

Academic Affairs Update

YORK COLLEGE

Three Schools' Inaugural Conference



President Keizs welcomed Dr. Muriel Howard (r.), President of the AASCU, to the College

A national figure in higher education recently visited the York College community to celebrate the official launch of its three recently organized schools.

Dr. Muriel Howard, president of the American Association of State Colleges and Universities (AASCU), was the featured speaker at a mini-conference at the College on October 22nd, where she lauded the college's decision to take that important step.

Howard is the first African-American to lead one of the six presidentially-based higher education associations in Washington, D.C. and York was pleased that she made time to visit on such an important day in its history.

"We are thrilled to have Dr. Howard deliver the Keynote at the conference," said York College President Marcia V. Keizs. "She has already done much of what we are now trying to accomplish; and we are grateful that she's willing to share her vision with us."

Dr. Howard, a native of Jamaica, Queens, grew up a scant eight blocks from York's campus, and happily returned to the community to help the college launch its three new Schools in grand style.

The theme of the conference "Reorganization, Innovation, Excellence," focused on examining how reorganizing 18 academic departments and programs into three schools: Arts and Sciences, Business and Information Systems, and Health and Behavioral Sciences – will enhance the College's instructional and research pursuits.

"You are committed to learning and to real change," said Dr. How-

ard. "I am here today to help you celebrate your unleashing what's possible."

President Keizs welcomed Dr. Howard to the campus before introducing Patricia Gray, director, corporate relations and special events, representing CUNY Chancellor Matthew Goldstein, to announce that President Keizs has been appointed as CUNY liaison to AASCU. It is the latest in a long line of honors the president has earned for her work at York.

Since becoming president of York in the spring of 2005, Keizs has impressed the university and others in higher education locally, nationally and internationally, with her leadership.

Earlier this year, Provost Ivelaw Griffith announced the three schools as part of York's long-range goals to take the college further into the 21st century. And the accomplishment was not lost on Dr. Howard.



Special points of interest:

- **Three New Schools - Many Opportunities**
- **York's New Faculty**
- **New Global Health Lecture Series**

Inside this issue:

The Birth of York College	2
York brimming w. Events	3
York Professors Overseas York Alumna A. Mattis	4 6
Becoming, not just Being	7
York's New Faculty	8
Faculty Updates CETL Schedule New Schools—New Opportunities	11 12 13
Aviation in the News New Health Lecture Series	14 17

cont.'d on p.10

Provost Lecture: The Birth of York College

Robert O. Duncan



Provost Griffith and Prof. Parmet following the lecture

“The decision to place York College in Jamaica was the most critical factor in making York what it is today.”



The community in support of York College

Students, faculty, and members of the administration were treated to a trip down memory lane by Robert Parmet, Professor in the Department of History and Philosophy and author of *The Master of Seventh Avenue: David Dubinsky and the American Labor Movement*. Dr. Parmet delivered the first presentation in this year’s Provost Lecture Series, which is designed to showcase faculty interests and achievements in research.

In his lecture, *The Birth of York College: Higher Education and Politics at the State and Local Level*, Dr. Parmet provided evidence for his thesis that social and political pressures during the 1960s and 1970s were largely responsible for shaping York College’s character. He emphatically proposed that the decision to place York College in Jamaica (Queens) was the most critical factor in making York what it is today.

According to Parmet, there were three major factors that led to the development of York College and its subsequent relocation to Guy R. Brewer Blvd. First, after the introduction of the G.I. Bill in 1944, there was increased enrollment in higher education, which led to the restructuring and ex-

pansion of New York universities. Second, despite the desegregation of public schools by the U.S. Supreme Court ruling on *Brown v. the Board of Education of Topeka*, racial tensions in New York City had reached their boiling point. Third, there was a need to revitalize the depressed economy of Jamaica.

Several pivotal events affected the people of New York and influenced the decision to place York College in Jamaica. According to Parmet, in the 1950s, a large number of immigrants moved into the city. Despite this massive immigration, a relatively small proportion of minority ethnicities were admitted into local colleges. The City of New York made a long range plan for inclusion.

Nevertheless, racial discrimination persisted despite the desegregation of public schools. Fear of sending minority children into hostile white neighborhoods led to the citywide boycotts of segregated bussing in 1963. Black communities also protested a “model integrated community” that was planned in Jamaica because construction was to be undertaken by an entirely white workforce.

The city was also polarized over the issue of police brutality during the Watts riots in Los Angeles, and New York’s failed attempts to monitor the actions of its own law enforcement personnel added to the conflict.

Meanwhile, CUNY had chartered the creation of a new liberal arts school, “Alpha College,” which eventually opened as York College in 1967 with 50 faculty and 371 students in the Electrical Industries building in Flushing. During the decision to relocate the campus, York was relocated to the campus of Queensborough Community College.

The original plan was to build York College into the flagship of the CUNY system and move the campus to Fort Totten. However, Fort Totten was physically removed from urban areas and not likely to serve the needs of minority students. York’s initial student enrollment was 88.3% white, 5.5% black, and 2.5% Puerto Rican. It became clear that minority tax dollars were being used to support the education of white students, and the campaign to move York to a more urban location was renewed.

cont.’d on p.5

York's October brimming with Activity

*Point of
Pride*

YORKCOLLEGE CUNY

These days the place to see and be seen in Queens is York College and visibility was particularly high during the month of October.

An impressive list of special events were held at York this past month, featuring diverse speakers on diverse topics and activities, attracting students, faculty and visitors alike to enjoy the intellectual life of the campus.

Among the highlights, was the visit of Dr. Muriel Howard, president of the American Association of State Colleges and Universities (AASCU) who was the featured speaker at a mini-conference launching York's three new schools on October 22nd (see also our feature article on p.1).

The CUNY Aviation Institute at York College also launched its Executive Speaker Series for the new academic year, featuring Patty Clark from the Port Authority of New York and New Jersey, Phillipa Karteron, director of the Council for Airport Opportunities, as well as Icema Gibbs, an executive at Jet Blue Airways, and other guests and families of the Institute's students.

Earlier that day, Jo-

seph Ficalora, New York Community Bancorp President and CEO, was keynote speaker at the college's Executive Leadership Breakfast, discussing the current economic issues.

Dr. Elizabeth Nunez, a prolific author, and a CUNY Distinguished Professor of English Literature at Medgar Evers College spoke at York as part of the Provost's Distinguished Scholars Lectures series as well. Nunez came to York to discuss and read from her latest novel, *Anna In-Between*.

Known for her insightful stories, Nunez has published several books over the past 20 years, including *Bruised Hibiscus*, *Grace*, *When Rocks Dance*, *Discretion*, *Beyond the Limbo Dance*, *Defining Ourselves*, and her latest work, *Anna In-Between*.

The latest work in true Nunez fashion, tells the story of the search for belonging as well as other aspects of the human condition. This is not the author's first visit to York. In the early 2000s, she visited as a guest of the English Department and she was well-received at this latest visit as well.

In a nod to the import

of health information in the era of H1N1, York's School of Health and Behavioral Sciences wasted no time in capitalizing upon the newly-launched school to present, in partnership with Jamaica Hospital Medical Center, "The Global Health Implications of the H1N1 Influenza Virus, featuring Reginald D. Hughes, MD, Deputy Command Surgeon for the 353rd Civil Affairs Command, in the United States Army Reserve Medical Corps.

Coincidentally, within days of Dr. Hughes' powerful presentation at York, President Barack Obama declared H1N1 a national health emergency due to its "rapid increase in illnesses" from the H1N1 influenza virus.

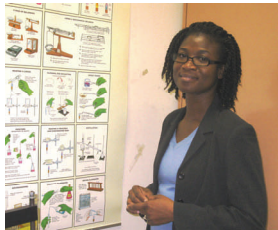
Major Hughes's presentation painted a vivid picture of how this latest outbreak fits into the larger global health crisis. He noted that the issue, "represents a potentially significant threat to human health and provide an excellent example for students of healthcare to model their impressions of how to view healthcare in how they fit into the process.



Dr. Elizabeth Nunez, here with Provost Griffith, read from her latest novel, *Anna In-Between*

cont.'d on p.6

Earth and Physical Sciences Professors Overseas on PSC Grant



Prof. Dawn Roberts-Semple



Prof. Walter Jones

York's Department of Earth and Physical Sciences sent two adjunct lecturers on international geological trips over the 2009 summer break, thanks to the Adjunct Professional Development Grant Program administered by the Professional Staff Congress. Dawn Roberts-Semple was able to spend ten days in Guyana, South America, while Walter Jones went to Iceland for a week.

Dawn, who is also a doctoral student at Rutgers University, collected sediment samples at various mining sites in Mahdia where mercury (Hg) is used to amalga-

mate gold. Samples were also collected at non-mining sites to facilitate meaningful comparisons, or contrast, between natural and anthropogenic Hg sources at different locations. Laboratory analysis will determine the relationship between particle size and Hg retention in sediments, as well as Hg concentration variations as a function of depth beneath the surface.

Dawn's field work was followed by research and presentations at the University of Guyana and at the Guyana Geology and Mines Commission. Her presentation, "The mobility of mercury in soils and sediments: the case of

Guyana," was based primarily on an extensive literature review done prior to trip. Students at the University of Guyana indicated their interest in continuing research on the topic having heard Dawn's presentation.

Walter retired two years ago after 31+ years with the Federal Government as a geologist and engineer and has extensive experience in engineering geology. He had been in East Iceland in 2007 with a geophysical team from the University of Iceland (Hogskola Islands) investigating the filling of a recently constructed reservoir.

cont.'d on p.5

Provost Lecture

"The Lord has called us to a Hard Task": Chaplain Robert Dokes, Black Soldiers, and the Practice of Transgressive Citizenship in World War II

Prof. George White

(Department of History & Philosophy,
School of Arts and Sciences)

Wednesday, December 2, 2009

Room AC-4M07 • 1:00-3:00 pm



This presentation will examine the life of an African American Chaplain during World War II through an analysis of his mandatory, periodic reports, as well as the letters which he wrote home from 1942 to 1945. By exploring his letters and his Chaplain's Reports - both within the context of the oral history interviews with his surviving daughter and charter members of 2nd Baptist Church of Paterson, New Jersey

cont.'d from p.4

Walter's trip included the attendance of the "International Symposium on Strong-motion Earthquake Effects" at the campus in Reykjavik on the first anniversary of the 6.3 earthquake in the South Iceland Seismic Zone. The conference brought together engineers and seismologists from all over Europe, and was followed by a field trip to the location of the May 2008 earthquake.

This excursion included a visit to university's

earthquake research and monitoring facilities in Selfoss, examination of the active fault escape-ments and an inspection of a bridge damaged by the earthquake. The strong motion "ICEARRAY" seismic monitoring system at Hveragerdi, which was responsible for making this one of the most successfully monitored earthquakes, was also examined during the field trip.

Dawn and Walter found their experiences enrich-

ing and very relevant to their teaching duties at York College. The funding, made possible by the Professional Staff Congress/City University of New York under the Adjunct/CET grant, was sincerely appreciated! Thanks must also go to the inspired leadership and support of Stan Schleifer, department chair, and Nazrul Khandaker, geology discipline coordinator.



At York's recent Study Abroad Fair, students had many opportunities to ask questions about study abroad experiences.



Prof. Margarita Drago (r.) and a group of graduate and current York College students presented: "Nuestras historias: podemos contarlas nosotros mismos"/"Our Stories: We Can Tell Them Ourselves" at the Jackson Heights, Queens Hispanic Book Fair celebrated on September 19-21, 2009.

cont.'d from p.2

The Jamaica Community Corporation and the Jamaica Chamber of Commerce were studying central Queens and south Jamaica as possible locations for York. Studies indicated that the development of the central Jamaica district was critical, and the Jamaica Chamber of Commerce lobbied the

mayor and the city planning commissioner. In late 1967, the mayor announced his support for Jamaica, and the decision was made to move York College to Jamaica.

Dr. Parmet's thesis met with virtually no contention from an authoritative audience that included several of York's original

faculty, administration, and community supporters. Video of this lecture and the upcoming calendar for future lectures in the series can be found on the Provost's page on the York College website at: www.york.cuny.edu/academics/academic-affairs/provost-bio.

York Alumna as Special Librarian

by John Drobnicki



Agnes Mattis

Agnes Mattis (nee Kelly), who graduated from York College in 1975 with a degree in Art History, planned to go on to graduate school and then (hopefully) a career at the Metropolitan Museum of Art. Ms. Mattis' mentor at York, Prof. Jane Schuyler of the Performing and Fine Arts Department, suggested that she undertake graduate study in Library Science first, so at least she would have a job while pursuing graduate work in Art History. Thus, Ms. Mattis began a career in librarianship that has now lasted over 30 years.

While a student at Pratt

Institute's School of Information & Library Science, Ms. Mattis secured an entry-level job working in the corporate library at DLJ, an investment bank. It just so happened that the head librarian at DLJ lived in the same building as Prof. Schuyler. According to Ms. Mattis, "I fell in love with business research. I have spent my entire career in Business, Finance and most recently Legal [librarianship]." Ms. Mattis is currently the Head of the Corporate Library at the international law firm Skadden, Arps, Slate, Meagher & Flom LLP in New York.

Ms. Mattis has been an active member of the Special Libraries Association (SLA) for decades. SLA is the professional organization for librarians and information specialists who work in corporate, private, academic, and government settings. She has been President of the New York Chapter of SLA a record four times, and was twice awarded the New York Chapter's Distinguished Service Award (1995 and 2003). She lives in Cranford, New Jersey, with her husband Rick, whom she has been married to for 25 years.

YORK COLLEGE CUNY

cont.'d from p.3



2009 Winner of the Pulitzer Prize for Drama, Lynn Nottage visited York in October

The Department of Fine and Performing Arts presented the play *Fabulation*, and the playwright, Lynn Nottage was invited to see York's interpretations of her play. The Pulitzer Prize-winning writer enjoyed the show and true to form, spent time on stage fielding questions from the audience of students, faculty, staff and guests.

It all bodes well with President Keizs who nearly five years ago envisioned a vibrant intellectual life for the campus, which would involve the spectrum of York's intellectual prowess as well as that of invited guests, to engage the campus and the greater community.

"It is such a thrill to participate in the varied

aspects of the rich cultural and intellectual life of the college," said President Keizs. "We have events, speakers and performers to fit every taste; and this fall semester we are brimming. What a treat for faculty, students and the community. We are fulfilling the full town/gown experience."

Not just Being, but Becoming

by Ivelaw Lloyd Griffith

York College, now 42 years old, has been in a transformational space these last few years, with 26 percent FTE enrollment growth in three years while admission standards increased, almost 20 percent more full-time faculty hired in the last two years, increased grant productivity and scholarly output, new degrees in Journalism, Pharmaceutical Sciences, and Nursing and plans for others, dramatic expansion in Continuing Education, new fund-raising ventures, and significant enhancements in the physical plant including considerable “greening.”

Moreover, we secured reaccreditation by the Middle States Commission on Higher Education; not only did we meet all 14 standards, but we received several commendations as well. The campus master planning process started in 2008 and the Strategic Planning initiative began in earnest this year. As well, we have begun the process of reforming our General Education, and we have been witnessing outstanding performance by our scholar-athletes in several sports and superb musical, dramatic, and literary events at our Per-

forming Arts Center. In addition, the scholarly enterprise has been boosted by the Provost Lectures and the Provost Distinguished Scholars Lectures, among other things.

Thus, ours is a transformational mode: not simply a concern with institutional “being;” we are engaged in a project of institutional “becoming.”

The reorganization of the academic division into three Schools—Arts and Sciences, Business and Information Systems, and Health and Behavioral Sciences—is but the latest aspect of this transformation. Yet, it is worth stressing that this structural redesign is not an end in itself; the intent is to facilitate innovation and the pursuit of excellence in our core enterprise: teaching and learning, research, and service.

Therefore, the onus is on us to consider what opportunities for “new” and “better” we might pursue—own—regarding our degree programs and program designs, pedagogical approaches, and co-curricular activities; what new opportunities we might pursue in relation to research—within and across disciplines, within and among

Schools, and with students as we provide them with research experiences to offer competitive advantage for educational journeys beyond York and the world of work; what “new” and “better” outcomes we might embrace in the area of service—within York and with the wider community, to enhance faculty governance, strengthen the nexus between service and knowledge, and contribute to an improved quality of life in Queens and beyond.

As we pursue innovation opportunities we should set stretch goals and objectives, not just aim for low hanging fruit. In this respect we must be mindful of Michelangelo’s words: “The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.” Equally important as we pursue innovation is the necessity to not be comfortable with being “good.” Excellence should be our aim. And, as Aristotle reminds us, excellence requires habituation of best practices: “We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

“The structural redesign is not an end in itself; the intent is to facilitate innovation and the pursuit of excellence in our core enterprise: teaching and learning, research, and service.”

Introducing York's New Faculty (Pt.3)

In Fall 2009 a cohort of new faculty across many disciplines and departments began their work as teachers and researchers at York College. We are proud of the new colleagues joining us and are happy to introduce them (in no particular order) in the following pages of this newsletter. This is the third installment.



Susan Glodstein



Susan Glodstein has been teaching Psychiatric Nursing and Community Nursing as an adjunct professor at the Molloy College School of Nursing. She has also been practicing as a Psychiatric Nurse Practitioner for the past 13 years and working

as a psychiatric nurse for over 22 years.

Professor Glodstein received a Masters degree in Nursing from Columbia University and a Bachelors Degree in Nursing from Rutgers University.

She is board certified

from the American Nurses Credentialing Center (ANCC) as a Nurse Practitioner and Clinical Nurse Specialist.

Professor Glodstein joins the Department of Health Professions in the School of Health and Behavioral Sciences.

Jasmine Narcisse



Jasmine Narcisse is currently pursuing a Ph.D. in French at the CUNY Graduate Center. She holds a Baccalaureate in Pharmacy and Certificate in Linguistics from the State University of Haiti. She is a York alumna who minored in French.

Professor Narcisse has taught French and Haitian Creole at Hunter College,

Baruch College, as well as at York College.

She has in the past also worked on UNICEF publications focusing on the role of women in Haitian society.

Professor Narcisse joins the Department of Foreign Languages as a Substitute Lecturer.



David T. Jones

David T. Jones (Substitute Lecturer and Resident Scenic Designer, Department of Performing & Fine Arts) is a resident of Brooklyn and a graduate of Pratt Institute.

This is his second year at York, following last season's designs for "Anna in the Tropics," "Oleanna," "Speak Out," "The Exonerated," and "Little Shop of Horrors," York Theatre's first musical. He is currently working on the 2009-10 season, including "Fabulation," "Scapin," and our first fully-staged

Shakespearean play, "The Tempest."

Professor Jones is the Resident Scenic Designer for the Village Light Opera Group in Manhattan, for whom he has designed most of the Gilbert and Sullivan operas, musicals and operettas. Notable productions include the New York premiere of "Scooge and Gilbert and Sullivan," "Kismet," "Bells Are Ringing," "La Vie Parisienne," "The Pirates of Penzance," a storybook "HMS Pinafore," an intergalactic "Princess Ida," and "The

Merry Widow," (co-designed with Professor Timothy Amrhein).

He recently designed "The Baker's Wife" for Northern Highlands Regional High School; his "Beauty and the Beast" at NHRHS captured a scenic design nomination from the Papermill Playhouse.

At York, Mr. Jones also teaches "Introduction to Theatre" and "Stagecraft I." His design firm creates decorative painting and murals for homes and businesses.



Tim Corkery

Tim Corkery earned his Bachelor of Arts in Speech Communication, from York College and later received his Master's in Social Work from Fordham University's, Graduate School of Social Science.

He has spoken before the NYC Council on several occasions, as well as, other governmental bodies. Professor Corkery has also served on numerous advisory committees.

Before joining the Fine and Performing Arts Faculty full-time, Mr. Corkery was an adjunct professor for six years in the Speech Communication program. In addition, he has been a social service consultant to various social service agencies, where he has used his knowledge of Rhetoric and Social Work to develop effective community based models of service. In his current work,

he is advocating and developing programs in rehabilitative justice. His work is based on his study of Existential Psychotherapy, especially the work of Viktor Frankel's Logotherapy.

Tim Corkery, has been successful in the creation of two debate teams in NYC high schools and he hopes to create The York College Debate Society.





L. to r.: Leslie Keiler, Dean Harry Rosen, Deb Swoboda, President Marcia V. Keizs, Jasmine Calizaire, Provost Ivelaw L. Griffith, and Gerry McNeil

“Everyone can see that the changes you are putting in place are carefully crafted to ensure that York’s students have the best experience possible.”



Student panelist Jasmine Calizaire

cont.’d from p.1

Howard also congratulated the college on “overcoming the natural resistance to change,” prevalent in higher education.

Dr. Howard elaborated that “colleges and universities are beginning to take on a lot of the responsibilities that other social institutions used to take on.” Because, she explained, educators know that “education transforms lives and transforms communities.”

The AASCU President posited that the reorganization will lead to renewed vigor in the faculty ranks and offers the interdisciplinary options students need in the new millennium.

The keynote speaker also encouraged additional investment in technology, library, and other essentials, “to improve teaching, student and faculty-life,” as well as to improve service, learning, undergraduate research initiatives and to integrate research into teaching.

“You will succeed because in creating the three new schools you have chosen well,” she said. Because each includes a

mix of disciplines that will be a catalyst for achievement. Each has a dynamic leader; each is organized around a central core that is vitally important to the students, to the faculty, to the staff, the community and the nation.”

Dr. Howard elaborated on her predictions by drawing parallels to the School of Business and Information Systems, under Dean Harry Rosen, with the need for business and economic savvy in today’s marketplace; the School of Health and Behavioral Sciences (Dean Dana Fusco) with the need for quality health-care in an aging population and to the School of Arts and Sciences (Dean Panayiotis Meleties) with the dire need for research, problem-solving and critical thinking skills.

Howard invoked President John F. Kennedy’s, “Change is the law of life,” speech quote given in Frankfurt back in 1963. “The reorganization shows York not only looks to the future,” she said. “You plan for that future and move into it boldly. Many institutions

want to meet their students’ needs better. Many want to raise their academic profiles; but York College is getting it done.”

Provost Griffith later remarked on the encouragement of a speaker of Dr. Howard’s experience sharing her experiences with the York community.

“Dr. Howard’s words of wisdom were both prescient and inspirational partly because she has led an institution that successfully undertook the journey we have embarked on,” said Dr. Griffith. “And partly because she pointed to opportunities for innovation in the context of contemporary economic and educational realities facing New York and the nation.”

The Provost also appreciates Howard’s finger-on-the-pulse observations. “Her words resonated powerfully with our own aims to pursue opportunities and outcomes that are defined by the habituation of practices defined by excellence in the ‘how’ and the ‘what’ of our endeavors,” he said.



President Keizs (l.) listening attentively to Dr. Howard’s address

Dr. Howard (r.) delivering her keynote speech





York Faculty Update



- Dr. **Michael Sharpe** spent the summer of 2009 as a Visiting Fellow of the Institute of Comparative Culture at Sophia University in Tokyo, Japan. The Institute served as a base for him to conduct his research on the “The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan” funded by the PSC-CUNY and the American Political Science Association. Dr. Sharpe presented a paper at Asian Studies Japan Conference held at Sophia University in June, 2009, and gave a talk about his research to graduate students there in July. Additionally, Dr. Sharpe presented a paper at the American Political Science Association Annual Meeting in September, 2009. In spring 2009, his work “Curaçaoan 1969 Uprising,” was published in a peer reviewed volume edited by Immanuel Ness, *The International Encyclopedia of Revolution and Protest: 1500 to the Present* (Wiley-Blackwell). Also, Dr. Sharpe’s article “Affirmative Action in Crisis in the United States?” was published in the international human rights publication *Connect*, Volume 13, Number 1 April, 2009. This was a product of research conducted at the Howard Samuels Center at the CUNY Graduate Center and funded by the Ford Foundation.
- Dr. **Linda M. Grasso** published “Edited Letter Collections as Epistolary Fictions: Imagining African American Women’s History in Beloved Sisters and Loving Friends” in *Letters and Cultural Transformations in the United States, 1760-1860*, ed. Theresa Strouth Gaul and Sharon M. Harris (Burlington, VT: Ashgate Publishing Company, 2009), 249-267.
- Dr. **Vicki Ashton**’s work “The effect of statutory regulations on social workers’ decisions to report child maltreatment” has been accepted by *Advances in Social Work* and is scheduled to be published in December.
- Dr. **Tania Levey** published an article “Mechanisms of Educational Involvement and Mother’s Level of Education” in *The International Journal of Interdisciplinary Social Sciences*, Vol. 4(4): 159-172 (2009).
- Dr. **Timothy W. Kirk**, assistant professor of philosophy, organized and served on a panel discussion at the recent American Society of Bioethics and Humanities annual meeting in October. The peer-reviewed session, “Translating the Humanities and Social Sciences into Clinical Policy: Palliative Sedation for Existential Suffering,” combined the perspectives of philosophy, existential psychology, nursing, and medicine to discuss developing strategies to sufficiently diagnose and palliate existential suffering.
- Dr. **Franklin Gutiérrez**, Professor of Spanish, was named one of the 2009 Dominican Educators of Excellence. This prestigious award, sponsored by the Universidad APEC (Dominican Republic), Dominican Week in the United States and the CUNY Dominican Studies Institute at the City College, was conferred on Dr. Gutiérrez in a formal ceremony at the Institute. Dr. Gutiérrez has been a pioneer in Dominican studies, is the author and/or editor of more than 8 books on Dominican Literature, 3 books of creative writing, and too many articles to count.



A recent reception for new CUNY faculty hosted at the Graduate Center was attended by several York faculty:

L.-r.: Dr. R. Benedito, Dr. A. Sadighian, Prof. K. Neale, Dr. O. Oladipo, Asst. Provost H. Henke, and Prof. W. Forrester



According to Dean Dana Fusco (r.) and her mentee, Jasmine Dorceus (l.), Lynn Nottage’s play *Fabulation* was “fabulosa,” and well deserving of the standing ovation!



CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Nov./Dec. 2009 Forums and Workshops

Thursday, Nov. 12	<p>Workshop: <i>Using Case Studies to Teach Science</i> 12-2pm CETL, AC 4EA1</p> <p>Presenter: Margaret MacNeil, Biology</p>
Thursday, Nov. 19	<p>Speaker Forum: <i>Using Conceptual Maps to Promote Deep Learning in the Classroom</i> 12-2pm Faculty Dining Room, AC 2D01</p> <p>Guest Speaker: Dr. Alison Mostrom, Biology, University of the Sciences</p>
Thursday, Dec. 3	<p>Workshop: <i>Scaffolded Writing Assignments: Building Student Success into Writing Sequences</i> 12 -2pm CETL, AC 4EA1</p> <p>Presenters: Michael Cripps, English, & WAC Coordinator Jonathan Hall, English</p>
Tuesday, Dec. 8	<p>Workshop: <i>Planning and Achieving a Successful Sabbatical: Lessons from Colleagues</i> 12-2pm CETL, AC 4EA1</p> <p>Presenters: Margaret Ballantyne, Foreign Languages, ESL & Humanities Cynthia Haller, English Tim Paglione, Earth & Physical Sciences</p>

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

cont. 'd from p.7

Undoubtedly, this transformational landscape offers ample space to discuss and act on innovation Opportunities, Ownership, and Outcomes. This conference is intended to formally initiate these conversations and actions in relation to the Schools. Our Keynote Speaker, Dr. Muriel Howard, offered a rich intellectual platter from which to feast as we ponder and plan.

Plus we will hear from members of the panel—student Jasmine Calizaire,

Class of 2011, Dr. Leslie Keiler, Assistant Professor of Teacher Education, Dr. Gerry McNeil, Chair of Biology, Dr. Harry Rosen, Acting Dean of Business and Information Systems, and Dr. Debra Swoboda, Director of the Center for Excellence in Teaching and Learning and Co-Chair of the General Education Reform Task Force—both of recent innovation actualities and near- and long-term innovation possibilities.

My hope is that the con-

versations—and actions—about innovation Opportunities, Ownership, and Outcomes will continue after this event, in our institutional highways and byways, as we make our individual and collective contributions to York’s transformational project, helping to move beyond “being,” aiding “becoming.”

Based on the Opening Remarks at the Panel Discussion at the conference to inaugurate the Schools, held on October 22, 2009.

Three New Schools – Many New Opportunities

Reflections by Faculty, Students, and Administrators

Following the inauguration of York College's new schools during a conference, *Academic Affairs Update* will carry the reflections from the panelists who spoke at the conference in a three part installment. The first article is by Dr. Gerard McNeil, chair of the Department of Biology at York College.

I would like to use the opportunity for a reflection on some of the new pedagogical approaches the Department of Biology has undertaken to improve student learning and performance.

The sciences have strong roots of a lecture style of teaching mainly due to the content-driven requirements of the subject matter. However, we have found that this approach may result in poor student performance as observed by poor performance in basic courses and not retaining basic content through upper division courses. To address this issue, individual faculty members in the department have investigated and piloted alternative pedagogical approaches to improve student learning in their courses.

I will outline three of several approaches currently being utilized in our course offerings. These include using case studies and an inquiry-based and research-based approach. Some of these approaches are aimed at

addressing the problem in our general education course whereas others focus on our basic introductory course and upper level courses. The basic premise of these approaches is to do a better job engaging our students in the learning process and to create a more active learning environment.

First, several faculty members have incorporated case studies into their curriculum. Case studies can be used as the primary teaching tool for the course or can be used as a supplement to traditional lectures or other pedagogical approaches. This approach utilizes situational events that deal with the topic being discussed and presents questions to the students regarding possible outcomes and related ethical and social implications.

For example, if we are interested in teaching students about dominant alleles of a gene, we may use a case scenario where an individual's mother is diagnosed with Huntington's disease. Here, we

could discuss the implications of the disease itself and whether the children would want to be tested or not and why. We could also then discuss the consequences of finding out if you are going to get the disease and how it might affect you both phenotypically and socially. Discussing the topic in relation to a real life situation that might otherwise be boring to the students has shown to be a successful strategy. Participants believe case studies increase student engagement, enthusiasm and attitude toward the content. However, it is still too early to determine what effect it has on student retention.

A second method utilizes an inquiry-based approach. Here, students learn content by doing a project or solving a problem related to the topic in a group setting with the instructor playing the role of advisor or facilitator. This is coupled with a limited amount lecture on the basics needed to solve the problem or complete the task.

cont.'d on p.14



Dr. Gerard McNeil

“Instead of lecturing about adaptation to different environments, students learned the material by creating their own plants ‘from the roots up’.”

cont.'d from p.13

Dr. Laura Beaton used this approach last spring in her *Biology of Plants* course. During the semester, Dr. Beaton separated the class into groups and provided them with problems to solve related to the structure and function of plants. For example, she asked them to design a plant from scratch that would be well adapted to grow in an urban environment. So, instead of lecturing the class on the structure of plants and how different plants have evolved specific structures for adaptation to different environments, students learned this by creating their own plants “from the roots up.”

Interestingly, at first students did not like this approach. They are used to being told the details in a lecture format where they do not play an active role. In this format, they play a much more active role in learning and are required to come to class prepared and ready to think. However, as time went on many of them learned to appreciate their own effort in solving the problem and thrived. I want to note that we think that this style is a good approach not only for the best students but for all levels.

The third approach currently being piloted in the department is research-based. Here, we incorporate a real research project (with an unknown outcome) into the course content. In 2007, I became a member of the Genomics Education Partnership. The goal of this collaborative partnership is to provide undergraduates the opportunity to participate in a research experience in the area of genomics. Currently there are over fifty participating schools across the country and the Caribbean, including York College.

I have incorporated this program into my teaching in two formats to date – independent study and Bioinformatics. In either format, some lectures are provided where the students are taught the required tools to solve the problem. They then learn how to apply the acquired tools using individual research projects. Here, each student is given a small piece the chromosome and asked to either improve the sequence or identify any existing genes. During the first semester (spring 2008), students participated in the program through independent study. However, we meet regularly as a group and encouraged

students to help each other. During the spring of 2009, I used this approach in our existing Bioinformatics course where students also learned in a collaborative group environment. As with an inquiry-based approach described previously, students initially did not like the approach.

On several occasions I purposely left them to work out the problems themselves. At first, they felt I abandoned them and that they were not ready for this type of environment. However, at the end they really appreciated the fact that they solved the problems themselves and gained confidence in their abilities. The experience ends with them writing very detailed results of their work and presenting their work to the college. All completed projects are sent to Washington University where they are checked for accuracy and compiled for publication. At least ten York students (current and past) and myself will be coauthors on an upcoming manuscript that will be submitted to *Genome Biology*.

These are just a few of the new pedagogical approaches biology faculty are trying to improve student learning.



Faculty and administrators enjoyed the opportunity to mingle and reflect during the recent conference “Reorganization, Innovation, Excellence”

L.-r.: Dr. Harry Rosen, Dean of the School of Business & Information Systems, Dr. Debra Swoboda, Associate Professor (Behavioral Sciences), and John Drobnicki, Professor & Chief Librarian



York faculty members found the conference an engaging experience

What Does a Pilot Look Like?

by Alice Speri

Growing up, Daysi Manzano always had to compete with guys.

"I remember boys saying, you can't do it, you're a girl," she said. "That's why I decided to go into mechanical engineering."

Manzano is now a senior at York College's Aviation Institute and president of the school's Women in Aviation chapter. While she might be a minority in the industry, which is dominated by men, she is part of the majority at the institute, which is set to graduate its first class in May. Of the 87 students enrolled, 60 percent are female.

Women have flocked to the institute since it opened in 2003. Established with a \$1 million grant from the Port Authority of New York and New Jersey, the program is the only one of its kind in New York City. Its enrolment reflects an ongoing transformation in a field dominated by white males.

Last September, for instance, Susan Baer became the first female director of the Port Authority, the world's largest airport system. Her success has inspired the York students, who met her at a

"Women in Aviation" conference in Atlanta last winter.

Women at the institute said they are especially drawn to the allure of breaking through gender boundaries. A 2007 Federal Aviation Administration report found women make up six percent of the pilots in the country and 20 percent of the entire aviation industry.

Women know this is a male-dominated field and are not scared, York's Director of Management Michel Hodge said. "They relish in the challenge," he said.

This challenge is what first appealed to Hanna Mohammed, another senior at the Institute and an aspiring pilot. "I didn't even know what the word aviation meant," Mohammed said. "But when I heard that only [six] percent of pilots are women, I changed my major."

For Mohammed, aviation is about proving her determination to her family and herself. She also hopes to set an example. "My parents thought I would be a flight attendant, and I said, no Mom, I'm actually gonna be in the front seat," Mohammed said. "I really want to show other women that

they can do it too."

And she is.

"These students are breaking down barriers, and other females are seeing that," Institute Director Dr. Robert Aceves said, about increased interest in the program.

Aceves, who was in the U.S. Air Force for 20 years and aviation for 30, said he could go for years without sharing the flight deck with a woman.

But flying is only one of the students' ambitions. The program offers courses from airline marketing to the psychology of terrorism and prepares students to become managers in every sector of the industry. "It's not just pilots and flight attendants," said Jenny Chimbo, one of the three students in the institute's inaugural class, who plans to get an MBA and work in airport administration.

Gender is not the only barrier York's women are tearing down. With a student population almost entirely Hispanic, South Asian, and African American, the Aviation Institute's diversity is "unparalleled," Dr. Aceves said.



York Aviation student Faiza Parveen

YORK COLLEGE IS CU NY



York aviation students Jenny Chimbo (r.) and Veronica Carpio examining a fuel sample

cont.'d on p.16



Students in ground school learning about runway and taxiway orientation

cont.'d from p. 15

“When you think of an airline pilot, what does that person look like?” he asked. “In the flight deck the factor is how well you fly, not the color of your skin.”

The institute’s women are proud of their heritage. “When we went to the Women in Aviation conference, most women there were blond,” said Manzano. “We were the diversity,” Chimbo added.

The cost of becoming a pilot, however, is another hurdle the students must overcome. Commercial licenses cost between \$20,000 and \$100,000, many times York’s \$4,600 annual

tuition. Many students already work one or two jobs to pay for college and help their families.

The high costs prompt many students to look at the military as the fastest, cheapest track to becoming pilots. Mohammed wants to enter the U.S. Air Force because she thinks this is the only way she can pursue her dream. But the program is extremely competitive, and requires two years or training and a 10-year commitment to the military.

Mohammed thinks it will be hard, but is confident she will make it. “I want to have kids and go to the Air Force,” she

said.

Not everyone will become a pilot, and the institute encourages students to explore aviation’s other options. Those that do choose to fly, however, get nothing but encouragement.

“My dad told me, people like us don’t fly,” said Aceves, who fell in love with the crop-spraying planes he saw as his migrant workers family took him to the fields, in California. “Our job here is to tell students, women and people of color, that they can fly.”

Article originally published at AVweb (www.avweb.com). Reproduced with kind permission of the author.

President Barack Obama One Year Later: Can He Change the Course of the Nation?

A Campus and Community Lecture
(Featuring a Video Presentation of President Obama’s Grant Park Speech)

Dr. Ron Daniels,
Distinguished Lecturer,
(Dept. of Behavioral Sciences, School of Health & Behavioral Sciences)

Thursday, November 5, 2009, 6:30 PM
Atrium, Academic Core Building



November 5, 2008, the world witnessed the election of the first African-American President of the United States. Galvanizing a broad coalition of constituencies, including legions of youth and students, with inspiring oratory and the promise of “Change We Can Believe In,” the question is: has President Obama’s agenda changed the direction of our country? This will be the subject of Dr. Daniels lecture on the anniversary of one of the great moments in American history!

Inaugural Health Lecture Series

by Dana Fusco

The School of Health & Behavioral Sciences in partnership with Jamaica Hospital inaugurated its Global Health Lecture Series on October 22, 2009 with a timely presentation on “The Global Health Implications of the H1N1 Virus” by Dr. Reginald D. Hughes, MD, Major in the US Army Reserve Medical Corps. As attending faculty at the Jamaica Hospital Medical Center, where he is also the Director of the Global Health Program within the Family Medicine Department, Dr. Hughes not only teaches medical students and medical residents, but also is responsible for coordinating international medical rotations to Africa and Latin America. Major Hughes is also a physician in the US Army Reserve, where he holds the position of Deputy Command Surgeon for the 353rd Civil Affairs Command.

As the cause of more than 5,000 deaths worldwide, including 292 in the United States, questions surrounding the H1N1 virus are on the forefront of everyone’s mind. With a view toward answering these questions, Major Hughes actively engaged

his audience in a lively, enlightening dialogue.

As is typical of influenza, the virus spreads from person-to-person. However, unlike typical influenza, H1N1 is a quadruple reassortant with genes from flu viruses that normally circulate in pigs, birds and humans.



Major Reginald D. Hughes, MD (x.), and Dr. Dana Fusco at the Inaugural Lecture of the new Global Health Lecture Series

Dr. Hughes urged his audience to learn from history. In the last 100 years, vaccinations have almost eradicated viral diseases such as the measles, small pox, or polio, leaving much of the global population to live longer and healthier lives.

With regard to H1N1, many, including myself, contemplated the vaccination with trepidation because of the risks of potential side effects of a fledgling immunization. However, Dr. Hughes provoked his audience to

consider the broader global consequences when making such a decision. While some might personally prefer to forego the risks and bypass the vaccination, should they become infected, they are likely to pass the virus to others who in turn will pass it further along. Thus, as the chain grows, so does the likelihood of infecting those whom it is likely to cause serious consequences, including death.

Among the goals of the Global Health Lecture Series is understanding health issues globally and with a sense of social responsibility and in the inaugural presentation, Dr. Hughes demonstrated how this can be done.

Keep an eye out for our next talk in February featuring the work of *Medecins Sans Frontieres*.

If you have an idea for a topic or speaker, please contact Dr. Dana Fusco, Acting Dean of the School of Health & Behavioral Sciences, dfusco@york.cuny.edu.

“Among the goals of the Global Health Lecture Series is understanding health issues globally and with a sense of social responsibility”

YORK COLLEGE

presents . . .

BURNT SUGAR

the Arkestra Chamber

Friday, November 13, 2009 • 8:00 pm



The intent of the Arkestra Chamber, through the deployment of Butch Morris's conduction system, is to make every performance a fresh interpretation of its constituent parts. In this sense, the group's mission is to honor its deepest inspirations, the first post modernists of American music — Duke Ellington, Sun Ra, Parliament Funkadelic and The Art Ensemble of Chicago.

\$20.00 Adults / \$10.00 Students & Seniors

Major funding for this series provided by NYC Councilmembers **Thomas White Jr.** (28th-CD), Chair of Economic Development, and **Leroy Comrie** (27th-CD), Deputy Majority Leader NY City Council.

Tickets available at the Box Office – Call: 718-262-2840 or online at theatermania.com

YORK COLLEGE PERFORMING ARTS CENTER

94-45 Guy Brewer Blvd., Jamaica, NY 11451

For more information call: 718-262-2559



FREE PARKING



SPECIAL PRESENTATION SERIES

Jazz Live



AT YORK

CYRUS CHESTNUT TRIO

Saturday, November 21, 2009 • 7:00 pm

One of the world's great Jazz musicians, Cyrus Chestnut draws on his own firsthand experiences with blues, gospel, R&B and classical music combined with other musical concept to present a mature, extremely lyrical and personal style. Cyrus is the epitome of the evolution of Jazz Piano in the 21st century.



YORK COLLEGE PERFORMING ARTS CENTER

Tickets available at the Box Office, 94-45 Guy R. Brewer Blvd.
Call: 718-262-2840 or online at theatermania.com

Major funding for this series provided by NYC Councilmembers
Thomas White Jr. (28th-CD), Chair of Economic Development, and
Leroy Comrie (27th-CD) Deputy Majority Leader NY City Council.

\$20.00 Adults / \$10.00 Students & Seniors
For more information call 718-262-3750

FREE PARKING



YORK COLLEGE IS
CUNY

On the Move

York College

Office of the Provost

94-20 Guy R. Brewer Blvd.,
AC-2H07

Jamaica, NY 11451

Phone: 718-262-2780

**[http://york.cuny.edu/
academic-affairs](http://york.cuny.edu/academic-affairs)**

Non-Profit Org.

U.S. Postage

PAID

Jamaica, N.Y.

Permit No. 67



The deadline for submissions to the December issue of Academic Affairs Update is November 23, 2009.

All items should be submitted in MS Word via email to:

AcademicUpdate@york.cuny.edu