

# ACADEMIC AFFAIRS UPDATE

**YORK** College

VOLUME VII, ISSUE 3

APRIL 2013

## York's Foundations of Excellence Initiative hosts John Gardner



**Dr. John N. Gardner addressing the plenary meeting of Foundations of Excellence participants**

John N. Gardner, president of the *John N. Gardner Institute for Excellence in Undergraduate Education*, came to York College on March 11 to advise the college on how to enhance its Foundations of Excellence (FoE) self-study aimed at improving the first year experience of its students. He left feeling that he too

had learned something valuable – from York.

Commenting in his online blog about the students he met on his visit, Gardner pointed out subsequently that “As I interacted with these students I remembered that during the quarter century that I directed the University 101 first-year seminar at the University of South

Carolina, many of the instructors, including me, would have as a course requirement, that the students were to join something—any group as long as it was sanctioned by the University and was engaging in legal behavior. We were aware of the research correlating group affiliation and college persistence and we wanted to intentionally bring about these outcomes. My visit to York was a much more recent example of the power of group affiliation and the importance of encouraging/facilitating students joining such groups.”

Gardner was referring

*cont.’d on p.17*

## Provost “Research Conversations” with York Authors

The Provost’s “Research Conversations” continued in early March with an impressive group of faculty members who have published at least one book,

and several others there to learn from them or simply to experience an important part of York’s intellectual life.

The Research Conversations was launched

by Provost Ivelaw L. Griffith in the Fall 2012 semester with Dr. Linda Gerena upon her return from her Fulbright award in Spain.

*cont.’d on p.14*

### Inside this issue:

Biotech Club Hosts Alumni	2
CantoMundo Fellowship for English Adjunct	3
CETL calendar	4
Faculty Update	4
Pathways Advisement	5
Pathways FAQs	6
CUNY-wide Mother Language event at York	9
York @ CUNY Faculty Diversity Conference	12
Tribute for Emerita Prof.	13
York profs. present at Columbia Univ.	15
Deans List Celebration	16
Alum gives Internships	18
Dean’s List Message	23

### Special points of interest:

- York hosts John Gardner
- Pathways Advisement & FAQs
- Deans’ List
- On Prof. Fishman’s Retirement

## Biotech Club hosts Graduate Alumns

The York College Biotechnology Club recently hosted its Second Annual Alumni Graduate Student Panel where former York College Alumni, Joanna Coradin '08, (mentored by Dr. Ivica Arsov) and Dmitri Serjanov '11 (mentored by Dr. Louis Levinger), talked about their transition from York College to a PhD Program in the Biological Sciences. During the Q&A session, the panel discussed how to prepare for a Ph.D. program in the sciences and what to expect once in graduate school.

The April speaker



**Left to right, rear:** Officers of the Club: Adesanya Akinleye (Treasurer of the Biotech Club and Biology/Education Major), Robert

will be Christopher Wilson '11 (another Levinger mentee, York College Alumni Class of 2011) who is currently pursuing a Ph.D. in Biochemistry/Biophysics at Brandeis University.

W. Fernandez (President of Club and Biotech Major), and Patrick Menzies (Vice-President of the Club and Biotech Major). Seated in front are Joanna Coradin (l.) currently working on a Ph.D. at Princeton University) and Dmitri Serjanov (r.), pursuing his Ph.D. at SUNY Downstate Medical School). The secretary of the Biotech Club, Rita Henry, who took this photo is currently a Biology major and works in Dr. Anne Simon's lab.



## Provost Lecture Series

**“Taxation as a Cause of the French Revolution: Of Kings, Corruption and an Appreciation of Today's Taxes”**

Monday, April 22, 2013

Rm. AC 4M06 • 2:00 pm – 4:00 pm



**Dr. Gerri Chanel**

(Associate Professor, Department of Accounting & Finance,  
*School of Business & Information Science*)



Professor Chanel will discuss her research into the tax and accounting issues that led to revolution and a new French tax system and how some of these same issues affect the current dialogue about changing our own tax code. There is a common misperception that the French Revolution was triggered in part by high taxation of the peasants. However, all levels of French society detested the tax system. Their anger was less about tax rates than it was about unfairness and lack of transparency, plus greed, corruption and incompetence throughout the country's fiscal structure ... and taxation of some very strange items.

## English Adjunct wins CantoMundo Fellowship



York College adjunct professor of English, Roseanna Lane, has won a *CantoMundo* Fellowship for 2013.

Professor Lane, who also goes by her Jewish name, Rosebud Ben-Oni, was born in Texas to a Mexican mother and Jewish father and embraces both sides of her heritage. She recently published a book of poetry titled *Solecism* and says much of her poetry, is about “women and the border.”

*CantoMundo* was developed to “provide a space for the creation, documentation and critical analysis of Latina/o poetry;” and Lane who has also written more than a dozen one-act plays, is currently working on a play about Latina/o identity.

“I was surprised when I got the award,” she says. “I was seeking community. The Latino community is very diverse.”

Lane, who says she has in the past been questioned about the validity of her Latina identity, wonders aloud, “What is Latino? What does that mean? And who is included?”



**P r o f .  
R o s e a n n a  
L a n e**  
(Department  
of English,  
School of  
Arts & Sci-  
ences)

These seem like questions her brand new Fellowship has answered in her favor.

Founded in 2010, *CantoMundo* is bringing the Latina/o voice to a wider audience. Through workshops, symposia, and public readings at various venues ranging from the University of Texas to Lincoln Center [it] “provides a space for the creation, documentation, and critical analysis of Latina/o poetry.”

This year’s annual meeting of *CantoMundo* will convene June 27-30 at the University of Texas at Austin. Professor Lane will be in attendance to start the official fulfillment of her Fellowship, which she says lasts a year.

Lane, who teaches creative writing at York, spent most of her childhood in San Antonio,

Texas; but says she also spent “quite a bit of time” in Jerusalem, where she would also complete post-graduate research at the Hebrew University of Jerusalem.

The organization’s Founding Philosophy, “envisions developing workshops specifically devoted to the craft of poetry, every aspect of the work, including discussions around aesthetic issues, will be firmly rooted in social concerns. This open acknowledgment of larger concerns honors the sociopolitical underpinnings of Latina/o poetry.”

Professor Lane’s own social sensibilities were shaped not only by the Hispanic experience, but also by that of her Jewish side, which she celebrates with equal enthusiasm.

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## Center for Excellence in Teaching and Learning



### 2012-13 Theme: Enhancing Instructional Effectiveness in and out of the Classroom

Thursday, April 11	Presentation:	Multiplayer Classroom: Team-Teaching the Art and Sound of Video Games across Two Disciplines
		12:00 – 1:45pm • CETL, AC 4EA1
	Presenters:	Sarah Kate Gillespie, Performing and Fine Arts Tom Zlabinger, Performing and Fine Arts
Thursday, April 25	Panel:	Helping Students Engage with Primary Literature in the Sciences: Motivation and Methods
		12:00 – 1:45pm • CETL, AC 4EA1
	Panelists:	Elizabeth Alter, Biology; Emmanuel Chang, Chemistry; Emily Davidson, Health Professions; Rob Duncan, Behavioral Sciences; Ian Hansen, Behavioral Sciences



## York Faculty Updates



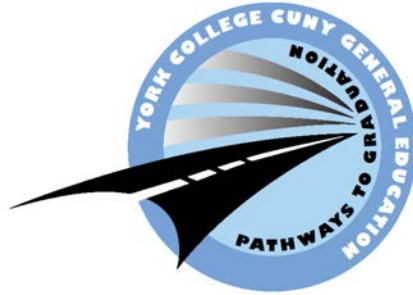
- Professor **Glenn Lewis** (Dept. of English, Journalism program, School of Arts & Sciences), was re-elected on March 15 for two more years as chair of the CUNY Journalism Discipline Council which is made up of the heads of all Journalism and Media Programs in the University.
- Professor **Yrene Santos** (Dept. of Foreign Languages, School of Arts & Sciences) was honored as a renown Dominican poet at the Décima Feria Internacional del Libro de Escritoras Dominicanas (10th Book and Culture Fair of Dominican Women Writers) held March 15-17, 2013 organized by the Dominican Women Development Center, the Dominican Cultural Commissioner, the Dominican Consulate in New York City, FUNGLODE, and Hostos Community College.
- Professor **Franklin Gutiérrez** (Dept. of Foreign Languages, School of Arts & Sciences) was honored at the Décima Feria Internacional del Libro de Escritoras Dominicanas (10th Book and Culture Fair of Dominican Women Writers) held March 15-17, 2013 organized by the Dominican Women Development Center, the Dominican Cultural Commissioner, the Dominican Consulate in New York City, FUNGLODE, and Hostos Community College. He was honored for his life-time commitment to the development of the Latino/a community.
- Professor **Roseanna Lane** (Dept. of English, School of Arts & Sciences) has been awarded a CantoMundo Fellowship for 2013 (see also p.3).

## Pathways to Degree Completion: Faculty Advising Primer

As the College gears up for implementation of the CUNY Pathways general education curriculum, advisors need to educate themselves about the coming changes. Currently, Professor William Ashton and the York Pathways Implementation Committee are working to complete the York College Pathways website, which will explain all Pathways course requirements and provide additional information and responses to Frequently Asked Questions. The website will be released in time for advisors to use it for the upcoming registration period. New 2013 four-year plans that incorporate Pathways requirements are also being developed. In the coming months, all Departments need to be conscious of the accuracy of their program information. Websites, marketing brochures, lists of major requirements, College bulletin sections, and other information sources should be updated and checked carefully for accuracy.

### The Pathways Program

Whereas the current general education pro-



gram at York is 51 credits, the Pathways to Degree Completion program is 42 credits. All CUNY colleges share a Pathways Common Core of 30 credits, as follows:

#### **Required Core (12 credits)**

- English Composition (6 credits)
- Mathematics (3 credits)
- Life Science with a laboratory component (3 credits)

#### **Flexible Core (18 credits)**

The Flexible Core consists of 100- and 200-level courses in five key thematic areas:

- World Cultures and Global Issues
- U.S. Diversity in its Experience
- Creative Expression
- Individual and Society
- Scientific World

Students must take at least one course in each of the five flexible areas and may choose any thematic area for their sixth course. However, they may not take more than two flexible core courses in any given academic discipline.

Community colleges require only the Common Core for degree completion. Each senior college, however, may require up to 12 additional credits of general education coursework, known as the "College Option."

#### **York College Option (up to 12 credits)**

*For students native to York or entering with fewer than 30 credits:*

- Foreign language (0-6 credits depending on placement)
- Health Education 111 (3 credits)
- Either a WI course at the 200-level or high-

er or a Writing 300 course (3 credits)

*For students entering York with more than 30 credits but no associate's degree:*

- Foreign language (0-6 credits depending on placement)
- Either a WI course at the 200-level or higher or a Writing 300 course (3 credits)

*For students entering with an associate's degree:*

- two writing courses, consisting of WI courses at the 200-level or higher and/or Writing 300 (6 credits)

A major innovation in the Pathways to Degree Completion program is that courses can meet more than one College requirement at a time. A student who takes a flexible core course that is also a required course in his/her major meets both the general education and the major requirement with the same course, rather than needing to take two separate courses. Since the program requires fewer liberal arts credits than York's current program, advisors should be sure

## Pathways to Degree Completion: FAQs

### What is Pathways to Degree Completion?

Pathways to Degree Completion establishes a new system of general education requirements and new transfer guidelines across CUNY — and by doing so reinforces CUNY's educational excellence while making it easier to transfer between CUNY colleges.

CUNY's Pathways approach to General Education has several components:

- The 30-credit Common Core
- The 12-credit College Option

Identification of transferable gateway courses into many of CUNY's largest majors.

### To whom does Pathways apply?

Pathways applies to all students who begin studying at a CUNY college in or after Fall 2013, including transferring from one CUNY College to another.

Pathways also applies to students who have returned to CUNY after an absence of more than one semester.

Continuing students who entered before Fall 2013 will be able to choose whether to remain with their existing requirements or change to Pathways. Continuing students should consult with an advisor regarding this decision.

### What are the learning goals of Pathways General Education?

To assure that students leave college with a rich understanding of the world and the skills needed for success in a competitive global environment, CUNY undergraduates must satisfy Pathways requirements that provide a broad-based General Education, which includes:

- Well-rounded knowledge of the humanities, sciences and social sciences
- Critical appreciation of diverse cultures and intellectual traditions
- Ways to relate the past to today's complex world

The ability to help society create a fresh and enlightened future

Pathways in General Education:

- Grounds students in the fundamentals of English, Mathematics and Science
- Strengthens critical reading and thinking skills
- Strengthens oral and written communication skills

Encourages intellectual curiosity, with the goal of sparking a commitment to lifelong learning

Faculty from across the University have set rigorous academic standards and defined learning outcomes for each Pathways requirement and course.



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## **What is the Common Core?**

The 30-credit Common Core has two parts:

### **Required Common Core (12 credits/4 courses)**

cont.'d on p.8

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cont.'d from p.7

Flexible Common Core (18 credits/6 courses)

### **What is the College Option?**

Students in bachelor's degree programs must take **6 to 12 additional credits of general education** as defined by each individual college. Requirements may vary based on a student's area of study. The number of College Option credits students must complete is determined by the number and kind of college credits they earned before entering their current bachelor's program.

### **What are Gateway Courses into Majors?**

Although complete major requirements vary in most cases from one CUNY college to another, faculty committees have recently designated a minimum of three "gateway" courses leading into each of CUNY's most popular majors. Students who anticipate pursuing one of these majors can take the designated courses and will be able to transfer them for major credit seamlessly between CUNY colleges that offer the major.

### **What elective courses should I take under the Pathways program?**

Students should speak with their academic advisors about how best to use elective credits. Elective courses allow students to pursue areas of interest not stipulated in the Pathways general education curriculum or their chosen major. However, students must be sure to complete enough liberal arts elective courses to meet graduation requirements. B.A. students must take 90 credits of liberal arts. B.S. students must take 60 credits of liberal arts. Students should also consider using elective courses to pursue an academic minor, which can help them develop expertise in an area of interest.

### **How do students opt in to Pathways?**

An opt-in form will be available to students wishing to opt in to Pathways.

### **If students opt in to Pathways, will it affect their major requirements?**

If students decide to opt in to Pathways, they must take the major requirements in place at the time they opt in. For instance, if a student entered York with a declared major in Fall 2012, but then switched to Pathways in Fall 2013, the student would need to fulfill the major requirements in place in Fall 2013, not Fall 2012. Students should check with their academic advisors about Pathway implications for their major requirements

### **Where should students go if they have questions about Pathways not covered in these FAQs or on this site?**

Students should consult with their academic advisors. General information about Pathways is also available at:

The York College Advisement Center

Room AC-2C01, 718-262-2280





## CUNY-wide International Mother Language Day Event at York College

by Nazrul I. Khandaker

Nelson Mandela once said that “if you talk to a man in a language he understands, that goes to his head. [But] if you talk to him in his language that goes to his heart.”

In order to commemorate the tragic event that took place in East Pakistan (currently Bangladesh), February 21, 1952, York College Bangladesh Students Association hosted a

cultural show in the Atrium where the historical background in connection with this event was highlighted through presentations, video clips, laying of wreath at the Shahid Minar (a monument built to pay homage to the martyrs), traditional dance, music, and children’s art competition.

Despite the dreary weather conditions, there were well-over 100

attendees from the greater York community and several sister CUNY campuses, which made this event successful through their gracious participation. Among the notable guests were New York City Councilman Leroy Comrie (27th District), New American Democratic Organization Co-Chair Mr. Morshed Alam, a native of Bangladesh; and local activists Shafiqur Rah-



Dr. Khandaker (seated 2nd from left) during the event

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to counsel students to take a sufficient number of liberal arts courses (90 credits for BA students and 60 credits for BS students).

### Determining the Best Program for Students

One of the most important curricular issues for continuing and new students is determining what general education program they need to follow: the current requirements or the new Pathways requirements. All first-time and transfer students entering York in Fall 2013 or later will be subject to Pathways requirements. (Reminder: Students

taking their first courses at York in Summer 2013 are considered as entering York in Fall 2013).

Students who entered York prior to Fall 2013 are under the current General Education requirements by default, but they may “opt in” voluntarily to Pathways requirements by filling out an “opt in to Pathways” form (currently under development). If current students opt in to Pathways for Fall 2013, though, they will need to follow the requirements in place for their majors as of Fall 2013, even if they declared their majors prior to that date.

Generally, continuing

students who entered York in Fall 2012 or Spring 2013 will benefit by opting in to the new Pathways requirements. Advisors should work with other continuing students to determine which program will be most appropriate. This is a transition semester, and it’s important to get our continuing students into the best program for them. Students who are readmitting after being away for one semester or more may also be subject to Pathways requirements by default. A mechanism will be provided for them to request a variation from this default.



## Nursing Students practice advocacy on Capitol Hill

*Professor Heather Gibson recently took two of her York Nursing Students, Michael Campbell and Kathryn Baludio to Washington, D.C, where they were guests of the New York Black Nurses Association (NBNA) and Chi Eta Phi-Omega Chi Chapter. The following is a report from each of the student-participants*



**Kathryn Baludio and Michael Campbell in front of the Capitol**

### **Kathryn Baludio:**

I was excited when I was first invited by Professor Heather Gibson to attend the 25<sup>th</sup> Anniversary National Black Nurses Day on Capitol Hill. It would be my first visit to Washington, D.C., and my excitement about visiting our nation's Capitol originally limited my expectations of the visit; my goal was merely to see the city. The trip turned into a much more educational experience than I had anticipated.

Being in the Nation's Capitol sparked excitement in itself, but walking into the large conference room filled with the broad spectrum of nursing students to Doctors of Nursing further fueled that excitement. The speakers were eloquent, but it was a combination of the words spoken and the exchange with the audience that led to a feeling of self-empowerment. Attending the NBNA Annual Meeting on Capitol Hill showed me that being a patient's advocate has endless possibilities.

Most importantly, I was taught that patient advocacy at the bedside not only includes ensuring the patient's understanding of their treatments and procedures; but empowering the patient to take part in their health care, for example, by knowing their blood pressure baseline. I also learned that empowering the patient means giving the patient an honest health assessment with mutual goal setting and culturally sensitive information.

The patient that is empowered, in turn, is the patient that will get the most out of their health care. I learned that patient advocacy should not end at the double doors of the hospital.

Being a patient advocate means lobbying as a constituent at both the state and federal levels to ensure not only a safe workplace for ourselves, but also the best possible care for our patients. It is imperative that we press for important issues such as expanding Medicaid to include nu-

tritional supplements so that our patients will not have to choose between health, and a nutritious meal or their medication. It is important that we ensure that state legislators see the importance of community-based programs to teach preventative health care.

The nurse's voice is important in the support of litigation that benefits the nation's health care and by doing so, truly fulfills the role of patient advocate.

### **Michael Campbell:**

It was an honor to have had the opportunity to attend the 25th anniversary the National Black Nurses Association conference in Washington D.C. As a prospective male African-American Registered Nurse, I am glad that there is a professional nursing organization for nurses and future nurses, which allows members to raise healthcare concerns to Congress. This is to influence change, especially to those of underserved communities.

*cont.'d on p.23*

**“Education is the most powerful weapon which you can use to change the world.”**

**– Nelson Mandela**

APRIL 18, 2013  
**4th LAZZA RESEARCH DAY**

10 a.m.-5 p.m., The Atrium • [uresearch@york.cuny.edu](mailto:uresearch@york.cuny.edu) or 718-262-2812



STUDENT RESEARCH DAY 2013 LUNCHEON  
**“Mouse Brain Architecture”**



KEYNOTE SPEAKER—DR. PARTHA MITRA  
PROFESSOR, COLD SPRING HARBOR  
LABORATORY AND DIRECTOR, MITRALAB  
FACULTY DINING ROOM, 12-2PM

**YORK**College

**CU  
NY**

## Inaugural Faculty Diversity and Inclusion Conference at CUNY



Prof. Donna Chirico (r.) and Dean Anthony Tamburri

The inaugural Faculty Diversity and Inclusion Conference at CUNY was held on March 8th and, despite the snowy weather, nearly 300 colleagues attended a full day of plenary and breakout sessions addressing concerns about encouraging, achieving and maintaining faculty diversity at CUNY.

The conference came together as a consequence of a significant report published under the leadership of Jennifer Rubain, University Dean of the Office of Recruitment and Diversity, entitled *Building on a Strong Foundation: A Strategy for Enhancing CUNY's Leadership in the Areas of Faculty Diversity and Inclusion*. The response to the conference was beyond what the organizers anticipated in both the number of registrants and the number of proposals submitted. Nearly one hundred abstracts were submitted to fill the sixteen presentation slots.

The morning keynote speaker, Professor Evelyn Hu-DeHart, who is the Director of Center for the Study of Race & Ethnicity in America at Brown University, used

her personal experiences in academe to highlight “Diversity & Inclusion: Opportunities & Challenges for CUNY in the Age of Globalization.” The afternoon keynote panel explored the topic of micro-aggressions as a form of subtle biases. These are the brief and, unfortunately, daily verbal, behavioral or environmental affronts experienced by minorities that send denigrating messages by people who are often unaware of the hidden messages being communicated.

York was represented by Professors Donna Chirico and Lidia Gonzalez. Professor Chirico, together with Dean Anthony Tamburri of the John D. Calandra Italian American Institute spoke about, “Cohesive Diversity or Segmented Assimilation? A Case Study of the Italian American Experience at CUNY.” The presenters examined the persistent assumption that European immigrants move toward assimilation in a linear fashion with each succeeding generation gaining greater acceptance and participation than the previous one. Their discussion of the impact of the seg-

mented assimilation of recent immigrants on previous immigrant communities focused on the challenges faced by Italian Americans in the formation of personal and group identity. The workshop traced the history of this experience in higher education, including CUNY, and highlighted the difficulties in creating authentic diversity while providing equitable access and opportunities.

Professor Gonzalez discussed, “The Mathematics of Inclusion - Challenging the Underrepresentation of Women in Mathematics Through a Mathematics Circle.” This session included a description of the York Tensor Scholars Program, a mathematics circle at York College aimed at challenging the underrepresentation of women and other groups in mathematics. Professor Gonzalez discussed the impact of participation in the program on students’ mathematics identity, future plans and beliefs about mathematics/mathematicians.

It is the intent of CUNY to hold the conference every other year.



York College's President Keizs enjoying a light moment at the conference

## A Tribute on the Occasion of Professor Laura Fishman's Retirement

by Sandi Cooper (College of Staten Island)

Indeed this is a pleasure and an honor to come before you to celebrate a pairing of two wonderful moments:

First: to help launch Laura Fishman on the next phase of her life and career, a phase where she will be able to relax, sleep late, read the whole *New York Times* in the morning if she wants to, to read, to travel and to design her own agenda free of college meetings.

And, second, to recognize that we are commemorating women's history month, the commemoration of too many historical breakthroughs to recount here.

Earlier in the 20th century, working women took to the streets to demand decent wages, safe working conditions and freedom from the daily humiliations of bosses who believed themselves entitled to invade women's privacy. Their demands for government regulation and protection, of course, was greeted by unsurprising wails against big government, government intervention and regulations which would challenge employers' rights as

promised by *laissez-faire*. the working woman's protest was supported by middle class women activists from uptown addresses and is now memorialized as one root of national women's history day and, by extension, month. Following Black History Month, these celebrations open springtime each year with optimism.

In March, 1917 half-way across the globe, in freezing St. Petersburg where food and coal had practically disappeared in the third year of World War I, a women's march against misery inspired male and female workers at the Putilov Metal Works factory to walk out in support – a strike that launched the Russian revolution and almost the end of absolute monarchy in Europe.

And 50 years ago in 1963, a small book written by a fairly obscure housewife-journalist became an international best seller – this, of course, was Betty Friedan's the feminine mystique. A few years earlier the noted French intellectual Simone de Beauvoir had published the

second sex which, too, became another shot across the bow in an emerging contest with unexamined patriarchy. De Beauvoir was a highly respected woman intellectual among the lionized French male community of writers and thinkers, the equal partner of Jean-Paul Sartre but the second sex astonished these boys – several of whom accused her of suffering from menopause disorders because of her assault on patriarchy.

During the 1960s, then, in the us and much of Europe a second wave of women activism exploded – seemingly out of nowhere – but of course, nothing comes from nothing, so it, too had roots.

For adults who came of age after the second world war in the united states, people who wanted desperately to return to some kind of normalcy, to move into homes in the suburbs after the rationing of the war and the privations of the depression; at least one car; a housewife (the new label was "homemaker") tending



Professor Sandi Cooper and Professor Fishman during event



Prof. Fishman (l.) delivering her remarks

cont.'d on p.20



**L. to r.: Dr. Sunmonu, Dr. Fusco, Provost Griffith, and Dr. Parmet**



**Provost Griffith (r.) and participants during the Research Conversations**

**cont.'d from p.1**

Realizing that there is much that can be learnt from faculty members who have accomplished scholarship goals, Dr. Griffith wanted to provide a forum where information could be mined and made available to the college community. It also provides mentorship opportunities to newer faculty.

The second Research Conversations featured Business Professor Olajide Oladipo and English Professor Kelly Baker-Josephs who shared their expertise in journal article publications.

The spring event, which took place in early March, featured Dr. Robert Parmet (History and Philosophy), Dr. Dana Fusco (Teacher Education), and Dr. Adefemi Sunmonu (Mathematics and Computer Science), all of whom have published full length books recently.

The sharing of hyper-local expertise is crucial to the provost who quoted former House Speaker Tip O'Neal (1912–1994) that “all politics is local,” customizing it to, “all scholarship is local.”

Dr. Fusco, who discussed her book *Advancing Youth Work: Current Trends, Critical*

*Questions*, emphasized that for faculty members who want to grow in their careers, publishing is important.

“If you are going from assistant to associate professor you need articles,” said Fusco. “And if you are going from associate to full professor you need books.”

For rhetorical clarification Dr. Griffith asked the group whether it is more advisable for younger professors to be publishing articles or books.

“Both,” said Dr. Sunmonu, director of the Mathematics Learning Center, who two years ago published a mathematics text book *Elementary Differential Equations*. “They serve different purposes. I can’t give my students my papers to read. They wouldn’t understand. How can we get our students to be able to understand? They need books. And we can’t use the same text books we used when I was a student. I didn’t intend to write a text book; but I didn’t like how other books explain math concepts. You need to find a way to jog students’ memory.”

The provost then reiterated his assertion that text books are also valid

as proof of scholarship. “The books are valued by the provost,” said Dr. Griffith. “If you want to write a text book, write a text book.”

Fusco advised would-be authors to be consistent with book projects. “Write at least 15 minutes per day or you lose rhythm,” she cautioned. “Then find extended periods in which to write and when it’s done, take time to celebrate that.”

Dr. Parmet, whose most recent book, *Town and Gown: The Fight for Social Justice, Urban Rebirth, and Higher Education* actually covers the founding and survival of York College, discussed the logistics of getting published as well as the tendency of many faculty members to forego writing once their own formal education is complete.

“Once we finish our graduate research our writing is put in moth balls,” said Parmet. “[But] our students need to see that we are still active.”

He also advised colleagues to ask themselves a series of questions: “What am I doing? Why do I want to do it ... academic gain? Money ...?”

**cont.'d on p.16**

## York faculty team presents at Columbia University conference

On Saturday, March 16th 2013, Drs. Charlene Lane (Assistant Professor of Gerontology & Health Education) and Selena T. Rodgers (Assistant Professor of Social Work) presented their collaborative work at Columbia University Teachers College Fifth Annual Disparities Conference

This joint venture focused on “Disparities in Mental Health Care Older Adults Receive.” Among participants were student members of the Collaborative Research Group on Health Policy & Promotion (CRG-HPP) research fellows working with Dr. Nicholas Grosskopf (Assistant Professor of Health & Physical Education) and Dr. Susan Letteney (Professor of Social Work).

The presentation evolved from research data obtained during summer 2012 where both Dr. Lane and Dr. Rodgers assisted Rochdale Naturally Occurring Retirement Community (NORC) representatives and members from the Department of Aging examine health care indicators. The Rochdale Village NORC Health Indicator 2012 Survey was administered to 330 older adult residents.

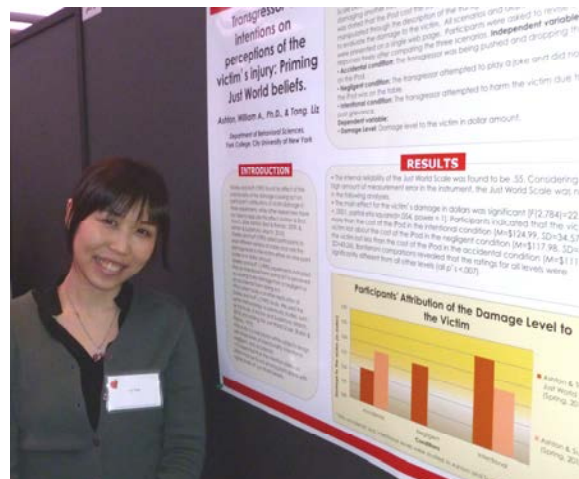
Professors Lane and Rodgers, and NORC Director Sherba Austin have submitted their manuscript titled “A Brief Report: Exploring Healthy Trends in Rochdale NORC Seniors” for peer-review. The article describes various health issues and other risk factors discovered among the identified population.

The fastest-growing population in the United States is people 65 and older, and it is imperative that helping professionals understand their unique health care needs and recognize the dynamics that surround older adults who are aging in place in NORC residential communities. The results suggest salient and crucial issues faced by older adults of predominately African American descent who reside in Rochdale Village, located in a Jamaican community in Queens, New York. The article concludes with practice implications for NORC housing programs. To learn more about Rochdale Village NORC, please visit [www.rochdalevillage.com/norc.html](http://www.rochdalevillage.com/norc.html).



Dr. Lane (standing left) and Dr. Rodgers (standing right) during their presentation

Psychology student Liz Tang Tang (r.) presented a poster based on her research work with Dr. William Ashton at the 2013 Eastern Psychological Association Conference in Manhattan. The poster, titled “Transgressor’s intentions on perceptions of the victim’s injury: Priming Just World beliefs” was based on a data-set collected by her mentor, Dr Ashton. Ms. Tang is a coauthor of the poster and her contribution to the poster was over 80% of the total project.



YORK COLLEGE IS CU NY

## Dean's List Celebration Inspires



Prof. Chirico opening the Dean's List Reception

The Sixth Annual Dean's List Convocation took place on March 21, 2013 with nearly 1,300 honor students listed in the program.

Emceed by Dr. Donna Chirico, Chair of the Department of Behavioral Sciences, the event featured messages from Provost Ivelaw L. Griffith, Dr. Charlene Lane, Assistant Professor of

Gerontology & Health Education, Dean of Health & Behavioral Sciences Lynne Clark, the Student Government's representative, Ms. Precious Locke, Mr. Rishaad Ishmail, one of the Dean's List students, and many others.

Quoting Aristotle's "We are what we repeatedly do. Excellence then is not an act, but a

habit," Dr. Griffith told the honorees, "Not only can excellence be habituated, you have to pursue excellence all around."

Ishmail, a ubiquitous member of the Dean's List, wowed the audience with his message, centered on the Aristotelian quote, which the provost framed and

cont.'d on p.18

**"The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself."**

Edward G. Bulwer-Lytton

cont.'d from p.14

He also suggested they ponder the questions: "What kind of audience do you expect? Are you looking for a best-seller?"

"Academic books are rarely best-sellers," said the author of four books. "University presses are going out of business. Many are entering into consortium. *Town and Gown* is published by Fairleigh Dickinson University Press but Rowman & Littlefield does the marketing. And more and more the author is paying for in-

dexing and illustrations. You have to negotiate. And don't expect to make a lot of money."

Parment also made it known that writing is "very time consuming" and you "must have something to say to yourself, to others and to an editor." He added that "we are writing for the creative experience."

Provost Griffith also shared his publication experience. He has published several books in his area of scholarly expertise, crime and drug-trafficking, and he is

currently expanding an extensive guest-lecture – the *Dr. Eric Williams Memorial Lecture* at Florida International University – into a book-length manuscript. He already has a publisher waiting for the tome.

For more information on the Research Conversations presentations visit [www.cuny.edu](http://www.cuny.edu) to see the video-recorded versions or contact the Office of Academic Affairs for information on being a presenter.



cont.'d from p.1

to four students in the National Society of Leadership and Success at York. The faculty advisor is Anthony Andrews, a long-term member of the Student Activities staff at York.

“Talking to these students, it quickly became apparent to me that it was the most meaningful thing they had done in college,” says Gardner. “These students were at different levels, first-year, sophomore, junior, and senior. One had transferred in from a SUNY community college. They were pursuing different majors. Two were male, two female. But it struck me that all of them were having experiences in this group that were common, including: [a] very positive interaction with the faculty advisor, whom they mentioned frequently by name and with respect and affection. Several of the students made reference to a Student Affairs officer (Andrews) who had told them about or literally had led them to join the group. What a hugely influential role that is. Most of us could be doing exactly this for our students.”

Gardner had traveled from his base in North Carolina to spend the day with the Foundations

of Excellence initiative at the college and provide participants during a plenary meeting with valuable feedback on their group reports. The well-attended meeting, co-sponsored by the Office of Academic Affairs and the Student Development division, and co-chaired by assistant provost Dr. Holger Henke and associate dean Dr. Thomas Gibson, was informative and interactive. Gardner made numerous suggestions about engaging first-year students and how to enhance students’ pride in the college, including more signage that would link the college more closely with the larger university community in the eyes of students. “The City University of New York is a wonderful system,” said Gardner, who also cites the importance of peer connection for success. During the college years, the greatest influence on students is the influence of other students,” says Gardner in his online article on his York visit. “That is far too important for us to leave that to chance. Thank you, York College, for the reminder and illustration.”

His visit and his blog served as powerful reminders about the rele-

vance of engaging first-year students in educationally purposeful activities giving them focused peer-bonding and co-curricular learning opportunities. Drs. Gibson and Henke were taking close notes, agreeing with Dr. Gardner’s suggestions, as were many of the sub-committee chairs present in the plenary. During the plenary Dr. Henke also pointed to the need to prepare students for the crucial sophomore year as an important activity during the first year.

Apart from meeting a student-focus group and conducting the plenary meeting, Dr. Gardner also met York President Dr. Marcia Keizs, as well as with FoE Steering Committee members including Provost Dr. Ivelaw Lloyd Griffith and VP Dr. Geneva Walker-Johnson. Faculty and staff present at the plenary meeting appreciated Dr. Gardner’s experience and perspectives. Work on the initiative continues and will result in a campus-wide report with an implementable action plan to enhance students’ first-year experiences at York.



Dr. Gardner (l.) in conversation with York’s FoE participants

**“My visit was an example of the power of group affiliation and the importance of encouraging/facilitating students joining such [co-curricular] groups.”**



Dr. Gardner’s comments and style engaged the FoE members



**L.-r.: Dr. Kelly Josephs, Mr. Rishaad Ishmail, and Dr. Mychel Namphy**

**cont.'d from p.16**

hung in one of the York College hallways.

“The Dean’s List is transformative,” said Ishmail. “For me, ‘excellence is not an act,’ it is a habit.’ I take that and channel it into everything I do.”

Ishmael, an English major, a member of the York College Honors Program and working on a 30-page research paper, also sang the praises of English faculty members such as Dr. Charles Coleman, Dr. Mychel

Namphy and Dr. Kelly Baker-Josephs, his Honors Program mentor.

“Three years ago a professor said to me, ‘Brother Rashid, courage doesn’t have to be grandiose. Courage is doing something [even if it makes you] uncomfortable.’ And it changed my life.” Standing here has freed me. Let us continue to achieve. Let us continue to excel because excellence, you see, is not an act but a habit.”

Dr. Lane, a graduate of York’s Class of 1990, also discussed her York experience under the mentorship of Dr. Chirico (see article on p.23).

“I have come full circle,” said Lane. “Examine the world around you. Look at your professors such as [Dr.] Donna [Chirico] who helped me to ‘look’ around.”

## Alum provides Internship Opportunities

An alumni speed networking event at York in the autumn of 2012 has blossomed into an exciting internship for one happy student at the college.



**Ms. Alba Diaz**

Alba Diaz, a Business major, is the beneficiary of an internship opportunity in the Office of the Brooklyn Borough President, thanks to the efforts of York alumna Xamayla Rose-Persadi, a member of York’s Class of 2008.

In addition to her student and internship opportunities, Diaz who will graduate in spring 2013 is fulfilling her internship duties in the borough president’s

Summer HEAT (Help Employ Ambitious Teens), which “encourages businesses in the borough to employ local teens between the ages of 16 and 18.” Her responsibilities include the planning of workshops, creating partnerships within the Brooklyn business community, identifying internship opportunities for the teens and making job placements.

Diaz, who is also the manager of Lopez Beauty Salon in Brooklyn, is thriving in her internship.

“It’s a very good experience,” she says. “Ms. Rose-Persadi is very nice, very helpful

and understands busy schedules so she’s flexible. I am learning office skills I should know but don’t implement at my current job. This [internship] will be very helpful when I graduate and start my new life.

The Speed Networking event launched by the York College Office of Development and Alumni Affairs attracted graduates who wanted to participate in helping current students at their alma mater.

In January, Rose-Persadi, a policy analyst, co-hosted the “policy table” at the Fall networking event, then reached out to Mondell

**cont.'d on p.24**

cont.'d from p.9

man and A. Ghani who all addressed the gathering and praised the efforts of the Bangladeshi student body at York for taking initiatives to host this historical event at York.

February 21st, 1952 was a very special day in terms of the socio-political history of Bangladesh and continues to remind us about the supreme sacrifices made by Barkat, Salam, Jabbar, Rafiq and others in order to protect the right of every Bangladeshi (then East Pakistan) citizen to use Bengali as mother language.

The conflict resumed when Pakistani rulers imposed Urdu to be the official state language of the country. At that time, Bangladesh (the then East Pakistan) vehemently opposed this decision. As a consequence of this, people from all walks of life took to the streets and continued to protest, which culminated in a bloody demonstration in Dhaka (the capital city of Bangladesh). Police opened fire killing several demonstrators and wounding hundreds.

Through this demonstration, people in Bangladesh made the rest of the world aware of the importance of a mother tongue as a birth right of every citizen to speak,

think, and practice and enrich their culture.

It has been more than 60 years and the Bengali language continues to be spoken by 250 million people residing in Bangladesh and West Bengal (India). Today, Bengali is the fifth most widely spoken language in the world. The richness of the Bengali language is not only founded on the number of people using this language; it is also internationally recognized as a language of art, literature and science.

There are three Nobel Laureates from the Bengali speaking community. Rabindranath Tagore (Literature, 1913) was the earliest one to receive a Nobel prize, "because of his profoundly sensitive, fresh and beautiful verse, by which, with consummate skill, he has made his poetic thought, expressed in his own English words, a part of the literature of the West" (Nobel Foundation).

Professor Amartya Sen, Trinity College, Cambridge (U.K.) was also awarded a Nobel Prize for his contributions to welfare economics (1998) and in 2006 the Nobel Peace Prize was awarded jointly to Dr. Muhammad Yunus

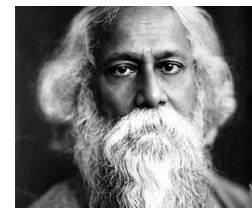
and Grameen Bank "for their efforts to create economic and social development from below."

In February 2008, York had the opportunity to host Dr. Yunus, affectionately known as "the father" of the microcredit movement, to celebrate his accomplishments. The event filled the York College Performing Arts Center in a gathering where attendees were mesmerized by his eloquent speech on microeconomics as a lifter of people from poverty.

Due to successful diplomacy of the Bangladeshi government, UNESCO recognized International Mother Language Day in 2000 to promote linguistic and cultural diversity and multilingualism.

Several speakers at the recent remembrance gathering at York emphasized the necessity for every citizen to speak the mother tongue and encourage this practice since a great deal of comprehension and critical thinking skills are transported through its active usage. During the event a group of children participated in art competition and danced to the music of their ancestral homeland.

As always, a Bangladeshi cultural event re-



**Rabindranath Tagore, winner of the Nobel Prize in Literature (1913)**



cont.'d on p.20

cont.'d from p.13

the family supported by a husband in a well paying job in an economy which was booming – to these people and their assumptions, the sixties exploded as a shocking catastrophe. African-Americans and their white supporters refused to let Jim crow and segregation remain unchallenged. they took to the streets – often met with state sponsored violence. the 1954 supreme court decision, Brown v. The Board of Education, struck down legal school segregation and opened the struggle over public education which still survives. As the Vietnam war escalated in the 1960s and young men were drafted to fight – unless they had college deferments – street protests spread to urban centers from college campuses. In

1963-64 students strikes spread from elite campuses such as Berkeley in California to public colleges such as CCNY in New York. In 1963 – the same year as Friedan's manifesto hit the best seller lists – thousands and thousands of Americans marched to Washington to support the civil rights movement.

Following the assassination of John F. Kennedy, the southern president, Lyndon b. Johnson pushed through a series of civil rights laws, federal laws that overrode states' rights. Discrimination on the basis of race and sex (added at the last minute) became criminal.

In New York, the board of higher education – as it was then called – decided to open a series of new

colleges with more open admissions policies to serve the student population that had normally not gone to college after high school. York College was one of those places.

The women's movement emerged among a tangle of causes that terrified much of traditional America. If you want to understand the population that today flock to the tea party or to largely white, small town mega – evangelical churches – people seeking to restore their image of normalcy from the 1950s – you have to understand the tripartite upheavals of the 1960s – civil rights, the anti war protests and women's movements, both legalistic and radical. This was soon followed by a counter cultural revo-

lution symbolized by music which horrified 1950s ears and the birth control pill that freed men and women in a so-called sexual revolution.

In 1968 across Europe, the unrest spread. Paris – the traditional center of upheaval – witnessed a phenomenon that had not been seen since the 19th century – a general strike of students conjoined with workers. Some students joined radical movements that assassinated their villains – bankers, industrialists, government ministers. within the soviet sphere, a real revolution in Czechoslovakia exploded which was squashed by tanks.

For people seeking normalcy, the 1960s seemed horrific. and I have not even touched on Asia, Africa, the

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quires serving scrumptious authentic food and this one was no exception. Everyone had a chance to sample richly seasoned food. The event was coordinated by Syeda Arufa Yeasmin Nipa (Anchorwoman), Nau-

reen Islam (President, York BSA), and Shaikh Amin (York College USS Alt. 1 – CUNY 2012-2013).

I would like to congratulate the Bangladeshi Students Association Club on their massive initiatives to

host this historic event and for undertaking a major CUNY-wide initiative to bring awareness and represent Bengali culture to the participants.

cont.'d from p.20

Middle East and Latin America.

The impact of this boiling pot on our college curriculum was unavoidable. Faculties and students began to meet, to debate relevance and to explore a new learning that would help unravel the mayhem and study what would help change unjust structures. It did not prepare us for the new realities. Why, for instance, were women assumed to be naturally meant for certain private roles as mothers? What structures and ideologies shaped the unexamined practices that seemed to slip effortlessly from mother to daughter?

Somewhere around 1969 or 1970, a young woman historian (and we were not very numerous – only about 10-13% of doctorates in history were awarded to women and you could count the number of women full professors on the fingers of two hands) went through about 30,000 pages of western civilization and U.S. history textbooks. If I recall, she found about 10 pages on women – Elizabeth I, Queen of England; Catherine II, Tsarina of Russia and someone else's wife. Moreover, when a young woman went for an interview for

a job as an assistant professor, it was normal that she be asked about her marital status, was she engaged, her plans for having children, how she thought she might “fit in” in a department of married men.

At the national meetings of scholars, the number of women who delivered papers was usually about 2% of the total and women were advised by their friends and professors to submit articles to journals only with their initials – so instead of Sandi E. Cooper – it would be S. E. Cooper (except of course Sandi was often assumed to be male).

In Laura's field, History, thus, at the end of the sixties, a joint campaign was launched to change the content of research and teaching. Simultaneously women campaigned to open the profession. In 1969 at the American Historical Association, a coordinating committee on women in the historical profession was formed (I became its national chair in 1971) to move women forward in the profession, to entice more women to go to college and to create a new historical understanding. We campaigned at the national conventions of historians to provide day

care, to include women on panels, to provide supportive criticism of women's writings and to teach them how to land a job by developing interview skills. We campaigned against the old boys' network whereby a Princeton department chair would phone his friend at Columbia and ask for a “bright young man” to teach classes.

Similar changes were afoot in African American history (the word “Negro” was dropped and the word “Black” had not yet emerged; to be joined by Latino or Puerto Rican studies) and in the history of war and peace – to examine why peoples believed war was inevitable; where it had been avoided; how to campaign to prevent it.

In short, the content of our curriculum became a reflection of the content of our consciences. How could we live among such turmoil, so many challenges to received wisdom and not transform what we taught? What we wrote? What we believed?

Let us jump a half century up.

Doubtless we have a new vision of higher education – who goes to college and what is taught. But we also now have a country where

60% of the undergraduates are women and they are more likely to finish college than the men. So now, scholars are struggling with the reasons why boys and young men seem to work less diligently, to believe that some form of entitlement will get them a job when or if they complete school; why so many young boys seem to act out and reject discipline from early grades on

But even with this reversal of numbers, women in the work force still earn 79% of what men earn doing the same or comparable work and very few women have pushed through an invisible glass ceiling at least in industry and finance.

American families are the only ones in the advanced world lacking affordable and decent child care. Decades ago when Richard Nixon vetoed a national day care act – similar to what exists in Italy, France, Germany, Britain, Scandinavia, the Netherlands, etc. – he put the finish on an initiative which has never been resumed. We seem to think that private arrangements are what should be made – but clearly these are inadequate, expensive and often unregulated. Mothers are forced to

cont.'d on p.22

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cont.'d from p.21

decide about developing their careers or staying out for several years with children.

In terms of jobs in the stem fields, science, technology, engineering and math, the numbers of women remains constantly well behind men although now in medicine that is no longer true. The old quota against women entering law schools is gone and women are now deans of law schools – unheard of in the 50s.

Laura has lived through interesting times. As a historian she knows that huge changes have occurred for women in the

last half of the 20th century; she has witnessed a revolution in women's consciousness, status, professional attainment beyond the wildest dreams of the first wave of women's emancipation. That movement took over seven decades of campaigning to get the vote; over five decades to get women into medical schools and to allow women lawyers to practice before the supreme court.

Laura's work and life have contributed to this breakdown of patriarchal assumptions.

But work remains both here and across the globe. And so do challenges.

What, for instance, are our responsibilities to young Afghani women when troops leave and many areas fall to the Taliban again? How can men in large parts of the world be taught that the birth of a girl is not their wife's fault – but the x chromosome that they implant? How do privileged women in the Western world help in very different cultures without seeming imperialistic?

If Laura ever finds herself with time on her hands, she can start working on these conundrums.

## Dean's List Message

by Charlene Lane

Indulge me for a moment to examine the word LOOK, which is “mirar” in Spanish and “gade” or “gad” in Creole. As a former student of this fine institution, York College, I was able to LOOK at life from many perspectives. I would like to encourage you, Student Scholars, to do the same. It is imperative as future leaders, you have great aspirations without losing sight of “being human” and valuing others who have and will continue to be an integral part of your lives. As student scholars, future leaders and mentors, I encourage to always “LOOK.”

Initially, just LOOK around and utilize the resources here at York College. There are

many professors in various departments who would not only embrace you, but point you in the right direction. I can attest to this, since my mentor and friend Dr. Donna Chirico never steered me in the wrong direction. She assisted me with graduate school application, and many years later, welcomed me back with open arms as I returned to York College in the capacity of an Instructor and later Assistant Professor. LOOK around York College and identify areas where you can serve, maybe as a student senator, peer mentor or tutor. Being academically sound is wonderful, but are you ready and able to function in the world outside the classroom. LOOK for avenues at

York College that would prepare you for life after York.

Secondly I urged you to take a retrospective analysis and LOOK back; this should be done with minimal regrets learning at all times from life's experiences. LOOK back with gratitude, never forget your country of origin, community, heritage and individuals who paved the way for you; the individuals who are main contributors to the wonderful individuals you have become. For me these individuals were my Granddad and Parents to whom I am eternally grateful.

It is then my prayer that you LOOK down; many may wonder, why LOOK down? Since our

cont.'d on p.24

cont.'d from p.10

I was able to network with other nurses throughout the country. Through the conversations, I was able to learn the practice of nursing in each state, and to find out issues that were taken to Capitol Hill to be resolved. I found out that there were both similar and different issues in each state.

The conference focused on health promotion via healthy living and healthy choices along with health policies. Those two topics are of great importance to me since they influence overall patient outcomes. The conference inspired me to become a leader and an advocate for my patients, and for

my community. By speaking up, I can make a small change; and have a big impact on health care delivery. After attending this conference, I became empowered to join the NBNA organization, so quality health care can be delivered to each and every patient. Thank you for this splendid opportunity.



Prof. Charlene Lane



Provost Griffith (ctr. and students at the Dean's List reception

**“To know what people really think, pay regard to what they do, rather than what they say.”**

— *George Santayana*



Faculty and students alike enjoyed the reception

**cont.'d from p.18**

Sealy, director of Development and Alumni Affairs to offer a York student the opportunity to intern with her. Sealy sent the request to Linda Chesney, director of Career Services at York who chose Diaz for the interview.

“She is an alum who is still new but is reaching back to help,” said Sealy of Rose-Persadi. “This is an alum who wants to help York College.”

Rose-Persadi has gained too. “Alba is very professional,” said her benefactor and supervisor. She is eager to learn and she’s thorough. She pays attention to detail, follows through on instructions and needs minimal supervision.

“Like Alba, I was a nontraditional student working fulltime in a

managerial role at a small business and attending school fulltime as well,” she says. “I think it’s important for working students to build their networks.”

Rose-Persadi who majored in Marketing at York, has also enjoyed her tenure with Markowitz, saying she “learned a lot from him.”

Asked if she would give another York student an opportunity in her next career move, Rose-Persadi was positive she would do just that.

“I tell all of my m e n t e e s / i n t e r n s ‘wherever I go you go. Life is cyclical so it is important to maintain relationships and give people an opportunity to contribute,” she says. In ten years everyone will be somewhere ... you just never know.”

**cont.'d from p.23**

society attributes looking down to scorn and subjugation. I charge you too LOOK down with the sole purpose of bringing another up. It is imperative that we help others along this journey. Only LOOK down if we are prepared to assist another LOOK up with hope and encouragement.

Finally, you should

all LOOK ahead with hope, courage and eager anticipation to a future that transcends the walls of York College; a future that can confidently look at Masters’ and doctoral degrees.

Even though tasks and major life challenges may appear daunting at times, always remember, “With the divine in your corner, nothing is impos-

Interestingly, it was not one of York’s great professors who most impressed this alumna. It was someone who taught her about leadership by example.

“Dr. Marcia Keizs influenced me the most,” said Rose-Persadi. Dr. Keizs had a vision for the school that was ambitious. A marketing professor shared the vision with us and our class began to develop ideas on how to make it a reality.”

“Upon graduation the usual red tape almost caused me to lose a job opportunity. I wrote Dr. Keizs and told her how the policies were an impediment to my professional advancement; and the problem was solved within 48 hours. Now that’s integrity and bold leadership.”

sible.”

My Dear York College Students continue to (according to Webster) “bring into a place or condition by the exercise of the power of vision,” or LOOK. Do not be afraid to LOOK around, LOOK down, LOOK back and LOOK ahead to a bright, challenging and optimistic future.



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# WOMEN'S HISTORY MONTH 2013

## Saturday, March 1st



**Event:** "Women in Math Day"  
**Location:** AC 2C07  
**Time:** 9:30 am - 1:45 pm  
**Organized by:**  
 Department of Mathematics and Computer Science, Dr. Lidia Gonzalez and Dr. Rishi Nath

## Wednesday, March 20th



**Event:** Screening of "Saving Face" (Director Alice Wu, 2004).  
**Location:** 3B04 (African American Studies Resource Center)  
**Time:** 3 - 5 pm  
**Organized by:**  
 LGBT Alliance (Mychel Namphy, Shereen Inayatulla, and Fabiola Salek).

## Tuesday, March 19th



**Event:** Sarah Vaughan: The Divine One (1991)  
**Location:** The Chapel  
**Time:** 7 - 9 pm  
**Organized by:** Department of Performing and Fine Arts, Tom Zlabinger

## Tuesday, April 16th



**Event:** Gloria Waldman Fourth Annual Lecture for Women's History Month "Reality of Cuban Women's Lives: Advancing Global Feminisms" (featuring Patricia L. Pego Guerra, First Secretary Cuban Interests Section to Washington).  
**Location:** AC 2D01 (Faculty Dining Room)  
**Time:** 6 - 8 pm  
**Organized by:** Department of Foreign Languages, ESL & Humanities, Men and Women's Center, Dr. Sonia Rivera-Valdés, and Dr. Fabiola Salek

## Friday, March 15th



**Event:** Gender & Historical Context Colloquium in Honor of Prof. Laura Fishman. Keynote Presentation Luncheon (followed by Q&A): "Musings on Women's History: How the Second Awakening in the Western World Produced a New Scholarly Area," Prof. Sandi Cooper (CSI and Graduate Center)  
 With panel presentations from: Gila Acker, Linda Grasso, Anika (Keens-Douglas) Hylton, George White, Martin Atangana, Robert Parmet, and Howard Rittenberg  
**Location:** AC 2D01 (Faculty Dining Room)  
**Time:** 1 - 5 pm  
**Organized by:** Department of Foreign Languages, ESL & Humanities, Department of History and Philosophy, Men and Women's Center, Dr. Donna Chirico, and Dr. Fabiola Salek.



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.



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*All items should be submitted in MS Word*

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