

5

This chapter explores the unique design of one of America's newest and most innovative community colleges: Stella and Charles Guttman Community College in New York City. This highly successful College offers its diverse student population a relevant, integrated curriculum and student support that is embedded in the classroom.

Designed to Be Different: The Stella and Charles Guttman Community College

Scott E. Evenbeck

American community colleges are as unique as the regions and communities they serve. But in spite of their unique characteristics, educators and the general public make common assumptions about them: that they enroll students with the lowest ability levels, that few students attend full time, that the majority of students drop out voluntarily or fail between the first and second year, and that few of them graduate with an associate degree.

While these assumptions are not necessarily incorrect when considering all community colleges in aggregate, they are inaccurate for one of the newest community colleges in the United States—the Stella and Charles Guttman Community College. At the College, where 92% of students are members of a non-Caucasian racial or ethnic minority group, 1-year retention rates have been between 63% and 74%, the 3-year graduation rates (from 2014 to 2016) are steadily between 43% and 49%, and the 2-year graduation rates have consistently been between 28% and 31% (<http://guttman.cuny.edu/about/fast-facts/>). In fact, as documented on the Guttman website, in 2018 the College was ranked the Best Community College in New York State by BestColleges.com. This ranking considered both academic quality as well as affordability and is based on the most recent statistics from the National Center for Education Statistics. With a score of 94.4 out of 100, Guttman led its closest runner-up by over 16 points.

I believe there are four basic pillars that support the College's and our students' noteworthy success. First, our innovative academic model works! Second, our students buy into the model, and the far majority of them are eager and resilient students. Third, our faculty and staff work extremely hard and sincerely embrace the model we espouse. Fourth, the College is

blessed to have an endowment fund and foundation funders that provide private funds and support for our most transformative programs.

Early Beginnings and Leadership

In early 2008, the Chancellor of the City University of New York (CUNY), Matthew Goldstein, brought together educators at CUNY—faculty, staff, and administrators—along with other national college and university leaders—to design an innovative, experimental community college to be located in the Borough of Manhattan that very intentionally would be focused on student success. It had been 40 years since a community college had opened in New York City, and Goldstein recognized both the need for another institution to meet enrollment demands, and especially for a college that would generate higher rates of retention and graduation than was common for community colleges within CUNY and across the United States.

Goldstein recognized that in order to be successful this new college would have to adopt the latest and best student success strategies, even those that were more commonly found in 4-year institutions. Through the conception and earliest days of the College's operation, Goldstein was the champion, the force behind convincing the CUNY board of trustees that investment was needed to create a new kind of college. And, in fact, when Guttman opened its doors, it did so as the "New Community College."

Goldstein charged the presidential search consultant with identifying candidates who had worked with underserved student populations with a focus on the work envisioned for the new college. CUNY conducted a national presidential search, and, based on my years of administering successful student success initiatives as the Dean of University College at IUPUI (Indiana University, Purdue University Indianapolis), CUNY's search consultant invited me to interview. Subsequently, I was selected as the founding president. I will always remember August 20, 2012, the day that New York's Mayor, Michael Bloomberg and Chancellor Goldstein celebrated the opening of New Community College at a convocation held at the New York Public Library, which happens to be across the street from the College.

In thinking back on my work at IUPUI, I recognize that it provided me a perfect laboratory for experimenting with techniques and strategies that I brought with me to New Community College. IUPUI, a composite of Indiana University and Purdue University, was a research university; however, it was also an urban university with many underprepared, first-generation, and underserved minority students. In order for those students to realize their hopes and dreams, we developed a number of initiatives that proved highly effective. Those that I then transferred to New Community College were summer bridge programs, learning communities, special seminars for first-year students that connect learning and student success strategies, and the use of upper-level student peers to mentor and guide new students.

The Gift

Every college or university wishes for a transformative gift—one that enables it to accomplish its highest goals on behalf of students. The CUNY, and the New Community College were recipients of such a gift from the Stella and Charles Guttman Foundation. The gift of \$25 million came to CUNY on April 13, 2013, and of that amount, \$15 million was earmarked for the College, which was renamed the Stella and Charles Guttman Community College. Since its beginnings in 1959, the Guttman Foundation has been committed to building a legacy for “the improvement and benefit of mankind, and the alleviation of human suffering” (<http://guttmanfoundation.org/legacy/>).

The story of Charles Guttman’s childhood and adolescence could have been, in many ways, the story of many prospective community college students. Guttman was born in 1892 on the lower east side of Manhattan, the son of an immigrant family. In today’s terminology, he would have been considered a “juvenile delinquent,” but his many scrapes with the law served in his later life as the prompt and root of his commitment to helping children and adolescents survive and thrive. Guttman’s personal story was one of not just surviving on the mean streets of Manhattan but ultimately thriving in business. In 1937, he founded the Paddington Corporation, the exclusive importer for Justerini & Brooks Ltd. (J & B), a purveyor of wines and whiskies (most notably J & B scotch and Bailey’s Irish Cream). He and his wife established their foundation in 1959, which was early for New York City’s post-World War II millionaires; and because they had no children, they used their wealth and arranged their estates to serve a larger and more public purpose.

This \$15 million gift to the College was made to endow a “Student Success Fund” for Guttman students. The fund supports a wide array of experiential education programs such as travel abroad and undergraduate research. Since 2014, teams of Guttman students and faculty have designed and engaged in their own research projects in Berlin, Alaska, Jamaica, El Salvador, Ecuador, Belize, and Chile. It is no overstatement when I say that these endowment funds connect the students in amazing ways to the world, not as passive recipients of knowledge, but as active agents of change. (Evenbeck, 2018)

In addition to the Guttman gift, private foundations have provided crucial support to the College. The Carnegie Foundation, the Lumina Foundation for Education, and the Bill and Melinda Gates Foundation provided foundational grants for the College’s planning phase; and Lumina and Gates grants were essential also during the formative first years of operation. Additionally, the Robin Hood Foundation’s support for the Summer Bridge program is absolutely critical because the students are not yet matriculated CUNY students, which means we are unable to use tax-levy money to support their participation in the program. Important recent grants from the

Solon E. Summerfield Foundation and the Malcolm Gibbs Foundation have provided critical support for an arts program and a scholarship offering to students who are not citizens or legal residents; both these programs preclude the use of public money. Simply put, private money is what allows the College to offer transformative experiential learning opportunities to our students.

Curriculum and Classroom Experience

Of the many ways in which Guttman is different from the “typical” community college, our unique, interdisciplinary first-year core curriculum stands out. From its earliest beginnings, we designed a first-year curriculum and classroom experience to “break the mold” and to disrupt traditional organizational structures and expectations for learning. We wanted to help students build on their strengths and recognize the interdisciplinary and experiential nature of knowledge and to keep student success—especially success in the first year—front and center.

We envisioned the Guttman curriculum as a “big picture” curriculum as articulated by the Association of American Colleges and Universities (AAC&U) in its LEAP (Liberal Education and America’s Promise) initiative (<https://www.aacu.org/leap>). The College was designed to move away from traditional disciplines and general education courses, and instead tackle interdisciplinary topics that were connected to the students’ prior experience and current environment.

The first-year curriculum begins with a 2-week, required Summer Bridge program in which all new students engage in an introduction to college-level reading, writing, and mathematics; a group research project and presentation focused on New York City neighborhoods; the creation of an electronic portfolio where students showcase and reflect on their work throughout their Guttman career; and multiple field experiences that explore New York City as an extended classroom. We see New York City as our laboratory; it is a space that challenges all of us to think, learn, and grow.

First-Year Curriculum. The first-year curriculum is the centerpiece of the College’s academic plan and has garnered significant attention from the larger higher education community (Evenbeck & Merians, 2016; Gatta & Hoffman, 2018; Hoffman, 2016; Rosenbaum, Ahearn, & Rosenbaum, 2017; Sturm, Eatman, Saltmarsh, & Bush, 2011). Following Summer Bridge, students begin a required set of courses: City Seminar, Ethnographies of Work (EOW), and Statistics. City Seminar is linked to a composition course in the second semester, and during the first year, students are also required to take a 6-week course called “Arts in New York City.”

City Seminar. Two City Seminar courses anchor studies during the first year at Guttman Community College. Content is rooted in issues of historical and current importance to the city, and students are introduced

to the variety of perspectives that are used by different subjects in the liberal arts and sciences.

In *City Seminar I* during the Fall semester of their first year, students dive into critical issues that contribute to the distinctive character of New York City as a complex urban system. While building both critical thinking and analytical skills, students explore the historic and social context of an issue, survey multiple perspectives, and analyze the evidence driving key decisions. Topics include education, urban policy, environmental issues, business and industry, public health, work and labor markets, immigration, gentrification, and public arts and culture. Students work independently and in teams as they explore how these complex issues impact living in New York City.

The seminar focuses on:

- the origins and contexts of a critical urban issue
- the exploration of diverse perspectives through literature, film and other media, primary sources, political opinions, and historical artifacts
- experiential learning and meetings with various New York City professionals
- critical analysis and proposals to address the issue

Students learn to use spreadsheets and presentation software, and they build reading and writing skills through close readings of various social science and literary texts. Students also develop quantitative reasoning skills by focusing on the math and science necessary to understand the critical issues they explore.

In *City Seminar II*, offered during the spring semester of the first year, students conduct an in-depth exploration of a single case based on a critical issue such as immigration, public health, the environment, education, social services, business, or industry. They examine the impact of that particular issue on their lives in New York City as they meet with practitioners from the public and private sector. By taking this class alongside Composition I in a learning community, students are also introduced to the CUNY library system and library skills such as conducting research and incorporating outside evidence in their writing.

Ethnographies of Work. EOW is a two-course sequence that introduces different perspectives on the customs of work as students investigate a range of careers. Students gain a deeper understanding about the world of work and different occupations so they can make informed decisions about a major and career path.

In the first semester (Fall), *Ethnographies of Work* focuses on:

- posing questions about workplaces, occupations, and career paths in an urban context
- discussing myths and stereotypes about the work world

- gaining an appreciation of why work matters to individuals in a range of occupations
- exploring the changing nature of jobs in our fast-paced society
- drawing connections between the self and work and creating an ethnography of the students' own journeys as they contemplate their future

Students participate in a weekly 90-minute advisement seminar as part of this course. Viewing the college experience itself as work, the seminar gives students the knowledge, skills, habits, and attitudes to help them succeed in their academic pursuits and select the best major.

During the second semester (Spring), *Ethnographies of Work II* focuses on:

- conducting in-depth investigations of specific occupations and careers of interest
- analyzing data on trends related to salaries, benefits, entry-level requirements, hiring forecasts, geographic saturation, diversity, and promotion opportunities
- working on effective verbal and written communication, meeting the expectations of the wired office (e.g., “netiquette”), and establishing professional relationships
- adding reflections to the ethnographic report students wrote in *Ethnographies of Work I* about their own journey of career decision-making

Students continue to participate in weekly 90-minute advisement seminars as part of EOW. The seminar gives them an opportunity to practice professional habits and skills to prepare for potential internships or other work opportunities during their second year at Guttman Community College.

Statistics. Offered during the Fall semester of their first year, the statistics course exposes new students to the basics of statistics and probability in theory and practice. This course helps students:

- learn quantitative reasoning skills that are important in their later courses so that they can become informed and involved citizens
- interpret data in various complicated graphs and charts, including political polls and census reports
- engage in a semester-long project involving data collection, description, and analysis related to a pressing modern-day issue in New York City (City Seminar II)

Students explore statistical concepts using material from the City Seminar and *Ethnographies of Work* classes. They might chart immigration patterns in different communities, create graphs from their field work surveying potential careers, or develop a statistical test to see whether New York

State advertises its lottery more in low-income neighborhoods than in high-income neighborhoods.

Students who need extra help in math can enroll in Statistics A and Statistics B, two courses that together over two semesters (Fall and Spring) cover the same material as the single-semester statistics class. They can then use the additional class time to develop and strengthen their knowledge and skills in arithmetic, algebra, and geometry. <http://guttman.cuny.edu/academics/first-year-experience/>

Preparing for the Second Year. Working with an academic advisor, students can declare a major in one of five areas: Business Administration, Human Services, Information Technology, Liberal Arts and Sciences, and Urban Studies. The College added a STEM (Science, Technology, Engineering, Math) track within the Liberal Arts track to provide a coherent educational experience for the increasing number of students seeking to pursue STEM degrees at the baccalaureate level. Students begin major-specific courses in the second year, and when they complete a second year of studies, they can opt to pursue employment or transfer for a bachelor's degree to a variety of programs at other CUNY 4-year institutions. They can also transfer to other colleges and universities outside the CUNY system.

Guttman Structures that Support Student Success

Guttman puts student success first. Therefore, the structures that affect students are designed with that goal in mind.

Academic Calendar. First and, most obviously, we have adopted an academic calendar that puts the College in session 11 months of the year. We designed Guttman's academic calendar in two cycles per semester: a 12-week and 6-week cycle. Students who excel in their courses during the 12-week cycle have the chance to take more courses and achieve more credits towards degree completion during the additional 6-week cycle. But students who struggle academically can take the additional 6 weeks to complete their courses. We believe students learn at different paces, and our choice of academic calendar reflects that. Moreover, the financial aid packages the majority of our students receive support the two cycles as one individual semester, so our students can make more efficient use of their aid.

We require students to commit to full-time enrollment during their first year at Guttman. We ask for this commitment because research shows that students who enroll in college full-time during the first year will graduate at higher rates than students who attend part-time. Thus far, the majority of the continuing students also attend on a full-time basis as they continue at Guttman.

The College's calendar is best for our students; however, it is not best for our tax-levy budget. For example, the Summer Bridge program usually falls outside of the faculty's contract (CUNY is a unionized system), so

that means we have to pay our faculty who teach during Summer Bridge at special rates. There is another structure in place that testifies to Guttman's "different" model—our academic structure.

Academic Structure. The College does not include traditional academic departments. The first year of study is interdisciplinary; students confront "big-picture" topics. Faculty in a discipline, in reading and writing, and in quantitative reasoning meet together as an instructional team with the Student Success Advocate and a graduate student who coordinates "Studio," a component of the City Seminar designed to focus on common assignments and coordination of an integrated learning experience for the students. The strong emphasis on connecting with the City results in an interdisciplinary approach to engagement with the City.

Faculty are connected through their participation in the first-year curriculum, through their participation in a program of study, and through their participation in an "area of practice," the College's relatively recent means of ensuring peer review for consideration of faculty reappointment, tenure, and promotion. I think that these multiple connections serve faculty and the students well. Rather than faculty living their professional lives only within their disciplines, they work across disciplines, centered on student learning and engaging with the community in ways that serve students well. An important side benefit of this approach for faculty is the interdisciplinary research and community engagement coming out of these connections. We are still a very young institution, but it is exciting to see the vibrancy that comes from our commitment to student learning and its impact on the professional trajectories of the faculty.

The Cohort and House Structure for Students. At Guttman, first-year students are placed into "Houses" of seventy-five students each (also known as learning communities). The houses then subdivide, and students take their courses in cohort groups of twenty-five. The members of each house are a cohort group and participate together in many campus activities. Each house has a set of faculty who teach the students throughout their first year as well as a designated academic advisor called a "Student Success Advocate" (SSA). During Summer Bridge and throughout the first year, students in each house meet with their SSAs weekly in an advising seminar called Learning about Being a Successful Student (LaBSS).

The continuity of faculty, advisement, and support for students within the houses offers the academic and social/emotional assistance that many first-year college students need. In the second year of enrollment students can seek career assistance from a team of Career Strategists. These staff members help students progress toward completing their major and their degree and make a successful transition into a baccalaureate program and/or career.

Peer Mentors

The importance of students helping students is widely validated in higher education literature and scholarship (Newton & Ender, 2010). When I accepted the Guttman presidency, I wanted a peer mentor program that would be one of the signature features of the College. However, in our first year of operation, Guttman had no upper-level students who could serve as peer mentors. We therefore recruited students from other CUNY campuses as our inaugural peer mentors. Now, many students at the College begin as peer mentors in their second years of study; and many alumni studying at senior colleges maintain their connections with the College and serve as peer mentors.

When Guttman students have completed their first year, they can apply to be a peer mentor. We define a peer mentor as someone who is a confidant, guide, academic resource, coach, role model, and friend. Peer mentors are entrusted with facilitating the care, support, and learning of new and continuing students. They are knowledgeable about campus resources, policies, and culture and are willing to share information and experiences in a non-competitive way. (<http://guttman.cuny.edu/academics/peermentoring/>)

The peer mentor program has become one of the most critical components of students' academic and cocurricular experience at Guttman. Peer mentors help ease the transition from high school to college and coach students through their continued educational career. Reporting to the Director and Associate Director of Mentoring and Student Success, peer mentors are visible, active, and invested in their students and in the development of an inclusive, academically focused community.

We employ peer mentors in these following four areas:

- *Admissions and Access Peer Mentors.* These peer mentors guide prospective students and families through Guttman's unique admissions process. They coordinate and implement admissions events including group information sessions, individual meetings, and campus tours. These peer mentors work during weekly shifts, occasional evenings, and select Saturdays. They can be found throughout campus, from the admissions office to the Information Commons. Their primary responsibilities include giving tours of the College, responding to student questions, and providing focused academic support. Peer Mentors are active participants in the Summer Bridge program and first-year learning communities (houses), and they plan and facilitate social and educational programs for the entire campus community.
- *First-Year Experience Peer Mentors.* First-Year Experience (FYE) Peer Mentors assist first-year students with study skills, time management, organization, collaboration strategies, general academic competencies, and using online resources. FYE Peer Mentors are available for one-on-one and small group meetings in a room called the "Den." They also

participate in weekly in-class studio and/or LaBSS sessions that are designed to build academic, professional, and leadership skills.

- *Meet-Up Peer Mentors.* These peer mentors attend specific course sessions, facilitate in-class group work, and present parts of classroom lessons. Outside of the classroom, they lead weekly group study sessions (Meet-Ups) to provide academic support in the areas of algebra, biology, calculus, chemistry, precalculus, reading/ writing, and statistics. Meet-Up Peer Mentors perform functions analogous to those performed by “Supplemental Instruction Leaders” on other campuses. (Stone & Jacobs, 2006).
- *Transfer Peer Mentors.* These Peer Mentors are Guttman alumni who design and facilitate Transfer Bridge workshops and Alumni Transition Touch Points for Guttman graduates who have transferred to Baruch, Brooklyn, City Tech, Hunter, and Lehman Colleges within the CUNY. These workshops and touch points cover tips on navigating academic and administrative matters at the senior college, time management and organizational skills, and getting involved on campus.

Admission

Since the CUNY system has open admissions and processes admissions applications centrally, the College has informative touchpoints before prospective students submit their applications. We have general orientation sessions, followed by more individual ones. Students who apply for admission must be aware of and agree to requirements that are unique to Guttman:

- They will attend full time during the first year (full-time enrollment is 12 semester hours).
- They will attend a required 2-week (10-day) summer bridge program.
- They will engage in a curriculum that includes fieldwork and a focus on City of New York.
- They understand that Guttman does not accept transfer credits from previous attendance at any college or university. Also, Guttman does accept high school advanced placement (AP) credits.

Admittedly, the full-time attendance requirement is a challenge for the very few students who might try to hold full-time jobs. However, the block schedules followed by each cohort makes it possible for students to hold jobs.

The Importance of Place

Evenbeck, Dalpes, and Merians (2014) acknowledge that “place” is central to the identity of community colleges and their students. America’s community colleges were originally designed and located to serve a particular

location defined by regional or county boundaries (Tull, Kuk, & Dalpes, 2014). But Guttman College extends those boundaries as its students come not only from Manhattan but from all the five boroughs of New York City and beyond. In fact, the majority of the ethnically diverse Guttman students (approximately 35%) come from the Bronx.

The College's central Manhattan location—across the street from Bryant Park and the New York Public Library—can seem an ideal place. But for its students, this location is often a challenge. For many of them, it is unfamiliar and lacks the elements that define their experience of community. At Guttman, we know that we need to work hard to help students view our institution as a community, no matter where they live. We do this through our Summer Bridge program, the “houses” that unify students, the City Seminar course, which introduces students to Manhattan, and our “Community Days,” which in the spring introduce students to service-learning, place-based community activities, and workshops on themes of sustainability and immigration that are led by community activists.

Current and Future Challenges

Every college or university has challenges that range from the mundane and every day to those that affect its very survival. Guttman not only has challenges that are common to most other higher education institutions, but also some that are unique to its location and mission.

Sustainability and Scaling. The college is now developing its strategic plan for the next 5 years. Overlaying that plan, we have identified sustainability and scaling of the model as one central theme for our work. Sustaining innovation is almost always a challenge. There is the tendency in human systems to revert to the ordinary—the tried and true—when innovation becomes difficult. Sustaining and scaling the uniqueness of Guttman College may be, over the long term, our most significant challenge. But there are other short-term challenges that will affect our everyday work.

The Facility. Guttman occupies a central building that was the home of the former Kathryn Gibbs School as well as a few outlying spaces for a total of 92,000 square feet. Our enrollment is currently close to 1,000 students. In order to grow to our desired number of 5,000 students, we must acquire additional space. This means we may have to move to another Manhattan location or lease additional square footage in neighboring or nearby locations. The space dilemma has been a reality since the College was created, but the solution continues to be illusive and peppered with bureaucratic roadblocks.

Recruiting and Maintaining Faculty and Staff Who “Fit”. Faculty and staff who consider employment at Guttman must be able to enter a new higher education environment that lacks what some see as the security of disciplinary silos and academic departments. While many

applicants find the innovation at Guttman exhilarating, others do not. This College stresses and rewards student learning over traditional scholarship, and we have created a faculty research grant program, using private money, for Guttman Innovation Grants. We encourage our faculty to research and write about what is going on here at Guttman. The College has seen some turnover in faculty, staff, and administrative ranks as we seek to assure that the design of the College is maintained and supported by every employee. The happiest and most productive employees at Guttman, be they faculty or staff, are those who have a true passion for student success.

Addressing Equity, Diversity, and Inclusion. When we disaggregate data on student outcomes, we find unacceptable outcomes for men of color. We have brought in an outside consultant and are making certain that our attention to equity remains at the center of our work. That focus ranges from attention to the ethnicity of the faculty, staff, and administration of the College to the physical environment of the College to student outcomes—the most important.

Conclusion

The idea of Guttman College grew over time beginning in 2008 with the involvement of significant numbers of staff and faculty from the CUNY Central Office. External higher education scholars also joined advisory teams to weigh in on how a different kind of community college could be created—one characterized by innovation and experimentation. First, these leaders strongly advocated that all interventions at Guttman be taken to scale—that is, they would be available (and often required) for every student. Early members of advisory groups also argued that no “remedial courses” should be offered, but rather that student support should be embedded in courses and through a learning community model. Other “musts” in the original design were experiential education, a summer bridge program, an “arts in the city” experience, peer mentoring, place-based education, and the absence of departmental silos.

We were fortunate to have on our initial planning committee, the late W. Norton Grubb who was the David Pierpont Gardner Professor of Higher Education at the University of California, Berkeley. Throughout his career, Grubb investigated inequality, especially the institutional sources of inequality, and was an advocate for solutions toward an equitable and democratic education system. He explored the role of education in labor markets and proposed ways to improve the effectiveness of high schools and community colleges. In 2008, Grubb offered to our advisory group a list of “Ten Precepts for a New Community College” that he described as not being totally “out of the box” but designed to improve the “existing box” as much as possible.

I have paraphrased these precepts as follows:

1. *Mission.* This college ought to start with the core of the community college, [which is] its academic and vocational preparation for traditional-aged students. Noncredit programs should be structured within credit courses, rather than maintaining them as a separate domain.
2. *Instruction.* A college should strive for constructivist or balanced approaches that include innovative and student-centered approaches.
3. *Basic-Skills Remediation and English as a Second Language.* These initiatives should follow constructivist, never remedial, approaches. These subjects could often be taught in the context of other courses.
4. *Clear Pathways to Completion.* The college should create clear trajectories for students to completion instead of providing a multitude of offerings students must negotiate. This may require reducing the number of majors.
5. The college should implement a developmental approach to guidance and counseling—an approach that is coherent rather than fragmented.
6. The college should confront the work-family-schooling dilemma that causes many students to drop out if, and when, their careful balance is upset.
7. The college should recognize the difficult history of Latino and African American college students and should help these students be more successful in the classroom through culturally relevant pedagogy. The college should not ignore race-specific practices.
8. The college should develop a system of planning with the local employer community to help create linkages to employment.
9. The college should offer internships, work placements, and service-learning opportunities to balance in-class and experiential learning.
10. The governance of the college should be based on softening the boundaries between administrators and faculty with faculty participation in all important decisions.

In reviewing Grubb's precepts while writing this chapter, I was pleased to note that we adhered, in one way or another, to all of them.

As an eternal optimist, I believe that this innovative, experimental college has much to offer to other higher education institutions, both 2- and 4-year. The students who populate community colleges in the City of New York are not unlike students across the country and around the world. Their strengths include curiosity, determination, and amazing resilience; but they need a higher education experience characterized by relevance, challenge, and consistent forms of support. We will continue to meet the learning needs of our diverse student body, celebrate their successes, and help them manage their complex lives. In so doing, I believe we will shine a light on what is best for student learning for the most vulnerable populations within our democracy.

References

- Evenbeck, S. (2018). The legacy of Stella and Charles Guttman. In R. Markoff (Ed.), *Million-dollar moments and the amazing professionals who helped make them happen* (pp. 121–131). Toledo, OH: University of Toledo Press.
- Evenbeck, S., Dalpes, P. & Merians, L. (2014). The idea of place. In A. Traver & Z. Katz (Eds.), *Service-learning at the American community college: Theoretical and empirical perspectives* (pp. 287–296). New York: Palgrave Macmillan.
- Evenbeck, S., & Merians, L. (2016). After the doors opened: Asking why at a new community college. In margit misangyi watts (Ed.), *New Directions for Teaching and Learning: No. 145. Finding the why: Personalizing learning in higher education* (pp. 67–76). Hoboken, NJ: John Wiley.
- Gatta, M., & Hoffman, N. (2018). *Putting vocation at the center of the curriculum: The student experience in CUNY's ethnographies of work course*. New York: Jobs for the Future, City University of New York, Guttman Community College.
- Hoffman, N. (2016). Guttman Community College puts “work” at the center of learning: an approach to student economic mobility. *Change*, 48(4), (14–22).
- Newton, F. B., & Ender, S. C. (2010). *Students helping students* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Rosenbaum, J., Ahearn, C., & Rosenbaum, J. (2017). *Bridging the gaps: College pathways to career success*. New York: Russell Sage Foundation.
- Stone, M., & Jacobs, G. (Eds.) (2006). *New Directions for Teaching and Learning: No. 106. Supplemental instruction: New visions for empowering student learning*. San Francisco, CA: Jossey-Bass.
- Sturm, S., Eatman, T., Saltmarsh, J., & Bush, A. (2011). *Full participation: Building the architecture for diversity and public engagement in higher education*. White Paper, Center for Institutional and Social Change. New York: Columbia University Law School.
- Tull, A., Kuk, L., & Dalpes, P. (Eds.) (2014). Introduction to student affairs in the community college. In *Handbook for student affairs in community colleges* (pp. 3–17). Sterling, VA: Stylus.

SCOTT E. EVENBECK is president of the Stella and Charles Guttman Community College of the City University of New York.