

Academic Affairs Update

YORK COLLEGE

Convocation and a Visit From The Chancellor

The last full week of February was filled with major events at York. Key among them was the Spring Convocation, held on February 22, followed by a visit from CUNY Chancellor Matthew Goldstein, the following day.



CUNY Chancellor Matthew Goldstein during his visit to campus

Gen Ed Reform was the main subject of dis-

ussion at Convocation. In his framing remarks as moderator of the discussion Provost Ivelaw Lloyd Griffith invoked the Latin *audi alteram partem* (hear the other side), a maxim generally associated with the legal profession.

However, according to the Provost, it applies equally powerfully into the mission of the academy—to the reproduction of existing knowledge, which is central to teaching and learning, and to the production of new knowledge, which is the hallmark of research. Moreover, it becomes critical when transformational projects are being pursued in the academy.

One such project at York is our Gen Ed Reform initiative. The Provost also reminded the various members of the college community of the connection between the reform and the expected outcomes on student learning: “We want our students to have transcendent experiences. They cannot be the same as when they come in.”

Dr. Linda Grasso, Chair of the English Department and a member of the Convocation panel—that also featured Dr. Donna Chirico, Chair of the department of Behavioral Sciences, Dr. Vadim Moldovan, a Co-Chair of the Gen Ed Task Force and a profes-

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2nd Annual Entrepreneurship Club Seminar

The second annual York College Entrepreneurship Club seminar took place on March 1st, 2011.

According to Dr. Olajide Oladipo of the School of Business and Information Systems,

“the Club is making giant strides as it continues to provide training opportunities to meet students’ business needs.” Dr. Oladipo said that the Entrepreneurship Club “provides practical business development educa-

tion programs through seminars and workshops that help student entrepreneurs identify and acquire business skills needed to create, manage and grow successful businesses”. Also, the Club provides a platform

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Special points of interest:

- Gen. Ed. Reform Reflection—J. Summerfield
- Focus on SEEK
- Provost Lecture on Aging

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Provost Lecture

“Aging in New York City”



Prof. Costley (l.), Prof. Horowitz (center) and Provost Griffith posing with the event poster

The first Provost Lecture in the Spring 2011 semester featured yet another “team production.” On February 17, Professor Alex Costley from the Department of Health and Physical Education, and Professor Beverly P. Horowitz from the Department of Occupational Therapy, joined forces to offer the college community a presentation on the important issue of “Aging in New York City.”

Professor Costley, who opened the lecture with his presentation on “Urban renewal and aging in place,” spoke about the impact of zoning policies on “age-

friendly” urban planning. As he pointed out, with population aging, and urbanization in cities and communities around the world, city planning, land use, and the impact of the “built environment” are becoming increasingly important factors for health and longevity. However, with many U.S. cities working to become more “age-friendly,” urban renewal and rezoning plans often have negative impacts that challenge this goal. This mixed-method study in Jamaica, Queens (in New York City) provided a unique opportunity to ex-

plore the impact of a major rezoning initiative on older adults’ options for “aging in place.”

As Dr. Costley pointed out, according to his research, less than 50% of participants were aware of zoning-plan details. Many also noted not feeling safe at night downtown (69%), lack of seating in shopping areas (62%), lack of supportive-housing options (61%), poorly managed traffic and public parks (54%), and inaccessible sidewalks downtown (53%). Increased cost-of-living was the primary factor for unwanted relocation.

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PROVOST LECTURE

“Mapping and Managing the Earth from Space - Analysis of Satellite Data in New York City”



Dr. Sunil Bhaskaran

(Department of Earth & Physical Sciences,
School of Arts & Sciences, York College;

Dept. of Chemistry and Chemical Technology, Bronx Community College)

March 16, 2011

Rm. 2M04, 12:00 – 2:00 pm

Managing the environment demands timely acquisition of satellite data, analysis and modeling. Presentation demonstrates methodology and analysis of very high resolution time-series of satellite data over City of New York. Results show the development of a spatio-temporal visual model of different land use classes of New York City.

Biology Students at National Conferences



Dr. Francisco Villegas, Associate Professor of Psychology recently had the pleasure as a mentor to have two of his students present research posters.

Dr. Villegas' central interest is based on contemporary research in the recovery of cognitive functions in rat models of Alzheimer's disease. Under his direction, Paul Powell presented the first of the posters, entitled, *Rat Model of Alzheimer's Disease and Measures of Attention based on the 5-Choice Reaction Time Task*, at the 43rd Annual Fall Metropolitan Association of College and University Biologists Conference on October 23, 2010, at Molloy Col-

lege in Rockville Center, New York.

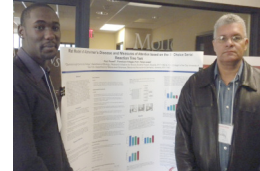
The second poster entitled, *Measures of Cognitive Function in a Rat Model of Alzheimer's Disease using the Central Administration of the Neurotoxin Thiorphan*, by Renee Joseph was presented at the Annual Biomedical Research Conference for Minority Students (ABRCMS) on November 10–13, 2010, in Charlotte, North Carolina.

The posters at these conferences presented the results of ongoing research involving the chronic infusion of the neurotoxin Thiorphan resulting in a "rat model" of Alzheimer's disease. This involved cognitive testing using the Morris

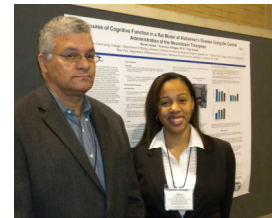
Water Maze for quantifying *learning and memory*, and a "serial reaction time task" system for testing *sustained attention*.

These studies continue to be sponsored by the "The Research Initiative for Minority Students Program of NIGMS" and York College's Provost and Senior Vice President of Academic Affairs, Dr. Ivelaw Griffith. The NIGMS program is administered by Dr. Patricia Schneider, Professor of Biology at Queensborough Community College.

Others who greatly assisted in Dr. Villegas' research but not mentioned as authors were: Ms. Isabel Rodriguez and Prof. Winsome Smickle.



Paul Powell (l.) and Dr. Francisco Villegas during the presentation at Molloy College



Dr. Francisco Villegas (l.) and Renee Joseph at the conference in North Carolina

Africana Studies Colloquium Spring 2011 Schedule

"Suriname: Political Acumen and Geopolitical Anxiety."

Dr. Ivelaw Lloyd Griffith (Provost and Senior Vice President of Academic Affairs)
Wednesday, March 9, 1-2:30pm

"Victim-Survivors of Childhood Sexual Abuse: Understanding The Link Between Historical Trauma and Posttraumatic Growth."

Dr. Selena Rodgers (Department of Social Sciences,
School of Health & Behavioral Sciences)
Wednesday, May 11, 1-2:30pm

All lectures are given in: African American Resource Center, 3B04

Reflections on Liberal/General Education

by Judith Summerfield (Dept. of English, Queens College)

I am happy to accept Provost Griffith's invitation to reflect with you today on the important work you are doing at York College to reform your General Education program. *Reform*, the word that Linda Grasso stressed in her remarks, is to be distinguished from *revolution*. Reform, we assume, can happen only through faculty and administrators working together to effect real change. As Linda says, this is an amazing opportunity for faculty to come together, embrace the love of inquiry, and create "something larger than ourselves."

It is clear that the innovative and exciting recommendations of your General Education Task Force have generated a number of vital questions about what to do next. It feels as if you are on the brink of making significant college-wide changes to move General Education into the new century. It is also clear that you have the vital ingredients on your side – the support and interest of your senior leadership and the promise of

resources; the commitment of a faculty working together on the Task Force to envision a new Gen Ed; and, here, today, the leaders of the key academic and administrative components of the college, willing to think through how to move forward. It is important, as the provost says, for all of you to collaborate on the next steps.



Dr. Judith Summerfield

As University Dean for Undergraduate Education for half a dozen years, I have had the chance to watch as each of the colleges across the University struggled with the same questions. In the General Education Project that we created at CUNY, representatives from all seventeen colleges sat around the same table – two of your Task Force co-chairs, Debra

Swoboda and Vadim Moldovan, included – to debate the issues, learn from each other, and from what is going on in the nation. We tried to stake out common ground, and tackle the tough questions:

- What do we want our graduates to have gained from their college experience?
- What kind of liberal or general education for the 21st century?
- What do we mean by a liberal or general education? What's the difference?
- What about articulation among the CUNY colleges? What do transfer student need?
- What about assessment? Middle States expects us to attend to General Education, as well as to the majors.

So do national organizations such as the Association of American Colleges and Universities (AAC&U), who see a liberal education as key to educating college students to participate in the democracy and in the global world.

But at this, the largest urban public university in the country, where

resources are limited, can we create a culture where our entire faculty, both full-timers and part-timers, are engaged in the important mission of teaching General Education?

What I want to offer today is a framework for you to consider as you move forward in this critical work, and in keeping with the spirit of the day, I offer these words of wisdom to consider as a challenge to keep in mind:

"A college's General Education curriculum, what the faculty chooses to require of everyone, is a reflection of its overall educational philosophy, even when the faculty chooses to require nothing" (p.3).

This is Louis Menand, in "The Problem of General Education" in his *Marketplace of Ideas: Reform and Resistance in the American University* (Norton, 2009). Menand was formerly a colleague in the English Department at Queens College, then at the Graduate Center, and now at Harvard. He writes frequently for

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The New Yorker, and was the keynote speaker at our own General Education Conference at Baruch in 2008, where he gave a version of his chapter on General Education. In his chapter, he gives a brief history of the complex ideas that have shaped General Education historically, and also speaks to the recent reform of Harvard's General Education program.

The point that I want to make at the start is that it is critical – even more so today than it was yesterday, given what is in the air at CUNY – that the faculty take up this work, and know that time is of the essence. We all need to realize there is much at stake for higher education, as we know it.

So, I would construct my framework for General Education reform guided by the following observations and principles:

First, we need to put the “liberal,” the “liberal arts and sciences,” into our reform of general education. We need a “liberal arts general education.” We cannot do one without the other.

What do we mean by these terms: General

Education and a liberal arts education? There is an important history here, and a tension between two often opposing world views: the term *General Education*, is frequently seen as practical, technical, and even experiential. The focus is on *what students can do, their performance, competencies, and skills – on writing, reading, speaking effectively, critical and creative thinking, computing, etc.*

On the other hand, the terms, a *liberal education or the liberal arts and sciences, the liberal arts (for short)* is a focus on gaining and constructing knowledge. The term derives from the classical tradition, of educating “free” men and women to participate in a democracy.

The liberal arts and sciences are meant to give students the opportunity for broad exposure to the arts, humanities, literature, the social and natural sciences. The focus is on *knowing, on gaining and constructing knowledge*. Somewhere along the way, probably twenty years ago, when the word, *liberal*, became politically problematic, the term, *General Education*, became the preferable usage.

Delve into the rich history of liberal/general education, and you enter an ongoing debate about what college is for – and who is entitled to a college education.

Is a liberal education only to be had by students at the ivy's and in the small liberal arts colleges? And the rest of our students are to have a vocational degree? This is a critical debate for us, as faculty, to have. Menand plays out the possibilities of our seeing a dialectic between a liberal arts and a practical education:

Almost any liberal arts field can be made non-liberal by turning it in the direction of some practical skill with which it is already associated. English departments can become writing programs, even publishing programs. . . . But conversely, and more importantly, any practical field can be made liberal simply by teaching it historically or theoretically. . . . Accounting is a trade, but the *history* of accounting is a subject of disinterested inquiry – a liberal art (p. 55)

In the end, the debate about the new curriculum needs to confront the central tensions be-

tween what we mean by knowledge and skills, knowing and doing, the theoretical and the practical, and, ultimately, between the liberal arts and a practical or professional degree.

Second, the faculty needs to make their educational philosophy explicit, particularly those often unarticulated beliefs about what they think students are *capable of* learning. What do we expect of our students? What – and how – do we think they can – or cannot – learn? The curriculum and pedagogies that you construct – what this faculty chooses to require of everyone -- is a reflection of your overall educational beliefs, and that philosophy needs to be made explicit, historicized, and debated.

Queens College, since its founding in 1937, has constructed four General Education curricula. The four phrases of our curricula represent the different times we were living in. The first lasted 33 years, from 1937 to 1970, and modeled the Columbia core, with two year-long courses in Contemporary Civilization (CC), and oral exams in the senior

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year. It is still viewed fondly by many alumni as a curriculum that reflected the conviction that Queens College students were as “good” as those at Columbia.

The second curriculum lasted five years, from 1970-1976. It was born in the heat of the 60’s cultural revolution and eliminated all requirements except Freshman Composition. Students were perfectly capable of choosing what they wanted to learn, so it was thought. And, above all, the curriculum should be relevant to the times.

The third curriculum, a reaction against the second, lasted from 1976 until 2009, another thirty-three years. This curriculum was a distributional model – a compromise between a core and no-requirements. It was predicated on the belief that students were capable of making good choices, but needed a set of liberal arts categories to choose from. As the years went by, the curriculum, owned by no one, generated over 400 choices and satisfied few. General Education was seen by most students as those required courses that needed to be got through quickly, in or-

der to get to the major. In those years, as well, students’ majors shifted more and more away from the liberal arts to the professional degrees, particularly accounting, and more recently, the new Bachelors of Business Administration.

At Queens, we have been deciding on the new 21st curriculum for the past seven or eight years. Our General Education Task Force Report was issued in 2004; intense Senate deliberations followed during the next four years; and the curriculum, although not yet formed into a coherent whole, was launched Fall 2009, and is still very much a work in progress. But we have a chance at Queens to create a curriculum that we see as the “college major,” and are building the necessary structures to engage and support full and part-time faculty in teaching undergraduates in their crucial first and second years.

Our framework, then, includes a profound recognition that this is the highest order faculty work of the highest order, that the whole college must come together around the debates and decisions. The curriculum

needs to be designed for our students, including those students who **transfer** in. The final design must be embraced by the whole college.



Dr. Summerfield delivering her address to the 4th Academic Leadership Retreat at York College in January 2011.

Third, there needs to be a plan for implementation. There is often a long distance between the idea and its fruition. In the process, several marriages need to be arranged, some of them a bit tricky: between faculty authors (Task Force) and faculty governance (Senate). Too often there is a loss in translation from idea to final form. The two, the Task Force committee and the Senate curriculum committees must work together to create an implementable curriculum. This is work that none of us has done before: we need to strategize together about how best to proceed, even before

the package is put before the Faculty Senate for a vote.

There is also a necessary marriage between faculty and administrators, who must provide support and resources for the final implementation. More and more, colleges across the country are creating General Education offices, coordinated by a senior administrator, a dean or associate provost, who sees to the development of the General Education program. At Queens, we created the new Office of General Education, with an academic dean at the helm. We created a Senate committee expressly devoted to developing the new General Education courses, and we created a college-wide General Education Council to work out details for the whole program. The conversation is ongoing: how will this curriculum play out on the ground? What kinds of structures need to be put into place? Which departments will do the heavy lifting? Where are student voices? Who will read and vet proposals? What about assessment?

How does the program look on the

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ground? The notion of a *program* is critical. Too often we think in terms of course requirements, but courses belong to departments, and general education courses often get short shrift in departmental thinking and planning. The goal is the creation of a coherent program,

where the parts connect to the whole, and where students can expect to be encouraged to make connections between courses, disciplines, between this idea and that, and where the faculty teaching General Education are in conversation with each other about the kinds of pedagogy that are most effective in the first- and second-year college classroom.

At Queens, we have reformed our Freshman Year Initiative: these are the first-year learning communities that pair two courses, a newly envisioned freshman-writing course with an introductory Perspectives course. (Our new General Education is called *Perspectives on the Liberal Arts and Sciences*.) Built into the evolving program is a research project: this past Fall 2010, we surveyed nearly 800 first-year students at the beginning and end of their

first semester in college to get a sense of what they expect and what they find during their first semester of college. We are following up in the second semester with a pilot freshman seminar.

We designed a president's grant for faculty to develop innovative pedagogies in introductory general education courses, and also in the new culminating experience, a capstone or synthesis course. A number of groundbreaking ideas are coming forth: divisional general education courses in the sciences called "Issues in Science", and also in education, a course on "*Global Education*," were offered this Fall.

Finally, if this is to be a "college major," it needs to be understood and embraced by the entire college. The president, provost, faculty, advisors – everyone – should be able to answer this question to any student, prospective student, or parent? What is General Education at Queens? At York? And why?

If you talk with the many alumni who hail from the first curriculum at Queens, they typically extol the Core, particularly Contemporary Civilization (CC),

and even the oral exams at the end, and the final thesis. What do we want our alumni twenty years from now to remember about what the new curriculum offers: what kind of 'signature' do we hope they will carry with them?

One last word: I did say that the work is more critical today than it was yesterday. CUNY is on the brink of doing what other systems across the country are doing, creating a university-wide framework for General Education, presumably for ease of transfer, with a common set of General Education categories, numbering system, learning goals, and assessment. The promise is that the local curricula can still remain, but that it must align with agreed-upon CUNY curricula parameters. (I imagine it as a programmatic equivalency to the TIPPS system. See the University of Georgia system.)

Whatever it will be, it needs to be easy to *assess*. And therein lie the dangers. We all know that the culture is moving more and more towards creating systems of education that can be easily assessed – from primary schools through high school and

into college. I worry, though, that to standardize means to reduce, to make the curriculum more "basic," so that it can easily be measured. I worry that the ideals of a broad, rich liberal education can be dispensed with, scaled back, focused on "merely" preparing students with necessary skills for the work force. We need to do more: college should provide students with opportunities to explore and taste knowledge in various ways and from various perspectives, at the same time that they do learn to develop fully their critical abilities to write, read, use language and other symbol systems, effectively, productively, creatively.

They need a "liberal general education," that is my point. They need a curriculum that speaks to the complex times we are living in and to the past, one that students experience as meaningful and useful, and one that enables them to envision and contribute to the future. "There is a world to be known," says William James. A liberal general education opens doors to that world for

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sor of Social Work, and Professor Robert Clovey, Deputy Chair of the department of Accounting and Finance— underscored the changed nature of York’s demographics.

“We have seen our students change from adults to teenagers,” said Grasso. “When I first came to York (about a decade-and-a-half ago) the average age of our students was 25.” Today the majority of York’s students are of traditional college age. Dr. Grasso’s point plays to the ongoing emphasis on making York more student-friendly as it continues to foster a vibrant intellectual community and endeavors to “see the other side.”

President Marcia V. Keizs also addressed the Convocation, reporting

that the college’s enrollment is “where we need it to be.” But the good news was sobered by the stark reminder that like the rest of the nation, York College is also feeling the cold hands of the recession. Other good news included that the college’s Strategic Plan was recently approved by the Faculty Senate and will be in place for the next five to ten years.

The day after Convocation CUNY Chancellor Matthew Goldstein addressed a capacity crowd—also in the Little Theatre of the Performing Center—and reiterated his and the University’s commitment to York and its plan to expand its “physical assets” and support its mission.

York’s Master Plan, which includes a pro-

posed academic village and conference center, is going through the final stages of approval by the CUNY Board of Trustees and promises to be “face changing and game changing” for the college.

“York is doing the kind of work that is transforming the lives of students, in very personal ways,” said Goldstein. “It is an attractor of students who will make contributions to society.”

The Chancellor also remarked that despite the gloomy economy, his commitment to establishing the CUNY School of Pharmacy at York College is still firm, although he could not commit to a time frame.

York is indeed, on the move.



Above and right: Impressions from the Convocation and visit by Chancellor Matthew Goldstein



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all students.

We are not autonomous; we all live within this federated CUNY, and in the world, and this attempt at standardizing the curricular structures may be a good move, but my sense is that whatever it will be, it will be done quickly. We all need to have our houses in order to do it well. I applaud your efforts at York to do this hard, but critical work – and urge you to continue, in good time.

Live Broadcast on Egypt Crisis from York Campus

Dr. Ron Daniels, York College Distinguished Lecturer and radio talk show host on WWRL 1600 AM, recently broadcast his show, *An Hour with the Professor*, live from the College campus.



Dr. Daniels' show that morning focused on the political crisis in Egypt,

with a particular emphasis on the role of students and young people in the revolt that has rocked the country in the past weeks.

Dr. Daniels interviewed Dr. Mahbubur Rahman, Adjunct Assistant Professor in the Department of Behavioral Sciences, who teaches Middle East Politics for the Political Science discipline.

The interview with Professor Rahman was followed by questions and comments from York students and the listening audience. In the picture, Dr. Rahman (c.), Dr. Daniels (r.), and a student listener.



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for established business owners desiring to take their business to the next level to learn critical new skills.



Dr. Penkovsky during his presentation to the Entrepreneurship Club

The Club's second annual distinguished speaker was Dr. Vitaly Penkovsky, a seasoned real-time commodity futures trader, author, trader coach, CEO and founder of Marketprofessor LLC. He discussed "How to Become a Real-Time Commodity Trader from

Home."



Dr. Penkovsky (r.) and Prof. Oladipo

Dr. Penkovsky emphasized that entrepreneurs need to be creative, knowledgeable, passionate, persistent, and must have an in-depth knowledge of commodity market activities. Dr. Oladipo told the gathering that "there is no simple formula for creating a successful business, but luckily, there is an easy way to improve our chances by listening to the wisdom of those who have done it already."



Above: An attentive audience awaiting Dr. Penkovsky's presentation



Dr. Harry Rosen, Dean of the School of Business, introducing the guest speaker

With strong mentoring and general support, more students settle in and are enjoying the York College experience with plans to complete their degree where they are – at York.



New Director Earns Ph.D. and Enhances SEEK Legacy

Thomas Jordan arrived at York as director of the SEEK Program in June 2010. He quickly began to shape the job and the program after his managerial style. Then, following on the heels of the important career move, he successfully defended his doctoral thesis in sociology at the CUNY Graduate Center.

The newly-minted “Dr. Jordan” has built a solid career within higher education starting as Academic Advisor at the New School for Social Research at Parsons School of Design, to Resident Manager at Wesleyan University, to three separate management positions at Hunter College.

Although Dr. Jordan says that the parameters of SEEK Programs are universally mandated across the university, he noted that there are still areas in which a director can exercise creativity to build upon the legacy of the program.

“I’m creating a debate team,” he said. “Debating will elevate the students’ ability to form a coherent idea before they start blurting out the first thing that [comes to mind]. It will also enhance their interviewing skills.”

Jordan revealed that the team will meet during

club hours and that Professor Timothy Corkery of the Performing and Fine Arts Department will help to train the participants.



Dr. Thomas Jordan

The director, whose dissertation is entitled, “The Relationship of Race and Social Integration on the Health Status of Older Adults in an Urban City,” also plans to introduce the idea of intercollegiate debating among SEEK students across the CUNY system.

“That way,” he noted, “we can form a championship. They will compete until you have the last two teams standing ... like the NBA.”

Jordan is also ramping up students’ computer skills. He revealed that there is a great need for students to be more adept with MS Word, Blackboard and other computer programs vital to their success as students. Add to that, he plans to take a more hands-on approach in student selection to the [SEEK] program.

“I want to make sure they want to be here,” he says. “I want to see if they plan to stay here and not drop out or transfer after a year.”

So far, Jordan says, he has met several students who did in fact enter into the program with plans to build up their skills and transfer to other CUNY campuses. However, with the strong mentoring and general support at York, they have settled in and are enjoying the York College experience with plans to complete their degree where they are – at York.

And Thomas Jordan seems qualified in more ways than the obvious, to get them there. He shared that as a high school student he was so focused on the arts that he neglected his academic obligations and it showed. Fortunately he had “an epiphany” and decided to get serious about school.

It clearly paid off and he would go on to earn an undergraduate degree in Sociology from Hunter College – with honors, no less; as well as a graduate degree in higher education administration/student development from New York University; and of course, the Ph.D. from the CUNY Graduate Center.

Theater Preview of *unFRAMED* at York

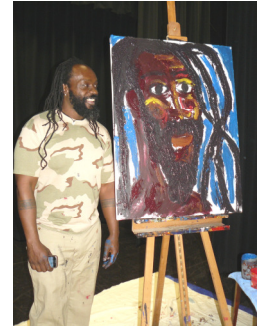
Iyaba Ibo Mandingo's one-man play *unFRAMED* brought a capacity audience to York's Small Theater in the Performing Arts Center on Thursday, February 24. This unforgettable Black History Month event was sponsored by the Cultural Diversity Program in the Department of History and Philosophy and hosted by Professor Janice Cline, coordinator of the program.

unFRAMED is the dramatic and poetic story of one man's journey from a happy childhood in the Caribbean and the life of an outsider in America to the eventual discovery of what it means to find peace with oneself and one's background.

Mandingo invites the audience into his studio and while telling his story, paints his self-portrait. Both funny and tragic, angry and tender,

unFRAMED was enthusiastically received by students and faculty alike.

unFRAMED, which is produced by Double Play Connections and Doing Life Productions with executive producer TONY Award-winning Jane Dubin, is directed by Brent Buell. The show is on its way to a production in New York City in the Fall, but York had the great good fortune to see this preview performance.

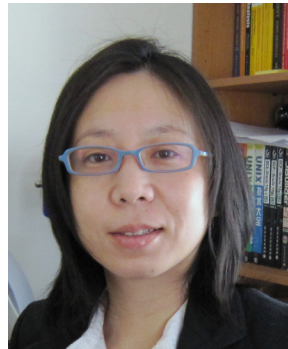


New Faculty Welcome

The College welcomes the arrival of a new faculty member, Dr. Vivien Wang, who has started teaching this semester.

Dr. Wang, an Assistant Professor in Mathematics,

holds an M.S. and Ph.D. in Mathematics from Oklahoma State University, as well as B.S. from the University of Science and Technology in Beijing, China.



YORKCOLLEGE CUNY

Diplomat visits Poli Sci Class

On February 23, 2011, British diplomat Dr. Ian Collard, First Secretary of the Foreign and Security Policy Group of the British Embassy in Washington, DC gave a presentation on British foreign relations with a particular emphasis on Africa in Dr. Sharpe's "Basic Factors in International Relations" course. Dr. Sharpe had contacted and invited Dr. Collard as a way to tie international relations theory to practice. Towards these efforts, Dr. Sharpe has also invited CUNY Diplomat-in-Residence Mr. Tom Armbruster to come talk about career opportunities with the US State Department, and will take his class to what he has planned as the 2nd Annual Visit and Briefing at the U.S. Mission to the United Nations.



Dr. Collard (l.) with Dr. Sharpe and his class

“We are what we repeatedly do. Excellence, then, is not an act but a habit.” – Aristotle



CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

March 2011 Forums and Workshops

Wednesday, March 2	<p><i>Workshop:</i> <i>Help Us Help You: Using Library Assistance to Design Course Assignments</i></p> <p>3:30-5pm CETL, AC 4EA1</p> <p><u>Facilitators:</u> Scott Sheidlower, Library Sandra Urban, Library</p>
Thursday, March 10	<p><i>Workshop:</i> <i>Using Personal Narrative Writing as Pedagogy in All Disciplines</i></p> <p>12 - 2pm CETL, AC 4EA1</p> <p><u>Facilitators:</u> Shereen Inayatulla, English Tanya Prewitt, Health and Physical Education Debbie Rowe, English</p>
Thursday, March 17	<p><i>Panel:</i> <i>Engaging Students in Classroom Discussion</i></p> <p>12 - 2pm CETL, AC 4EA1</p> <p><u>Presenters:</u> Howard Ruttenberg, History and Philosophy Mitchell Brodsky, Health and Physical Education Matthew Corcoran, English Ryan Ruby, Philosophy Adjunct Lecturer</p>
Thursday, Mar 31	<p><i>Workshop:</i> <i>Integrating Blogs, ePortfolio, and Assessment into the Majors: Pedagogies and Rubrics in Three Programs</i></p> <p>12-2pm CETL, AC 4EA1</p> <p><u>Facilitator:</u> Michael Smith, Performing and Fine Arts Xin Bai, Teacher Education</p>

“Only the curious will learn and only the resolute overcome the obstacles to learning. The quest quotient has always excited me more than the intelligence quotient.” — Eugene S. Wilson

**President Marcia V. Keizs,
Provost Ivelaw Lloyd Griffith
and
Deans Dana Fusco, Panayiotis Meleties,
Harry Rosen, and Thomas Gibson**

**Congratulate
the
Dean's List Students of 2011**

**On Your Notable Academic Achievements
And Wish You Success
on Your Next Journeys**

**And ask you to continue making
Yourselves & your alma mater proud
As you move from success to success
on your Future Journeys**

cont.'d from p.2

In several domains (need for affordable housing, residential displacement, commercial development, vehicular and pedestrian traffic, and loss of open space), the zoning plan anticipated negative impacts.

Urban renewal projects invariably have gains and losses for many stakeholders, as Dr. Costley argued. For older adults as stakeholders (especially in low-income, ethnic minority communities), a systematic needs assessment of age-friendly features, when weighed against social and environmental impact data, can highlight

greatest losses for effective planning.

Prof. Horowitz's presentation summarized data from a 2008 Symposium *Charting the Future for New York State Workforce Training and Education in Aging: The Stakeholder Perspective* and the 2009 report *Workforce Training and Education: The Challenge for Academic Institutions*. Her lecture provided information based on research that was an outcome of a collaborative State Society on Aging of New York and New York State Office for the Aging study on New York State's workforce train-

ing and education needs.

As Professor Horowitz pointed out, the main findings noted key themes that included the need for education about aging in agencies serving older adults, education on human development, positive aspects of aging, disabilities, developmental disabilities, and greater opportunities for training and education for service providers. Thus, a lack of incentives was identified as a barrier to credentialing or certification. Also, education about growing older beginning in grade school was recom-

mended. Lack of funding was identified as a barrier that limited support for employee education/training. Disconnects were identified between employers and academic institutions and state government and providers regarding gerontology/geriatric training and education.

Discussion following this talk highlighted the need to promote gerontology/geriatric education for all providers of services to older adults as well as basic knowledge of gerontology for the public.



York Faculty Update



- **Sandra Urban** (Library), contributed the article on "Safe Haven Laws – United States," in Brigitte H. Bechtold and Donna Cooper Graves (eds.), *An Encyclopedia of Infanticide*. Edwin Mellen Press, Lewiston (NY) 2010, 229-230.
- Josipa Roksa and **Tania Levey** (Dept. of Social Sciences, School of Health & Behavioral Sciences), "What Can You Do with That Degree? College Major and Occupational Status of College Graduates over Time," in: *Social Forces* Vol.89 No.2 (December 2010), 389-415.
- **Basdeo Mangru** (Dept. of History & Philosophy, School of Arts & Sciences), "Calcutta to Canefield. An Overview of Indian Migration to Guyana, 1838-1917," in: *Empire India*, January 2011.
- **Joanne Lavin** (Dept. of Health Professions, School of Health & Behavioral Sciences), "Managing Sickle Cell Disease," in: *Nursing Made Incredibly Easy*, November/December 2010.
- **Ray Marks** (Dept. of Health and Physical Education, School of Health & Behavioral Sciences), H. Ok, H. Joung, J.P. Allegrante, "Perceptions about collaborative decisions: perceived provider effectiveness among 2003 and 2007 Health Information National Trends Survey (HINTS) respondents," in: *Journal of Health Community*, 2010:15, Suppl 3:135-146. SPECIAL EDITION.
- **Robert Parmet** (Dept. of History & Philosophy, School of Arts & Sciences) discussed the Triangle Shirtwaist Fire of 1911 at the Greater Metropolitan New York Social Studies Conference co-sponsored by the Association of Teachers of Social Studies and the United Federation of Teachers.

“1967 Convocation Charter”

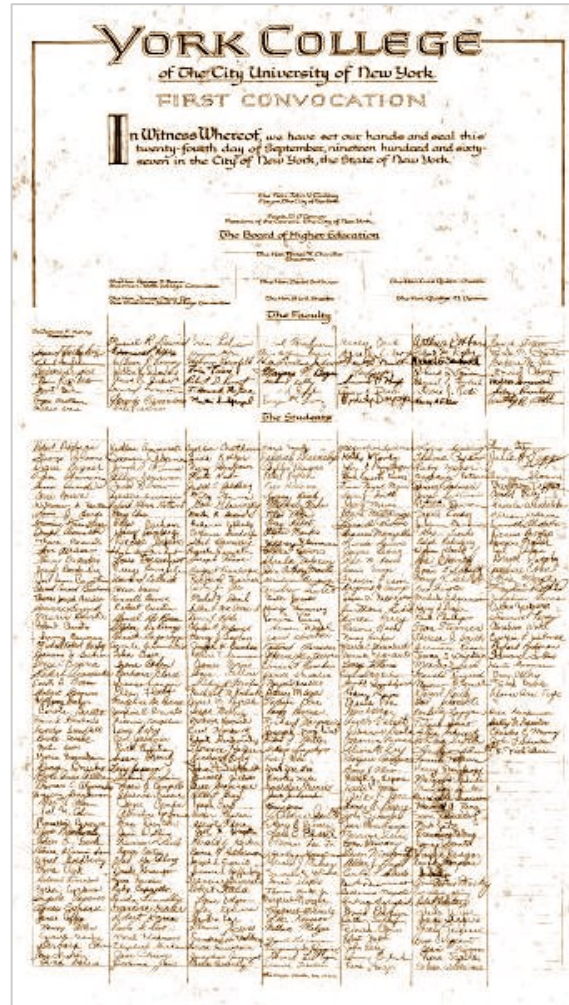
by John A. Drobnicki

In late January 2011, a phone call was transferred to the Chief Librarian, Prof. John Drobnicki. The caller was Lynn Szallar, a member of York’s first graduating class (1971), who wanted to know what happened to the “charter” that was signed by the members of the first class at their graduation – she thought the document was to be mounted in the President’s Office. This was news to both the Library and the President’s Office, and several people began to look into it.

After several days of searching, Prof. Robert Machalow (Head of Archives in addition to Circulation/Reserve) found the fragile large parchment in the Library’s archival collection. However, the document was *not* from 1971, but from York’s First Convocation in 1967. The document was signed by many of the original faculty members (including Prof. Robert Parmet and Prof. Samuel Hux, both of whom still teach full-time at York), as well as the members of York’s first

student class, including Carole Berotte (now Carole Berotte Joseph), who was recently appointed President of CUNY’s Bronx Community College; Henry “Hank” Sheinkopf, a noted political consultant; Jeremy Weinstein, who has served as Administrative Judge of the Supreme Court, Queens County Civil, since 2007; and Francisco Wong, who four years later would be the valedictorian of the Class of 1971. And, as she clearly remembered, Lynn Szallar’s signature is there, too.

According to the Convocation program, which is also part of the Library’s archival collection, the “Convocation on the Opening of York College” was held at the Colden Auditorium of Queens College on Sept. 24, 1967. The Invocation was given by The Rev. Canon Everett J. Downes, Rector of Zion Episcopal Church in Douglaston. The speakers were York’s first President, Dr. Dumont F. Kenny; Porter R. Chandler, Chairman of the Board of Higher Education;



Frank D. O’Connor, President of the NYC Council; Joseph T. King, Member of the NYS Board of Regents; and student J.M. Tepper of York College’s Class of 1971. The Convocation Address was given by Dr. William Arrowsmith (Professor of Classics and University Professor in Arts and Letters, University of Texas), who was a member of the Council on Academic Development, a group of eminent scholars appointed by President Kenny to help plan the future of York College. The Benediction was given by Rabbi Dr. Israel Mowshowitz of Hillcrest Jewish Center in Jamaica – could anyone have predicted that four years later York would be renting space at the Hillcrest Jewish Center after having moved from Bayside to Jamaica?

Microcosmic Nature

Photographs by Jennifer Formica



March 15 - May 6, 2011 Reception March 16, 5-7pm

Fine Arts Gallery / York College / CUNY
Academic Core Building / Room 1B01 / M-F 10am-5pm
94-70 Guy R. Brewer Blvd / Jamaica, Queens 11451 / 718-262-2000

AFRICAN AMERICAN RESOURCE CENTER SPRING 2011 EVENTS CALENDAR

FEBRUARY / MARCH / APRIL / MAY 2011

FEBRUARY - AFRICAN AMERICAN HERITAGE MONTH - SEE THE MANY EVENTS ORGANIZED ON CAMPUS

- Tuesday, March 1: noon-2. Graduate School workshop. Profs. Mychel Namphy, English; Selena Rodgers, Social Work; Mark Schuller, AAS- Anthropology; Xiaodan Zhang, Sociology. **Presentation about the CUNY Pipeline Program**
- Tuesday, March 8: 6 p.m. **VOICES FROM HAITI'S HOMELESS CAMPS: THE MOVEMENT FOR PERMANENT HOUSING**, with Reyneld Sanon, FRAKKA. Co-sponsored by the Haitian Students Association.
- Wednesday, March 9: 1-3 p.m. **AFRICANA COLLOQUIUM SERIES** – Ivelaw Griffith, Provost. "Suriname: Political Acumen and Geopolitical Anxiety." Paper draft to be circulated March 2. E-mail kjosephs@york.cuny.edu or gwhite@york.cuny.edu
- Thursday, March 10: 6p.m. **OCCUPATION, SPACE, AND SURVEILLANCE IN POST-EARTHQUAKE HAITI**, Prof. Valerie Kaussen – University of Missouri – Organized by Mark Schuller, African American Studies- Anthropology
- Wednesday, March 23: 5-6 p.m. **"WHAT CAN I DO WITH A BLACK STUDIES DEGREE?"** Prof. Elgin Klugh, AAS-Anthropology, George White, History. Organized by Jamole Campo, African American Studies Club.
- Wednesday, March 30: 6 p.m. **SPECIAL FILMMAKER DISCUSSION** – C.A. Griffith and H.L.T. Quan, *Mountains that Take Wing*, Co-sponsored by Women's History Month, Organized by Mark Schuller, Fabiola Salek, and Mychel Namphy
- Thursday, March 31: 6p.m. **AFRICAN DIASPORA FILM SERIES –Dirty Pretty Things**, organized by Mychel Namphy, English
- Monday, April 4: 7 p.m. **JAZZ IN THE CHAPEL FILM SERIES: "Jazz In the Present Tense,"** Illinois Jacquet Performance Space. Sponsored by the York College Music Club. Organized by Tom Zlabinger, Music.
- Wednesday, April 6: 6p.m. **THE MINORITY REPORTER, a conversation with Frederick Gooding**. Organized by Elgin Klugh, African American Studies- Anthropology
- Thursday, April 7: 6p.m. **AFRICAN DIASPORA FILM SERIES – Lone Star – Part 1**, organized by Mychel Namphy, English
- Thursday, April 28: 6p.m. **AFRICAN DIASPORA FILM SERIES – Lone Star – Part 2**, organized by Mychel Namphy, English
- Monday, May 9: 6 p.m. **CURRENT EVENTS IN BLACK STUDIES: THE PRISON-INDUSTRIAL COMPLEX** – Prof. Ruthie Gilmore – CUNY Graduate Center; Bill McKinney, Samuels Center-CUNY GC; Divine Pryor, Center for NuLeadership on Urban Solutions, Medgar Evers College. Organized by Michael Sharpe, Political Science.
- Wednesday, May 4: 1-3p.m. **AFRICANA COLLOQUIUM SERIES** – Selena Rodgers, Social Sciences. "Victim-Survivors of Childhood Sexual Abuse: Understanding the Link between Historical Trauma and Posttraumatic Growth." Paper draft to be circulated April 27. E-mail kjosephs@york.cuny.edu or gwhite@york.cuny.edu

CENTER HOURS:

Mondays, 2-6 p.m.

Tuesdays/ Thursdays, 10a.m.-8p.m.

Wednesdays, noon-8p.m.

Fridays 10a.m-6p.m.

CLUB MEETINGS (as of January 26, 2011):

Tuesdays, noon-2 p.m.

African American Studies Club

Tuesdays, 6-8p.m.

Yoga and Meditation Club

School of Health & Behavioral Sciences

“Critical Friends” Luncheon

with

Rebecca Rivera-Maestre

***Urban Adolescent Girls’ Narratives of Relational Aggression
and Violence: An Exploration of “I-Poems”***

In this first luncheon, Dr. Rivera-Maestre will discuss her qualitative research on relational aggression and violence in the lives of urban adolescent girls. She will discuss I-poems and the Listening Guide Method, a narrative method of inquiry to amplify voice and meaning.

**March 15th, 2011
12:30 – 1:30 p.m.
Conference Room 4D06**

The Dean will provide sweets but please bring your own lunch.

The goal of the “Critical Friends” series is to provide an informal, friendly and social environment for faculty to present their most current research-in-progress, get feedback on ideas, make interdisciplinary connections, and network.

If you are interested in presenting at the next luncheon, please email Dean Fusco at dfusco@york.cuny.edu

WOMEN'S HISTORY MONTH 2011

Thursday, March 3rd

12-2 pm and 7-9 pm



Event: "Bonafide Women"
Location: Little Theater - PAC
Organized by: Drama Club and Stephanie Ogeleza (York College Drama Club President)
 Reception following the 7 pm show (sponsored by Department of FL, HUM & ESL)

Friday, March 11th and Saturday, March 12th



Event: Women in Mathematics Day
Location: TBA
Organized by: Dr. Lidia Gonzalez and Dr. Rishi Nath, Department of Mathematics and Computer Science.

Tuesday, March 15th

4-6 pm



Event: "Against Trafficking in Women" (Norma Ramos, Executive Director of the Coalition)
www.cotwinternational.org
Location: Faculty Dining Room
Organized by: Dr. Michael Flynn, Department of Behavioral Sciences, and Dr. F. Salek, Department of FL, HUM & ESL

Thursday, March 17th

4-6 pm



Event: Screening of Barakat (Djamila Sahrout)
Location: AC-3D03
Organized by: Dr. Zohra Saad, Department of FL, HUM & ESL

Friday, March 25th

8-9:30 am



Event: Executive Leadership Breakfast, featuring Elinor Tatum, Editor-in-Chief of the New York Amsterdam News.
Location: Faculty Dining Room
Organized by: The President's Office

Monday, March 28th

7-9 pm



Event: Jazz at the Chapel, Chanda Rule
<http://www.chandarule.com/live/>
Location: Jacquet Performance Space,
Organized by: Tom Zlabinger, Department of Performing & Fine Arts

Wednesday, March 30th

6-8 pm



Event: Screening of "When Mountains Take Wing" followed by a discussion with the filmmakers C.A. Griffith and H.L.T. Quan.
<http://www.quadproductions.org/>
Location: AC3C04
Organized by: Dr. Mark Schuller, Department of Social Sciences, and Dr. F. Salek, Department of FL, HUM & ESL

Thursday, March 31st

6-8 pm



Event: Gloria Waldman Third Annual Lecture for Women's History Month with Livia Alexander
 "YouTube Film: New Arab Short Cinema"
Location: Faculty Dining Room
Organized by: Dr. Margaret Ballantyne, Women's Center & Dr. Fabiola F. Salek, Department of FL, HUM & ESL.



For more information contact: Dr. Fabiola F. Salek,
 Coordinator of Women's Studies.
 Phone Ext: 718.262.2443 E-mail: fsalek@york.cuny.edu
 This program is being sponsored by the York College Auxiliary Enterprises.



On the Move

York College

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The deadline for submissions to the April issue of Academic Affairs Update is March 25, 2011.

All items should be submitted in MS Word

via email to:

AcademicUpdate@york.cuny.edu