College Prepares for the Future with a Strategic Plan

As one of his last points of business before his retirement in September, President Raymond C. Bowen has called upon the college to develop a five-year strategic plan that will involve faculty, staff, and students.

"Because of my impending retirement, it is very important that we set the wheels in motion before a new president is in place," said President Bowen. "Having a well-defined strategic plan will help the new administration to better understand the future direction of the college."

Another reason for this thrust, he said, is the upcoming Middle States Self-Study beginning in 2001. "Almost ten years ago when the Middle States committee came to evaluate our programs, it recommended that we put a strategic plan in place," the President said. "There have been many starts and stops in developing such a college plan and the success has been limited. By starting the project now, we have two years to identify our institutional goals and build and implement a five-year plan around those goals."

The President has appointed Cliff Clarke as associate dean for Institutional Planning to lead the college in this effort.

(Continued on page 3)

Chancellor Crew Converts Middle College and International High Schools to Charter Schools

Middle College and International High Schools will be converted to charter schools under Schools Chancellor Rudy Crew's ambitious charter school plan.

In the first phase of the chancellor's three-part initiative, the two institutions and four other existing high schools will be given free autonomous reign to shape their curriculum, procure resources, make administration and staffing decisions, and develop their governance.

"We are moving toward a system of deregulation to give people the opportunity to create schools that really work for all children," said Dr. Crew. "We view charters as one leg of doing that work."

During a press conference where he spelled out the plan, the Chancellor said that the six existing schools were chosen to lead the way in this new educational experiment because of their proven track record.

"This initiative moves us into uncharted territory that promises the kinds of educational innovations that will have a positive influence on students and schools throughout the city and the nation," said Eric Nadelstern, principal of International High School. "I am thrilled to be a part of such exciting work."

"For Middle College this plan provides us with a wonderful opportunity to explore a new structure that promotes students' academic achievement," said Cecilia Cunningham, Middle College's principal.

Both schools will continue to serve their special populations. International High School enrolls recent immigrants whose limited knowledge of English makes it difficult for them to succeed in a more traditional high school setting. Middle College serves "at-risk" youngsters.

(Continued on page 14)
Preserving LaGuardia's Mission

In 1970, at a time when plans to create Community College Number 9 were accelerating, Edmund J. Gleazer, then-president of the American Association of Junior and Community Colleges, observed that the "greatest danger facing the community college is to make good on the promise of the open door." Gleazer's challenge was reflected in The City University of New York's decision to create a new two-year institution, which moved from being merely a number to being named LaGuardia Community College, opening in the fall of 1971 with a handful of faculty, students, administrators, and staff.

I was present at the founding of LaGuardia Community College and today, as I contemplate retirement from an institution that in many ways has framed my career in higher education, I am struck by the incredible resourcefulness of the LaGuardia community over the years to sustain the promise of the open door, to strengthen and expand it, and to protect it from internal and outside threats. Commitment to the open door is the bedrock of LaGuardia's mission. As we have evolved and changed, we have met the multiple challenges of illiteracy, underemployment, racism, and a host of other societal problems with a dedication and excellence of purpose that makes me proud of our urban mission and my association with it.

Institutions do not exist in a vacuum. Urban community colleges, in particular, are rooted in locales that reflect a complex web of social and economic problems. As such, they must formulate institutional missions that serve the multiple needs of their community. As David Pierce, the current president of AACC observed during a recent speech at LaGuardia, all of the nation's 1,200 community colleges are truly democracy's colleges. However, I would suggest that an institution like LaGuardia, with students, faculty, staff, and administrators representing more than 125 nations around the world, is the most brilliant image of America's democratic future—the pluralistic nation-state that we are in the process of becoming.

It is for this reason that LaGuardia plans to commit itself to a reevaluation and redefinition of its mission as it approaches the cusp of the twenty-first century. Many members of the LaGuardia community will participate in this enterprise. Indeed, I can think of no more important endeavor than our willingness to ask seminal questions about our scope and purpose, our priorities and programs as we struggle in an admittedly difficult political environment to preserve access and the open door. After more than 25 years of existence, we are no longer the new kids at CUNY. We share common problems with other campuses and, if anything, we are susceptible to unique threats simply because of our status as one of the system's six community colleges. The need to assess the strengths and weaknesses of the institution—to ask the hard question of whether or not we are still on the cutting edge of innovation in higher education—is a key reason why we must examine our mission as critically and creatively as possible.

If we are serious about sustaining and renewing our mission, we should be prepared to answer basic questions: What challenges do the city's public schools, workforce development needs, and population shifts pose for us? In confronting these challenges, how adequate are the college's instructional programs, its organizational structures, and its support services, and what are the barriers to reform? What is the appropriate balance between our academic roles and our commitment to community service? These core questions go to the heart of our mission as a comprehensive urban community college. In fact, we even have to look carefully at the very comprehensiveness of our mission, and attempt to determine where—as we confront a new era of scarce resources—our priorities should lie.

As we scrutinize our mission—that institutional self-image and vision that is at the nexus of our existence—have we to recognize that there are no quick fixes. At the same time, we operate from a position of relative strength within the CUNY universe, for we have been able to demonstrate that we are preparing students for successful transfer and careers, developing a globally competitive workforce, enriching the community with lifelong educational experiences, and providing revitalizing leadership in economic development and community services. In the deepest sense, we remain community-based, and in the years ahead, I am certain that LaGuardia will continue to formulate a mission commensurate with the aspirations of New York City's citizens.

LaGuardia Tops in Graduating Hispanic Students

LaGuardia ranks third in the nation in the number of associate degrees earned by Hispanic students, according to the national publication Hispanic Outlook in Higher Education.

The publication, which based its findings on 1996-97 United States Department of Education figures, also listed three other CUNY community colleges in the top 12. Borough of Manhattan Community is in fifth place, Bronx Community College ranks eighth, and Hostos Community College ranks twelfth. There are 1,123 two-year degree-granting institutions in the U.S.

"This recognition is a tribute to our faculty who are dedicated to providing an education of quality and integrity for all students," said President Raymond C. Bowen.

Although CUNY's community colleges have significant Hispanic enrollments, the number of degrees they grant often exceeds that of other community colleges with larger enrollments, according to Hispanic Outlook.
College Prepares for the Future with Strategic Plan

(Continued from page 1)

Since his appointment last January, Dean Clarke has quickly spelled out a systematic four-phase plan that will produce a five-year strategic plan in place by March of 2000:

- **PHASE I**
  (February 1999-June 1999) —
  reviewing the mission statement,
  conducting an environmental scan,
  and developing a vision statement and
  institutional goals.

- **PHASE II**
  (August 1999-November 1999) —
  assessing goals and preparing key
  performance indicators.

- **PHASE III**
  (December 1999-March 2000) —
  developing the new strategic plan

- **PHASE IV**
  (April 2000-March 2005) —
  implementing and assessing the new
  strategic plan.

Aiding the dean with the initiative is the Division Liaison Assessment Team, which is made up of 15 faculty members and administrators. The team is responsible for advising the dean on divisional matters, providing technical support to colleagues in their divisions, and assisting in identifying, designing, and conducting college-wide research.

Because the college has flourished for 27 years without a strategic plan, Dean Clarke said that another part of his job is to educate and convince the community that such an initiative is important for the future success of the college.

"In explaining why we need to plan now," said the dean, "I quote the sage, Yogi Berra: 'The future is not what it used to be.'"

Translation: In this competitive and politically charged environment, the college can no longer take for granted that financial and other support will be there. As an example of the changing times, he pointed to dramatic changes in the membership and philoso-

phy of the CUNY Board of Trustees and the shift in politics in Albany and New York City.

"Because the financial and political support that we enjoyed are waning," he said, "we must put into place a plan that we can present to these influential groups and explain to them where we want to go and how we can achieve it."

Dean Clarke said that another advantage of implementing a strategic plan is that the paradigm would allow the college to shift to a proactive, performance-oriented institution.

"The college has been too reactive in the past," Dean Clarke said. "For example, when the state decided to cut back on financial aid, we developed pairs and clusters to assist students to qualify for assistance. When the University removed credit for basic skills courses, we increased the number of pairs and clusters. If these are pedagogically sound, why do we wait for external stimuli? It is time for us to lead and the strategic plan will enable us to do that by setting forth a course of action that will be the guiding principle."

The first phase of the college-wide campaign began last February with a number of activities. One exercise asked faculty and staff to review and comment on the college’s present mission statement, while departments and divisions were called upon to define their missions. Another activity requested the completion of a survey that examined the college’s strengths, weaknesses, opportunities, and threats (SWOTS).

Also various groups within the college—departmental chairs, the Committee on Program Effectiveness, the Senate, and Student Government—had been consulted on the SWOT.

"The more people become involved," said Dean Clarke, "the more consensus we will have especially when it comes to identifying goals, which will dictate, to a large extent, where our budget and resources will go."

The dean went on to say that by the end of June he hopes that the Executive Council will review the collected data and will be ready to propose a mission statement and a set of goals to the college community.

During the second phase, which will begin in August, Dean Clarke noted that the proposed goals will be assessed and expected outcomes will be developed. Then once the narrowed lists of goals is approved by the Executive Council, the third phase—the development of the five-year strategic plan—will get underway.

If everything goes according to schedule, Dean Clarke said that the action plan will be developed by March 2000.

"Therefore, by April, we should have a plan in place so by the end of the year April 2000-March 2001 we will have some assessment data to put into the self assessment," he said. "And we will be ready for the Middle States’ 2001-2002 re-accreditation evaluation."
LaGuardia and Wagner Archives Holding Contest to Locate Photographs for its Next History Calendar

It can be as simple as a snapshot of a one-year-old blowing out the candles on her first birthday cake or a beautifully composed photograph of the Grucci fireworks filling the sky during the centennial celebration of the Brooklyn Bridge. If they capture the celebration of family milestones or the events that spotlight New York City’s greatness, then The LaGuardia and Wagner Archives would like to include them in its annual history calendar for the year 2000.

“The year 2000 will see many celebrations in New York,” said Dr. Richard K. Lieberman, director of the archives. “We want this calendar to show the history of celebrations in New York.”

To locate these special images that capture public and personal celebrations, which took place in the city from 1880 to the present, the archives is conducting a citywide photo contest. It is asking people to look through their family photo albums and shoeboxes filled with old photos to identify images that fall into this broad category.

“Whether it is a wedding held in a small neighborhood church in Harlem or the unveiling of a newly restored Statue of Liberty, it is part of this city’s rich social history,” said Dr. Lieberman. “The calendar will pictorially record the joyous occasions enjoyed by all families as well as the festivities held for and around the city.”

Those interested in submitting entries are asked to send a high quality xerox, along with a description and date of the event and identification of the people in the photo, and forward to the archives. Contestants can submit up to five images. Submissions should be postmarked by July 1, 1999. The photocopies will not be returned.

Winners will be contacted so arrangements can be made to copy the actual print. Those whose photographs are published will receive five calendars.

For the past 21 years, the Archives has published a history calendar that is distributed to over 5,000 people. Over the years, the themes have ranged from Mayor Fiorello H. LaGuardia’s love for children to the mayoral years of Robert F. Wagner to the hundred-year history of the modern New York City Council.

One of the celebrations to be chronicled in the college’s 2000 history calendar shows Mayor LaGuardia cutting a 300-pound cake to mark the first anniversary of the airline operators at LaGuardia Airport. The photograph was taken in 1940.
Sixth Graders Get a Jump on College

To increase college enrollment among minority students, the Queens Urban Partnership at LaGuardia has launched a community-based program that introduces grade school youngsters to the benefits of higher education and the opportunities it provides.

Under the College Bound program, 11 LaGuardia student mentors recently made five one-hour classroom visits to P.S. 22 and 24 in Flushing where they explained to 150 sixth graders just why they should strive to pursue a college degree and how a bachelor’s degree will shape their future. The youngsters were then given a real taste of college life when they were taken on a tour of the college facilities and were engaged in a number of hands-on academic activities.

"College Bound is designed to make a positive and significant impact on a child’s chance for a successful future," said M'Shell Patterson, director of the Queens Urban Partnership, which is a Ford Foundation funded project that sponsors programs to increase the number of college graduates.

"It does so by providing them with useful information about the importance of staying in school and doing their best in academic and extracurricular activities."

The program also is funded by the McBride Foundation, which currently partners with over 65 institutions of higher learning in 30 states. LaGuardia and the Queens Urban Partnership, which joined the foundation’s effort last year, are the first organizations to bring the program to New York City. And they in turn, have recruited St. John’s University and Marymount Manhattan College to join them this year.

"College Bound reaches children at a time when they are curious about their futures," said Richard Bostanante, executive director of the foundation, "but before they are bombarded with the negative peer pressures and bad choices which many youth experience in their middle and high school years."

For an 11-year-old, who faces six long years before picking up a high school diploma, college is a distant thought for many and an inconceivable goal for others. The first job of the college intern is to change those attitudes.

"What we basically try to instill in them using a system of building blocks," said Patricia Toche, a first year liberal arts major at LaGuaria, "is that everything they are doing now sets the foundation for whatever they become."

With colorful visual aids and classroom props, the mentors tell their young charges everything they need to know about college. They learn about the many types of schools of higher education they can choose from and the countless academic majors. They discover that college is not just reading and term papers but also offers them a fun-filled campus life. And they learn how they can pay for college.

"During the first classroom discussion, we realized that this subject matter was not a main focus," said Solange Pereira, who was a mentor last year and is now a site coordinator, "but by the second visit the kids enthusiastically talked about college, the importance of their grades, and their future plans that include a college education."

In an essay written by a student after last year’s cycle, a fifth grader said: "I am doing well in school now, but after all the things I learned in College Bound it made me place more importance on my education. You made me feel that if I don’t get good grades in junior high school, and if I don’t complete college, I will never see the bright side of the world."

Upon completion of the five-session orientation, the children are ready to visit the LaGuardia campus. The three-hour visit couples a tour of the college’s facilities with a number of hands-on activities that had them engage in a number of science experiments or participate in an art or music lesson.

"For five hours they have heard about what college is like," said Ms. Patterson, "but by touring the physical plant of an institution of higher education—the classrooms, the computer and science labs, the library—they are getting a real sense of what college is like."
LaGuardia's College Now! Program is Expanded

Fuelled by a $100,000 grant from The City University of New York to tackle remediation at the high school level, LaGuardia has expanded its college preparatory program to 12 high schools and added remedial courses.

The college's successful College Now! program added to its full range of college-credit courses remedial writing and reading for students who have a desire to attend college but whose deficiencies in the basic skills might make it difficult to do so.

"For the past 13 years, College Now! has been successful in targeting 'middle achievers' who need to clarify their educational goals, to strengthen their academic skills, and to gain self-confidence," said Dr. Arlene Kahn, director of School/College Collaboration. "Now we will aim to reach students whose primary language is not English and who need to strengthen their skills in reading and mathematics."

In striving to enhance basic skills development at the high school level, the college and high schools have developed an innovative program that has two unique features—the pairing of basic skills courses with high school courses and the offering of one of the pairs through distance learning.

The 50 students from Bryant, Newtown, and Forest Hills who enrolled this spring in one of the three developmental course offerings, are taking a course in writing, reading, or English as a second language that is tied to one of their high schools courses.

"There are many programs for remediation and developmental work in high schools," said Paul Arcario, the associate dean for Academic Affairs, "but this is the first time developmental courses are paired with high school courses in a way that integrates skills development with the content being learned in the high school courses."

At Bryant High School, for instance, an English as a second language writing class is being paired with a high school United States history course. To meld the two courses, the college professor and his high school counterpart have designed lessons where the ESL writing assignments are generated by the content of the reading that is taking place in the history class.

"In educating students with basic skills needs, many institutions tend to work first on development skills," said Dean Arcario. "Rather than do the skills in isolation, the college has found that skills are best developed in the context of academic work."

The writing-U.S. history pair manifests itself in another way: by the Internet. With the introduction of this technology, an ESL Professor at LaGuardia is able to E-mail a writing assignment to his high school students who are ready to tackle the exercise in the high school lab. During the writing process, students and teacher will bounce the assignments back and forth with suggestions and revisions.

"This pair has given the college the opportunity to take a first look at the probability of distance learning," said ESL Professor Jack Gantzer.

Right now the Bryant pair is the only one experimenting with technology, but Dean Arcario said that the college hopes that in the future there will be more Internet-linked pairs. The two other pairs that are now being offered—basic writing and English Regents for Forest Hills students and remedial reading and English Regents for Newtown students—have the youngsters come to the college for instruction. Teaching the college’s writing and reading courses are Professors Catherine Costa and Jose Fabara, respectively.

By having these students take a remedial course in their junior year, Dr. Kahn said that it is the college's hope that they will be able to pass the CUNY Freshman Skills Assessment Program exam at the end of the semester and will be ready to take a college prep credit-bearing course by the time they are seniors.

The University's push to have LaGuardia and its other community and senior colleges develop College Now!-type remedial programs with neighboring high schools was spurred by the CUNY trustees' vote to eliminate remedial courses at all senior colleges by 2001. LaGuardia and Kingsborough Community College in Brooklyn have a head start over the other campuses because they already have College Now! programs in place.

"CUNY administrators see College Now! as a model for delivering remediation to high school students," said Dr. Kahn. "The broad vision is that there will be a College Now! program attached to every high school in New York City and that students will improve skills in writing, reading, and mathematics prior to entering the City University."

(Continued on next page)
Another Minority Business is Inducted into PREP’s Million Dollar Club

LaGuardia recently honored a small business owner who received a $1 million state contract as a result of a college course that taught her how to successfully compete for government monies.

Myra Vaughan, president and CEO of Community Directed Ownership, Inc., and a 1995 graduate of the Preparing for Profit (PREP) program, was inducted into the Million Dollar Club. The awardee received a $1 million contract from the New York State Housing Trust Fund that will be used to provide subsidies to first-time home buyers.

"PREP taught me how to best interact with government agencies," said Ms. Vaughan. "And it made me aware of the marketplace and what it is about."

Ms. Vaughan is among some 900 entrepreneurs who have gone through an intensive four-session course designed to teach minority, women, and small-business owners how to compete for government contracts. Developed by the college and its two partners, the Metropolitan Transit Authority and PricewaterhouseCoopers, the course shows participants how to negotiate the labyrinth of government bureaucracies, how to write the perfect proposal, and how to ultimately present it. They also come away with the managerial skills necessary to run a successful business.

"The majority of these small business owners feel that they are shut out of the bidding process for these rich contracts because they have no idea where to begin," said Ben Hunt, the director of PREP. "We supply them with the tools they need to open those sources' doors."

Since the program began in 1991, Mr. Hunt said that collectively the graduates have cumulated over $30 million in government and private contracts.

"Graduates like Ms. Vaughan are tangible proof that PREP is achieving its goal," said President Raymond C. 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."

For Ms. Vaughan, who six years ago began her not-for-profit business to promote community revitalization in Central Harlem through housing and economic development, this is her first grant.

With the state award, Ms. Vaughan will extend subsidies to 36 families who wish to purchase a condominium unit in a vacant city-owned building in Central Harlem that her company will be renovating. Each family will receive a $27,000 subsidy that will help reduce the cost of a two-bedroom unit valued at $112,000 and a three-bedroom priced at $135,000.

"Developing quality affordable housing on a block long blighted by the vacant walk-ups will serve to involve the upwardly mobile of our community in the stabilization and renewal of the neighborhood," Ms. Vaughan said.

New York City Taxi Driver Institute Celebrates its 15th Birthday

The college’s New York City Taxi Driver Institute threw itself a birthday bash on March 26.

After 15 years of providing some 95,000 cabbies with a host of professional training programs from a learning-the-ropes course (Continued on page 8)
Taxi Institute Turns Fifteen

(Continued from page 7)

for novice drivers to a continuing education class for veterans, it was time for celebration, acknowledgments, and thanks.

Before a group of institute administrators and instructors, industry representatives, and drivers, Diane McGrath-McKechnie, chairwoman of the New York City Limousine Commission, said: "I want to thank LaGuardia for being a major player, and for doing a tremendous job in training the city's cab drivers."

The long marriage between the commission and the college's Division of Adult and Continuing Education grew out of the TLC's desire to seek a partner who had the resources and expertise to help it professionalize the industry.

What the pact meant to LaGuardia, said Vice President George Sussman, was a chance to "reach out to one of the most ubiquitous and myth-laden symbols of New York City—the yellow cab."

The first task of the new institute, which officially opened its doors in February of 1984, was to offer a mandatory 20-hour orientation course (now 80 hours) to all new drivers. Since that day, some 45,000 freshman cabbies have taken the course that covers passenger relations, city geography, defensive driving, and rules and regulations.

Another offering is an interactive continuing education course designed to help cabbies better serve their passengers, including those with disabilities. In a one-year period, beginning last November, 38,000 drivers went through the customer-relations class. The institute also offers defensive driving and a refresher course.

"It is quite an amazing program," said Dean Judith McGaughey of Adult and Continuing Education. "We are creating a curriculum that meets the needs of the industry and the TLC as well as the standards of an institution of higher education. Most important, we are meeting the needs of a diverse student population that range from Ph.Ds to immigrants who recently arrived to this country."

The dean then directed the spotlight on the institute's 18 instructors. "We congratulate you on the wonderful job you have done for us," she said. "It is a credit to you that you have been able to deliver instruction that responds to the tremendously wide range of drivers."

Steve Brauch, the director of the institute, then presented the teachers with a certificate for their outstanding contribution to the institute, its educational programs and to the taxi industry. "They are the reason the institute is a success," he said.

The success of the program was also attributed to the hard work of Mr. Brauch and Andrew Vollo, the assistant director. Acknowledging their efforts was Ronald Sherman, president of the Metropolitan Taxicab Board of Trade, who described the two directors as "invaluable to the New York City taxi industry and the riding public."
LaGuardia and City Agency Bring Theater to School Audiences

In a campaign to offer quality live theater to school-age youngsters, LaGuardia has teamed up with Community Work, a citywide arts and cultural agency, to create a mini-performance series.

In the first phase of this multifaceted collaborative, the two organizations lined up three professional groups that performed for local public schools. Performing were the Queens Symphony Orchestra's Gospel Youth Choir, Los Pleneros de la 21, an Afro-Puerto Rican music and dance combo, and the Korean Traditional Performing Arts Association.

"The goal is to expose our elementary school children to the many cultures that make up Queens' rich and diverse fabric," said Francine White, the college's program coordinator. "And by introducing live theater to these youngsters we hope to cultivate the next generation of theater enthusiasts."

Looking ahead to next year, Ms. White said that the team is planning to increase the number of performances and to feature artists that represent many more cultures.

Another aspect of the project is to design apprenticeships and training programs at Community Work for LaGuardia students who are interested in careers in the business side of the arts. Plans are in the works to extend this program to the college's three on-campus high schools as well as other high schools in the area. Through these internships, Ms. White explained that students will learn about every aspect of the business, including how theater productions get done and how galleries make money so that they can present the work of artists.

Already one LaGuardia student has been placed on two internships at Community Work, which is among the largest providers of arts educational services to New York City public schools.

"The internship component benefits both the college and our organization," said Barbara Horowitz, the organization's director. "For Community Work, the pact provides us with students who are eager to learn about the business side of the arts. And for the college, it provides another source of internships for its students."

Although the college has established internships with a number of local cultural organizations, Ms. White admitted that it has been difficult. "We are hopeful that our relationship with Community Work will help us to team up with other Queens' art agencies."

High Schools

During his visit to International and Middle College High Schools, New York City Schools Chancellor Rudy Crew listened intently to a Middle College student describe the behavior patterns of her earthworm.
State Legislators: You Have Mail From LaGuardia

As part of an ambitious lobbying effort to restore CUNY funding into the New York State Executive budget, LaGuardia's Office of College and Community Relations launched a collegewide letter-writing campaign directed at members of the New York Legislature.

Close to 3,500 letters have flooded the offices of specifically targeted state assembly leaders and legislative representatives. The college recommended that three points in Governor George Pataki's proposed budget be modified. They asked lawmakers not to approve the transfer of $5 million for collaborative programs from the CUNY budget to the Board of Education's budget; to allocate additional funding for full-time faculty; and to reject the proposed reduction in the Tuition Assistance Program.

"Given the state's budget surplus available," the letter reminded the lawmakers, "this year the opportunity exists to restore those cuts and reinvest in higher education."

Although the college has received assurances from legislators that they are in support of higher education and is hopeful that most of the funding will be restored, Eneida Rivas, the campaign coordinator, explained that the campaign is a necessary tactic to keep CUNY in the minds of the politicians.

"If you do not keep up the pressure, if you do not write the letters, then they will not see it as a priority," said Ms. Rivas. "There are a lot of voices telling them, 'this is a priority, this is a priority,' so we must keep the pressure on."

The office's one-month campaign heated up at the start of the spring semester. Office personnel went office to office with packets of pre-written letters that required only a signature and mailing address and approached faculty members who were interested in having their students participate in the campaign. To make sure that the letters arrived in Albany, the office collected the letters and stuffed and mailed the envelopes.

Looking at the successes of past letter-writing campaigns, Ms. Rivas said she is hopeful that this one will get across the message that, as the executive budget stands now, CUNY is being severely underfunded.

One of the Governor's proposals recommends that $5 million set aside for collaborative programs be transferred from the CUNY budget to the Board of Education's budget. Although the money is not being reduced, the transfer is of concern to community colleges because they funnel the majority of those funds into their campus high schools.

"If the Governor is successful in transferring the monies to the Board of Education," said Ms. Rivas, "there is no guarantee that the high schools will receive the same level of funding and support they now receive from CUNY."

The six community colleges are also asking for $9 million for programmatic initiatives, which includes funds to hire new full-time faculty.

"Years of underfunding have left the community colleges with no other choice than to rely too much on part-time adjunct instructors," said Ms. Rivas, who indicated that 60 percent of LaGuardia courses are taught by adjuncts. "Our campaign is saying, 'you cannot have a sound academic program without full-time faculty.'"

In the case of the Tuition Assistance Program (TAP), the Governor is recommending a decrease of $133 million to $501.1 million and a reduction in the maximum TAP award from 90 percent to 75 percent of tuition. Still another recommendation, which is built upon his "on-time" graduation plan, ups full-time credit status to 15 credits from 12. Under his plan, only students taking 15 credits per semester will get a 100 percent TAP award.

"It does not make sense for Governor Pataki to propose greater incentives to graduate on time but reduce funding, which will limit access for students," the letter states.

Once the state budget is passed and Mayor Rudolph W. Giuliani releases his budget, Ms. Rivas explained that the office will then zero in on the New York City Council.

"The lobbying lives on," said Ms. Rivas. "The players change, but the plea is basically the same—help support CUNY."

New Column on Office Profiles

As the college expands and divisions and departments hire more personnel, it becomes impossible to keep track of all the people that make up the LaGuardia "family." We find that we speak on the phone to countless people from other departments, but the voices are not connected to a face. And now with E-mail, you don't even have a voice.

As a way to remedy this problem, Dean Shirley Saulsbury of Institutional Advancement requested that in each issue we highlight an office or department. The column will include a photograph with a caption identifying the staff members, their titles, and a brief description of the area's function.

Our first office profile is the Grants Development Office, which is part of the division of Institutional Advancement. The Grants office is located in the E-Building, Room E509. The telephone number is x5070. Drop by and introduce yourself.
Egg Poster Receives Kudos

The college’s most “egg”-cellent student recruitment poster recently received two graphic design awards from prestigious organizations.

The “We Celebrate Potential” poster, with its eye-catching graphic of a brightly colored speckled egg, won a Special Merit Award in the 57th Annual Graphic Excellence Awards sponsored by the Association of Graphic Communications and a Silver Medal for Visual Design and Print from the Council for Advancement and Support of Education.

“Once again, Bill’s work has drawn the attention of respected judges in the area of graphic design,” said Dean Shirley Saulsbury of Institutional Advancement.

In the Association of Graphic Communications’ competition, the poster was selected as the top entry in its category. The competition, which attracted 800 entries, gave out some 400 awards in 26 separate categories.

“These are award-winning examples of the metropolitan area’s finest accomplishments produced during calendar year 1998,” said Vicki Keenan, spokesperson for the Association of Graphic Communications. She pointed out that the entries were judged by a panel of New York and New Jersey’s top specifiers of print and production design exports. Along with the award, the association showcased the 400 pieces at The Metropolitan Gallery in New York during a two-day event last April. In the CASE competition, the poster received the second highest award out of 60 entries.

The egg concept was hatched by Bill Freeland, the director of Communications. “For years I had been sitting on this egg concept just waiting for the appropriate campaign,” said a jocular Mr. Freeland who explained that some 10 years ago he spent an afternoon water coloring Easter eggs when he realized what a great image it would be for a college recruitment campaign.

The opportunity finally arose last year when the Admissions Office requested that he design a poster for a full-fledged student recruitment campaign, which would include the placement of 120 posters in the New York City subway for three months.

With a photograph of his pastel-colored egg, whose splashes of color resemble the abstract design of a Jackson Pollack, Mr. Freeland went to Marvin Mattelson, an illustrator who has a reputation for creating super-realistic images. Without losing the vibrancy and spontaneity of color found in the original, Mr. Mattelson produced the image that appears on the poster.

The finishing touch was Mr. Freeland’s exclamation—“We Celebrate Potential.” “The poster needed a line that gave meaning to the image and described what LaGuardia is all about,” said Mr. Freeland.

Mr. Freeland’s latest award will join the over 200 honors, some from the most prestigious graphic arts associations in the nation, for writing, design, and illustration that he has garnered over his 18-year career at LaGuardia.

“No matter how many awards one receives,” said Mr. Freeland, “it is always satisfying when your work is recognized by others in the field.”

Grants Development Office

The Grants Development Office offers assistance college-wide with all pre-award activities as well as post-award administration. The activities include researching and disseminating appropriate public, private and fellowship grant opportunities to faculty and staff; providing assistance with program development and/or proposal writing; fiscal administration of grant awards; and acting as liaison between faculty, staff and Research Administration or LaGuardia Education Fund, including all personnel issues and other transactions.
Dean Names New Director of Enrollment Management

Dean Ruth Lugo recently announced the appointment of Anne Meservey as the college’s new director of Enrollment Management.

Ms. Meservey comes to LaGuardia from Avila College in Kansas City, Missouri, where she was the executive director of Enrollment Services. Her extensive experience in developing recruitment and retention strategies at both Avila College and Westminster Choir College of Rider University began in 1981. Ms. Meservey holds a M.Phil (A.B.D) in Art History from Columbia University, and a Masters in Art History from Rutgers University.

As the director of Enrollment Management, she bears overall responsibility for the supervision of the Offices of Registrar and Admissions. Ms. Meservey may be reached at ext. 5105, room M147F.

decide to become involved in other volunteer activities of the Red Cross.

Anyone who would like more information on this initiative, please contact Steve Dauz or Jason Berner of College Discovery at x5270.

The Bridge is Rebuilt

After more than a year’s absence, the student newspaper, The Bridge, has been reborn as a slick, four-color glossy Student News Magazine. The first issue in the new format sports variations on William Freeland's award winning “LaGuardia egg” on both front and back covers. Inside you’ll find President Bowen’s reflections on the sense of community, as well as articles on martial arts, open admissions and remediation, art spaces in the immediate local area, HipHop culture, an upcoming LaGuardia Healthcare referendum, and others.

Red Cross Disaster Reserve Partner Group at LaGuardia

The American Red Cross and LaGuardia’s College Discovery Program have set up a Disaster Reserve Partner Group at the college.

Last March, Steve Dauz, director of the College Discovery department, and Jason Berner met with Beverley McBeth, the assistant director of Volunteer Recruitment for the Red Cross. She spoke to a group of 15 students slated to be the core of the LaGuardia Partner Group. They worked out a schedule consisting of two weekends in which the students as well as Mr. Dauz and Mr. Berner were trained in how to provide services to victims of disasters. After this training, should the need ever arise, the group could be called upon to assist the American Red Cross in its provision of disaster relief services. Students could also

At the January 13th inauguration of the Student Center for Leadership, Carlos Bonetti, left, the president of Student Government, and Michael Pirskhalaiashvili, a peer educator, cut the ceremonial ribbon with Dean Ruth Lugo. The center will provide programs, training, support, and peer mentoring services to develop and enhance students’ knowledge and skills.
LaGuardia Student Receives National Academic Award

An international student at the college received a prestigious national award for his outstanding academic record and extensive college and community service.

Eric Tan, a 37-year-old native of Singapore, who came to this country in 1995 with the hope of receiving a college degree and seeking a career in the health field, was selected to the All-USA Academic Third Team for Community and Junior Colleges.

The award, which attracted 1,400 nominations from two-year institutions throughout the country, is sponsored by USA Today, The American Association of Community Colleges, and Phi Theta Kappa International Honor Society. From the pool, 60 students were selected to the first, second, and third teams.

“Eric is a fine example of many of our foreign-born students who come to this country and look to The City University of New York as a gateway to a better life,” said President Raymond C. Bowen. “Despite the many economic and personal challenges that so many of our international students must overcome, Eric strove to excel academically and to develop admirable leadership qualities. We are grateful that the three organizations recognize his wonderful accomplishments.”

Mr. Tan decided to follow a new path in 1995 when he left his job as an airline steward at Singapore Airlines, and with his international student status moved to the United States. He arrived in New York in August and by September he was enrolled in the physical therapy assistant program at LaGuardia.

“I wanted to achieve something now before I would regret it,” said Mr. Tan.

At the college he quickly excelled in his studies. He went into this semester with a 3.64 grade point average. “It is not very good,” said a modest Mr. Tan who explained that the competition is very stiff in his field of study.

Although he is not impressed, scholastic organizations did take notice. He recently won the New York State First Team Award of the All-USA Academic Award. In 1997 he was placed on the national Dean’s List and was named All-American Scholar by the American Association of Community Colleges.

His glowing academic record also gave him entrance into the college’s Phi Theta Kappa Honor Society and in 1997 was elected the chapter’s president.

In this leadership role, Mr. Tan established a peer tutoring program for the College Discovery Program, which is a comprehensive program for students who require basic skills courses. He went out and recruited his fellow Phi Theta Kappa members who served as tutors to students who needed extra help in particular classes.

“The project proved to be a success and is now permanent,” Mr. Tan proudly said. “I am glad that I will leave something behind.”

His volunteerism also extended into the community. At the Park Avenue Christian Church, he coordinated a community lunch program for the homeless, and he joined the United Hospital Fund Volunteer Service.

With his associates degree now in sight, Mr. Tan said he is busy concentrating on the next step toward his career goal: acceptance into a physical therapy program at a senior college. “I am getting closer to fulfilling my goals of helping people with health problems,” he said.

Milestones

Births

Maria Diaz of the Social Science Department, and her husband, Pedro, on December 15, 1998 of their son, Kenneth.

Anthony Naturale of the Program for Deaf Adults, and his wife, Mee Eng, on December 18, 1998 of their son, Angelo Yut.

Shakira Spencer of the Early Childhood Learning Center Program, and her husband, William Harrison, on March 4, 1999 of their son, Spencer.

Barbara Carson of the Theatre Department, and her husband, Mohammad, on March 20, 1999 of their son, Gabriel.

Retirements

The college would like to extend its congratulations to three LaGuardians who have announced their retirements. We wish them all the best.

Raymond C. Bowen, president, announced his retirement effective September 30, 1999. The second of LaGuardia’s presidents, he has overseen the college’s physical expansion and increase in student population for the past 10 years. “Not only will LaGuardia be a loser with President Bowen retiring, the nation’s community colleges will suffer a great loss,” said Dr. Dr. David R. Pierce, president and chief executive officer of the American Association of Community Colleges.

Shirley Miller, director of the Adult Learning Center, will be leaving the college in mid-June after 22 years of service. She hopes to work on a less-than-full-time basis in the literacy community.

Ray Schoenberg, the college registrar, who was one of the founders of LaGuardia in 1971, bid farewell to the college on June 10, 1999. What does Ray have in store? “Many possibilities.”
Two High Schools Converted to Charter Schools

(Continued from page 1)

The six converted schools will be functioning as charter schools by this fall.

The Chancellor's plan also calls for the establishment of new industry-specific charter high schools that will build curriculums around music, business, automotive technology, and animation arts. The new schools are expected to open in September 2000.

Dr. Crew said he is in talks with Isaac Stern, the violinist and president of Carnegie Hall, to create a music school spanning kindergarten through twelfth grades. Discussions are also underway with the New York Automobile Dealers Association to start a school for automotive technology, with corporate leaders to set up a business-centered school, and with members of the entertainment industry to establish a school with a focus on animation arts. By establishing new charters that are "embedded in particular industries," Dr. Crew said that the system will be able to answer the many questions regarding how education can connect what a child learns in the classroom to the world of work.

The plan also lifts state and city rules and regulations from two community school districts in Brooklyn. Possessing many characteristics of charter schools, District 13 and District 22 will have control over fiscal matters, faculty hiring, curriculum reorganization, as well as procurement of supplies and food.

"We are allowing the two districts to move the system in the direction of autonomy and at the same time being accountable for a high level of product," Dr. Crew said.

He predicted that between 60,000 to 80,000 children will be affected by these reforms within the next 18 months.

High School Principals Eric Nadelstern and Cecelia Cunningham will be running International High School and Middle College as charter schools.