td>
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<td>BRUCE BROOKS</td>
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<td>MAUREEN DOYLE</td>
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<td>GAIL GREEN</td>
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<td>CAROL HASPEL</td>
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<td>ARTHUR LAU</td>
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<td>RONALD NESBIT</td>
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Births

Desiree Duda of the Program for Deaf Adults, and her husband, Paul, are expecting twins in February 1997.

Abdou Hannaoui of the English Language Center, and his wife, Denise, on August 28, 1996 of their son, Andrew Driss.

John Kotowski of the College and Legislative Office, and his wife, Abbie, on July 10, 1996 of their third son, Owen.