The Kingsborough Community College Foundation’s Board of Directors draws its members from a wide range of professional and academic backgrounds. These men and women have guided some of America’s most important organizations, and they bring their expertise, their drive, and their wholehearted commitment to helping the college realize its vision of the future.

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Knowledge is a perishable commodity. It must be passed on to stay alive. Fortunately, at its academic core Kingsborough Community College possesses faculty members who are dedicated to that concept. These talented individuals believe that generations are connected to one another. As they inherited both knowledge and responsibilities from the generation that preceded them, they are committed to passing on what they have learned to the next generation.

You will read in this year’s annual report about Kingsborough professors who are not only accomplished teachers but who are also seriously engaged, either through research or through professional activities, in their fields of study. The relationship between their teaching on campus and their work beyond the classroom is symbiotic – each one benefits the other. Their work allows them to continually infuse our college with new ideas and new energy.

In addition to increasing the prestige of our college as a place where distinguished scholarship thrives, an active faculty is a distinct advantage to our students. On a daily basis, our students have direct access to their energetic professors in classroom lectures and discussions, on collaborative research projects, and in co and extra-curricular activities. From fine arts to culinary arts, from surgical technology to maritime technology, from politics to poetry, from the heavenly bodies of physical science to the human bodies of nursing science, from the stages of our theatres to the stages of human development, the Kingsborough faculty offers our students the opportunity to study our world in all of its rich variety. Although many student support services must function cohesively to achieve student success, the major ingredient will continue to be the performance of our faculty in delivering instruction in a modern, efficient, effective, and positive manner.

As you read this report, I am sure that you will get a sense of an attitude that permeates all we do at our college. It is a belief that each student who comes to us has potential. We believe that we as dedicated faculty, administrators, and staff have the ability – or will develop the ability – to unlock that potential. The Kingsborough story is one of thousands of men and women of every age, sex, race, and nationality who come to us because they believe that education can change their lives. We believe that our job is to give them something more than they ever imagined. With your continued support, we hope to continue to do that work with renewed purpose in the years ahead.

Dr. Regina S. Peruggi 
President
Even if they never ventured beyond the classroom, Christina Colon, George Contreras and Michael Weisberg would be excellent teachers. But these professors believe in doing more. They believe in getting their students’ hands dirty with the messy business of the real world.

In 2011, Colon’s biology students dug for horseshoe crabs on Plumb Beach—conducting important research on why this 500 million-year-old species is dwindling. Over the same summer, Contreras’ nursing students traveled to Ecuador, where they dealt with stressful medical emergencies in a foreign culture, skills that will serve them well in New York’s Spanish-speaking communities. Year in and year out, Weisberg’s planetary-science students get to touch some of the oldest and dustiest matter in the solar system, meteorites.

From the hyper-local to the cosmic, Kingsborough’s faculty share their unique experiences as ceramicists and photographers, psychologists and substance-abuse counselors, philosophers and musicians, cake decorators and kitchen designers to the college environment. For students eager to drink from the fountain of knowledge, these professors bring a cup that is full and overflowing. They provide a taste of what it means to be researchers, published authors, and professional practitioners.

Michael Rogak, a third-generation Brooklyn chocolatier, sprinkles his classroom banter with morsels about running a business, making deadlines, and satisfying customers. Bass-playing music professor Marvin Williams packs tales of jamming with hepcats like Miles Davis and touring with divas like Patti LaBelle and Chaka Khan. Anthropologist Suzanne LaFont can fill you in on Jamaica’s “romantic tourism” and the heartbreak of HIV-plagued Namibia.

“When you are teaching something that you actually do – and something you actually love, it’s a big plus for the students,” says Weisberg, a geologist, NASA scientist and researcher at the American Museum of Natural History. “Partly what they enjoy about the course is that they are getting it right from somebody who is currently involved in the cutting-edge science.”

At Kingsborough, we believe an education amounts to more than textbooks and tests, lectures and letter grades. We believe it’s tales from the trenches as well as hands-on experience. We believe it’s Weisberg’s expensive electron microprobes as well as Colon’s cheap plastic buckets and shovels. “It certainly is a win-win situation,” Colon says of her practice of using student assistants in her horseshoe-crab research. “For me, the students, and the crabs.”

We are excited to share these stories, and many more, in this annual report.
Students needing a tutorial on how to earn a living wage as a visual artist should meet Valerie Sokolova. With her magical portraits of preening ducks and sleeping beauties, the children’s book illustrator has published more than 50 titles in the United States and Russia. In her Kingsborough classroom, she not only shares her ongoing commercial projects with students, but also gives them real-world advice on how to prepare a portfolio, how to approach clients and publishers, and how to schedule interviews.

“We only have real artists in the art department,” says Janice Farley, a ceramist who pioneered the Tribeca arts scene of the ’70s. “Everybody is a working artist.”

Stimulating intellectual curiosity is a primary goal of the art faculty. “Enthusiasm generates curiosity, and curiosity is what keeps people always growing in terms of an education,” says Farley, who has conducted workshops with esteemed North Carolina potter Jane Reiser and ventured abroad to study the mosaics of Ravenna and the porcelain of Messein.

Yet even purists say you need more than pencils and paints to survive today’s economy. When John Descarfino was in college, “there was not much discussion about how you support yourself and what your options were.” Descarfino, a painter who exhibits regularly in galleries, now takes care to tell his students about alternative exhibition spaces (generally more approachable than high-end galleries), artist registries on the Internet, and potential jobs in museums, corporate collections and artists’ studios.

Janice Mehlman, a photography professor with an international reputation, gets excited about the magic of the medium, the vanishing art of developing film and pulling prints. Every semester, she takes her students on a Chelsea art jaunt, to check out contemporary photo galleries. Most of them will not become fine artists, but that’s not the point. Mehlman recalls a Kingsborough grad who took a job as a restaurant-chain manager and used his photography skills to take pictures for the company website. “It can enhance any career,” Mehlman says. “The idea is to try to light a spark and to give them tools they can use throughout their life in any field they go into.”

A specialist in 19-century European and American sculpture, art history professor Caterina Y. Pierre advises her students about art-related careers, such as museum curators, lecturers, and educators. “Arts and culture generate over $166 billion dollars per year in the United States, and courses in art history are a first step towards an understanding of the industry and possible careers within it,” notes Pierre. She wants all students to have a familiarity with art, its history, its impact, and give students, at the very least, “a desire to want to make art a part of their lives.”
Psychology professor Juann Watson uses HBO’s psychotherapy drama “In Treatment” as a teaching tool. Anthropology professor Beth King speaks in a breathy voice that makes students want to lean forward to catch her stories about living with the Navajos. Psychology professor Lourdes Follins sometimes wears her Yoruban beads to class—a fashion choice that allows her to weave spirituality into her bristling discussions on sexuality, depression, drug use and HIV awareness.

It’s clear that the Behavioral Sciences faculty brings much more to the table than textbooks and tests. Here, the discourse is infused with a depth and richness born of their accumulated experiences as researchers, authors, practitioners and well-informed human beings.

Take the topic of sex. Though we live in a culture oozing with erotic material, many people clam up when trying to share intimate information in a public forum. That dynamic changes, however, when students hear anthropology professor Suzanne LaFont’s passion for her research (she has chronicled the sex trade of Namibia and the sexual tourism of Jamaica) or Follins’ commitment to HIV prevention and lesbian, gay, bisexual and transgender issues. “My most precious moments,” Follins says, “are when students have that a-ha moment and I see the light bulb going on.”

Moved by the courage and tenacity of the remedial students he encountered early in his career, Professor Jason VanOra made developmental issues the focus of his research and his forthcoming book, Desperate to Achieve: Understanding the Lives, Struggles, and Identities of Community College Students Assigned to Developmental Classes. Now, his scholarship informs his mentoring and his work as co-coordinator of the Opening Doors Learning Communities program.

In her home state of Mississippi, sociology professor Jennifer Mitchell helped bring public transportation to the rural Delta. In Brooklyn, her community work has shifted to food justice—who eats what and why. Her students diarize their eating habits and map food-distribution in their neighborhoods—data that will be added to the Brooklyn Food Coalition website.

King shares her documentary footage of Utah’s Navajos. (“I go out there every year and do field work and talk to elderly people.”) Watson relates her experiences as a therapist and counselor. (“I tell them I hold so many secrets on my little back,” jokes the petite professor.) LaFont adds global sex and culture to the stew.

“It helps validate the students’ experience to know that their professors are actively doing research and publishing,” LaFont says. “I think it helps them to feel proud of Kingsborough. A lot of students come up to me and say it’s so exciting to hear about this first hand.”
THE WORLD
well-tested recipe
TASTING
THE WORLD

Meltdowns are not unusual in Professor Naxielly Dominguez’s classes on specialty-cake decorating. Cakes fall. Ice cream drips. Sugar roses get smashed. Dominguez, a professional cake decorator with years of experience, tells her students to slow down, take their time, put their hearts into it. Soon they are constructing opulent towers with fancy designs. “I have been doing cakes forever,” says the native of Oaxaca, Mexico. “They understand my passion.”

Dominguez is just the sort of teacher Jonathan Deutsch seeks out for the Culinary Arts program he runs at Kingsborough. He wants cooks with energy and enthusiasm, not burnouts with knee problems. “We have people who are educators by choice,” says Deutsch, who has created an on-campus vegetable farm and a student-run mock restaurant.

Just look at James Feustel. During the week, the former chef is a commercial kitchen designer who works with celebrity clients like Bobby Flay and Daniel Humm of Eleven Madison Park. On Saturdays, he brings his uniquely honed set of skills to Kingsborough’s culinary classes. “I get to share that, hanging out with all these chefs and being around guys at the top of their field,” says Feustel, who is creating Humm’s kitchen at the new NoMad Hotel.

And then there’s Michael Rogak, a third-generation Brooklyn chocolatier who started out as a special-education teacher. A lively and opinionated candy-maker, Rogak doesn’t sugarcoat the profession. “The reality is not everyone can cook. Not everyone who wants to go into the food business is good at it.” So before the ganache and truffles, he tells his students they are in for long hours and minimum wages, not “Top Chef.”

In Culinary Arts, no professor follows the same recipe; each adds his own flavor to the stew. In her classes on regional Mexican cuisine, Dominguez waxes poetical on tacos, tamales and from-scratch mole—and uses chocolate she buys on her trips back home. Feustel, who trained as an engineer before he found cooking, practices a methodical approach, what he calls “the mental mise en place.” Everything in its place. Rogak drills his students on running a business fraught with health inspections, equipment failures and cranky customers.

Kingsborough’s culinary-arts instructors don’t just teach their students how to follow recipes. The professors stir the pot by adding ingredients from their ongoing grocery list of real-world experiences in the business of food.
ENGAGING STUDENTS IN RESEARCH

Biology professor Christina Colon did her doctoral research on civets. Since the small carnivore is only found in Africa and Asia, “I wanted to switch my research to a local species so I could involve students.” That’s how she found the horseshoe crab, which lays its eggs on Plumb Beach, across the bay from the college. Because the crab’s blood is used to determine biomedical contamination, it’s an important “blood donor,” Colon says. Scientists are troubled that its numbers have been declining. Over the summer, Colon and her students, including alumnus Syed Nawaz, counted crab eggs and hatchlings along the beach. Nawaz, a biology major who wants to attend medical school, saw the fieldwork as a chance to get some research experience on his resume. He determined that human activity affected the number of hatchlings, but not eggs. His poster took first prize at a biology conference. “It was such a great experience,” he said, “I am going to do it again next year.”

FROM FILMMAKING HOBBY TO CAREER

Josephus Tudtud, a former Marine in the New Start Program, considered his interest in photography and film more of a hobby than a way to earn a living. But with Professor John Acosta’s encouragement, Tudtud decided to change his major from business to media technology and management. “I was kind of struggling on my own,” says the Kingsborough student. “Professor Acosta is the one who really motivated me.” In one course with Acosta, Tudtud helped created videos to publicize three college-related programs: Eco-Festival; an Autism Speaks fund-raiser; and the Kingsborough Child Development Center. “Josephus is very disciplined and very focused,” says the Communications & Performing Arts professor, who tries to give his students as much real-world experience as possible. “It gives them a taste of what it’s going to be like when they work in the industry once they graduate.”

PRESIDENT’S FACULTY INNOVATION AWARDS

The President’s Faculty Innovation Award encourages projects that make use of innovative pedagogies and/or instructional technology in the classroom and for development of hybrid and/or online courses; research projects that involved faculty and students in a mentoring relationship, interdisciplinary collaborations; or projects that integrate civic engagement curriculum and/or activities into existing and/or new courses.

Recipient: Professor George W. Contreras
Department: Nursing
Project Title: A Trans-cultural Nursing Experience

Recipient: Professor Nancy Leggio
Department: Behavioral Sciences and Human Services
Project Title: Creating a Children’s Garden: Making Connections between the KCC Urban Farm, Pre-Service Early Childhood Teachers, and Community Schools

Recipient: Professors Ann DePirnciop and Rachel Ilara
Department: English
Project Title: The Kingsborough Study of Community College Literacy

Recipient: Professor Michael Spear
Department: History, Philosophy, and Political Science
Project Title: “The Right to the City”: Expanding the Civic Engagement Component to the History of New York City Course (History 62)

Recipient: Professor Edgar E. Troudt
Department: Tourism and Hospitality
Project Title: “Poking” Tourism: Facebook as College and Discipline Information Clearinghouse

Recipient: Professor Christoph Winkler
Department: Kingsborough Center for Economic and Workforce Development & CUNY Institute for Virtual Enterprise
Project Title: Fostering Student Leadership and Civic Engagement through Social Networking and Online Mentorship

Recipient: Professor Juan Morales-Flores
Department: Behavioral Sciences and Human Services
Project Title: The Effects of Electronic Portfolios in the Teacher Training Programs: Early Childhood/Childcare and Education Studies

Recipient: Professor Bailin Song
Department: English
Project Title: An Assessment Study on the Effectiveness of a Supplemental Language Course

Recipient: Professor Jason Leggett
Department: History, Philosophy, and Political Science
Project Title: Hybrid American Government Course and Linked Criminal Justice Course

Recipient: Professor Rachel Sturm-Beiss
Department: Mathematics and Computer Science
Project Title: A Hybrid Math 9, College Algebra, Course

Recipient: Professor Mary Lynn Navarro
Department: English
Project Title: From Self to Social Action: A Hybrid Action Research Class Explores Civility in the Global Community
When professors George Contreras and Coleen Kumar took eight Kingsborough nursing students to work in Ecuador for a week, their charges had no idea how extreme the conditions would be. Student Alicia Nugent says the first patient she encountered was a loverom woman who had swallowed pesticide in a suicide attempt. “Every single person was a trauma,” Nugent said. If patients needed drugs, syringes, even cotton swabs, their family had to buy supplies at a pharmacy and take them to the hospital. The goal of the trip was to emphasize the importance of culture in the field of health care. “To see their profession in another setting was very, very meaningful for them,” says Contreras, the Allied Health Services director who is in the process of creating a new EMT degree for the college. Contreras would like to return to Ecuador in 2012 with more Kingsborough students. Nugent, who works at Lutheran Medical Center, applauds the idea, calling her experience life-changing. “It was such a gift to be there to help those people.”

CARLENE BARNABY
Criminal justice

Her students tell her America is corrupt and biased. She tells them it’s all relative. “I am from an environment that is plagued with high crime,” says the Jamaica native who uses her background in theater to stage mock trials in class. “Some might call me overly dramatic, but I find students learn a little better.” Ultimately, she just wants her students to learn to think critically.

BOB BLAISDELL
English

As a reviewer, essayist and editor of over 30 anthologies, including the recently released New York: The Big Apple Quote Book, the English professor is familiar with the rejection slip. “I have been rejected so many times that the surprise is the yes,” says the former journalist. He tries to get his students, many of whom are immigrants, to tap into their rich personal material as they write. “I am all for using everything you’ve got.”

THERESA MASTRIANNI
Business

Fashion is fun—and fickle. Just ask this professor, who brings years of retail and fashion experience to the classroom. As a fabric buyer for a children’s-wear manufacturer, Mastrianni dealt with bleeding red corduroy and turtlenecks no kid could get his head through. As a department-store manager, she had to reckon with serial returners—customers who wore clothes, then brought them back repeatedly. Never get too comfortable in the design world, she tells her students. “You are only as good as you are this season.”

JOSE NANNIN
Community Health

When Nannin’s students do textbook readings on HIV prevention and other health topics, they are often fascinated to discover that their professor actually collected the data or researched the topic himself. Currently the principal investigator of a federal Center for Disease Control-funded study of HIV issues among black and Latino men, Nannin believes his first-hand perspective informs his teaching, often inspiring students to pursue careers in the field.

RICK REPETTI
Philosophy

Students are often so knotted up with stress that they can’t process new ideas. A professor who teaches meditation and yoga in the community, Repetti uses such “contemplative practices” to get students “in touch with a part of themselves that’s naturally curious or reflective or analytical.” Meditation creates a natural environment for a philosophy class, “or any kind of class,” Repetti says. “Instead of no child left behind, it’s no Buddha left behind.”

MARVIN WILLIAMS
Music

When teaching Mozart and Bach, this music professor can talk about working with Miles Davis, Patti LaBelle and Chaka Khan. “You can actually see their interest meter move right away,” says the bassist, composer and recording artist, who brings in outside projects so students can “see the process of making an original recording.” He encourages students to think outside their major. “If we can help them figure out who they are and what they want to do, everything falls into place.”
In 2011, the prestigious Aspen Institute College Excellence Program ranked Kingsborough Community College as one of the nation’s 120 best community colleges. The only CUNY College listed in the ranking, Kingsborough met the Aspen Institute’s criteria by demonstrating strong outcomes in three pillars of student success: students’ persistence and completion of degree programs; consistently improving retention and graduation rates; and equity in outcomes for students of diverse racial/ethnic and socioeconomic backgrounds.

The Department of Physical Sciences introduced two degree programs in 2011:

- A unique educational partnership, the CUNY Justice Academy offers dual admission into one of the six participating CUNY community colleges and John Jay College of Criminal Justice to students pursuing careers in criminal justice, forensic science, and forensic financial analysis. Kingsborough’s new A.S. in Science for Forensics joined the Justice Academy this year, providing students seeking jobs in forensics science laboratories with a strong foundation in general and organic chemistry, general biology, physics, and calculus. Graduates with a G.P.A. of 2.5 or higher will be able to transfer seamlessly to John Jay College of Criminal Justice to complete their bachelor’s degree in Forensic Science.

- Kingsborough’s new A.S. in Earth and Planetary Sciences allows students to explore the geological wonders of Earth and the greater cosmos beyond. Students can study side by side with professors like NASA-funded Dr. Harold C. Connelly, Jr. and Dr. Michael Weisberg, astrochemists specializing in the study of meteorites, using cutting-edge laboratory instruments. Upon completing the two-year degree, students can then transfer to Brooklyn College to complete a four-year degree in geology.

Kingsborough Community College became the first higher-education institution in New York City to launch an urban farm tilled by students. Planted on what was an asphalt lot between the T1 and T2 buildings, the learning laboratory and sustainable source of organic produce functions as an outdoor classroom where students gain hands-on urban farming and entrepreneurial experience. The vegetables, fruits and herbs grown are harvested, processed, and used primarily by our rapidly growing Culinary Arts program.

Kingsborough’s A.S. in Chemical Dependency Counseling became the first college degree program in New York State to be accredited by the National Addiction Studies Accreditation Commission. The program prepares students for a career in alcohol and substance abuse counseling. By the time they graduate, students will have earned up to one year of the required three years of clinical work experience needed for CASAC (Certified Alcohol and Substance Abuse Counseling) credentials and are eligible to apply for the CASAC-Trainee Certificate from the NYC Office of Alcohol and Substance Abuse Services.

Both Kingsborough Community College and 2009 KCC graduate, Sherreece Blake, were recipients of the 2010 Robin Hood Heroes Award, which included a $50,000 donation to the college. The award is given annually to outstanding organizations and special New Yorkers who have overcome seemingly insurmountable obstacles and have shown the resiliency of the human spirit. Blake grew up in Kingston, Jamaica, where she witnessed children being abused and saw her aunt immediately after she was killed — experiences which led her to decide to become a lawyer. The 21-year-old graduate recently took the LSAT and hopes to study family law.

The Department of History, Philosophy, and Political Science and the Men’s Resource Center co-sponsored a forum entitled “Legal or Illegal?: Perceptions and Realities of the Criminal Justice System,” featuring a panel of judges, attorneys, law enforcement officials and other experts engaged in a lively and informative discussion relating to theory and realities of criminal justice. Participants included Justice John H. Wilson; Justice Deborah Dowling; Justice Evelyn LaPorte; De Lacy Davis of the Men’s Resource Center and the New York City Police Department; Dr. Michael A. Ortiz, senior special agent, U.S. Department of Homeland Security; Shannon Taylor of Not Just Black and Jews in Conversation; and NYPD Detective Carl Coldron.
Grants are vital to the mission of Kingsborough. Support from governmental agencies, foundations, and corporations helps us to further the work of students and faculty. Recent grants to Kingsborough include:

**$19,860,087** from the United States Department of Labor: Employment and Training Administration in support of CUNY Career PATH (Preparation for Adults through Training and Higher Education), a project that offers out-of-work adult New Yorkers who are changing careers a new way to retool for today’s job market. The grant, the only one awarded in New York State, was awarded to an eight-campus CUNY consortium, of which Kingsborough is the lead institution. In addition to providing basic academic and English language skills instruction, the program will create new opportunities to earn college credit in conjunction with short-term occupational training and industry-recognized credentials.

**$1,874,606** from the Mayor’s Fund to Advance New York City for the Kingsborough Center for Economic and Workforce Development to implement Access to Success, a program that trains disconnected youth for careers in the food service industry. Students earn their GED’s, participate in contextualized training, and have the unique opportunity to work on Kingsborough’s on-campus Urban Farm.

**$1,225,593** from the National Aeronautics and Space Administration (NASA) in support of the OISIRS REx (Spectral Interpretation-Resource Identification-Search for Life-Regolith Explorer), the first U.S. mission to the asteroid Bennu. Kingsborough’s学生 are part of the OSIRIS-REx team, which will collect material from an asteroid and bring it to Earth through the Security-Regolith Explorer, the first U.S. mission to an asteroid and bring it to Earth. Students from Kingsborough will work alongside NASA’s team and provide support for a new program that engages students during the summer, with the goal of improving their academic outcomes.

**$130,000** from the Centers for Disease Control and Prevention for continued support of research by Dr. Jose Nanin (Health, Physical Education, and Recreation Department) on HIV-prevention strategies among high-risk men of color.

**$95,223** from the New York State Education Department for implementation of the Biological Sciences Department’s College Science and Technology Entry Program (C-STEP). Through this program, historically under-represented and economically disadvantaged undergraduates explore careers in biological sciences through participation in mentored research or internships, seminars and field trips, enhanced academic support, and opportunities to attend and present their research at national, statewide and local conferences.

**$40,000** from the JP Morgan Chase Foundation to provide inter-generational financial literacy training to Coney Island residents via a partnership between Kingsborough and two community organizations. Students from Kingsborough’s Black Male Initiative, trained by Junior Achievement, present age-appropriate financial literacy training to children while their parents receive training from a faculty member in our Business Department. Astella Development Corporation provides additional support around entrepreneurship, planning for home ownership, and other special interest topics.

**$40,000** from New York Community Trust in support of the work of Kingsborough’s Performing Arts Center as it brings artistically and culturally diverse, multi-disciplinary performances from masters of the form to the varied communities around the college.

**$25,000** from the Nathan and Margaret Y. Thorne Fund to support the Center for Civic Engagement. At Kingsborough, civic engagement is defined as acting on our mutual responsibility to care for each other in the college, in our communities, and on our planet. The Center for Civic Engagement provides a link between what students learn in the classroom and student participation in civil society.

**$15,000** from the Richmond County Savings Foundation to provide funding for thirty $500 scholarships for students in need living on Staten Island, ensuring they can stay in school and achieve their educational goals.

**$5,000** from the New York Community Bank Foundation towards the creation of a toddler playground for the Kingsborough Child Development Center, which provides on-campus childcare to students with children. The playground will improve the opportunities for the Center’s youngest children to develop gross motor skills.
“As a student, I received a couple of scholarships that I knew came from donations. Now I give back to the college so that future students like myself, who are in need of scholarships or eligible for scholarships, can get them.

NATIONAL AID SOCIETY

“National Grid has been involved with the college for many years. We see the good work it does, and how it really does give a lot of people a second chance, a lot of students who have given up hope. I think this KSCP program has a personal connection. My life would have been very, very different if I had not attended Kingsborough.”

MICHAEL P. COURTNEY, KICC FOUNDATION BOARD CHAIR, CUSTOMER METER SERVICES, NATIONAL GRID
"I came out of the civil war in Yugoslavia and had to re-start my education. But I needed financial aid. I needed help. I needed mentorship. All that was given to me at Kingsborough by people who understood the importance of earning and giving and being kind to others. Now it’s my turn to continue that tradition. Also, I want my two children to see, through my example, that they should be giving, too.”

“Remember when I went to college – it wasn’t that easy. Because I am doing well in school.”
I have such an appreciation for what a lot of our students go through, in terms of the personal sacrifices they have to make. It’s just inspiring, and it makes you so happy to be there. When you see that, combined with the faculty, which is doing such a great job advocating for them, it’s really a powerful combination for me.”

KELLY SULLIVAN, KCC FOUNDATION BOARD MEMBER

FACTS AND FIGURES
Fiscal Year 2011 Annual Report

Expenditures:

- Instructional Support: $50,802,503 (53.08%)
- Extension & Public Service: $2,518,621 (2.65%)
- Library & Organized Activities: $2,032,566 (2.14%)
- Student Services: $11,626,288 (12.22%)
- General Administration: $5,840,627 (6.14%)
- General Institutional Services: $6,880,222 (7.23%)
- College Discovery: $500,730 (0.53%)
- Adult & Continuing Education: $2,538,213 (2.67%)
- Technology Fee: $2,529,629 (2.66%)

Total: $95,135,522 (100.00%)

Staffing (Full-Time):

- Fall 2010: 329
- Spring 2011: 314

Total Faculty: 341

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