

2010–2011 PRESIDENT'S REPORT



MarymountManhattan
a college of the liberal arts

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MESSAGE FROM THE PRESIDENT

Dear Friends,

As I write this report, Marymount Manhattan has begun celebrating a major milestone, the 75th anniversary of its founding in 1936. Established while the country was in the throes of the Great Depression, our school has faced challenges throughout its history and thrived. The reasons for our success are clear: the commitment and generosity of our alumni, trustees, students' parents and other friends, as well as the dedication of our faculty members to their students and the diligent work of our staff. Without the many contributions of all of these people, Marymount Manhattan would not have been able to become what it is today, a diverse and dynamic institution.

In 2005, your support of Marymount Manhattan's mission emboldened us to launch *This is the Day*, the most ambitious fundraising campaign in the College's history. When the campaign ended on December 31, 2010, your contributions surpassed our \$25 million goal by raising a total of \$37 million in gifts and pledges. This campaign has enabled Marymount Manhattan to take critical steps outlined in our current strategic plan, *Extending Our Reach*, for improving academic quality, enhancing the learning environment, and making a Marymount Manhattan education of growing excellence more affordable by increasing need-based financial aid. The College community's generosity is overwhelming and humbling.

As a result of your support, our school has been energized, and our campus has been transformed. We have continued to hire outstanding new faculty members and to increase the number of full-time faculty. We also named four Distinguished Chairs, each of whom received time and financial resources to complete a major scholarly work. In addition, we reduced the annual teaching load for faculty members from eight to seven courses to increase faculty and student interaction. If you have recently visited our campus, you know that your support has also enabled us to make significant improvements to our environment, such as the beautiful Lowerre Family Terrace, the adjacent Commons, the Dow Zanghi Student Health Center, renovation of the Thomas J. Shanahan Library and the Chapel, and other projects. The College also continues to make progress with the townhouse we acquired a few doors down the block at 255 East 71st Street, which we will completely renovate to provide additional office space for our faculty.

Finally, this report would be incomplete without mentioning the focus of all of our efforts, namely our students, many of whom would not have been able to attend Marymount Manhattan without your generosity. While Marymount Manhattan's tuition is significantly less than the average tuition of other private colleges, it remains beyond the reach of many families, even more so in these uncertain and difficult economic times. During the past few years, your support has enabled us to increase need-based financial aid by 50 percent. The increased availability of financial aid, enhanced academic quality to pursue studies in 18 majors and 39 minors, and ongoing physical improvements to our campus have attracted students from 48 states and 54 countries.

The driving force behind all of our efforts has been our mission to prepare students for life and careers through an enriched and challenging learning experience that is international in focus, interdisciplinary in method, and experiential in practice. In this report, you will read how we continue to advance the College's mission, from its origins when it was founded 75 years ago by the Religious of the Sacred Heart of Mary (p. 4) to become the diverse, international campus that we are today (p. 5). You will also read how the College is working to strengthen students' leadership skills (p. 9) and to enhance their undergraduate experiences (p. 11). Marymount Manhattan's Bedford Hills College Program exemplifies our core mission to help even the most disadvantaged to improve their lives through access to higher education (p. 12). Exciting initiatives are being undertaken at the Geraldine Ferraro Center for Education Excellence in Science, Technology and Mathematics (p. 15). We also introduce you to our new faculty members (p. 21), describe the scholarly work being undertaken by our four Distinguished Chairs (p. 23), and provide examples of service learning projects undertaken by Marymount Manhattan students (p. 24).

On behalf of all of us at Marymount Manhattan, and especially our students, thank you for your support of our College.

Best wishes,

Judson R. Shaver, Ph.D.
President



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ADVANCING THE MISSION OF THE COLLEGE

Marymount Manhattan College is an urban, independent, liberal arts college. The mission of the College is to educate a socially and economically diverse student body by fostering intellectual achievement and personal growth and by providing opportunities for career development. Inherent in this mission is the intent to develop an awareness of social, political, cultural and ethical issues, in the belief that this awareness will lead to concern for, participation in, and improvement of society. To accomplish this mission, the College offers a strong program in the arts and sciences for students of all ages, as well as substantial pre-professional preparation. Central to these efforts is the particular attention given to the individual student. Marymount Manhattan College seeks to be a resource and learning center for the metropolitan community.





Founded in 1936 by the Religious of the Sacred Heart of Mary, Marymount Manhattan College began as a two-year women's institution and the New York City extension of Marymount College in Tarrytown, New York. In 1948, Marymount Manhattan moved to its present location on East 71st Street, becoming a four-year bachelor degree-granting college.

In 1950, when Marymount Manhattan graduated its first four-year class, it had embraced as part of its mission the objective to deliver religious, intellectual, social and physical training: "This fourfold policy gives the student a consciousness of the universality and continuity of the educational process, and an understanding of the institutions and the cultures of the past, as they bear on the problems of contemporary civilization" (*Catalogue, 1950–1951*). This theme of growth in intellectual competency, coupled with a commitment to moral and social responsibility, has continued to send down roots, as emphases on faculty initiative, student participation and a cultivation of critical thinking have spread their branches.

This is the Day, the Campaign for Marymount Manhattan was conceived in 2005 as a means to further the mission set down in 1936. Funds from the comprehensive campaign continue to support three broad initiatives identified to help secure the College's future: increasing student access through expanded financial aid resources, enhancing the learning environment by making strategic improvements to the College's facilities, and advancing academic excellence through the creation of fixed-term academic chairs.

By achieving and exceeding the \$25 million campaign goal, the most ambitious campaign in Marymount Manhattan's history, the College has taken a decisive step toward a new era. Marymount Manhattan College is an institution that aims to continue building on its tradition of academic achievement while attaining strategic goals to move the College forward.

INCREASING STUDENT ACCESS

Marymount Manhattan has a long history of reaching out to diverse populations in need of higher education. Over the years, the College's mission has expanded to serve a greater variety of students from different ethnic, geographic and socioeconomic backgrounds. It is the College's goal to help meet the financial need of every one of our talented and enthusiastic students. Increased financial aid has expanded the College's capacity to provide a high-quality liberal arts education to a diverse group of students.

Marymount Manhattan, with its enviable location in the capital of the world that is New York City, has taken significant steps toward greater internationalization. In keeping with one of the objectives of its 2008 Strategic Plan, the College has transformed its upper level General Education requirements to include interdisciplinary courses on international perspectives. Semester-long study abroad experiences and shorter-term, faculty-led travel courses are increasingly available to our students, who themselves hail from a wider array of countries than ever before in the College's history. A great number of our faculty and staff have international roots or significant life experiences abroad, creating a heightened sense of cosmopolitanism on campus. In short, MMC is quite literally going places where it has not been before.



During the 2010–2011 winter session, Professors Jason Rosenfeld, Ph.D., and Alessandra Leri, Ph.D., led 22 Marymount Manhattan students on an educational tour of Rome, including this archeological site of Hadrian's Villa.



Jason Rosenfield

International Worldviews Become High Priority in Curriculum, Scholarship and Faculty Specializations

Two years ago, Marymount Manhattan faculty voted to build new courses and revamp existing ones with the intent to globalize the curriculum. The result has been the interdisciplinary “International Perspectives” requirement, a new hallmark of an MMC education. Selecting from courses, such as “The Middle East in the 20th Century,” “Literature and Revolution,” “Chinese Culture Through Fiction,” the “HIV/AIDS Epidemic,” and “Contemporary World Cinema,” students encounter a comparative focus on nations and cultures outside the United States to promote an understanding of and sensitivity to international communities. Associate Professor of Biology Judith Hanks, Ph.D., suggests that in her course on the HIV/AIDS epidemic, “students learn to thoroughly understand the science of the illness and then move that understanding into investigating the impact of HIV on various cultures. Attempts at global management of HIV have raised important questions about the ability to prevent many diseases, especially those that are transmitted sexually. Furthermore, social constructs, religion, ethics and questions of morality and economics all contribute to the difficulty in managing these complex diseases.” Courses like this one encourage students to integrate perspectives from multiple scholarly disciplines and international worldviews.

Study Abroad

“Studying in Paris is the most rewarding experience I have ever had,” says Danielle Tamburro ’12, a dance major who spent her fall 2010 semester abroad. “I was completely out of my comfort zone, trying to adapt to a new culture, while making friends, learning a language, and continuing my dance education. To this day, I continue to draw from my study abroad experience in all my classes and day-to-day life.” Tamburro’s experience resonates with the dozens of other MMC students who benefit from study abroad each year.

By studying in another country, students come to appreciate differing cultural perspectives and often re-evaluate long-standing ideas and beliefs once taken for granted. An international experience places students in a setting that highlights the interrelatedness of nations and the commonality of concerns. Interdisciplinary in nature, study abroad immerses students in another culture. In 2009, the College hired a dedicated study abroad coordinator, Cindy Sittler—evidence of the College’s growing commitment to this kind of touchstone experience in undergraduate education. Five years ago, 22 MMC students enrolled in study abroad programs. Now those numbers have nearly doubled. Top destinations for MMC students were Italy, England and France. However, in 2011, students have ventured to programs in Morocco, Jordan, Indonesia, China and South Africa as well. ■



Professor of Art History Adrienne Baxter-Bell, Ph.D., led this on-site course at the Gallerie dell'Accademia in Venice, Italy.

Faculty-Led Travel Courses

Students also benefit from group academic travel experiences. In recent years, a number of them hopped around the globe with their favorite MMC faculty member for unforgettable on-site courses. Assistant Professor of Art History Adrienne Baxter-Bell, Ph.D., has co-led several courses abroad, including “Art and Philosophy in Venice” and “Art and Literature in Paris.” “It is impossible to quantify the value of study-abroad experiences for Marymount Manhattan students,” claims Bell. “In many cases, students who have never before left American shores are exposed to cultures far older than their own. They sit on the steps of a Roman arena in Verona. They gaze through the gothic windows of Chartres Cathedral. They eat dinner with their friends beside a Renaissance building in Rome. In these and many other ways, they gain extraordinary perspectives on their lives; at the same time, they come to see history as a living entity. Moreover, when they are working—studying, discussing, and giving presentations—in these cities, they engage with ideas and creativity in a highly

personal fashion. They make the subject matter their own, which is one of the fundamental goals of any course of study.”

The theatre arts department has been a key player in faculty-led travel courses, with four such experiences offered in the last four years. “Performing Arts in London,” offered for several consecutive years, takes students to plays at the Royal Shakespeare Company, Donmar’s Vaudeville Theatre, and the Barbican; to museums, including the Tate Modern, the British Museum, and the Victoria and Albert Museum; and to landmarks like the Tower of London, St. Paul’s Cathedral and Shakespeare’s New Globe Theatre. Another travel course, “Theatre and Culture of Ancient Greece,” was also a hit. Some of the trip’s highlights were a performance of Sophocles’ *Antigone* in Modern Greek at the 2,400-year-old theatre at Epidaurus and an impromptu history lecture delivered by Professor of Theatre Arts Mark Ringer, Ph.D., on site at the remains the Theatre of Dionysus, the cradle of Western drama, with the Parthenon looming above on the Acropolis. ■

Global Presence at MMC

A record number of 130 international students from 59 countries were part of the student body in 2011. According to Orteg Dakaj, MMC's Director of International Admission and Student Services, the College tends to have a fairly even distribution of students coming from the Asian Pacific, Western Europe and Latin America. But "unlike many other colleges with significant international student enrollments—where 'pockets' of students from a particular country, such as India or China, are clearly evident—Marymount Manhattan does not have such a feeder region. The absence of such pockets allows for an inescapable interaction among our domestic and international students—and among the international students themselves." In fall 2011, we enrolled students from as far away as Ulaanbaatar, Mongolia, as well as Tbilisi, Georgia; Addis Ababa, Ethiopia; and Chengdu, China. A new, growing region has been the Middle East, with particular emphasis in Saudi Arabia.

For Dakaj, "international students bring an important dimension to the MMC classroom and, by extension, the college community as a whole. The presence of students from other countries plays a critical role in building bridges that connect our community to the world, leading to an advancement of our own students' sense of a global perspective. Our American students are, as a result, able to learn about different cultures—without having to travel overseas—because of their interaction with international students already on campus."

It's not, however, just the students who hail from all over the world; large numbers of MMC faculty and staff have international roots or have had significant life experiences abroad. In fall 2011, many of our 12 new full-time faculty members have international stories to tell. Several were born or raised abroad, including Assistant Professor of Dance Elena Comendador (Philippines), Assistant Professor of International Studies Mandisa Mbali (South Africa), and Liem Nguyen, Visiting Instructor of Business Management (Vietnam). Mbali and Nguyen worked and studied outside of their home countries before landing in the United States—Mbali in the United Kingdom and Nguyen in the Philippines, Japan, Australia, Singapore, Hong Kong and Thailand. Other new U.S.-born faculty taught, studied, or worked in other countries, including Assistant Professor of History Lauren Brown, Ph.D. (Russia), Assistant Professor of Biology Terry Morley, Ph.D. (Germany), Assistant Professor of Art Beth Shipley, M.F.A. (Brazil, France and Spain), and Assistant Professor of Communication Arts Matthew Slaats, M.F.A. (Philippines, Australia and Singapore). ■



During the fall 2010 semester, Cathryn Adams '12, an international studies major, studied in Amman, Jordan, where she will continue to study with AMIDEAST throughout the 2011–2012 academic year. She is photographed in Wadi Rum valley, also known as The Valley of the Moon, the place where Prince Faisal Bin Hussein and T.E. Lawrence based their headquarters during the Arab Revolt against the Ottomans in World War I.

Emerging Leaders Program Motivates Students to Get Involved Early



The Office of Student Development and Activities launched the Emerging Leaders program for first-year students in fall 2008 to teach, expand, and strengthen students' leadership skills. Through hands-on workshops, peer mentorships, service learning and research, the program assists students who seek to develop the skills needed to excel as successful student leaders. The program encourages participants to become resident assistants, peer educators, club leaders and student government representatives, or to serve in other leadership roles on- and off-campus.

These emerging leaders attend a weekly workshop series that provides students with a hands-on interactive leadership laboratory; they also complete 20 hours of community service and a research project. During the 2010-2011 academic year, 16 students participated in the program. Veronique Hoebeke '14, an English and World Literatures major, applied to the program to acquire more confidence to get involved in activities on campus. Now as a sophomore, she is the editor-in-chief of *Art Fusion News*, a student arts and culture publication; the student editor of the *Marymount Manhattan Review*, MMC's literary and arts review; and a staff editor for *The Monitor*, the student-run newspaper.

“Emerging Leaders encourages you to take leadership positions as soon as you feel comfortable,” Sullivan said. “This is a College where you can be a sophomore and be the online managing editor of the College newspaper. By participating in the program, you get so much back.”

Emerging leader Lindsey Sullivan '14 presents “Still Standing: Grand Central Terminal's Relevance during the Skyscraper Movement of the 1950s” at the 34th Annual Honors Colloquium, held at Marymount Manhattan on March 16, 2011.

“What makes Emerging Leaders so effective is that the program connects students to the resources available to them and gives them the experiences and skills to work effectively with others, thus enabling them to build connections with peers, faculty and staff more quickly,” said Kevin Croke, coordinator of Student Development and Activities.

Each Friday during the spring semester, Emerging Leaders participants attend program workshops, with each session devoted to the different elements that make a leader successful. Topics include self assessment, effective communication, diversity, motivating others, interviewing skills and professionalism.

Sameera Uddin '14, originally from Bangladesh, values the training she gained in the workshops, which she says instilled the importance of team building and working with a diverse group of people to accomplish end goals. “Often minorities feel like they are held back, but this program taught me to not let those barriers keep us from accomplishing what we want to as a group.” Uddin, a political science major and an honors student, now serves as the Senator for Academic Research for the Student Government Association, a staff writer for *The Monitor*; general counsel on the Campus Activities Board, a member of the International Studies Club, and a member of the Mock Trial Team.

Uddin was the leader for her group’s presentation on the operating and leadership structure of the Central Park Conservancy. In the final portion of the program, students must define a company’s leaders by their means to obtain success. They divided the Conservancy’s structure into four categories, and each of the group members researched and presented on a different topic, reinforcing the notion of teamwork.

Theatre arts major MacKenzie Meeks '14 says that the team building skills she learned during the workshops have served her well now that she is a peer leader. After completing the program, Meeks began her sophomore year as a mentor to incoming freshmen. In fall 2011, she will serve as an assistant stage manager for the directing project, “The Flu Season,” in the J.W. Bordeau Box Theatre. She recalled that in one of the workshops, the participants were asked to pick a color that described each of their personalities and then find the people in the room with the corresponding color. “I was amazed at how similar our interests and personalities were just based on the colors we had selected,” Meeks said. “The exercise showed the importance of going outside your own color or personality to work with other personalities unlike your own.”

Communication arts major Lindsey Sullivan '14 also found the lessons from this particular workshop session applicable to her role as the online managing editor for *The Monitor*. When the College newspaper planned its website launch in spring 2011, Sullivan was instrumental in coordinating assignments with writers and editing content for nearly 50 articles. The skills she learned as an Emerging Leader helped her manage the large project while working with many different people to meet deadlines. She is also a contributing writer for *Art Fusion News* and hosts a Griffin Radio theatre talk show with her roommate, Jenna Ventola '14, called “Save the Drama for Your Mama,” which airs on griffinradio.mmm.edu on Fridays, 2–3 p.m.” ■

Resident Advisors Promote a Better College Experience

The Office of Residence Life trains 26 Resident Advisors (RAs) each year to live and work in Marymount Manhattan's three residence halls, counseling students and monitoring the health and well-being of all residents. Each RA is responsible for advising approximately 30 residents in their respective buildings at the 55th Street Residence Hall, 92Y Residence Hall and Manhattan Park on Roosevelt Island. RAs are required to maintain a minimum cumulative and semester GPA of 2.8 and must fully adopt the concept of time management. As RAs, these students serve as community builders, campus resources, role models, policy enforcers, mediators and friends.

Communication arts major Colin Burridge '12, who served as an RA at 55th Street during his sophomore and junior years, said that trying to find the balance between living and working at the residence hall is possibly the most difficult challenge for an RA. But in that balance, he has gained transferable skills in communication, administrative support, marketing, teaching, emergency response and working well under pressure. He has since taken the skills he learned as an RA and applied them to an internship at NBC and at his job as a student worker in MMC's Office of Information Technology.

Dance major Danielle Coleman '13 will enter her second year as an RA at the 55th Street Residence Hall in fall 2011. What Coleman values most about being an RA is serving as a resource for students. "Being a Resident Advisor has made me appreciate my education even more," she said. "I hope that I can create or contribute positively to someone else's experience at Marymount Manhattan."

Each residence hall has its own programming model, designed to meet the needs of the residents in that building. For example, 55th Street's programming model requires a new program each week for the first six weeks of the semester, and focuses on topics that are relevant to incoming students, such as learning about New York City, communicating with your roommate, and alcohol and drug education. At Manhattan Park, where many upper classmen live, the programs focus on resume writing, apartment searching, and planning for life after college.

As community builders, RAs also host social programs that bring students together, providing great opportunities for students to interact with new people and meet friends from different backgrounds. Last year, RAs hosted a total of more than 200 programs, which were attended by more than 1,500 resident students. They attend weekly staff meetings at 10:30 in the evening, have one-on-one weekly meetings with their supervisors, host tours of the residence halls during

open houses, assist during Friends and Family Homecoming Weekend, conduct health and safety inspections of the floors, and return early from summer and winter breaks to participate in intensive trainings.

In addition to those responsibilities, each RA serves an on-call duty rotation at his or her residence hall. During the week, their on-call responsibilities begin at 8:30 p.m. and continue until the next morning, and on the weekends and holidays, they are on call for 24 hours. They also are available to address and document policy infractions so that the Office of Residence Life can follow up with the appropriate resident. All this and they still must attend to their coursework.

"The job can be demanding at times," Coleman said. "I've found that staying organized is the best way to get the job done."

"This doesn't just mean having a binder with tabs on it," said speech-language pathology and audiology major Natalia Ornelas '12, who also enters her second year as an RA in fall 2011 at the 92Y Residence Hall. "It means that I must always remember the policies, to be on time, to make correct judgments, and to be there for my peers and staff. Sometimes it becomes challenging because of my own needs, but at the end of the day, I know that I can always count on my residents and fellow RAs to support me." ■



(L-R) RAs Mallory Pettee '13, Colin Burridge '12 and Danielle Coleman '13 help students move into the 55th Street Residence Hall prior to the Fall 2010 semester.



Bedford Hills College Program Brings Higher Education to Overlooked Women

Incarcerated adults, who typically come from the poorest communities, have the lowest academic skills compared to any other segment of our society. In 1995, the federal government eliminated funding for more than 350 prison-based education programs. This sweeping decision included the closing of the program at the Bedford Hills College Facility, the only maximum security prison for women in New York. The administration and faculty at Marymount Manhattan saw this as an opportunity to apply the College's founding mission to educate a diverse population and took up the daunting challenge of providing a high-quality education to incarcerated women. Eleven years later, the program is going strong.

Since 1997, MMC has served as the degree-granting institution for the Bedford Hills College Program (BHCP), which offers non-credit college-preparatory courses in writing and mathematics, as well as credit-bearing courses leading to the Associate of Arts degree in social science and the Bachelor of Arts degree in sociology. Courses are taught by professors and instructors from Marymount Manhattan and the consortium that includes Bank Street College, Barnard College, Manhattanville College, Mercy College and Pace University.

Research has shown that prison-based education programs are the single most effective tool for decreasing the likelihood of an inmate's return to prison, thus having the potential to considerably reduce the \$52 billion states spend on corrections each year.¹ According to a 2001 New York State Department of Correctional Services study, which analyzed the return to custody rates within 36 months of release, re-incarceration for women who attend college while in prison was 7.7 percent, compared to 29.9 percent for women who did not attend a prison college program.

Lettisha Boyd '00, who earned an associate degree in the Bedford Hills College Program, is paying her education forward by helping formerly incarcerated women gain access to higher education. At College and Community Fellowship—an organization that seeks to reduce recidivism rates by guiding people who are returning to the community after conviction and prison through the stages of higher education—Boyd serves as a community organizer, promoting events related to policy change and the organization's campaign, Education from the Inside Out (EIO). Led by College and Community Fellowship and The Fortune Society's David Rothenberg Center for Public Policy, EIO is a nonpartisan, collaborative campaign of criminal justice and education advocates to remove the barriers to higher education funding affecting students in prisons nationwide.

"I can see the fruit of my labor here," Boyd said. "Our policy work tries to change people's mindsets and laws regarding prison-based education. What better way for me to give back to something and to say thank you for the opportunity that I was afforded? Working for an organization that deals solely with trying to give access to education to others otherwise overlooked is very rewarding."

Marymount Manhattan has enrolled nearly 800 women in the BHCP since the program's inception, and 120 have earned either an associate or a bachelor's degree. This past May, Marymount Manhattan conferred 16 Associate of Arts and 7 Bachelor of Arts degrees to Bedford Hills inmates, the largest graduating class in the program's history. ■

¹*State of Recidivism: The Revolving Door of American's Prisons* (April 2011). The Pew Center on the States.

²Collaborative Research by The Graduate Center of the City University of New York & Women in Prison at the Bedford Hills Correctional Facility (Sept. 2001). *Changing Minds: The Impact of College in a Maximum-Security Prison*, p. 5.

Rowe's Challenge, A Heroic Endowment

In December 2007, Dr. Valerie Rowe, a friend of the College who saw a great need to preserve access to education for women who are incarcerated, pledged to match all gifts to the Bedford Hills College Program Endowment up to \$1,000,000. The Rowe Challenge was met with enthusiastic support from other dedicated donors and has been completely fulfilled. Income from the endowment's

current \$2 million principal will support more than 40 percent of the BHCP's operational expenses. Annual operation expenses for BHCP are approximately \$220,000, and the College is committed to building the endowment by an additional \$2 million, in order to provide the program with long-term financial stability regardless of national economic and political circumstances.

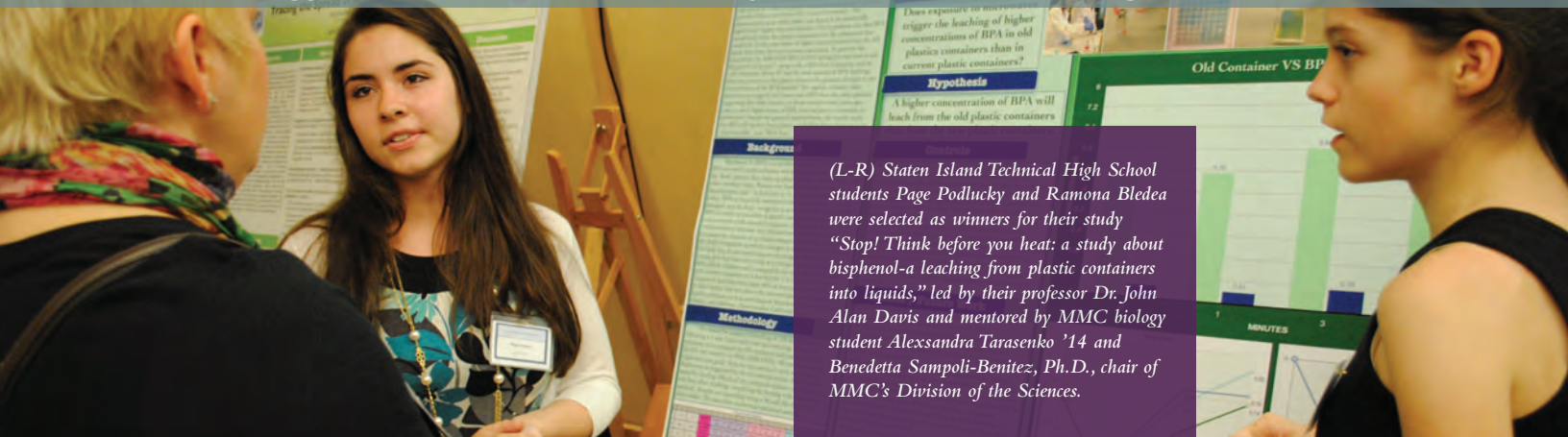
ENHANCING THE LEARNING ENVIRONMENT

In order to foster student-centered learning and community interaction, Marymount Manhattan made one of the goals of its recently-completed fundraising campaign the decisive transformation of the College's physical plant. The benefits of *This is the Day* are now abundantly evident on campus. Strategic improvements to the College's facilities have had a profound impact on the way students learn and interact with faculty, staff and one another. In addition to the highly functional and aesthetically pleasing additions of The Lowerre Family Terrace and The Commons, the beginning of the fall 2010 semester marked the full-fledged launch of the recently dedicated Dow Zanghi Student Health Center. The new fiscal year also brought a significant campus expansion opportunity with the purchase of a townhouse at 255 East 71st Street that will provide additional space for faculty once fully renovated.

Marymount Manhattan was included in the Consolidated Appropriations Act of 2010 as the recipient of a coveted, congressionally-directed grant of \$400,000, which enabled the College to establish the Geraldine Ferraro Center for Education Excellence in Science, Technology, and Mathematics. The grant allowed the Marymount Manhattan's Division of Sciences to update equipment in the biology and chemistry laboratories, broaden course offerings in mathematics and science, and increase students' exposure to and involvement in collaborative research opportunities with faculty.



MMC's Geraldine Ferraro Center for Excellence in Science, Technology and Mathematics Is Catalyst for Science Learning



(L-R) Staten Island Technical High School students Page Podlucky and Ramona Bleda were selected as winners for their study "Stop! Think before you heat: a study about bisphenol-a leaching from plastic containers into liquids," led by their professor Dr. John Alan Davis and mentored by MMC biology student Aleksandra Tarasenko '14 and Benedetta Sampoli-Benitez, Ph.D., chair of MMC's Division of the Sciences.

In February 2010, Marymount Manhattan established the Geraldine Ferraro Center for Education Excellence in Science, Technology and Mathematics. Named in honor of the late Congresswoman Geraldine A. Ferraro '56, who died in March 2011, the Center seeks to expand students' exposure to a broad range of laboratory and clinical experiences. It also bolsters the College's efforts to help meet the national need to encourage more students to pursue careers in the sciences, especially in biological and healthcare specialties.

The grant enabled the MMC Division of Sciences to make improvements in three critical areas. Facility improvements and technology upgrades were made to the physics, biology and chemistry laboratories. Curriculum and research opportunities were enhanced by expanding course offerings in mathematics and science. These, in turn, permitted the expansion of recruitment and retention initiatives among current and prospective students.

On June 11, 2011, the Division of Sciences hosted the New York City Partnership to Advance Science (NYCPAS) High School Symposium, which featured 14 collaborative research projects. The one-day symposium was the culmination of a semester-long collaboration among nine New York City high schools with faculty and students from the Division of Sciences of Marymount Manhattan College. The results of the research projects were presented at the symposium, which was conceived and organized by Associate Professor of Biology Ann Aguanno, Ph.D.

NYCPAS fostered mentoring relationships between postsecondary and high school students and exposed the high school students to research methods and cutting-edge science instrumentation and equipment. The nine participating New York City high schools were Marie Curie High School of Nursing and Health Professions, Cathedral High School, Midwood High School, Staten Island Technical High School,

Bronx High School of Science, Williamsburg Charter High School, Brearley School, Monsignor Scanlon High School and Stuyvesant High School.

Six high school students received awards for their winning projects at the symposium. Winners included Page Podlucky and Ramona Bleda from Staten Island Technical High School for "Stop! Think before you heat: a study about bisphenol-a leaching from plastic containers into liquids"; Stephanie Ospina, Melissa Echavarria and Christiline Fernandez from Cathedral High School for "Social skill development in adolescent girls: single-gender versus coeducational schools"; and Katherine Adams from The Brearley School for "Tracing the spread of antibiotic resistance in bacteria."

"This symposium is giving high school science students an opportunity to learn from our students about scientific research that they would normally not be exposed to," Aguanno said. "MMC students also have the opportunity to teach and apply what they have learned throughout their college coursework."

Ray Romano '11, who earned a B.S. in biology from Marymount Manhattan, mentored Brearley School sophomores Funmi Adejobi and Kaitlin Hanss in the study of cellular reaction when vinegar, glass cleaner and meat tenderizer are separately used to treat a jellyfish sting. The search for the best home remedy for a jellyfish sting required Romano and his group to perform multi-level tests using samples of sheep's blood. The group first established a standard of lysed (deconstructed) red blood cells and whole red blood cells, by diluting whole sheep's blood and viewing the cells using a microscope, and by deconstructing the cells in a hypotonic solution. The sheep's blood was then exposed to the toxin (jellyfish venom), confirming the protein in the venom lysed the cells. The proteins were then treated with the home remedies, which degraded the protein rendering it inactive. When the group viewed the samples on the

computer screen, Romano's group noticed intact sheep's red blood cells. The cells were round and reflective of light.

"When the blood was mixed with the toxin, the toxin caused the cell to lyse, break open, and spill its components," Romano said. "When viewed under the microscope, there were no cells visible, and there was a lot of debris

from the lysis of the cells. When the toxin was exposed to the home remedies, the ability for the toxin to lyse the cells was decreased, evidenced by the intact cells when viewed under the microscope." All three home remedies tested were confirmed as treatments for a jellyfish sting, and the results were displayed at the symposium. ■

MMC Provides Essential Health Services for Students

The Dow Zanghi Student Health Center

In 2010, the College announced the opening of the Dow Zanghi Student Health Center, a new resource made possible by the diligent advocacy and generous gift from MMC Trustee Lucille Zanghi and her husband, James Dow, who are also MMC parents. Housed on the first floor at the 55th Street Residence Hall, the Dow Zanghi Student Health Center is managed in partnership with the Beth Israel Medical Center/Student Health Services Network and provides free appointments or walk-in services five days a week, 40 hours per week, including two evening blocks of hours. All students are welcome, including commuters and those living at other residence halls. Services are provided by a nurse practitioner or physician's assistant in collaboration with a medical assistant. Physicians from Beth Israel are available for consultations.

Services provided without charge include diagnosis and treatment, follow-up and evaluation, blood-drawing, health education, writing prescriptions and referrals. Services with fees include lab work, prescriptions and some immunizations, such as the H1N1 vaccine; these services may be charged to the student's health insurance company. Roughly half of the visits are for focused exams: upper respiratory problems, knee pain, lab results, etc. Other visits are for phlebotomy, sexually transmitted illness and women's health concerns.

During the 2010–11 academic year, there was a total of 2,072 health center visits (the Beth Israel co-sponsors report greater student usage per capita at Marymount Manhattan than at the two other college health centers they manage). A small 2010 Student Satisfaction Survey (29 respondents) yielded high scores in regard to confidentiality/privacy, ease of scheduling an appointment, overall appearance, courtesy of front desk staff, the time it took to be seen, evaluation by clinician, and the likelihood of returning to the Health Center and of referring someone else to it.

The Counseling and Wellness Center

The Counseling and Wellness Center (CWC) provides free, confidential, individual counseling sessions for personal and psychological concerns. Located on the eighth floor of

the campus's main building, the CWC was named in spring 2010 following the consolidation of the Counseling and Psychological Services (CAPS) and the Health and Wellness Office. CWC services now extend to students who need assistance addressing issues related to stress, anxiety, depression, homesickness, adjustment to New York and college, family conflicts, relationships, identity and self-esteem, body image and eating disorders, sexual issues, and alcohol or drug abuse. Because these problems tend to flare up quickly and students' motivation for obtaining help can be fleeting, the office makes it a priority to respond to students promptly. There is no waiting list, and CWC invites students who feel that they need urgent care to come to the daily walk-in hour.

In addition to short-term counseling, CWC offers psychiatric services to evaluate students for prescription medication, and provides referrals to care in the community and to health and wellness programs. Popular programs include Stress Down Day, a well-attended event that offers stress-reducing activities; blood drives; HIV testing; American Smokeout Day; and workshops on nutrition and eating concerns, relationships and identity. CWC also handles compliance with immunization and health insurance requirements.

At the CWC, two full-time psychologists are accessible, in addition to a full-time clinical social worker, who directs the wellness program; a full-time administrative assistant; a part-time psychiatrist; and two part-time externs, who are advanced doctoral psychology students.

Statistical support for CWC's services appears in the 2010 First-Year Student Satisfaction Survey, which found that 85 percent of respondents were "satisfied" or "very satisfied" with services. Similarly, an internal CWC survey in spring 2011 found that 80 student clients had an overall level of satisfaction of 3.8 on a four-point scale, an outcome statistically hard to top. Probably the best measure of success is the dramatic recent increase in usage. In 2008–09, 96 students visited the then CAPS office; in 2009–10, 209 students came to CWC; and last year the total was 319—approximately 17 percent of the student body. ■

Purchase of Townhouse Expands Marymount Manhattan's Campus on 71st Street

In 2010, a traditional, turn-of-the-century New York townhouse located on 71st street was placed on the market, and the Trustees of Marymount Manhattan College seized the opportunity to purchase the residence. New facilities in any academic environment are always welcomed. However, here at Marymount Manhattan, the acquisition and renovation of this property will have a profound impact. The townhouse will enable the College to provide additional space that accommodates the recent growth of our faculty and to enhance the academic experience that will be offered to current and future generations of students and faculty members.

Located only four doors down from the eastern edge of Marymount Manhattan's Main building, the residence had all the characteristics necessary to serve as faculty office space. Since it has been a family home for more than 100 years, the residence must be totally renovated to meet all required New York City building codes, leaving in place only the beautiful façade and brick party walls of the adjoining buildings. The entire structure will be rebuilt and enlarged to five floors, transforming the current 3,200-square-foot home into a 7,700-square-foot modern, academic office building. It will be home to 27 full-time faculty, three to five part-time faculty, and two to three support staff, who will be relocated from the College's Main and Nugent buildings. This reconstruction is budgeted at \$7.2 million and is expected to be completed in the second quarter of 2013, with faculty moving in almost immediately thereafter. Trustee Judy Carson '03 and her husband, Russell Carson, have established a 1:2 challenge grant as a fundraising initiative for the townhouse renovation.

The advent of the townhouse will bring benefits to every aspect of the educational enterprise at Marymount Manhattan, now and for years to come. The spaces to be vacated by divisions and departments that will move into 255 East 71st Street, the address of the building, will open up much needed square footage in the College's Main and Nugent buildings. In the newly opened spaces, we intend to create additional classrooms and enhance faculty offices, providing more settings for faculty to meet with students on a one-to-one basis. All of these wonderful changes will have a major, positive impact on class scheduling, as well as on faculty-student advisement and collaboration. ■



Perspective of Fifth Floor, Facing 71st Street

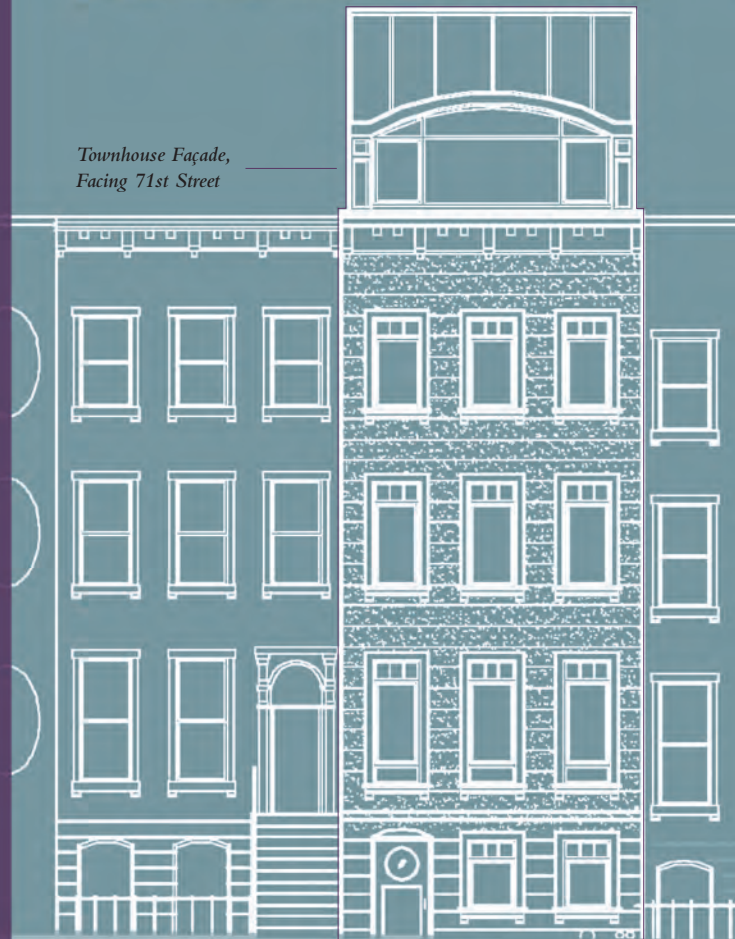


Perspective of Fourth Floor, East Elevation

Perspective of First Floor, Shared Offices with Bookcases

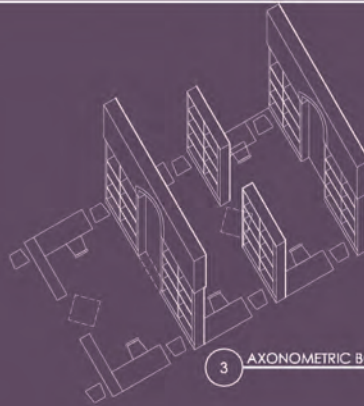


*Townhouse Façade,
Facing 71st Street*

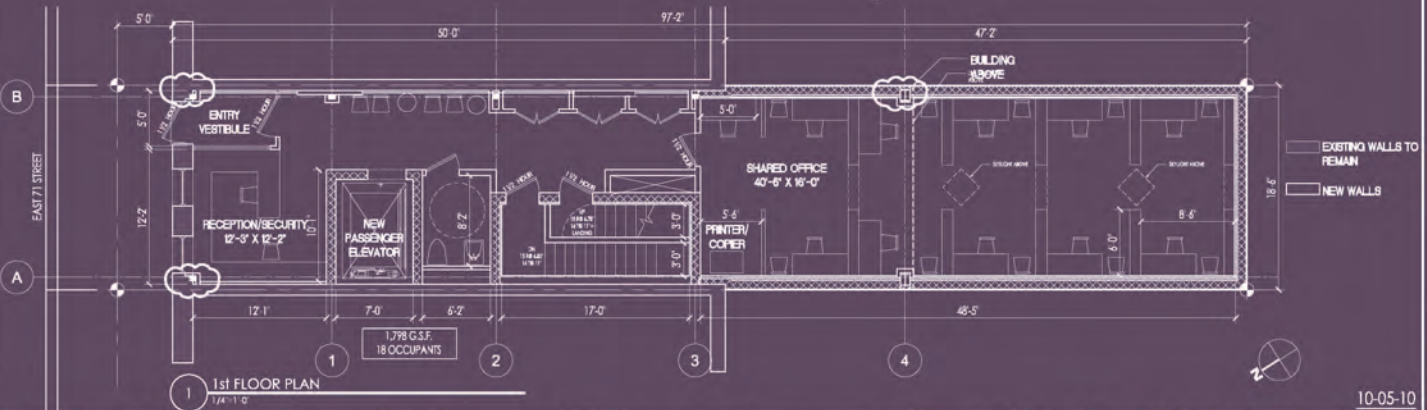




2 TYPICAL BOOKSHELF PARTITION
1/2" = 1'-0"



3 AXONOMETRIC BOOKSHELF DIAGRAM



10-05-10

NO.	DESCRIPTION	REV.	DATE	BY	REVISIONS

PROJECT NO.	200 EAST 71ST STREET, NEW YORK, NY	DATE	10-05-10
PROJECT NAME	MARQUANT MARQUETTE COLLEGE - PROPOSED TOWNHOUSE CONVERSION	SCALE	1/4" = 1'-0"
DESIGNER	LORI KUPPER ARCHITECT / VMAPC	PROJECT NO.	A-102.00
ADDRESS	200 EAST 71ST STREET NEW YORK, NY 10019	DATE	10-05-10
PHONE	212-698-3033	SCALE	1/4" = 1'-0"
WEBSITE	LORIKUPPERARCH.COM	PROJECT NO.	A-102.00
DESIGNER	LORI KUPPER ARCHITECT / VMAPC	DATE	10-05-10
PROJECT NAME	MARQUANT MARQUETTE COLLEGE - PROPOSED TOWNHOUSE CONVERSION	SCALE	1/4" = 1'-0"
ADDRESS	200 EAST 71ST STREET NEW YORK, NY 10019	PROJECT NO.	A-102.00
PHONE	212-698-3033	DATE	10-05-10
WEBSITE	LORIKUPPERARCH.COM	SCALE	1/4" = 1'-0"

First Floor Plan



ADVANCING ACADEMIC EXCELLENCE





An important part of the Marymount Manhattan liberal arts experience involves a full-time undergraduate faculty that is fully engaged in the educational experiences of students, while furthering their own scholarship. In the past two years, MMC has named four Distinguished Chairs, giving these faculty members the time and resources to produce major scholarly and creative works in their respective disciplines. Furthermore, 12 new faculty members were hired for the fall 2011 semester, resulting in the largest cadre of full-time faculty in the College's history at 105 members. This was all made possible by funds contributed by alumni and friends to *This is the Day*. This comprehensive campaign for Marymount Manhattan generated \$37 million in gifts and pledges that helped the College increase the number of full-time faculty, a number that has grown 31 percent in the past five years.

Susan Behrens, Ph.D., professor of speech-language pathology/audiology, was selected as a Distinguished Chair from 2011–2014.

New Faculty



Samantha Berkule, Ph.D.
Assistant Professor of
Psychology
Ph.D., Yeshiva University
M.A., Yeshiva University
B.S., Cornell University



Matthew Bissell, M.A.
Visiting Instructor of Writing
M.A., University of Chicago



Lauren Erin Brown, Ph.D.
Assistant Professor of History
Ph.D., Harvard University
M.A., Harvard University
B.A., Smith College



Elena Comendador, M.F.A.
Assistant Professor of Dance
M.F.A., Goddard College
B.A., Columbia University



Jennifer Dixon, Ph.D.
Assistant Professor of
Communication Arts
Ph.D., University of Missouri
M.A., Kansas State University
B.A.E.D., Northeastern State
University



Deitra Hunter-Romagnoli, Ph.D.
Assistant Professor of
Psychology
Ph.D., CUNY Graduate Center
M.A., New York University
B.A., Hunter College, CUNY



Mandisa Mbali, Ph.D.
Assistant Professor of
International Studies
Ph.D., University of Oxford,
England
M.A., University of
KwaZulu-Natal, South Africa
B.A., University of
KwaZulu-Natal, South Africa



Terry Robin Morley, Ph.D.
Assistant Professor of Biology
Ph.D., University of Maine, Orono
B.A., SUNY, Oswego



Liem Nguyen, M.B.A.
Instructor of Business
Management *A.B.D.,*
University of Rhode Island
M.B.A., International University
of Japan
B.S., Hanoi Construction
University, Vietnam



Beth Shipley, M.F.A.
Assistant Professor of Art
M.F.A., Pratt Institute
B.S., Skidmore College



Nava Silton, Ph.D.
Assistant Professor of
Psychology
Ph.D., Fordham University
M.A., Fordham University
B.S., Cornell University



Matthew Slaats, M.F.A.
Assistant Professor of
Communication Art
M.A., M.F.A., University of
Wisconsin, Madison
B.A., University of Evansville

Samantha Berkule, Ph.D., assistant professor of psychology, comes to Marymount Manhattan College after serving as an assistant professor at Manhattanville College and New York University School of Medicine, where she also served as Director of the Video Interaction Project. Her research interests include infant and child development, specifically parent-child interactions, maternal sensitivity, attachment, early reading and parenting interventions.

Matthew Bissell, M.A., visiting instructor of writing, is a Ph.D. candidate in English and Literature Studies at the University of Denver, where as a Graduate Teaching Fellow he taught courses on research and writing. He taught literature and writing at the University of Wisconsin-River Falls, Axia College of the University of Phoenix, and recently as an adjunct instructor in the Department of English and World Literature at Marymount Manhattan College.

Lauren Erin Brown, Ph.D., assistant professor of history, comes to MMC after teaching at High Point University, Smith College, Lesley University and Harvard University. A Jacob J. Javits Fellow from 2000 to 2004 and a Postdoctoral Fellow at the Smithsonian National Museums in 2006, Dr. Brown spent the fall of 2009 as a Fulbright Scholar at the Russian State University for the Humanities in Moscow. Her specialties are in 20th century cultural history, transnationalism and national identity, culture and consumption, ethnicity and the body, and performing arts.

Elena Comendador, M.F.A., assistant professor of dance, has taught ballet at Marymount Manhattan College as an adjunct assistant professor since 1998. She has taught ballet and costume design at The Ailey School and the American Ballet Theatre in New York, SUNY Purchase, and the Connecticut Ballet Center in Stamford, Conn. In 2008 she received a Teaching Recognition Award at Marymount Manhattan College. She began her professional dance career at the age of 16, performing with Dayton Ballet, Hartford Ballet, the Feld Ballet, the Joyce Trisler Danscompany and Connecticut Ballet.

Jennifer Dixon, Ph.D., assistant professor of communication arts, recently received her doctoral degree from the University of Missouri in communication. She brings teaching experience in interpersonal and organizational communication. Her research focus is on social advocacy.

Deitra Hunter-Romagnoli, Ph.D., assistant professor of psychology, received her Ph.D. from the CUNY Graduate Center in biopsychology and behavioral neuroscience.

She subsequently completed a postdoctoral program in the Developmental Neuroscience Division of the New York University Medical Center. Her research has focused on developmental differences in the role that the immune system plays in nociceptive responses.

Mandisa Mbali, Ph.D., assistant professor of international studies, was a Postdoctoral Associate at the Section of the History of Medicine at Yale University School of Medicine. Her research interests include the history of AIDS activism and the political history of health activism in Southern Africa.

Terry Robin Morley, Ph.D., assistant professor of biology, has taught courses in applied ecology and experimental design at the University of Bremen and the University of Maine. His current research investigates ecological and generic parameters relating to the selective larval deposition sites of the fire salamander.

Liem Nguyen, M.B.A., instructor of business management, is a Ph.D. candidate in finance at the University of Rhode Island, where he taught various courses in the finance program in the College of Business. He brings substantial business experience in multinational firms, such as Exxon Mobil and Allianz, and experience as an intern at Lehman Brothers, Tokyo. His research interests include voluntary disclosure, market microstructure and international finance.

Beth Shipley, M.F.A., assistant professor of art, has exhibited her art in solo and group shows in the United States and abroad, and she was the recipient of several fellowships and grants. She taught previously at Bloomfield College, Manhattan Community College, Kingsborough Community College, and Pratt Institute.

Nava Silton, Ph.D., assistant professor of psychology, has completed a postdoctoral fellowship at the Healthcare Chaplaincy. Her research interests include autism and the relationship of religiosity, spirituality and empathy to mental and physical health outcomes.

Matthew Slaats, M.F.A., assistant professor of communication arts, taught previously at the University of Wisconsin, Madison; Westchester Community College; Vassar College; Dia:Beacon; and SUNY Purchase. His professional experience includes multiple exhibitions and curatorial projects, publications, public lectures and conference presentations. His research interests are in augmented reality gaming, interactive performance and social practice. ■

This is the Day Provides Opportunities for Distinguished Chairs to Advance Faculty Research



Elena Olivo

Mark Ringer, Ph.D., professor of theatre arts, spent this past summer in Athens, Greece, conducting research for his Distinguished Chair book project, *The Humanist Achievement of the Ancient Greek Theatre: Free Will, Necessity, and the State*.

In addition to increasing the number of full-time faculty, another one of the objectives of the *This is the Day* campaign was to recognize and to continue to encourage high-quality faculty scholarship. As part of the campaign's design, the College appointed four Distinguished Chairs over the past four years to pursue major scholarly and creative works in their disciplines. These appointments were conferred upon faculty members whose scholarship has been widely recognized for its excellence: Susan Behrens, Ph.D.; Kathleen LeBesco, Ph.D.; Mark Ringer, Ph.D.; and Jason Rosenfeld, Ph.D.

Behrens, professor of speech-language pathology/audiology, who in 2010 published her book *Grammar: A Pocket Guide*, is working on a two-part project related to educating teachers about linguistic discovery and the need for more language awareness on the part of both teachers and students. In spring 2011, Behrens co-founded with LeBesco the MMC Center for Teaching Innovation and Excellence (C-TIE), which mentors faculty in advancing pedagogical development.

LeBesco, professor of communication arts who was recently appointed associate dean for Academic Affairs, is working on a documentary, entitled *Fat Panic!: Health, Morality and the "Obesity Epidemic,"* that challenges how the media and the public promote a negative stereotype of people who are fat. Over the past 12 years, LeBesco has applied her expertise in communication to examine how fat people are characterized in American society. For her Distinguished Chair project, she conducted 19 interviews with advocates and experts on fatness. LeBesco will be editing the film throughout the next academic year.

Ringer, professor of theatre arts, is conducting extensive research for his academic text, entitled *The Humanist Achievement of the Ancient Greek Theatre: Free Will, Necessity, and the State*. As conceptualized, the book will be the most comprehensive introduction to the practices and literature of the 5th century B.C. Athenian theatre. During the summer of 2011, Ringer visited the library of the American School of Classical Studies in Athens, which contains one of the world's most extensive collections of classical Greek scholarship. He will conduct additional research at the American School over the next two summers. While in Greece, he took advantage of the opportunity to see Euripides' masterpiece, *Madness of Heracles*, at the theatre of Epidaurus, which dates back to the 4th century B.C. and still retains extraordinary acoustic properties of unamplified spoken word from the stage to an audience of up to 15,000 people.

Rosenfeld, associate professor of art history, was invited by Tate Britain in London, the national gallery of British art, to co-curate an exhibition on the art of the English Pre-Raphaelite Brotherhood from the late 19th century. The exhibition will open in London in fall 2012 and travel to the National Gallery of Art in Washington, D.C., in the spring of 2013, followed by the Pushkin Museum of Fine Arts in Moscow that summer, and making its final stop at the Mori Art Museum in Tokyo. Rosenfeld recently spent time in London devising the exhibition's physical layout and writing the exhibition catalogue. ■

Service Learning Courses Reinforce Marymount Manhattan's Mission

Through service learning and partnering with community organizations, students experience the practical applications of their studies. As an optional part of its curriculum, Marymount Manhattan offers service learning opportunities so that students develop a commitment to social awareness, critical thinking and responsible civic action.

In 2011, Assistant Professor of Philosophy Carrie-Ann Biondi, Ph.D., incorporated service-learning into her "Political Philosophy" course. She offered her students the option to volunteer with Free Arts NYC, a nonprofit organization that fosters self-confidence in underserved children through creative arts. Hallie Cohen, M.F.A., chair of the art department, also places art students with Free Arts NYC. Students who study art therapy, a new minor formed by the departments of psychology and art, are therefore able to employ a multidisciplinary approach to using art to help and access others.

Rebecca Mushtare, M.F.A., assistant professor of communication arts, has established a long-term website project with EIS Housing Resource Center, a nonprofit that seeks to prevent homelessness by promoting affordable housing for low, moderate and middle-income families. Over the past several semesters, students in Mushtare's "Digital Media" courses developed a new website for the organization, implemented the design, and migrated content from the old site to the more functional, user-friendly redesign.

Assistant Professor of Accounting Jill Beier, L.L.M., joined Marymount Manhattan in 2010 as the College's first full-time faculty member to teach business law and taxation. As part of her course "Income Taxation of Individuals," Beier offers a service-learning component for her students to volunteer with the New York City Department of Consumer Affairs through Volunteer Income Tax Assistance (VITA), a program run by the United States Internal Revenue Service. This service-learning project offers MMC students opportunities to help low-income and moderate-income New Yorkers (generally with incomes of \$49,000 or less) prepare basic federal and state tax returns free of charge, and to help these qualifying taxpayers claim credits, such as the Earned Income Tax Credit, Child Tax Credit and Credit for the Elderly or the Disabled.

"Being able to tell someone who really needs the money that they'll be getting a substantial income tax refund makes the program worth the time," said English and world literatures major Evelyn Kittelsen '13, a VITA volunteer who helped file more than 50 returns last tax season.

In January 2011, 15 MMC students completed training that included an IRS-certified online exam regarding federal tax returns. The group

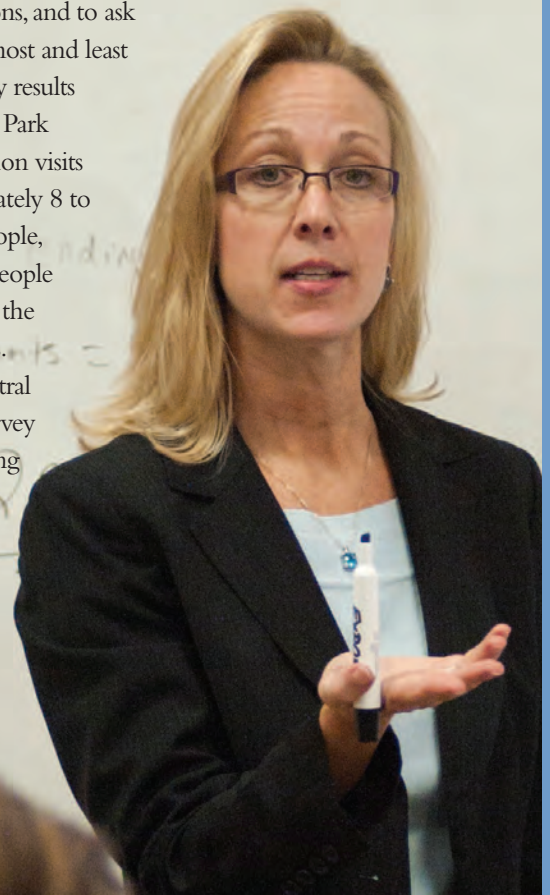
of Marymount Manhattan students then prepared more than 225 income tax returns, claiming approximately \$316,000 in total refunds for these lower-income New Yorkers.

"As I was volunteering with VITA, I realized that explaining certain topics about income taxes helped me understand and retain that information better than I would if I just studied my notes," said business major Sharmin Kazi '13. "VITA helped me put what I learned to practical use for the community."

In April 2011, the Central Park Conservancy released a public use report of Central Park based on the survey results conducted by MMC students in previous semesters. Assistant Professor of Sociology Michelle Ronda, Ph.D., and her students in "Urban Sociology" and "Research Methods in the Social Sciences" participated in the yearlong survey that was the first systematic effort since 1873 to measure an entire year of Central Park's public use.

"In terms of methods and pedagogy, the survey was an incredible opportunity for students to practice skills central to social science research and practice on such an important study, and one that we could follow from inception to completion," Ronda said.

Together with other volunteers, students manned various entrances along Central Park's 843 acres to calculate how many people use the park during different times of day and seasons, and to ask users what they like most and least about the park. Survey results estimate that Central Park receives 37 to 38 million visits per year, by approximately 8 to 9 million different people, three times as many people than was estimated in the 1970s and early 1980s. Results from the Central Park Conservancy survey will help secure funding for the Park and bring attention to areas that need improvement or more safety. ■



Jill Beier, L.L.M., assistant professor of accounting, led a service-learning project with Volunteer Income Tax Assistance (VITA).

MESSAGE FROM THE CHAIR



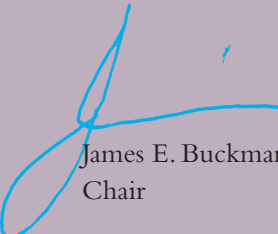
Courage, confidence and commitment have been the hallmarks of this distinctive College from the moment of its establishment in 1936. It flourished despite a worldwide financial depression and did so for the rest of the 20th century, thoughtfully and carefully adjusting to the needs of the New York community and society in general. All along it has remained true and steadfast to its founding principles. At Marymount Manhattan, our wonderful faculty and staff seek to educate the whole person, while expecting and challenging students to lead lives of consequence that will enhance the quality of life for others.

The honor to serve this great College only came to me five years ago when I was invited to join the Board of Trustees. Inspired by the quality of commitment and pride of association that my fellow trustees exhibited toward the College, I have found my years of service to Marymount Manhattan invigorating. My predecessor as chair, Louis Martarano, set very high standards during his nine-year tenure on the board. As chair in 2009 and 2010, he helped direct the College toward the completion of its largest capital campaign ever, which secured \$37 million in support from our alumni and friends.

Recently, the Board of Trustees took a look back over the most recent leg of our journey, using the arrival of the 21st century as a benchmark to measure how Marymount Manhattan has fared during these last ten years. Since 2001, Marymount Manhattan has built a 500-bed student residence hall and opened the Dow Zanghi Student Health Center to provide essential medical services to our increasingly global student body.

The Commons and The Lowerre Family Terrace were created adjacent to each other, providing our students with one of the most unique student spaces on Manhattan Island. We increased our full-time faculty by 31 percent over the past five years while most colleges were cutting faculty lines. And then the College took a bold step and acquired a 19th century brownstone a few doors down the block on 71st Street. Here, a new academic office building will take form. We were able to take this step confidently because the College's financial condition has improved substantially over the past ten years. Symbolic of the pride of association so evident among our board members, Trustee Judith Carson '03 and her husband, Russell Carson, have created a \$3 million challenge grant that will provide one dollar for every two dollars given in support of the townhouse renovation.

I am very proud to serve as Chairman of the Board of this very special institution of higher education. On behalf of the Board of Trustees and the College community, I thank you for your ongoing commitment and devotion.



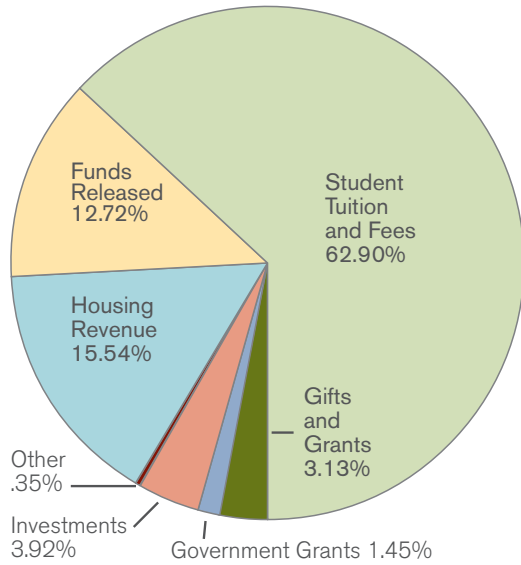
James E. Buckman
Chair



FINANCIAL STATISTICS

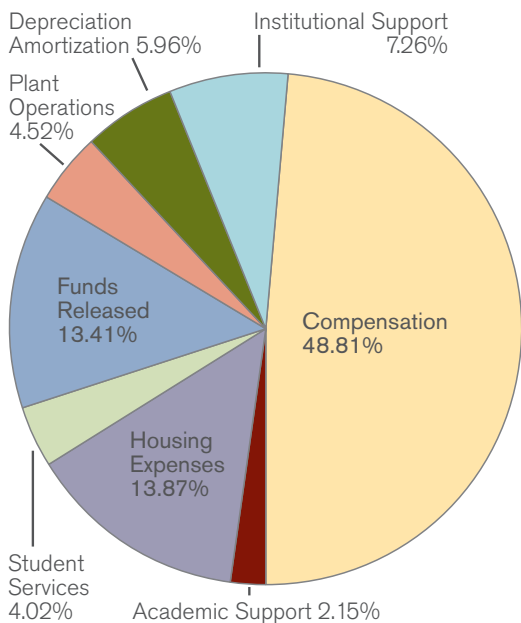
Financial statistics for the twelve months ending June 30, 2011

Revenues



Gifts and Grants	\$1,815,833
Net Student Tuition & Fees	\$36,459,841
Tuition and Fees	\$45,960,089
Less: Student Aid	(\$9,500,248)
Government Grants	\$838,233
Investments	\$2,273,386
Housing Revenue	\$9,009,534
Funds Released by the Board of Trustees for Capital Projects	\$7,368,159
Other	\$200,077
Total Revenue	\$57,965,063

Expenditures



Compensation	\$26,812,033
Academic Support	\$1,180,721
Student Services	\$2,209,241
Institutional Support	\$3,986,501
Plant Operations	\$2,480,247
Housing Expenses (including debt service)	\$7,617,503
Depreciation and Amortization	\$3,273,414
Funds Released by the Board of Trustees for Capital Projects	\$7,368,159
Total Expenditures	\$54,927,819
BALANCE	\$3,037,244

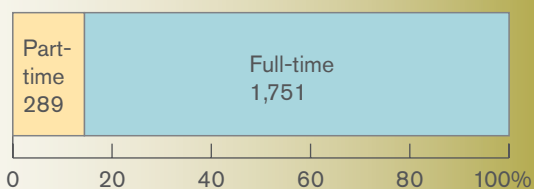
Tuition

Full-time Annual Tuition	\$22,420
Full-time Annual Mandatory Fees	\$1,116
Cost Per Credit	\$716
Part-time Annual Mandatory Fees	\$762

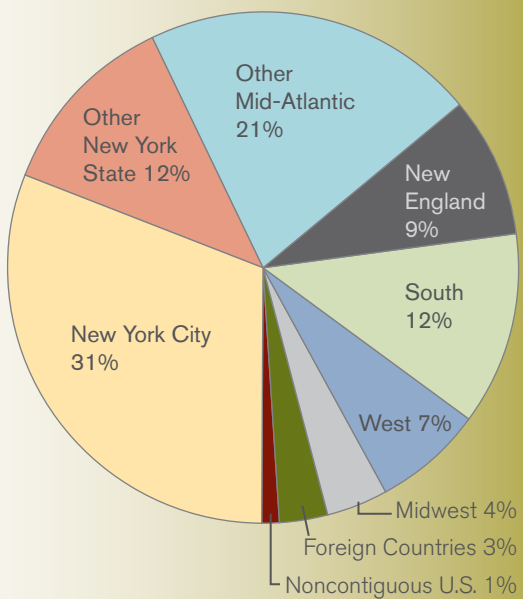
Faculty and Class Size

Faculty (Full-time)	105
Faculty (Part-time)	194
Full-time Equivalent	177
Student/Faculty Ratio	11:1
Average Class Size	16


Total 2011 Enrollment – 2,040



Enrollment by Region



GIFTS AND PLEDGES

A large group of people in formal attire, including men in tuxedos and women in gowns, are gathered in a grand, ornate ballroom. The room features high ceilings, marble columns, and warm lighting. In the foreground, a man in a tuxedo is seen in profile, looking towards the right. The background is filled with other guests engaged in conversation.

Following the success of *This is the Day*, Marymount Manhattan College thrived in 2010–2011. Philanthropic commitments made by parents, friends, trustees, faculty and staff allowed the College to purchase a townhouse on 71st Street, which will be reconstructed to provide 7,700 additional square feet to the campus in the coming years. The following Gifts and Pledges list includes individuals, organizations and foundations that have made gifts and/or pledges to the College from July 1, 2010 to June 30, 2011.

In the foreground, President Judson R. Shaver, Ph.D., speaks with Trustee Paul C. Lowerre '81 and his wife, Ursula Lowerre, who were each awarded the 2011 President's Medal, along with former Trustee Louis A. Martarano, at MMC's annual benefit gala. Held at the Metropolitan Club in Manhattan, the President's Medal Gala generated more than \$300,000 to support scholarships for MMC students.



Chairman's Circle

\$50,000+

Anonymous (2)
The George E. and Kathleen E. Austin Foundation
Kathleen '65 and George Austin Armen A. Avanesians P'14
James F. and Alicia P. Bendernagel '73
Assemblyman Jonathan L. Bing Dr. and Mrs. Jeffrey Block P'14
Gloria Spinelli Bohan '63
Mr. and Mrs. James E. Buckman Loretta Izzo '72 and John D. Cameron
The Carson Family Charitable Trust Judith M. '03 and Russell Carson
Richard S. Berry and Lucy A. Commoner
David Corvo and Michele Willens P'13
Robert F. Dall
Celeste Wetherell Damon P'13
Helen Demetrios '73 and Michael Stadther
Dormitory Authority of the State of New York
Mr. and Mrs. Edgar Eisner
Anne C. Flannery '73
Samuel Freeman Charitable Trust
William E. Murray, Jr.*
Mr. and Mrs. Paul A. Galiano
The Glickenhau Foundation
Mary Ellen McNiece '91 and Gates Helms Hawn
Hope Knight '85
The Kresge Foundation
The Betty and Norman F. Levy Foundation
Eugene M. and Theresa E.* Lang '97
Mr. and Mrs. Paul C. Lowerre '81
Louis A. Martarano
The Joseph C. Nugent Family Charitable Trust
Constance Nugent McQuade '54
Bettye Martin Musham
Ginger Lyons de Neufville '70 and Richard de Neufville
Stavros S. Niarchos Foundation
Natasha Pearl and Richard R. Stowe
Helen Perry '81*
Margaret Mahony Prouse '61
Rowe Family Foundation
Mr. and Mrs. James H. Simons P'10
U.S. Department of Education
Jacqueline Byrne Wehman '50*
Lucille Zanghi and James Dow P'11

President's Circle

\$20,000-\$49,999

Anonymous (1)
Aramark Management Services, L.P.
Professor Emeritus J. William Bordeau*
Sarah and Seth Glickenhau
Maureen '60 and Patrick* Grant
Edward and Mary Tuomey Greason '86
Greenberg Traurig LLP
Joan M. Kelleher Heaney '64
The Carl and Marsha Hewitt Foundation, Inc.
Carl and Marsha A. Hewitt '67
James B. Hornor
Willis and Nancy King Foundation
Anna Hayes Levin
Honorable Sallie Manzanet-Daniels '85 and Honorable Randy A. Daniels P'15
Donna Ensign Marshall '83
New York State Department of Education

Kathleen Ryan O'Grady '77
Marjorie Porter-Kuhn '86
The Pumpkin Foundation
Joseph and Carol Reich
Judith L. Robinson '90
The Selz Foundation, Inc.
Cecilia Tudela-Montero '90, P'13
Angela Vallot
Natan Wekselbaum, Gracious Home
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