CUNY School of Professional Studies

2015/16 Annual Report
Table of Contents

3 | Letter from the Dean
4 | Feature: Disability Services in The United States
7 | Feature: Build It Back Program
10 | New Programs: MA in Psychology
12 | New Programs: MA in Disability Services in Higher Education
14 | Institutional Highlights
18 | Grants and Contracts Summary
20 | Scholarships
22 | Recognizing Our Generous Supporters
24 | Our Donors

CUNY School of Professional Studies Annual Report 2015/16

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Letter from the Dean
I am delighted to present the CUNY School of Professional Studies 2015-16 Annual Report, highlighting some of our accomplishments of the past year. In this Report, you will find articles focusing on the field of disability services, and on our inauguration of the nation’s first disability services in higher education master’s degree in Spring 2016. You will also read about the addition of our online master of arts degree in psychology, and our important work in partnership with Build It Back, a program within the Mayor’s Office of Housing Recovery Operations, as we continue to assist victims of Hurricane Sandy in our community four years after the tragic event.

CUNY SPS is all about opportunity: we know that earning a college degree is the single best way to achieve a middle class life, and that there are over one million adults in New York City who started a degree and weren’t able to finish because the circumstances of life got in the way. CUNY SPS is here to help.

We now offer 19 bachelor’s and master’s degree programs and 16 certificates. We consistently add new programs in concert with the demands of the workplace, such as our new certificate in medical coding and master of arts in youth studies. Next year, we plan to add an online master of science degree in nursing, and a bachelor of arts degree in liberal studies.

In Fall 2015, we enrolled almost 2,700 students in our degree and certificate programs – more students than ever before – and each year more than 10,000 students enroll in our non-credit offerings here and at sites across the City.

Our students are among the best of the best – committed, talented, and smart. And this past June, we graduated our first class of ACE Scholars, as well as our first graduates of the BA in Human Relations, the BS in Nursing, the BS in Information Systems, and the MA in Data Analytics programs.

We have also achieved some state-wide and national recognition: U.S. News & World Report ranks our online bachelor’s degrees as #1 in the state and #11 in the nation.

Our faculty are nationally recognized teachers and practitioners, and everyone here at CUNY SPS is personally dedicated to helping our students “cross the finish line” at graduation.

I am so pleased and proud of the accomplishments featured in this Annual Report, and I hope that you will enjoy learning about our School.

Sincerely,

John Mogulescu
Dean, CUNY School of Professional Studies
Feature:
Disability Services and CUNY SPS
CUNY SPS is proud to lead the way in offering bachelor’s and master’s degrees in this important field that reflects the needs of our students, our city, and our nation.

The CUNY School of Professional Studies is at the forefront in offering visionary curricula and responding to and sustaining growth in new fields of study. Perhaps no area exemplifies these dual commitments better than the CUNY SPS programs in disability studies.

In the United States, the field of disability studies has historically been intertwined with the disability rights movement. The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs run by federal agencies, and the Americans with Disabilities Act, signed in 1990, prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and government activities.

A multidisciplinary field, disability studies combines work in the social sciences, the humanities, science, and law, challenging the medical or rehabilitative model that describes disability as something that needs to be fixed. Instead, while not denying impairment, it posits a complex model that suggests that the environment, societal attitudes, and the representation of those attitudes define disability.

There is little in academia that reflects this growing awareness of the civil rights of people with disabilities and the lived experience of these individuals. Currently, fewer than 35 colleges in the US offer accredited programs in disability studies, and many of these are offered as minors or certificates. Mission-driven, CUNY SPS is proud to lead the way in offering bachelor’s and master’s degrees in this important field that reflects the needs of our students, our city, and our nation.

Because of a close relationship with the JFK Jr. Institute for Worker Education, which supports workforce development initiatives in health, education, and human services, the CUNY SPS disability studies programs incorporate developmental, intellectual, and psychiatric disabilities into the curriculum to a greater extent than other programs have done. There has also been a ripple effect here at CUNY: the interdisciplinary arts and sciences bachelor’s degree offered by the Center for Worker Education at City College recently added a concentration in disability studies.

The first undergraduate program of its kind in the country, the online bachelor of arts degree in disability studies equips students with the necessary skills to improve the lives of people with disabilities, and with an educational credential to advance their careers. The master of arts degree in disability studies, which may be taken online or on campus, is the first stand-alone program of its kind in the United States. Graduates of this program are prepared to assume greater responsibility and leadership as service providers and policy makers, and the education they receive at CUNY SPS strengthens their knowledge and reinforces their confidence as advocates.

The School’s newest program, the master of science degree in disability services in higher education, addresses the issue of accessibility in colleges and universities. The program is the first of its kind in the United States, and was developed with the participation of disability service office directors, lawyers familiar with the Americans with Disabilities Act, assistive technology specialists, and educators. Graduates gain the knowledge and skills to provide legally mandated accommodations to students in higher education with physical, sensory, learning, and psychiatric disabilities, as well as to those on the autism spectrum, and veterans with service-related disabilities.

Many graduates will work in university student services offices, arranging support and access in classrooms and in dormitories, libraries, computer labs, and public events.
An Alumni Perspective
Matthew Conlin, MA in Disability Studies

Disability, accessibility, and identity politics were always important elements in my academic career – because I have a disability myself. I came to CUNY SPS from a working background in media, but I wanted to specialize specifically in access needs and identity. After completing my degree, I started work on a part-time basis for the CUNY School of Professional Studies as a program assistant in the Disability Studies department, where I am able to use my education and experience to assist the program director, staff, and students. I also work for the Lincoln Center for the Performing Arts in guest services as a digital accessibility fellow.

The MA in Disability Studies program prepared me for a shift in my career in multiple ways. For one, it provided me a richer historical context. I have a better understanding of the laws in place, changes to the laws, and foresight into the future of ADA and 508 access. Beyond that, the MA program provided classes that delved into culture and identity, all of which encouraged critical thinking. A large part of my job is interacting with people with disabilities, listening to their concerns, and understanding the barriers that exist within society. The goal of this field, and my career, is to formulate ideas and create solutions that assist equal access or equity.

Nearing the end of the 2016 presidential campaign, one of Hillary Clinton’s speeches emphasized the importance of bringing people with disabilities fully into the economy. This moment marked the first time a presidential candidate had devoted a campaign event to the subject of disability, and demonstrates the value of the innovative efforts of CUNY SPS as it prepares leaders in this growing and important field.

The degree is also useful to accommodations specialists who work in public institutions such as sports arenas, libraries, parks, churches, or social service offices. Through this online program, CUNY SPS is preparing the next generation of professional disability services personnel to work effectively and ethically.

Our graduates move forward in their chosen professions, becoming leaders of non-profit organizations and large city, state, and private agencies that work with people with disabilities across the country.
Feature:
Build It Back Program
Build It Back Program

CUNY SPS has a strong history of partnerships with New York City government agencies and has worked with many of them to provide staffing, training, management, and other services.

The CUNY School of Professional Studies (CUNY SPS) strongly identifies with and has taken full advantage of its location in New York City. Since its inception, the School has been a resource and a contributor to the culture and welfare of the City. Accordingly, CUNY SPS has a strong history of partnerships with New York City government agencies and has been pleased to work with many of them to provide staffing, training, management, and other services. These agencies include the Department of Citywide Administrative Services, the Office of Children and Family Services, the Department of Small Business Services, the Metropolitan Transportation Authority, and others.

CUNY SPS is currently partnering with the Build It Back program, an initiative created within the Mayor’s Office of Housing Recovery Operations (HRO) shortly after Hurricane Sandy devastated parts of the City in October of 2012. Together, CUNY SPS and Build It Back are dedicated to helping homeowners in the five boroughs repair or rebuild and effectively get their lives back on track.

Build It Back (BIB) offers homeowners a number of pathways towards regaining occupancy, depending on the amount of damage sustained as a result of the hurricane. Homes can be repaired, elevated to mitigate flood risk, or rebuilt with appropriate elevation and resiliency improvements. If a homeowner has already repaired his or her home, or has signed a contract for repairs, BIB can reimburse the expenses. And, under the “acquisition” pathway, if a homeowner is concerned about future flood risk and chooses not to repair, elevate, or rebuild (s)he may be able to sell the home to the government. BIB staff reviews benefits already received by the homeowner such as FEMA assistance, SBA loans, and private insurance reimbursement; the program then provides funding for an applicant’s unmet disaster recovery housing needs. The program also pro-

A Student Perspective

Oronde Tennant, MA in Urban Studies

My studies at CUNY SPS nurtured my natural ability to synthesize ideas and present them with precision and organization – an important skill required to manage multiple specialized projects. As a program analyst for the Build It Back (BIB) program in the Mayor’s Office of Housing Recovery Operations, I use critical thinking and writing skills to address the various federal policy variances the program is mandated to steward in order to accomplish the ultimate goal of resiliency and safety for NYC residents.
vides free counseling to eligible applicants who may need additional assistance in moving their applications forward.

As part of the partnership, CUNY SPS staff assists with key functional areas within the Homeowner Services division: intake (via call center), issue resolution and program appeals, training coordination, program resources, knowledge base management, and responding to customer complaints. The call center provides first-level customer service and case analysis while assisting with critical special outreach projects. Four staff members and a supervisor field questions, hear homeowners’ concerns and inquiries, analyze and troubleshoot cases, direct them appropriately, help them fill out applications and other paperwork, provide status updates, and provide general assistance. The four-person issue resolution team responds to homeowners’ e-mails, analyzes and responds to formal program appeals and complaints. CUNY SPS Staff also troubleshoot complex homeowner issues to find resolution, and coordinate crucial financial transactions required for construction to begin. Meanwhile, in-person and online training for new and continuing staff and fieldworkers is handled by a training coordinator, ensuring that the latest deadlines, procedures, or policy revisions are shared. In addition, the CUNY SPS supervisor also manages the City’s acquisition program, assisting homeowners who have chosen to sell their property to the government.

CUNY SPS’s involvement in the Build It Back project also employs current CUNY SPS students and alumni in the project. Students and alumni from other colleges within the University are working in the program as well. It is likely that the excellence of the School’s work will lead to additional partnerships with the City and additional opportunities for CUNY students.

As a student in the MA in Urban Studies program at the CUNY School of Professional Studies’ Murphy Institute, my faculty and advisors consistently encourage my intellectual curiosity. That curiosity and my passion for urban problems and public policy decision making serves me well in my job where I wrestle with complex questions that must be addressed to appropriately help applicants navigating the Build It Back process.

Articulating bureaucratic nuances in clear, straightforward language is not an easy feat, particularly when communicating complex information, and my studies and experiences at CUNY SPS have helped me become a great communicator and leader. I look forward to a long career in public service, augmented by what I have learned at CUNY SPS.
New Programs:

MA in Psychology
Spring 2016
In the fall of 2015, CUNY SPS launched a degree that cannot be found on any other CUNY or SUNY campus: an online MA in psychology. The degree was designed to prepare students for jobs and advanced academic work that require an in-depth understanding of the factors that influence and motivate behavior, along with strong research, communication, and teamwork skills.

The most recent Occupational Outlook Handbook from the Bureau of Labor Statistics suggests that job prospects for psychologists will increase 12% between 2012 and 2022. Mindful of this statistic, our new program offers students two areas of specialization, industrial/organizational psychology and developmental psychology.

Hundreds of corporations headquartered in the New York metropolitan area represent ongoing opportunities for professionals in human resources management, market research, and organizational effectiveness, and these professionals, working full-time, are situated to take advantage of an online program. In addition, social service organizations in New York City and many other areas require more individuals to enhance their knowledge and training.

Due to the broad reach of this program, three major categories of students have been recruited: psychology undergraduate degree majors who wish to elevate their current work credentials or pursue a doctoral program in psychology, those in the workforce who want to qualify for higher level positions and pay, and those that majored in another field as undergraduates who aim to acquire skills for employment in the field of psychology.

Kendall Harford, a current student who currently works as a teacher’s aide at a residential diagnostic center, underscores the importance of earning a graduate degree in this field, noting:

“Continuing my education was the only option in order to move up in my field, and to achieve the goals I have set for myself. I decided to earn my MA in psychology at CUNY SPS because of their track record. I connected with what the program had to offer and the program would allow me to start right after I graduated.”

About the Academic Director: MA in Psychology

Dr. Carla Marquez-Lewis

Carla Marquez-Lewis has spent much of her time in academia within the CUNY system. In addition to receiving her Ph.D. in social-personality psychology with distinction from the CUNY Graduate Center, she has also spent over a decade teaching at CUNY before arriving at the CUNY School of Professional Studies, namely with Lehman College and later with John Jay College of Criminal Justice. She was also a full-time faculty member in the Psychology Department at Fresno Pacific University and simultaneously as a part-time faculty member at the University of California, Merced.

Her research has focused on wishful thinking, collaborative remembering, eyewitness testimony, violent crime, identity, parole practices in New York State, and hurdles/facilitators to post-incarceration reentry for those incarcerated for long terms. Her interest and background in social psychology (the study of how people’s thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others) has shifted her to another area of interest over the last several years, consumer behavior.

Carla holds a BA in psychology with a minor in criminology from California State University, Fresno and a professional certificate in digital marketing from NYU.
“...the National Council on Disability reports that enrollment of students with disabilities on college campuses increased by 20% between 2003 and 2009 (National Council on Disability, 2011).”

New Programs:
MS in Disability Services in Higher Education/Spring 2016
Launched in Spring 2016 as a new way to fulfill CUNY’s mission of access and professionalize a growing industry, the MS in Disability Services in Higher Education online degree program offers students the knowledge and skills needed to provide legally mandated accommodations to students with disabilities in higher education settings.

There are a variety of legal and social mandates that provide for the support and accommodation of students with disabilities in college. Legal requirements of the Rehabilitation Act of 1973 and its Sections 504 and 508, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008, obligate the inclusion of students with disabilities in the mainstream of college life. The social justice of requiring equal access for all is no less compelling.

It has been 26 years since the ADA has taken effect, and the National Council on Disability reports that enrollment of students with disabilities on college campuses increased by 20% between 2003 and 2009 (National Council on Disability, 2011).

CUNY SPS developed the MS in Disability Services in Higher Education degree program in response to the expanding presence of students with disabilities on college campuses, and the need to ensure that they are met with all applicable support services. As the first program of its kind in the country, the courses and faculty comprising the degree program fill a great void within academia and the overall higher education environment.

The curriculum for the degree was developed with the participation of disability service office directors, lawyers familiar with the Americans with Disabilities Act Amendment Act (ADA/AA) as it applies to colleges and universities, assistive technology specialists, and educators, to ensure that graduates will be prepared to assume significant responsibility in providing accommodations to post-secondary students with disabilities.

“The training, knowledge, and collaborative opportunities with other professionals around the country was exactly what I had been seeking,” said current student Kris Follansbee. “Learning from experts in our field and acquiring the tools and skills necessary to work with all aspects of disability services in higher education speaks directly to my professional goals.”

The MS in Disability Services in Higher Education program stands beside a portfolio of degree and certificate programs at CUNY SPS that continue the tradition of delivering learning tailored for myriad requirements and constituencies.

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About the Academic Director: MS in Disability Services in Higher Education

**Dr. Mariette Bates**

Mariette J. Bates began her career as the program director of One to One, the foundation created by Geraldo Rivera after his exposé of Willowbrook State School. From 1983 to 2008 she was vice president of the Maidstone Foundation, where she worked with over 600 parents’ groups and emerging community organizations, specializing in systems change advocacy for underserved populations and strategic planning, board development and fundraising.

Mariette is a graduate of Empire State College, the Columbia University Institute for Not-for-Profit Management, and the Union Institute, where she was awarded her doctorate in philanthropy and developmental disabilities. She has received the Sussman Dissertation Prize, Outstanding Alumna awards from Empire State College and the Union Institute, several leadership awards from parents’ groups and the Self-Advocacy Association of New York State, and the 2007 Outstanding Teacher of the Year Award from the City College Center for Worker Education.
We ranked in the top 5% of U.S. News & World Report’s list of the 2016 Best Online Bachelor’s Degree Programs, forging ahead from our top 15% position in 2015. Of the 217 institutions listed, we ranked 1st in New York State and 11th in the nation.

Additionally, we ranked in the top 5% of U.S. News & World Report’s list of 2016’s Best Online Bachelor’s Programs for Veterans, up from our top 12% position in 2015.

Our degree programs have also been recognized by several other ranking organizations. ValueColleges.com ranked the MS in Data Analytics degree program 15th in the nation in its Top 50 Best Value Online Big Data Programs, and the MS in Business Management and Leadership degree program was ranked 20th in the 50 Best Value Master’s in Management Programs. The BA in Sociology degree program was ranked 1st in the nation by BestSchools.org in its Best Online Bachelor of Sociology Programs.
Commencement 2016

Nearly 600 graduates were recognized for their academic achievements at our 2016 Commencement Exercises, held at David Geffen Hall, Lincoln Center, in New York City.

From the Class of 2016, the oldest student was born in 1945, when Franklin Delano Roosevelt was president, William O’Dywer was New York City’s mayor, and the microwave oven was first invented. The youngest graduate was born in 1993, during the presidency of Bill Clinton, the “David Dinkins years” in New York City, and when the Internet was in its infancy. There were eighteen states and four foreign countries –Japan, China, Canada, and Brazil -- represented in this year’s class, and women comprised more than 70% of the graduating class.

Distinguished speakers, including Dean John Mogulescu, CUNY Executive Vice Chancellor and Chief Operating Officer Allan Dobrin, and CUNY SPS Foundation Board of Directors Blake Foote, addressed over 2,500 family, faculty, and graduates.

Academic director and faculty member Carla Marquez-Lewis offered a motivational speech and high praises to the graduates on behalf of her colleagues. Matthew Conlin, a graduate of the MA in Disability Studies program, represented the students of the graduating class, made remarks about his personal experiences at the School, and offered words of encouragement to his fellow graduates.

Sonia Manzano, actress, author, and the Commencement’s keynote speaker, famous for her role as Maria on Sesame Street, was the highlight of the evening, offering a personal and powerful address and congratulating each graduate as they crossed the stage.

Faculty Accomplishments

Murphy Institute assistant professor, Michael Javen Fortner, published his critically acclaimed book, Black Silent Majority: The Rockefeller Drug Laws and the Politics of Punishment, for which he was selected to receive the 2016 Herbert H. Lehman Prize for Distinguished Scholarship in New York History by the New York Academy of History.

Institutional Research Associate Heidi Baez and Operation Data Analyst Evgeniya Reshetnyak won Best First Paper Award by the 2015 Northeast Association for Institutional Research Conference for their paper, “Increasing Connections to Increase Online Student Retention.”

Kafui Attoh, assistant professor of urban studies at the Murphy Institute, was granted a faculty fellowship at The Center for Place, Culture and Politics for the 2016-2017 academic year.

Sheryl Dicker, adjunct professor for disability studies, was appointed by Governor Cuomo to the New York State Task Force on Life and the Law, to assist the State in developing public policy on issues arising at the interface of medicine, law, and ethics.

Ellen Karl, academic director of the BS in Health Information Management and Certificate in Medical Coding programs, was elected to American Health Information Management Association’s Board of Directors.

Janet Mohlenhoff, clinical professor of the BS in Health Information Management program successfully passed the Certified Tumor Registry exam, a sought out credential that sets the standard for professional excellence in the cancer registry field.

Margaret Reilly, academic director of the RN to BS in Nursing program, was elected to serve as commissioner on the National League for Nursing Certified Nurse Educator Commission and inducted as a fellow in the New York Academy of Medicine.

Paula “Pepper” Robinson, child development associate certificate adjunct faculty, was the recipient of the Master Leader Award from the Exchange Leadership Initiative (ELI). The ELI explores strategies for making leadership more visible in the field of Early Care and Education.

Immigration Law adjunct assistant professor Attorney Rio Guerrero published an article in the Asian Journal regarding the long-awaited benefits that the families of Filipino WWII veterans are slated to receive as a result of the recommendations made by the White House’s Visa Modernization Task Force.
Institutional Highlights

Notable events/highlights

ACS Partnership
The Administration for Children’s Services (ACS) developed a partnership with CUNY SPS to create the ACS Workforce Institute, which enhances professional development for frontline staff serving New York City’s children and families.

The Workforce Institute offers professional learning initiatives that move beyond the classroom to enhance skill development for new and seasoned ACS and other child welfare staff. The programs incorporate highly specialized learning methods supported by evidence-based models, using simulation to strengthen core competencies for staff.

First Nursing Convocation
The Nursing program held its first convocation for RN to BS in Nursing students participating in the 2016 Commencement Ceremony. Forty-one prospective graduates, in addition to their friends and families, attended the event. During the convocation, students relayed the experiences they had while enrolled in the program, and underscored the important role that the program played in their careers and overall development as nurses.

Michael Fortner Book Discussion
After the recent publication of his book, Black Silent Majority: The Rockefeller Drug Laws and the Politics of Punishment, the Murphy Institute’s Michael Javen Fortner held an exciting and intimate conversation with colleague Joshua B. Freeman to further discuss the creation and consequences of the Rockefeller Drug Laws. The event, titled “Criminal Justice Reform: From the Black Silent Majority to Black Lives Matter,” was held at the CUNY Graduate Center and was attended by faculty, staff, and students throughout CUNY.

A Day in the Life of a Psychologist
Carla Marquez-Lewis, academic director of psychology, hosted a two-part informational series titled “A Day in the Life of a Psychologist,” where she invited experts from the fields of industrial/organizational (I/O) psychology and developmental psychology to discuss the career paths in each area. Dr. Elizabeth Matthews, City College and CUNY SPS professor, represented the field of developmental psychology and Laura Sywulak, senior analyst of people analytics and engagement at JetBlue, represented the field of I/O psychology.

Inside Disability Servitude
Dr. Ruthie-Marie Beckwith, disability studies adjunct professor, explored the history of unpaid work by people with disabilities in public and private institutions at a simulcast discussion titled “Inside Disability Servitude.” Dr. Beckwith is the acclaimed author of Disability Servitude: From Peonage to Poverty, and serves as a national consultant who helps people with disabilities develop and implement strategies for greater autonomy in their daily lives.

ePortfolio Showcase Winners

The winners for the fifth annual CUNY School of Professional Studies ePortfolio Showcase were selected in June and published on the showcase site. The selections were made based on criteria such as design layout, organization of materials, best use of multimedia, demonstration of reflective learning, and an overall representation of academic skills, coursework, and extracurricular activities.

The winners for 2016 were:

- Marggorie Brown, BA in Communication and Media
- Angelina Davidson, MA in Disability Studies
- Natty Duque, MA in Disability Studies
- Paul Fuller, BA in Communication and Media
- Kathleen Heck, BS in Nursing
- Karolina Humby, BA in Communication and Media
- Naji Muniz, BS in Business
- Kerwin Pilgrim, MS in Business Management and Leadership
- Dionna Smalls, MA in Disability Studies
- Emily Towner, BA in Communication and Media

The winners received a gift card, a digital badge, and are featured on the ePortfolio Student Showcase site.
Julie Maury and Cara Liebowitz, ’16 MA in Disability Studies alumnae, were featured in #CripTheVote, a video campaign that addresses disability issues in light of the 2016 presidential election.

Fran DiLorenzo, BS in Health Information Management student, was awarded a $1,000 scholarship from the New Jersey Health Information Management Association.

Romona Betton, BS in Health Information Management student, was the recipient of AHIMA Foundation’s Frances E. and Louis B. Fox Endowed Scholarship, which is supported through a philanthropic gift from Leslie Fox, MA, RHIA, FAHIMA.

Jerome Basma, BS in Business student, and Dianne Galasso, BA in Psychology student, received the Vice Chancellor’s Excellence in Leadership Awards.

Manny Torrijos, MA in Disability Studies student, was filmed for a video about a day in the life of a Parkinson’s Disease patient, produced by the Michael J. Fox Foundation. The video will be used to help others better understand the disease and the millions of lives that it affects.

Nicholas Lacovino, ’16 RN to BS in Nursing alumnus, presented a poster on his capstone project, “Developing a Nursing Simulation for Assessment of Torture Survivors,” at the 3rd Annual Hot Topics in Simulation Education Symposium.

Marc Ramirez, ’16 BA in Communication and Media alumnus, graduated from CUNY School of Law and served as their 2016 commencement student speaker.

Alexandra Chang and Tenzin Lekshay, ’16 RN to BS in Nursing alumni, had their capstone project “Dialysis Does not Define You: A Guide to Embracing the New You” published as an iBook by The Rogosin Institute.

Emergent Trends and Employer Needs Panel Series

The bi-annual series invites alumni and students to connect with industry leaders and learn about current and emergent workforce trends, challenges, and opportunities, to enhance understanding of employers’ perspectives and build employment pipelines.

In September 2015, CUNY SPS hosted Emergent Trends and Employer Needs: Small Business, Start-Ups and Entrepreneurs, featuring Kalyn Johnson Chandler, successful entrepreneur and founder of effie’s paper; Denmark West, venture capitalist and partner in Connectivity Capital Partners; and Brandon Atkinson, chief people officer at AppNexus, the largest independent advertising technology company in the country. Martez R. Moore, Chairman and CEO of Moore Frères & Company, LLC, moderated a wide-ranging discussion about this diverse and growing sector (the rate of new entrepreneurs entering the market increased dramatically by 10% from 2014 to 2015).

In March 2016, CUNY SPS offered Emergent Trends & Employer Needs: Entertainment Media, which was moderated by Ellen McGirt, contributor at Fortune, and featured expert panelists Yomi Desalu, then VP of music and talent programming at MTV, now an executive at BET; Shruti Ganguly, co-founder and partner at Fictionless; and Susanna Pollack, executive director of Games for Change, discussing trends and challenges including content proliferation, changes in distribution, monetization, and the importance of creativity, passion, and risk taking. The Emergent Trends & Employer Needs panel series provides expert advice about how trends impact employment opportunities.
The CUNY School of Professional Studies designs custom learning and professional development programs to help organizations achieve their goals. We work with government agencies, labor unions, and nonprofit organizations in a range of areas such as leadership development, human services, emergency management, and energy services. To our partnerships, we bring knowledge of research-based practices in learning assessment, instructional design, delivery, learning technology, and evaluation to explore frontiers in workplace learning.

**Management, Leadership, and Governance**

**CEO Program Management Forum - $148,000**
To offer an intensive leadership development course for program managers in nonprofit organizations that pilot innovative, anti-poverty strategies for low-income New Yorkers.
*Partner: NYC Mayor’s Office, Center for Economic Opportunity*

**Principles of Supervision Learning Program - $161,508**
To prepare newly appointed supervisors to better perform their management roles in NYC’s transportation and manufacturing industries.
*Partner: NYC Department of Small Business Services*

**Foundations of Adult Learning Training - $13,650**
To provide learning and development professionals at the Authority with an understanding of contemporary adult learning theory, and the skills to develop more engaging and valuable learning programs.
*Partner: Metropolitan Transit Authority*

**Project Management Instruction - $28,500**
To develop and deliver a customized project management learning program designed to enhance their employees’ capabilities to define scope, budget and timeframe for internal initiatives, and to manage them effectively.
*Partner: Per Scholas*
We work with government agencies, labor unions, and nonprofit organizations in a range of areas such as leadership development, human services, emergency management, and energy services.

**Incident Command System Mobile App - $40,000**
To design an ICS App for use on mobile devices as a repository for all of the documentation developed by DOHMH related to emergency preparedness and response activities.
*Partner: NYC Department of Health and Mental Hygiene*

**Energy Management**

**Energy Services Program - $2,481,479**
To support the city's efforts to reduce energy consumption – includes the delivery of blended (part online and part classroom-based) Building Operator Certification courses, trades-specific training courses, and the management of an Energy Management Institute.
*Partner: NYC Department of Citywide Administrative Services*

**Emergency Management**

**Build It Back Issue Resolution and Staff Development - $1,347,197**
To develop staff and to resolve applicant issues in order to accelerate the processing of applications from homeowners affected by Hurricane Sandy.
*Partner: NYC Mayor’s Office of Housing Recovery Operations*

**Coastal Storm Plan Training Program - $353,806**
To facilitate the delivery of just-in-time training to thousands of city staff to prepare them to operate emergency shelters, including how to serve individuals with special needs. To make online courses available to city staff who use the City Incident Management System as well as to staff who use the emergency sheltering registration system.
*Partner: NYC Office of Emergency Management*

**New Program Managers Course - $36,485**
To design and develop a course for newly hired DYCD program managers in order to prepare them for their new roles.
*Partner: NYC Department of Youth and Community Development*

**Human Services**

**ACS Workforce Institute - $7,927,930**
To enhance the capabilities of frontline child welfare and juvenile justice staff in New York City.
*Partner: NYC Administration for Children’s Services (ACS)*

**Family Development Credential - $60,000**
To provide instruction and portfolio advising to frontline family support workers to help them earn a nationally-recognized human services credential.
*Partner: NYC Department of Youth and Community Development and CUNY Office of Academic Affairs*

**Office of Child Support Enforcement – CUNY Training Program - $3,197,339**
To define procedures and train the agency's 800+ employees so that they are equipped with knowledge and skills needed to carry out their operational responsibilities effectively.
*Partner: NYC Human Resources Administration*

**Distance Education, Training Management Systems, Needs Assessment, and Evaluation - $1,638,512**
To support the agency's distance education platform, media production, and training systems that serve thousands of state and local district employees in the children and families service field.
*Partner: NYS Office of Children and Family Services*

**Information Technology**

**Auxiliary Staff - $574,840**
To provide training and support to the downstate welfare information system user communities — staff who provide financial assistance and support to low-income residents of New York State.
*Partner: NYS Office of Temporary and Disability Assistance*
Scholarships

ACE Scholarship

The ACE (Achieve College Education) Scholarship program was seeded in 2014 by a generous $100,000 matching gift from Alan Fishman. Full-tuition ACE Scholarships support high-achieving undergraduate students who demonstrate financial need and are within 6-21 credits of graduation. The scholarship allows students to finish their degrees while developing valuable mentoring and leadership skills. Awards underwrite 100% of tuition, and follow students through degree completion.

ACE Scholars are extremely motivated, and have diverse professional and life experiences. Fiorella Leal best described the life of an ACE Scholar, noting that “we are all essentially trying to receive an education and secure a livelihood. Unlike the typical college student, CUNY SPS students work from nine to five, then go home and work another three hours to complete assignments.”

As part of their post-award requirements, ACE Scholars mentor newly admitted CUNY SPS students, and are able to provide unique insights and encouragement that help new students navigate the challenges of returning to school as working adults. ACE Scholar Shifa Jiwani explained, “The ACE Scholarship gave me the tools I needed to be the best student I can be...being a mentor in return for this opportunity helps me pass the spark to others.”

The mentoring program extends the impact even further: retention among ACE mentees is twice as high as the general student body.

CAT/MAAT Graduate Apprenticeship Program for Diversity in Applied Theatre

Subject to the availability of funding, the CUNY Creative Arts Team (CAT) and the CUNY SPS MA in Applied Theatre program (MAAT) award graduate apprenticeships on an annual basis, to run from September 1 to June 30th in any academic year.

Founding Dean’s Scholarship

The CUNY School of Professional Studies Founding Dean’s Scholarship is open to all applicants enrolled in a CUNY SPS degree program on a part- or full-time basis. Scholarships of $500 for part-time students and $1,500 for full-time students are awarded on the basis of financial need and academic merit.

Patti Lieberman Scholarship for Early Childhood Education

The Patti Lieberman Scholarship for Early Childhood Education provides tuition support to students enrolled in one of two certificate programs offered by CUNY SPS: the Children’s Program Administrator Credential or the Child Development Associate Certificate.
Bob Martin Memorial Scholarship
The Bob Martin Memorial Scholarship is open to any student with a 2.5 GPA or higher who is enrolled in a CUNY SPS online bachelor’s degree program on a part- or full-time basis, and who is within 30 credits of completing the online degree. Scholarships of $1,500 are awarded on the basis of financial need and academic merit.

Timothy Meade Memorial Scholarship
The Timothy Meade Memorial Scholarship is open to undergraduate students enrolled in the CUNY SPS Disability Studies program with a 2.0 GPA or higher. Applicants can be enrolled on a full-time or part-time basis. The scholarship is awarded on the basis of financial need and priority will be given to eligible applicants with a disabled family member.

The Joseph S. Murphy Scholarship
The Joseph S. Murphy Scholarship for Diversity in Labor awards two-year scholarships of up to $30,000 (graduate students) and up to $20,000 (undergraduate students), and is open to students applying to the M.A. in Labor Studies program or to students currently enrolled in, or applying to, the B.A. in Urban and Community Studies program with a concentration in labor studies.

Stephen M. Rossen Memorial Scholarship
The Stephen M. Rossen Memorial Scholarship is open to any student who is enrolled in a CUNY SPS online degree program on a part- or full-time basis, and who is within 30 credits of completion. A scholarship of $1,500 will be awarded on the basis of need and academic merit.

Eugene Walters Scholarship
The Eugene Walters Scholarship is open to any undergraduate student who is enrolled in a CUNY SPS online degree program on a part or full-time basis. Eugene Walters Scholarship(s) are awarded on the basis of financial need and academic merit. This scholarship can only be applied to student tuition costs.

William J. Kissane III Scholarship
The William J. Kissane III Scholarship is open to students who are enrolled in a Disability Studies degree program (BA, MA, or MS) at CUNY SPS, have a minimum 3.0 GPA or higher, remain enrolled in a minimum of 6 credits per semester, remain in academic good standing, and demonstrate financial need. Scholarships of $1,000 will be awarded on the basis of eligibility and merit. This scholarship can only be applied to student tuition costs.

McKay Gussine Scholarship
The McKay Gussine Scholarship is open to all students admitted to or enrolled in degree programs CUNY SPS on a part- or full-time basis. For newly admitted students, priority will be given to applicants who were mentees (“Littles”) through Big Brothers Big Sisters. Current students must have a minimum 3.0 cumulative GPA and priority will be given to applicants who have been volunteer mentors (“Bigs”) through Big Brothers Big Sisters.

Russ Peterson Technology Scholars
The Russ Peterson Technology Scholars program is open to students pursuing the BS in Information Systems, the BS in Health Information Management, or the MS in Data Analytics. To be eligible, students must maintain at least a 3.0 GPA; undergraduate students must be within 30 credits of graduation, and graduate students must be within 12 credits of graduation. Awards will be made on the basis of financial need and academic merit. This scholarship can only be applied to student tuition costs.

Schulman, Bomboy & Gray Scholarship
The Schulman, Bomboy & Gray Scholarship is open to undergraduate students who are enrolled in the CUNY SPS Human Relations program and employed full time. Scholarships will be awarded on the basis of financial need and academic merit. This scholarship can only be applied to student tuition costs.

Scholarships: Supporting Student Success
Thanks to the generosity of our supporters, the CUNY SPS Foundation has awarded named scholarships totaling more than $620,000 to nearly 100 students since 2012. Awards have supported students across 11 different degree programs. On average, scholarship recipients are 37 years old with a cumulative GPA of 3.76; two thirds are women, and the majority of our scholarship recipients are from underrepresented groups. In 2016, the CUNY SPS Foundation awarded 40 scholarships.
Recognizing that adult students often juggle family and work responsibilities and can face unique financial challenges while pursuing their studies at CUNY SPS, the Gerstner Family Foundation generously awarded the CUNY School of Professional Studies Foundation $50,000 to establish the CUNY SPS Emergency Grant to support students in times of need.

Beginning in the 2016-2017 academic year, the grant will enable CUNY SPS to provide assistance for students at risk of dropping out of college due to unexpected financial emergencies by providing short-term, quick-response assistance to matriculated students in good academic standing. The goal of the CUNY SPS Emergency Grant program is to help students remain in school and meet their educational goals, rather than being forced to take a leave of absence or stop out.

Among other interests, the Gerstner Family Foundation is committed to providing access to an excellent education and assisting individuals who have suffered a temporary setback and need a “helping hand” to get back on track.

Kara Klein, executive director of the Gerstner Family Foundation, noted that the Foundation “is thrilled to be partnering with the CUNY School of Professional Studies to provide emergency funds for students in need. We recognize the college as a critical resource in New York City and look forward to hearing about its students’ successes.”

John Mogulescu, founding dean of the School, is “very grateful that the Gerstner Family Foundation has provided CUNY SPS with this unique opportunity to provide crucial resources to students who find themselves in sudden financial distress.”
Robert Kissane, founding chair of the CUNY SPS Foundation Board, made a $50,000 gift to establish and endow the William J. Kissane III Scholarship which provides tuition support for high-achieving students enrolled in a Disability Studies degree program (BA, MA, or MS) at CUNY SPS with demonstrated financial need. A graduate of CUNY SPS, Kissane is the chairman of Community Counselling Service LLC, a leading consulting and management firm that specializes in capital and endowment campaigns and non-profit consulting. Bob has more than 30 years of international experience directing innovative fundraising programs for leading science, medicine, health, arts, culture, religion, human rights, social service, environmental, and educational institutions.

Jacqueline McKay established the McKay-Gussine Scholarship which recognizes the accomplishments of Jacqueline McKay and her daughter, Eboney Gussine Wilkins, who attended CUNY SPS together and both earned a master’s degree in business management and leadership. The scholarship is open to all students admitted to or enrolled in degree programs CUNY SPS on a part- or full-time basis. In recognition of her volunteer commitment as a “Big” through non-profit organization Big Brothers Big Sisters, priority is given to scholarship applicants who participated as “Littles” and were mentored through Big Brothers Big Sisters.

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