

**Greetings CIUS Board Members and friends! This is our sixth edition of the CIUS e-newsletter. In addition to research, an integral CIUS objective is to provide education and training for new infrastructure professionals. This objective will be achieved in two ways:**

**1) Academic Programs:** to prepare students, from certificate programs to four-year degree programs.

**2) Infrastructure Training:** through professional development programs to help employers train or retrain both management and labor.

In this “special edition” we will focus on two important *educational programs* that CIUS is trying to create within the CUNY system as a cornerstone of the CIUS mission.

In the first section of this edition of the CIUS e-newsletter we will examine efforts to create a four-year baccalaureate degree program. In the second section we will summarize a joint effort with York College to create a special aviation institute in Jamaica Queens.

## **I. SECTION ONE: INTERVIEW WITH DR. RICHARD HANLEY RE: PROPOSED NEW FOUR YEAR BACCALAUREATE DEGREE PROGRAM IN COMMUNITY DEVELOPMENT TECHNOLOGY**

*Dr. Richard Hanley, the founding editor of the Journal of Urban Technology, is a professor of English at New York City Technical College of the City University of New York. One of the original board members of the CUNY Institute for Urban Systems (CIUS), Dr. Hanley has been addressing one of CIU’S core missions, curriculum development. He is developing a proposal for a cross-disciplinary, cross-campus degree program in community development technology.*

**CIUS Assistant Director, Laurence Frommer, recently interviewed Dr. Hanley about this new program.**

**Frommer :** Dr.Hanley, Can you tell us something about the baccalaureate program you are proposing? Why is this the time for such a program?

**Hanley :** Before the current recession and before September 11, cities were coming back.

Where revival had been most successfully occurring, especially within distressed or formerly distressed urban areas, it had been because of the work done by “community development practitioners” and particularly those who promoted innovations that not only repaired aging urban infrastructure systems but helped urban areas keep in step with the many rapid advancements in related infrastructure *technologies*.

Whether the recession is a short or long one, cities will need to fight to continue to make improvements in affordable housing, economic development, and environmental conditions. For this to happen, there will be a need to understand the social, economic and technical tools available to communities to accomplish these tasks. This new Baccalaureate Degree in Community Development Technology is being developed to

train a new generation of professionals who can use these tools to empower communities to rekindle their own revitalization.

The program's uniqueness will reside in its focus on technology and technology's role in the social and economic development of urban communities. As proposed, City Tech's School of Arts and Sciences will house the program, but students in this multi-disciplinary curriculum will take courses in other CUNY units. CIUS will help design the curriculum and then serve as the research center and internship coordinator for the program.

**Frommer:** When did this field of "Community Development" take shape?

**Hanley:** Historians believe that the community development field as we now know it took shape in the late 1950s and early 1960s.

**Frommer:** What kind of careers would students in this program be prepared for?

**Hanley:** While housing construction and renovation were the mainstays of community development organizations in the past, in the future the field will also include economic development, community organizing through the use of new technologies, work force development, participatory planning, brownfield remediation, and other environmental activities such as environmental monitoring and reporting. Any program designed to prepare students for careers in community development will have to take these changes into account and understand that a grounding in technology will be very useful in preparation for the future. It is this technological component that makes this new program unique and that makes City Tech and CIUS the appropriate partners in its creation.

**Frommer:** What other jobs/fields will the new program prepare students for?

**Hanley:** There's a great breadth to the possibilities. The main areas are:

- \*community-based organizations
- \*national and local intermediaries
  - \*the federal government (HUD, EDA, etc.)
  - \*state agencies
  - \*local agencies (planning departments, housing, community development, and economic development departments)
  - \*local public housing authorities
  - \*commercial banks (Community Reinvestment Act departments)
  - \*community development financial institutions
- \*businesses (e.g., Pathmark, Keyspan)
  - academic institutions
  - \*policy and advocacy and trade organizations

**Frommer:** What skills will these new professionals need?

**Hanley:** Perhaps the most common trait cited by those in the field is the ability to solve problems, but technical skills are also needed. Depending upon which area of the field someone is employed in, a graduate might have to know how to employ on line

resources, understand the use of environmental assessment, be able to use new planning visualization tools and be able to apply GIS programs to community projects

However, we cannot underestimate the importance of the kinds of skills developed through a liberal arts curriculum – an important reason for housing this new program in City Tech’s School of Arts and Sciences.

**Frommer:** The realm of technology can encompass so much. Can you give us an example of technology areas or concentrations that will emerge in this new program?

**Hanley:** We have identified five technology areas as being central to the work of cities and of urban community development. These include communications, environmental, energy, geographic information, and computer technologies. Courses in these areas would be the central courses of the curriculum.

**Frommer:** And will the students “round out” their education with a broad base of other courses?

**Hanley:** The rest of the curriculum will consist of City Tech’s “baccalaureate core” with courses in English composition, mathematics, science, philosophy/aesthetics/literature, social/behavioral sciences, and communications.

Additionally, students would take a series of “urban” courses (urban economics, urban history, urban politics, urban geography, etc.), computer courses, statistics courses, and courses in geographic information systems

**Frommer:** How will the students get job experience?

**Hanley:** All students working towards the baccalaureate in community development technology will be placed in a one-semester, full-time internship. The internship program (as well as the program’s research agenda) will be coordinated by the CUNY Institute of Urban Systems.

**Frommer:** Has any group from outside CUNY had any input in designing this program ?

**Hanley:** We have consulted and hope to work on this program with The National Congress for Community Economic Development (NCCED), the Washington, D.C. based trade association of the field and the co-publisher of, *A Guide to Careers in Community Development*.

NCCED is engaged in an effort to “professionalize the field,” something we wholeheartedly support. Of course we believe that institutions of higher education are the best place to start. NCCED has begun this effort with a joint undertaking with the National Consortium for Community-University Partnerships (NCCUP) called the Standards and Core Competencies Project.

The goal is to create a body of standards and core competencies for programs designed for community development practitioners. For our purposes there are two significant points:

One of the first steps they have taken is to conduct a national survey of the education and training needs for community economic development practitioners. According to a

report issued on the survey, "The most important emerging trends identified by NCCED members were 'community development and corporate leadership' and 'technology,' the two primary areas that our program will focus on.

**Frommer:** This all sounds like a very interesting prospect. Can we count on you for progress reports from time to time so that we may update our readers ?

**Hanley:** Yes most definitely! We believe in this project and are committed to seeing it through!

## **II. SECTION TWO: SUMMARY OF THE NEW AVIATION INSTITUTE**

### **PROGRAM DESCRIPTION AND RATIONALE**

York College of the City University of New York is planning to develop and establish an Aviation Institute that will provide its students with an opportunity to prepare for careers in the field of aviation. The aviation program will prepare students to respond to the challenges of their discipline in aviation by focusing on maximizing course content, utilization of theory and the practical applications of hands on-experiences through work experience with aviation employers.

Collaboration with key stakeholders includes students, aviation industry employers, York College Staff, government officials, public school personnel and businesses to establish an ongoing commitment toward common goals for the institute, the utilization and coordination of resources and continuous quality improvement for program policy and direction. Other collaborative partnerships established to date, include local area public schools, local businesses (metropolitan area), and Flight Safety, Inc.

It is anticipated that the collaboration of key stakeholders partnering with the Institute will lead to greater collaboration among partners, improved teaching, increased learning and academic success for all students, greater connectivity with the aviation industry and community and the use of technology as a catalyst for systemic change.

In addition to academic training and career development for students, the Institute will serve as a catalyst for supporting initiatives in the improvement, design and preparation of aviation careers. Benefits better service, lower costs, environmental efficiency, global connectiveness and competition

**In March the York College/CUNY Aviation Institute will hold a special seminar:**

#### **The Impact of 9/11 on Airline-Related Transportation**

**Dates:** Thursday, March 21 and Friday, March 22, 2002

**Time:** 10am-12Noon; 1:30pm-3:30pm

**Place:** York College, 94-20 Guy Brewer Boulevard; Jamaica, NY 11451

**Tuition:** \$ 300. Continental Breakfast served at 9:00 a.m.

**Presentor:** Anthony Perl, Ph. D.

Anthony Perl is an Associate Professor of Political Science at the University of Calgary. His transportation research on air, rail and road transportation has been widely

published in journals like Transportation Research, Transportation Quarterly, World Transport Policy and Practice, Journal of Air Transport Management, and Scientific American. He has received awards for outstanding papers presented at the World Conference on Transport Research and the Canadian Transportation research Forum. Dr. Perl is a visiting scholar at the City University of New York's (CUNY) Institute for Urban Systems.

**Website:** <http://www.york.cuny.edu/aviation/>

**For information and registration please contact : Tom Crakovia (718)-262-2795  
<crakovia@york.cuny.edu**

***Finally we wish to inform you of a very important effort towards an inclusive post September 11 planning process.***

**Imagine New York:  
Giving Voice to the People's Visions  
A project of the Municipal Art Society**

**The Municipal Art Society (MAS)** and a network of partners are launching **Imagine New York**, a special project designed to make sure that the public has a say in the future of the World Trade Center site through a democratic process. The project will culminate during the week of April 11 in a week long series of special "visioning" workshops that will take place at locations large and small, formal and informal, in houses of worship, school cafeterias, libraries, museums, restaurants, and other meeting places. Imagine New York will rely on multiple outreach and public relations activities to engage as broad a

public as possible in the workshops - including the launch of a website and extensive advertising in neighborhood, ethnically-based and city-wide media outlets. Visioning workshop facilitators will be recruited from within participating neighborhoods as well as through city-wide volunteer organizations such as New York Cares. As a community-oriented process, Imagine New York will complement the work of the AIA-led "New York New Visions" and the Regional Plan Association's Civic Alliance. The ideas generated through the workshops will be collected and categorized, and common themes

will be identified and distilled into principles and clear recommendations. These principles and recommendations will be shared with decision-makers and the broader public to inform the rebuilding processes.

**For further information go to: <http://www.imaginenewyork.org/index.html>**

**Imagine New York  
The Municipal Art Society  
457 Madison Avenue  
New York, NY 10022  
E-mail: [info@imaginenewyork.org](mailto:info@imaginenewyork.org)  
Imagine New York hotline: (212) 750-3972  
Fax: (212) 753-1816**

*As always, you can contribute to the substantial task before us by pointing out relevant information from your organizations and work. We hope to hear from you !*

*Please contact us at:*

**[cius@ccny.cuny.edu](mailto:cius@ccny.cuny.edu)**

**Robert Paaswell, Director  
Laurence Frommer Assistant Director and Editor.  
CUNY Institute for Urban Systems (CIUS)  
The City College of New York  
Shepard Hall-450  
138th Street and Convent Avenue  
New York, NY 10031**

**Voice: (212 ) 650-5896  
Fax: (212) 659-8962  
Email: [cius@ccny.cuny.edu](mailto:cius@ccny.cuny.edu)**

**◆ CIUS E-Newsletter. R Paaswell, Director. L. Frommer, Editor ◆**

**CIUS – Shepard Hall, CCNY**