

Academic Affairs Update

YORK COLLEGE

Governor Cuomo Appoints President Keizs to Economic Council

New York Governor Andrew M. Cuomo has appointed Dr. Marcia V. Keizs, president of York College of the City University of New York, to his newly-launched New York City Regional Economic Development Council.

The Council, according to the governor, “will redesign the relationship between the state government and businesses to stimulate regional economic development and create jobs state-wide.”

The announcement, made by Lieutenant Governor Robert Duffy at the CUNY New York City College of Technology in Brooklyn, lists a who’s who from corporate, academic, labor, non-profit and political sectors, including Gail



President Keizs in her office at York College

Grimmett, senior vice president for New York, Delta Airlines, Steve Spinola, president, Real Estate Board of New York and Kathryn Wilde, president and CEO, Partnership for New York City.

The Council will be co-chaired regionally by Dr. Matthew Goldstein, Chancellor of the City University of New York; and Kenneth Chenault, Chairman and CEO of American Express. Lt. Governor Duffy announced that the purpose

of the Council is to keep businesses and jobs in New York. He predicts that the Regional Councils “will enable every section of the state to prepare individualized economic plans and will make the regions the drivers of their own success.”

Calling it “a new approach to economic development,” Governor Cuomo says this new Economic Council “will send a clear message that New York is open for business.” Gone, he says, is the “one size fits all” approach,” which has ignored the “unique assets and challenges of regions like New York City.” Cuomo added that the Regional Councils will “empower individual areas to chart their

cont.’d on p.7

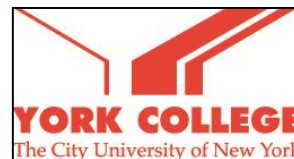
New Dean for School of Health and Behavioral Sciences

Dr. Lynne W. Clark, an expert in speech-language pathology as well as in gerontology

along with Alzheimer’s and other diseases, recently joined the academic leadership at York from her last position as

dean of the School of Professional Studies, Western Connecticut State University

cont.’d on p.9



Special points of interest:

- Fulbright Awards for Professor and Alumn
- Major grant for Dr. Keiler
- Dominican Rep. honors York scholar

Inside this issue:

Casa de las Americas Prize	2
Fulbright Award for York	3
Geology students in MTA LIRR Tunnel	4
Hurricane victims sheltered	6
Major grant for Dr. Keiler	7
3rd Annual Health Fair	8
Dom. Rep. honors York scholar	10
Academically on Course	11
New Faculty Welcome	12
York Faculty Update	12
Students present at NYU	13
’82 Alumn wins Fulbright	14
Global Network in Brazil	16
Sons & Daughters at Work Day	17
Aviation students @ conference	18
CETL schedule	21
Richard Arum at York	23



York Professor on Jury of Latin America's most prestigious literary award – the Casa de las Américas Literary Prize



Professor Rivera-Valdés

Sonia Rivera-Valdés, writer and Professor of Spanish in the Foreign Languages / ESL / Humanities department was invited to be a jury member of the 52nd edition of this prestigious Latin American Literary Prize. In addition to selecting this year's winners, jurors spend ten busy days filled with activities including several gatherings with local writers.

The whole affair took place earlier this year in Havana and in Cienfue-

gos, Cuba.

The Casa de las Américas Literary Prize was founded in 1960 and granted by the Havana-based *Casa de las Américas* cultural institution. Since then it has influenced the thinking of Latin American intellectuals and writers. Among the recipients of this award in the categories of literary essay, short-story, novel, poetry and testimony are well known writers from Latin America, including Brazil, such as Juan Flores (Puerto

Rico), Jorge Onetti (Argentina), Roque Dalton (El Salvador), Gioconda Belli (Nicaragua), Claribel Alegria (Nicaragua), Ana Lydia Vega (Puerto Rico), Rigoberta Menchú (Guatemala), Eduardo Galeano (Uruguay) and José María Arguedas (Perú) to whom the 52nd contest is dedicated.

This year the contest for the first time included a Study Program on Native Culture of the Americas.

Provost Lecture Series

The Domino Effect: How Development in New York City is Often Bittersweet



**by Daniel Phelps
Adjunct Lecturer**

(Dept. of Performing & Fine Arts, School of Arts & Sciences)

**Monday, September 12, 2011
3:00-5:00 pm
Room AC-4M07**

The Domino Effect is a feature length documentary film that explores the process of real estate development in New York City. The redevelopment of the 129 year-old Domino Sugar Factory in Williamsburg serves as the film's case study for examining the complex politics of urban development in the 21st century. Told through the voices of longtime residents, the film conveys the personal impact of gentrification.

York Professor named Fulbright Fellow



Dr. Linda Gerena, an associate professor in the Department of Teacher Education at York, has been awarded a Fulbright Fellowship.

Dr. Gerena joins an impressive list of York Fulbright Fellows sprinkled throughout the college's 45-year history. She will fulfill the fellowship in Spain for the spring 2012 semester.

Dr. Ormond Brathwaite, a chemistry professor at Cuyahoga Community College and a member of York's Class of '82, has also been awarded a Fulbright and will spend his stint at Sir Arthur Lewis Community College, in St. Lucia, helping them to develop their science curriculum in preparation for university status. It will be the island nation's first university system.

Meanwhile, Dr. Gerena will be working with the Universidad Autonoma in Madrid, supporting their teacher education faculty in bi-lingual education. Dr. Gerena and York are in good company. Faculty members from an extensive list of colleges and universities across the United States have

received the award again this year, including Harvard, Yale and Princeton Universities and York's sister colleges across CUNY and SUNY as well.

Gerena is the proud product of a CUNY education, having earned her undergraduate degree in Spanish Language and Literature at Brooklyn College in the 1970s. She later taught as a first grade bi-lingual teacher in Coney Island, Brooklyn early in her career and earned a Master's degree in bi-lingual elementary education at California State University. She would later earn a second Master's – at New York University – in Linguistics; and a dual Ph.D. in Language and Cross Cultural Education/Educational Policy and Bilingual Education at San Diego State University and the Claremont Graduate University simultaneously.

"I am proud and honored to represent York College," she says. "My participation will add to the already-impressive list of CUNY faculty from Hunter College, Brooklyn College,

Queens College [that] have received this prestigious award. I believe my participation as a Fulbright Fellow will assist York College in continuing to promote its exceptional faculty and administration in the national and international arena of public relations."

Asked why she chose Spain for her semester fulfilling the Fulbright mandate, Dr. Gerena explained the necessity. "I had attended a conference in Spain and saw this need for bi-lingualism," she said. "I wish we had more here (in the U.S.). Bi-lingualism is known to advance cognitive development, creativity and linguistic manipulation. It is a win/win. There are no negatives and we need to grow it in our own back yard."

Gerena's is also delighted about the cache this honor brings to her department. "We are a small department," she says of the Department of Teacher Education. "We are trying to grow it and I hope the impact of this honor will benefit York College, our current and



Dr. Linda Gerena in her office



cont.'d on p.6

York's Historical Visit to the MTA LIRR Tunnel



Eric Jordan (right, Senior Geologist) explaining the relationship between engineering and tunnel geology

On March 18, 2011 a group of Geology students and faculty from the Department of Earth and Physical Sciences of York College were privileged to visit an ongoing subway tunnel boring operation under Grand Central Station in Manhattan. This was made possible through the negotiations of Dr. Schleifer (Chair) and Dr. Khandaker (Geology program coordinator) with a senior geologist of the project Eric Jordan and project geologist Luis Sepulveda (a York Geology graduate, class of 2004).

Deep Under Manhattan

On arrival at Grand Central terminal the group was met by two senior geologists and our own York's graduate (Luis). The group was taken to the changing area where we were given safety equipment (boots, helmet and goggles).

Safety is very important component of working underground, where falling rocks and heavy earth moving equipment are constantly putting personnel at risk. Simple instructions on safety were given by the geolo-

gist and other personnel attached to the project.

The mezzanine at GCT is approximately 30 feet below street level. We were taken down a further 20–30 feet by stairway, and a further 30–40 feet by elevator to where the actual tunnel was being excavated.

This new tunnel which will connect the Long Island Rail Road's (LIRR) Main and Port Washington lines in Queens to a new LIRR terminal beneath Grand Central Terminal in Manhattan. The new connection will increase the LIRR's capacity into Manhattan, and dramatically shorten travel time for Long Island and eastern Queens commuters traveling to the east side of Manhattan.

The Project is currently excavating tunnels approximately 120 feet beneath Manhattan streets. Two tunnel-boring machines (TBMs) are being used to cut through the massive Manhattan bedrock simultaneously on the left and right side of the tunnel. The relationship between engineering and geology is perhaps no better emphasized than

through the excavation of a tunnel by a tunnel-boring machine (TBM). Each machine has a 22-foot diameter cutterhead and weighs approximately 642 tons including the trailing gear, which includes storage tanks, electrical support and exhaust fans. Each machine is approximately 300 feet long from the cutterhead to the rear of the trailing gear. A massive pillar is left in the middle which is later removed by drilling and blasting. The total excavation leaves a tunnel some 60 feet wide (the size of a two lane highway). The excavated material is moved out by front end loaders and back hoes.

The role of the Geologists

After the boring machines have progressed for some distance, the geologists examine the roof and sides of the tunnel mapping the rock type and any other structures such as faults and joints and reporting these findings to the structural and geotechnical personnel. It is also important to examine the mineralogy of the

cont.'d on p.5

cont.'d from p.4

rocks since this will determine the strength of the roof and possibilities of caving in or slough from the walls and roof. Displacement of up to 14 feet have been observed. These observations will have to be taken into consideration when a decision is made to proceed further.

The predominant rock types, observed on fresh cuts, were a granite gneiss that showed pronounced schistosity because of the predominance of micaceous minerals. This rock is commonly referred to as the Manhattan schist and is found outcropping in the student's field trip area in Inwood Park upper Manhattan.

Other aspects of the Tunnel

After the tunnel is excavated the roof and sides are rock bolted. This is an aspect of underground mining which was of much interest to the students.

This reinforcement preserves the integrity of the tunnel. Further reinforcement is done by coating over the rock bolts and walls of the tunnel with shotcrete. This is a special type of high strength concrete that is sprayed unto the walls at high pressure. Sometimes in

certain areas the walls have to be supported by steel ribbing and culverting material because there is evidence of too much faulting and jointing.

Opportunities for Students majoring in Geology

Geology field trips take advantage of the knowledge and experience to provide undergraduate students with studies in a number of different geologic settings. This one was truly a unique experience for our students.

Students had a chance to have a firsthand look at geologists in action. Several members of the faculty and senior tunnel geologists including one of the York alumni shared their knowledge and experiences with students as they walked to different points of the tunnel.

For the students it is very important to have a clear confidence in the opportunities that are available in this field of study. It demonstrates to them the practical aspects of underground geological mapping and exploration and some aspects of underground mining activity if they should decide to pursue this field of geoscience.

The exposure to the working conditions, safety aspects, danger and



Above: The York team visiting the MTA LIRR Tunnel

risks in underground operations was evident in the tunnel, but this is negated by the excitement of observing exposed rock formation and structures everyday and the important role of the geologist in providing this information to the engineers and other responsible personnel.

This project will continue for some years and more projects with similar type of operations will take place. Moreover, upon brief discussion with Dr. Dhar, Mr. Eric Jordan (Sr. Geologist) expressed his great interest to conduct the geochemical profiling of the selective cores that were collected during the excavation.

This will provide a great opportunity for York to involve their undergraduate students in this project or similar type of project. Obviously, the prospect of being hired as a geologist is excellent.

YORKCOLLEGE CUNY

“Bi-lingualism is known to advance cognitive development, creativity and linguistic manipulation. It is a win/win.”

cont.'d from p.3

future students and my department.”

Indeed, her department chair, Dr. Lindamichelle Baron, praises Gerena, who came to York a mere three years ago.

“The Department of Teacher Education has been evolving into a major ‘big league player,’” says Dr. Baron. “Even though we are at this point, one of the smaller departments at York College, thanks to major grants written by our faculty members, we are one of the most productive. Even before this well-deserved honor, Dr. Gerena brought her knowledge and passion for English Language Learners to curriculum changes that are now embedded in all of our

language-based foundations and methods courses while she also produced scholarship important to the education profession.”

The Fulbright program, named in honor of US Senator J. William Fulbright in 1946, has awarded approximately 300,000 Fulbrighters and comes to York again at a fortuitous time.

“Linda’s receipt of the Fulbright is an outstanding tribute to her as teacher and scholar and it reflects positively on her department and the college as a whole,” says Dr. Ivelaw L. Griffith, York’s Provost and Senior Vice President for Academic Affairs. “It also demonstrates that the College’s simultaneous expansion

of our academic human capital and extension of the perimeters of research and scholarship have high payoff value for individual faculty and the college overall.”

Dr. Griffith also views this as an opportunity for further growth at York.

“Several York faculty have landed Fulbrights in the past, but we haven’t had this signal honor in a while,” he noted. “My hope is that Linda’s achievement will rekindle a pursuit of this and similar areas of scholarly excellence by other colleagues, as these high honors enrich the lives of both our faculty and our students.”

Hurricane Evacuees shelter at York

The arrival of Hurricane Irene to our area as a tropical storm gave York College its first opportunity to test its mettle as a city evacuation site; and the consensus is that this is indeed a workable site.

Nearly 1,000 residents from flood zones throughout southern Queens, including nursing homes, converged on the campus following warnings from Mayor Michael Bloomberg, Police Commissioner Raymond Kelly and Joseph Bruno, Commissioner Joseph Bruno of the New York City Office of Emergency Management (OEM).

With evacuees settled in the Gymnasium and the atrium and classrooms of the Academic Core Building, York College staff worked tirelessly with OEM staff and others for a successful outcome. Evacuees started gathering at York on the morning of Saturday, August 27th, with some remaining until Monday morning.



Departure of the evacuees on Monday morning after the hurricane

cont.'d from p.1

own course for job creation and growth.”

For President Keizs, a life-long educator and education executive, it is an opportunity to help chart the course for New York City.

“I thank Governor Cuomo for this opportunity,” said President Keizs, who also served on former governor,

Eliot Spitzer’s Higher Education Commission. “I look forward to working with distinguished colleagues from business, academia, labor, as well as our public officials, to develop innovative plans to generate economic growth for the New York City region.”



President Keizs and Dr. Leslie Keiler from the York College Alumni, Inc., Annual Scholarship and Awards Dinner Dance held on May 7, 2011, at Antun’s. Professor Keiler was the recipient of the 2011 Distinguished Faculty Award.

Keiler Scores Major Grant As Co-PI

They say you’re only as good as your last success and it seems Professor Leslie Keiler intends to keep the successes coming, grant after impressive grant.

Three years ago she brought in nearly \$1 million from the Robert Noyce Teacher Scholarship Grant from the National Science Foundation for Teacher Education students at York. She was recently informed of another NSF Grant approval in partnership with colleagues from CUNY’s Hunter College and New York City Tech.

The grant in the amount of \$10 million over a five-year period is also from the National Science Foundation.

Keiler’s Hunter and

City Tech colleagues, aware of her prowess as a qualitative researcher, wanted her partnership as a co-investigator on the “Math, Science, Partnership in New York City” (MSPinNYC) grant that will provide opportunities for area high school students.

“The purpose of the grant is to improve mathematics and science education in urban high schools and entering into college,” said Dr. Keiler, who just completed her fifth year at York. “This is continuing from a previous grant and it will also provide support to science and math teachers in the high schools and to help students in these schools be more successful as they enter CUNY.”

Professor Keiler, deputy chair of the Department of Teacher Education at York, is director of Teacher Development for the grant, and will work on professional development for the high school teachers. The program will be administered at all three colleges and will provide school-based mentoring for teachers at the participating high schools.

The targeted high schools are based primarily in Brooklyn and Queens. Hillcrest High School is already a partner with York; and Keiler will recruit other participants going into the Fall semester. The York site will be housed within the Teacher Education program; and she has already recruited

department colleague, Dr. Linda Gerena, to participate. The two professors have previously achieved success on in-house partnerships. Dr. Gerena recently won a Fulbright Fellowship for her work in bi-lingual education (see p.3) and Keiler wants to capitalize on that expertise as well.

“This is a national competition for this program and our work has been part of the NFS’ report to Congress on the impact this funding stream has on math and science education and members of the President’s Council of Advisors in Science and Technology,” said Keiler. “It brings York College to the table for

cont.'d on p.11

HPC's 3RD ANNUAL HEALTH FAIR: A GREAT SUCCESS

The York College Health Promotion Center (HPC) held its 3rd annual Health Fair on April 6th, 2011 and it was deemed the most successful. The HPC is located in room M305 of the Health & Physical Education building and until recently was operated under the direction of Dr. Ray Marks; but it is run mostly by student interns.

The Department of Health and Physical Education / Gerontological Studies strives to assist faculty, students, and members of the neighboring community to achieve life-long optimal health. The Health Promotion Center stands as a support system for everyone in the York College community. Our Health Fair bridges the gap between health and fitness and brings more awareness to our location. Some of the services offered include: free brochures, pamphlets and articles on various health topics, measuring health risks, program sponsorships, and assistance with research projects.

As part of their program, the interns are re-



Back row (l-r): Andre Lue, Adetoro Ajibose, Renee Esdelle, Angel I. Castillo, Joel Babb; **front row (l-r):** Julia Young, Sara Uwakwe, Tawana Harris and Ebony Huguet-Smith.

quired to collaborate with various external health organizations in putting together a health fair. This assignment challenges and prepares each student in areas of effective methods of communication, team work, preparedness and stimulates growth in areas of individual professional development. The goal of this exercise is to prepare the interns for their respective areas of interest after graduation.

The event ran from 10 am to 4 pm and serviced approximately 250 students, faculty and community members. The interns handed out information on HIV, hyper-

tension, drug abuse, smoking cessation, diabetes, depression, cervical cancer, family planning, nutrition and obesity; while the Aids Center of Queens County (ACQC) conducted HIV testing and student interns did high blood pressure screening.

This initiative to promote and raise health awareness was made possible by numerous donations, collaborations of various individuals – including the hard work of the Center's interns. On behalf of the management and staff at the HPC, we would like to acknowledge those whose contributions

were instrumental to our success.

SPECIAL THANKS TO:

President Marcia V. Keizs, Provost Ivelaw Lloyd Griffith, Dean Ronald Thomas, AVP Michel Hodge, Avis Lau-Quan, Donna Grace, Dawn Hewitt, Tishema Jones, VP Dolores Swirin, Tanifsher Smith, Eric Holloman, Timothy Hawkins, Frederick Samuels, Sheryl McBarnett, Jessie Desir, Lily Sukhdeo, and Diana Guardiola.

Thanks also goes to 311, NYC Department of Health and Mental Hygiene, Centers for Disease Control, Virginia Breast Cancer Non-profit Organization, Aids Center of Queens County, Child Center of New York, American Diabetes Association, Clergy United for Community Empowerment Inc., Pedometers USA, Bell Institute of Health and Nutrition, and Pirate Brand.

Our heartfelt gratitude to everyone who assisted in one way or the other and we look forward to your continued support.

“Research is formalized curiosity. It is poking and prying with a purpose.” — Zora Neale Hurston

cont.'d from p.1

(WCSU) in Danbury, where she managed four major academic departments. Prior to that, she served as dean of the School of Health Sciences at CUNY's Hunter College. Dr. Clark is the second new academic dean who recently joined York, following the earlier appointment of Dean of Business and Information Systems, Dr. Alfred Ntoko.

"I thought it was a unique opportunity to use my experience as dean of two urban public universities in health in 21st century reform," says Dr. Clarke. "York has some cutting-edge programs that could be developed [more] and I think there's an opportunity for the school to be developed [too]."

Asked what those programs would be, the incoming dean suggested that the Physician Assistant program as well as the generic Nursing program could easily grow into masters programs. She is also a proponent of community partnerships—including those with local middle and high schools, an area in which she boasts an expertise.

"I think external partnerships strengthen the program, the college, the community and the university," says Clark. "It makes a difference."

Dr. Clark who holds the doctorate in Speech Science/Gerontology (from the CUNY Graduate School and Graduate Center) also holds an MS in Speech Pathology/Teacher of Speech and Hearing Handicapped (Columbia University) and her BS in Speech Correction from Elmira College.

In addition to strengthening existing programs at York, the incoming dean has discussed new programs that will fit the 21st century workforce and serve the baby boom generation. She developed the "first two" doctoral-level programs for WCSU (Ed.D. Nurse Educator and Ed.D. Instructional Leadership), with the latter receiving a CT Silver Quality Improvement Innovation Award; and has published and presented extensively in her field.

Dr. Marcia V. Keizs, president of York is delighted with Dr. Clark's appointment. "In the context of our Strategic Plan—in building the future of York College—Dr. Clark brings significant skills and experiences vital to that agenda," said Dr. Keizs. "Dr. Clark will be an integral part of our continued growth as we seek to expand our undergraduate offerings and launch master's programs in

strategic niche areas in the School of Health and Behavioral Sciences. She has done this on the baccalaureate, masters and doctoral levels at her last institution and I am delighted that she has accepted our offer. Her presence will be energizing."

At WCSU Dr. Clark also developed five Master's degree programs in diverse subject areas as well as three BS Health Promotion programs in Community Health, Wellness Management, and Holistic Health. Additionally, she has secured numerous new faculty lines; new department facilities for Social Work and other programs; high tech clinical nursing labs and obtained national accreditation numerous disciplines while enhancing retention/graduation rates and state board performance significantly.

"It's our healthcare, we have to do it better and differently," she says. "I think the baby boomers want better programs [for their care as they age]."

It all bodes well with Dr. Ivelaw Lloyd Griffith, Provost and Senior Vice President for Academic Affairs.

"Dean Clark brings to

"I think external partnerships strengthen the program, the college, the community and the university. It makes a difference."

YORK COLLEGE CUNY

cont.'d on p.13

Dominican Republic Honors York Scholar



Dr. Arias during the ceremony in the Dominican Republic; with her in the picture CUNY Trustee Dr. Hugo M. Morales

Many staff and faculty at York College know Fenix Arias as Director of Testing, in the Division of Academic Affairs. However, not many may know that she recently obtained her Doctoral degree at the Graduate Center in the Department of Urban Education, and that both the president of the Dominican Republic, Leonel Fernandez, and the Minister of Education, Dr. Josefina Pimentel, recently honored Dr. Arias for her contribution to the literature on globalization and the Dominican Diaspora in the United States.

The award stemmed from a Professional Development seminar for Bilingual Teachers in New York City, held at Hostos Community College, where Dr. Arias was invited to present part of her research. Consequently, representatives from the Minister of Education in the Dominican Republic referred her research to be presented at the Universidad Autonoma de Santo Domingo (UASD) as part of a lecture series on education and social justice.

Dr. Arias' topic at Hostos, "Despite a Robust Academic Curricula: are your students ready to learn?" was culled from her doctoral dissertation: "Left Behind: Children of Deportees in a Bulimic Society." Her she discussed how theories of social bulimic-exclusion and inclusion sociopolitical mechanisms-, human waste (when people's potential are not fully developed), and toxic environment (racial and social class construction) served as a framework for understanding how the United States has become a bulimic society. A bulimic society results from the influx of immigrants, "beguiled" by the ideal of the American dream, and when failing to integrate into a global economy through the process of assimilation, many are incarcerated, and ultimately deported from the country, leaving behind thousands of U.S.-born children.

She based her study on the correlation between social exclusion and the bulimic society, which must be understood within the context of a critical analysis of the

relationship between globalization and the uneven labor market, and the integration of those who may lack social and cultural capital, technical or academic skills, ultimately hindering their financial mobility as well as their integration to civic and sociopolitical society. She concludes, "The study's goal is to begin to articulate the impact social exclusion dimensions, policies in the economic, social, political, neighborhood, crime level, social capital, education, health and immigration status, have on children's integration process to mainstream society."

"It was surreal," she said upon reflection. "And ironic, I come from a military family who fled the country in search of political asylum because of the government, and now after questioning throughout the years the reasons for coming to the United States, the government honors me with an award at the National Palace. I guess I closed that political cycle and I got some answers as to why people migrate. It's all about global economics."

"To know what people really think, pay regard to what they do, rather than what they say."-- George Santayana.

cont.'d from p.7

the discussion on math and science education in the twenty-first century."

Dr. Keiler whose areas of expertise are principally in science education; teacher education; and professional development, holds Bachelors degrees in Human Biology and Biology respectively from Stanford University; the Masters in Secondary Science

Education from Teachers College at Columbia University and the Ph.D. in Educational Research from the University of Oxford.

"This grant is signally important because of the connectivity of its outcomes to the strengthening of high school teacher preparation," said Dr. Ivelaw Griffith, Provost and Senior Vice

President for Academic Affairs. "Dr. Keiler and her colleagues deserve both our appreciation and encouragement for enhancing current research productivity and future school performance."

Learn more about MSPinNYC at <http://www.mspinnyc.org>.

"This grant brings York College to the table in the discussion on math and science education in the 21st century."

Academically on Course

By Linda Grasso

Has public higher education outlived its usefulness - like cassette tapes and typewriters? Are our students "academically adrift," our institutions shams? Who benefits from this tale? Policy-makers and government officials are regarding public higher education as an industry that needs to operate on cheap labor in order to manufacture products. William Deresiewicz, Peter Brooks and Martha Nussbaum make clear the consequences: the dismantling of public higher education eviscerates the creation and perpetuation of knowledge, access to education, and

the principle that an educated citizenry is the keystone of democracy.

The crisis in higher education must be redefined by those of us in public institutions who are living it daily. For us, there are two crises: the bowdlerizing of what learning means, and the critical need for a counter-discourse that will lead to material change in public attitudes and allocation of resources.

Numbers reveal a certain kind of information and conceal other kinds, such as what it means to be a human being. How do we quantify students' experiencing the wonder of intellectual discovery,

those moments when, as Rita Dove conveys so beautifully in her poem "Geometry," the ordinary is transformed into transcendent possibility? How is this learning accounted for when it occurs outside a public college course or institution, but is a direct result of both?

*I prove a theorem and
the house expands:/
the windows jerk free
to hover near the ceiling/
the ceiling floats
away with a sigh.*

*As the walls clear
themselves of everything/
but transparency,
the scent of carnations/
leaves with*

them. I am out in the open

*And above the windows
have hinged into
butterflies,/ sunlight
glinting where they've
intersected./They are
going to some point
true and unproven.*

To those of us who teach working-class students that using their minds expands and transforms their lives, the data on spreadsheets is akin to thinking of students as if they were part numbers. In our classes, we propel students to grapple with the paradoxes of the "true

cont.'d on p.19

Welcoming New Faculty Colleagues

With the Fall 2011 semester, several new faculty members will assume teaching, research and service responsibilities at the college. The college takes great pride in this further expansion of its faculty and in the following pages we briefly introduce the new professors (in no particular order). We welcome our new colleagues and will continue to introduce them in the October issue.

cont.'d on p.15

Vivian Yu Wang



Dr. Wang, an Assistant Professor in the Department of Mathematics & Computer Science (School of Arts & Sciences), started her graduate study in 2002 with major in mathematics at Oklahoma State University and received her Ph.D. at the end of 2009. Her research interests include stochastic control theory and its application in risk management, stochastic differential equations and their applications, nonlinear partial differential equations, dynamic systems, and numerical analysis.

Dr. Wang comes from an appointment as Visiting Assistant Professor at the University of North Alabama. She started in Spring 2011.

Lilly Mathew



Lilly Mathew is a practicing Registered Professional Nurse in New York and brings to York College 14 years of professional nursing experience. Her experience includes working in Geriatric, Acute Care, Medical-Surgical and Critical Care settings. She has a M.S. degree in Nursing Education from Saint Joseph's College of Maine, and is pursuing her Ph.D. in Nursing (Univ. of Arizona) with focus in promoting transcultural competency among nurses using simulation technology. She has served in various academic institutions in New York as faculty member and has experience in teaching didactic, clinical and simulation learning. Ms. Mathew joins the Department of Health Professions (School of Health & Behavioral Sciences).



York Faculty Update



- **Howard Ruttenberg**, (Department of History & Philosophy, *School of Arts & Sciences*), recently gave a series of invited lectures, on the German philosopher/theologian Franz Rosenzweig's (1886-1929) *The Star of Redemption*, at Temple Rodeph Sholom, 7 W. 83rd St., NYC. The lectures were podcast recorded and are accessible through the following link: <https://www.york.cuny.edu/it/acet/course-podcast/philosophy/rodeph-sholom-lectures-on-rosenzweig/>.
- **Shawn Williams** (Department of Health Professions, *School of Health & Behavioral Sciences*) published his article "Medical tourism: a continuing public health concern?" in the online *International Medical Travel Journal*, at <http://www.imtj.com/articles/2011/medical-tourism-a-continuing-public-health-concern-30108/>.

cont.'d from p.9

us, significant experience with program development, accreditation management, grants, and faculty development," said Dr. Griffith. "The next major programmatic thrust for us would need to be in graduate programs, not only in the health sciences, but in Accounting, Pharmaceutical Sciences, and Social Work. I look forward to her leadership in innovating and managing

change, and dealing with the challenges that come with such in times of resource scarcity. As such, high on my agenda for her—as it is for the other new dean—will be fund-raising and friend-raising, both in relation to grants and contracts and philanthropy."

The Provost also had kind words for the outgoing acting dean.

"I also want to thank Dr. Fusco for her out-

standing service in helping to establish the School of Health and Behavioral Sciences," he says. "We look forward to her continued service to the college when she resumes her duties as a tenured professor in the Department of Teacher Education. In the meantime, we wish her a restorative sabbatical"



Health Science students present at NYU

On Saturday, May 21st, four York College students (Sauda Foreman, Aklima Sumi, Mona Kundu & Gurleen Kaur) had a unique opportunity to present their research interests, findings and contributions to a panel of public health experts at New York University (NYU) Langone Medical Center.

The sixth annual student conference, held by the Public Health Association of New York City (PHANY), attracted a wonderful mix of masters' students and doctoral candidates from various academic institutions including Columbia University, NYU and

CUNY's School of Public Health.

York College students from Nursing, Physicians Assistant, Psychology, and Pre-Med programs presented their findings from an interdisciplinary review of the literature on issues circulating around community health, nutritional availability, processing procedures, and health disparities.

Their research mentor, Dr. Shawn Williams (Health Professions), guided them through a systematic review of the literature and instructed them on how to succinctly synthesize research findings through qualitative research

methodology.

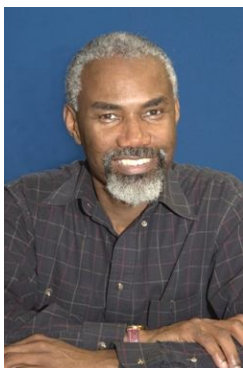
Results of the analysis reveal various gaps in the literature that pertain to the link between food quality, availability and impact on community health. The students then proposed potential public health strategies to decrease the burden of this social and health disparity.

These York College students represent what is very best about the institution. Their courage, professionalism, and ability to articulate in a scholarly forum was well acknowledged; and as a result, were given a nice round-of-applause after they presented.



L.-R.: Sauda Foreman, Aklima Sumi, & Gurleen Kaur

York Alumnus Wins Fulbright Fellowship



Dr. Ormond Brathwaite

A York College alumnus was recently announced as winner of a Fulbright Fellowship for Fall 2011.

Dr. Ormond Brathwaite, a member of the York College Class of 1982, has been awarded a Fulbright Fellowship and will fulfill the prestigious award's required service at Sir Arthur Lewis Community College (SALCC), in St. Lucia, assisting with the development of that college's science curriculum in preparation for university status. It will be the island nation's first university system.

Dr. Brathwaite's win comes at the same time as that of York Teacher Education professor, Dr. Linda Gerena who will fulfill her obligation in Spain.

Brathwaite, who is originally from the sister island of Barbados, is a chemistry professor at Cuyahoga Community College in Cleveland, Ohio. He wanted to use his experience as a researcher and teacher in the sciences to help chart the burgeoning university's course in that discipline. In addition to his appointment at Cuyahoga, Brathwaite also serves as an adjunct pro-

fessor at Case Western Reserve University (CWRU) School of Medicine.

"As I was preparing to apply for a Fulbright Scholarship I initially contacted several institutions throughout the English speaking Caribbean and got responses from two of them," says the father of two young adults, a son in college and a daughter in medical school. "It was my desire to contribute to the Caribbean as a native to this region. Principal Beverley Lansquiot of Sir Arthur Lewis Community College happened to be in the USA shortly thereafter and we were able to communicate. As a result of our conversation I decided to prepare my application targeting SALCC to address the institutional need which she had expressed."

Dr. Brathwaite explained his goal for this mission.

"By returning to the Caribbean to work and to learn, I hope that I will broaden the horizon of all the scholars with whom I come into contact," he says. "My education has allowed me and members of my family to achieve levels of

success that I could not have dreamed of while I was growing up in Barbados."

Brathwaite, whose Trinidadian-born wife, Maria, is also an educator, praises York's early faculty who helped make his success possible. "I truly enjoyed learning from professors like Dr. Lewis, Dr. Schiner, Dr. Paul Young, Dr. Diadamo, Dr. Gabbi, Dr. Kelly, Professor Gilman ...," he said. "It did not matter whether it was English, Art, Science, Math, African American Studies, History, etc, they all made their subject matter exciting and it captivated me. Coming from a small village in Barbados, these faculty [marked] my first interactions with scholars who held graduate degrees; and therefore I was inspired to emulate their achievements."

Their influence inspired him to "study diligently." He graduated with honors and as his scholarship soared, he came to inspire even those who had inspired him at York.

"Dr. Brathwaite was a student in my Microbiology class when he came to York as a Medical

YORKCOLLEGE CUNY

cont.'d from p.14

Laboratory Technology major," said Dr. Leslie Lewis, professor emeritus. "He subsequently went on to major in Chemistry and enrolled in my genetics class. I invited Ormond back to give a talk on a new Polymerase Chain Reaction (PCR) technique that he had used to produce some really interesting and innovative results in his post-doctoral studies.

His talk impressed many of our faculty, who were impressed with his expertise in genetics. Ormond informed [them] that the Genetics course at York had been the stimulant

for his decision to pursue his doctoral and post doctoral studies in that field."

Sir Arthur Lewis, after whom the St. Lucian campus is named, was not only a Nobel Laureate and Distinguished Princeton economics professor; he was also the Chancellor of the University of the West Indies and the first president of the Caribbean Development Bank. Coincidentally, he was the uncle of Dr. Leslie Lewis — Dr. Braithwaite's former professor.

In addition to the Fulbright, Brathwaite has

won other awards as well; among them, the 2003 National Role Model Award and the Carnegie Foundation 2006 U.S. Professor of the Year, Ohio.

"We have always regarded Ormond as a real credit to our institution," said Dr. Lewis who is currently working on publishing the results of his extensive research in the area of jumping genes.

Dr. Brathwaite earned his doctorate degree at the Graduate Center of the City University of New York (CUNY) completing his research at City College with Dr.

"Coming from a small village in Barbados, York faculty were my first interactions with scholars who held graduate degrees; and I was inspired to emulate their achievements."

cont.'d from p.12

Renée R. Wright

Dr. Wright has been a registered nurse for the past 22 years. Her area of specialty has been emergency nursing. Her most recent experience has been a nurse educator in the emergency department of a Level I Trauma Center in Flushing, New York. In 2007 she completed her doctorate degree at Teachers College with a qualitative study that focused on coping strategies of emergency nurses when faced with traumatic and violent events.

Over the past 10 years Dr. Wright has done both clinical and didactic teaching as an adjunct faculty member for various undergraduate and graduate programs. She joins the Department of Health Professions (School of Health & Behavioral Sciences).



cont.'d on p.16

"We are what we repeatedly do. Excellence, then, is not an act but a habit."

— Aristotle

A Global Network Agenda in Brazil



L. to r.: Conference presenters Sandra Trejos (Clarion University of Pennsylvania/Economics Department), Selena T. Rodgers (York College/Social Sciences Department) and Anju Aggarwal (University of Delhi/Political Science Department).

In July 2011, Dr. Selena T. Rodgers, Assistant Professor of Social Work, traveled to Rio de Janeiro, Brazil to present her research paper titled, *Exposing the Hushed Latina Immigration Experiences: The Global Reality of Refugee-like Situations in America* at the Fourth Global Studies Conference, Latina America and Globalization: Emerging Societies and Emancipation. Over two hundred participants attended the conference. It was a great opportunity to network with conference presenters from twenty nine countries.

Dr. Rodgers also has a peer-reviewed journal article (in press) *The*

Global Studies Journal based on her research with Latina immigrants in refugee-like situations.

While in Brazil, Dr. Rodgers traveled to Salvador de Bahia, Brazil – the historical Pelourinho District. Among her stops was Bahia Street, a social welfare non-profit institute aimed at educating mostly underprivileged girls – preparing them to improve themselves and their communities.

Dr. Rodgers also toured the Steve Biko Cultural Institute. Established in 1992, the Institute was named after South African leader Stephen Bantu Biko (1946-1977) in response to educational and

racial disparities experienced by Afro-Brazilians.

During her visit, Dr. Rodgers visited with Dr. Maria Luiza Valente (in above photo), a Professor of Social Work at the Catholic University in Rio (Pontifícia Universidade Católica do Rio de Janeiro – PUC) and a social activist in the Family Court in the judicial system. They communicated about international trends in social work. Some of these movements include: Refugee-like experiences and advocacy for human rights within the legal system. During the discussion, it became clearer that there is a need for social work networking at international levels.

cont.'d from p.15

Carly Gieseler



Carly Gieseler studies rhetoric and its implications for gender, media, and cultural studies. She earned her M.A. in Communication from Hawaii Pacific University and her B.A. in Journalism and Mass Media from Rutgers University; her doctoral work at the University of South Florida focuses on the intersection of gendered representation and liminal performances in extreme sporting culture.

Her current publications include *Killing the Vamp: Analyzing the Silent Film Vamp as Gendered 'Other' and Embodiment of the Psychoanalytic Death Drive* and “Sturgis 2.0: A Docu-Web Dialogue,” which focuses on mobile cultures in the forthcoming text *Popularizing Research: Engaging New Media, New Audiences, New Genres*. She has taught public speaking, persuasion, and women and communication.

Carly joins the Department of Performing and Fine Arts (School of Arts & Sciences) as a Lecturer.

Take Our Daughters and Sons to Work[®] Day at York

On April 28, 2011, for the first time, York College participated in the annual Take Our Daughters And Sons To Work[®] program. This nationwide program encourages girls and boys to dream without gender limitations and to connect what they learn at school with the actual working world.

At York, 28 children (aged 8-12) whose parents and grandparents represented a cross-section of the College community participated in an all-day program of activities. In her endorsement of the College's involvement in the Program, President Keizs stated that there was much the young people in our College Community could learn from us through a structured, day-long program of activities.

The day began with "warm up activities", playing with the York College mascot, and a presentation by Chief Forte on "Being Secure on Campus." President Keizs then welcomed the children, answered their questions, and wished them a good day.

The morning's activities included visits to two labs: Dr. Anne Simon's Biology Lab for

a presentation on "Fruit Fly Behavior," and Dr. Timothy Paglione's Astronomy Lab for a presentation on "Light from Space." The morning also included a walk through the library (presentation by Ms. Christina Miller); and a payroll presentation (by Mr. Fred Goris).

The afternoon's activities included visits to two additional labs: Dr. Deborah Majerovitz's Psychology Lab for a presentation titled "Do you really need that new pair of sneakers? How advertising plays with your mind" and Dr. Alex Gregorian, in Dr. Mandë Holford's Chemistry Lab, for a presentation titled, "Sea Snails and Molecules." These activities were followed by a walk through the lower level of the Academic Core and a stop at the Art Gallery. Then all the children proceeded to the Performing Arts Center for a look "Behind the Scenes" with Ms. Jackie Bailey.

Tired but still enthused, the children headed back to the Faculty Dining Room for a poetry session with Dr. Lindamichelle Baron; and, finally, for a journalism experience with Prof. Bill Hughes. Their

newspaper article appeared on the York College Web page – along with some pictures.

Among those involved in planning were Stephanie Cooper & Beth Rosenthal (co-chairs); Anne Simon; Aegina Barnes, Kristin Davies; Larese Miller; Daniel Kearney; Michele Hardy; Sandra Adams; Sandra Cribbs; Donna Grace; Avis Lau-Quan; Iana Neil and Tiffany Daniels.

By all accounts, the children had a good time and also learned about York College where their parents and grandparents work: 84% of the children stated that they liked the experience and 2/3 said they were *sure* they would come again. Among the parents, 83% rated the Day either "extremely" or "very" useful.

Comments from parents were all positive, viz., "The children's experience was good. They were very excited to see how things were made. They thought the day was perfect." "They had fun." "My son said it was worthwhile and he recommends it to other students."



President Keizs visiting the Day's program



In Dr. Anne Simon's Lab

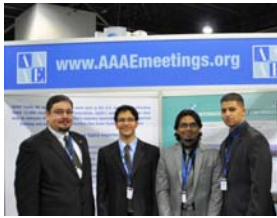


Dr. Paglione lighting up "space" in his Lab



The College mascot, the Cardinal, entertaining the children

Aviation Students attend AAAE Conference in Atlanta



L. to r.: Dr. Robert Aceves (Director, CUNY Aviation Institute at York College) Bryan Estrada, Faisal Shahim, and Rosolino Faraone

Eleven chapter members plus their Staff Advisor, Melody Wen, took an Atlanta, Georgia bound flight to attend the 83rd AAAE National Conference and Exposition between May 14th to the 19th.

More than 3,000 professionals were in attendance, and the York College AAAE Executives were among the biggest student chapter attending the conference. Something unique about this conference is that students are assigned an airport manager who will be their mentor during and after the conference.

Nandi Clark, member of the AAAE at York and President of the Women in Aviation York College/CUNY Chapter said “this is one of the best tools that could be given to a student. When we attend a conference, sometimes it is a little difficult to meet those top professionals, specially for a student who is new at this. However, these mentors were introducing us to everybody they knew, and besides that

they were giving us the guidance that we really need to succeed as aviation professionals.

The conference offered student workshops in the following topics “Career Exploration Panel,” “Mentee Ice Breaker,” “Interview Skills – How to Land That Airport Job,” and “When Networking is Not Working.” Other general workshops included: “Airline Consolidations: Clear Skies or Stormy Weather for Airports?” “Adapting Today’s Job Candidates to Fit Tomorrow’s Demands,” “NextGen – Impacts on Airports in the Short-and Long-Term,” “Working Together to Meet Customer Needs and Future Demand: A Discussion with Airline Properties Professionals,” and many more.

Also, each AAAE student chapter in attendance had to make a presentation/report of the overall year performance of the chapter. After Jose Cuevas, founding President of the chapter gave his speech, students and professionals in at-

tendance were impressed. Mr. Cuevas said “something very unique about the York College aviation students compared to other students nationwide is that they always show professionalism. Sometimes when we attend these events, professionals and other students think we are coming from another country because of our diversity; however, they get impressed by our professionalism and determination to succeed as the best aviation professionals.”

Students were able to visit the exhibit hall and interact with various vendors, and see what products and services are currently available in the airport market. The students were able to attend the conference thanks to a grant provided by the Study Abroad Committee at York College, the sponsorship of the Office of Academic Affairs, Delta Airlines, Jet-Blue Airways, and the assistance in seeking funding from the Council for Airport Opportunity.



Jose Cuevas practicing his interview skills

cont.'d from p.11

and unproven" gleaned from different disciplinary perspectives. At semester's end, we judge how well they've achieved this and other objectives and assign a grade. We can never assess, however, if, when, or how students integrate what they've learned into their psyches and experiences. Counting, quantifying, and measuring are not the only ways to make sense of what and how students learn. These methods do not illuminate the value of a college education to working-class students for whom privilege is not a birthright.

Stories and storytelling are other options, potent sources of information. Stories provide entrée to the inner life, "ourselves behind ourselves," access to knowledge about what it means to experience learning. Stories humanize numbers on spreadsheets. They are a different kind of currency in an economy in which the exchange of ideas is the basis of community. Stories perform a multiplicity of functions as Robert Coles reminds us: they "point us in new directions, or give us the courage to stay a given course. They can offer

us kinsmen, kinswomen, comrades, advisers — offer us other eyes through which we might see, other ears with which we might make soundings." Stories, the ones we and our students tell, make possible an alternate way of thinking about learning, success, and achievement in publicly funded academic institutions.

Here is such a story. I was on a New York City subway deeply absorbed in reading Tim O'Brien's book *The Things They Carried* when a young man sitting across from me noticed the book's title and started talking to me: "I remember that story. That's the story that begins with the description of what the soldiers are carrying. Oh, I remember that story. We read it in my freshman English class."

O'Brien's book is indeed memorable. A searing account of soldiering in Vietnam, the collection of interwoven stories probes the anguish of war while meditating on the porous boundaries among reality, truth, and fiction. Most spectacularly, O'Brien employs the metaphor of carrying to convey the gravity of heartbreak, senseless

loss, and war's breach of moral ethics. "First Lieutenant Jimmy Cross carried letters from a girl named Martha, a junior at Mount Sebastian College in New Jersey," the first story begins. "They were not love letters, but Lieutenant Cross was hoping, so he kept them folded in plastic at the bottom of his rucksack." Within the first two pages, O'Brien develops the metaphor further by listing the literal objects the soldiers wore on their bodies, hauled on their backs, and stashed in their pockets.

The subway encounter between the young man and me is as symbolic as the literal weight of the items the soldiers carried: the interaction encapsulates the very best a liberal arts general education can achieve. Something in the O'Brien text, the reading, the discussion, and the college classroom experience entered into the student, changed the way he constructed meaning, and became part of his world. Like the soldiers who carry the material and psychological weight of war, the student carries the book and the experience of reading it with him, and that is what inspired him to initiate connec-

tion with a stranger on a New York City subway.

The experience in the general education classroom provided the model for the interaction. The young man wanted to create connection about being moved emotionally, his discovery of the meaning of metaphor, and his memory of that experience. The interaction between the young man and me sparked by the O'Brien text suggests that the general education classroom fosters community building. Unknown to each other, the young man and I are part of a community premised on the idea that learning, and communing about learning, are fundamental, unifying values. Not limited by class or status, the community is the Jeffersonian ideal of an enlightened democratic citizenry. All involved, including the English professor who taught the class, the public institution in which the student took the class, and the faculty who designed the curriculum and deemed it a requirement, are academically on course, guided by a compass that keeps the true meaning of learning in view. Best explained by Ken Bain,

cont.'d on p.20

cont.'d from p.19

true learning occurs when students embrace “new mental models of reality” spurred by teaching that cultivates their abilities to question, judge, evaluate, and construct meaning out of facts and information. True learning is personal and intellectual transformation.

In the story I just told, what proves the student's learning? The student may not have done well in his freshman English class. He might have failed the class, transferred to another college, or dropped out for a year or two. He could be a statistic on a retention or graduation

rate chart. Outcomes, measures, deliverables: inadequate. What this student learned is ineffable, as difficult to wrap our minds around as Emily Dickinson's claim that the Brain is wider than the sky.

*The Brain – is wider
than the Sky –/
For – put them side
by side –/
The one the other
will contain/
With ease – and You
– beside*

Dickinson's dictum about the sanctity of the human imagination must guide us as we create a counter-discourse about

the crisis in public higher education. Colleges and universities are not factories in which we produce widgets on an assembly line. Academics work with people, human beings whose height and weight can be measured, yes, but whose brains are wider than the sky, “For — put them side by side — / The one the other will contain/ with ease — and You — beside--.”

We need to create a competing conversation that honors the idea that brains are wider than the sky and deeper than the sea, “For — hold them — Blue to Blue — /The one the other will absorb

— / As sponges — Buckets — do.” And we need to tell a collective story about what is right and on course about public higher education: the ways in which it defies an intellectual caste system and is currently one of the few places that comes close to realizing the American value of equality — in the diversity of faculty and students, and the pursuit of unregulated intellectual freedom.

This article was reprinted with the kind permission of *Inside HigherEd*, where it was first published on September 2, 2011, at www.insidehighered.com.



President Keizs with honorees and guests during the 4th Annual Scholarship Benefit Concert

Center for Excellence in Teaching and Learning



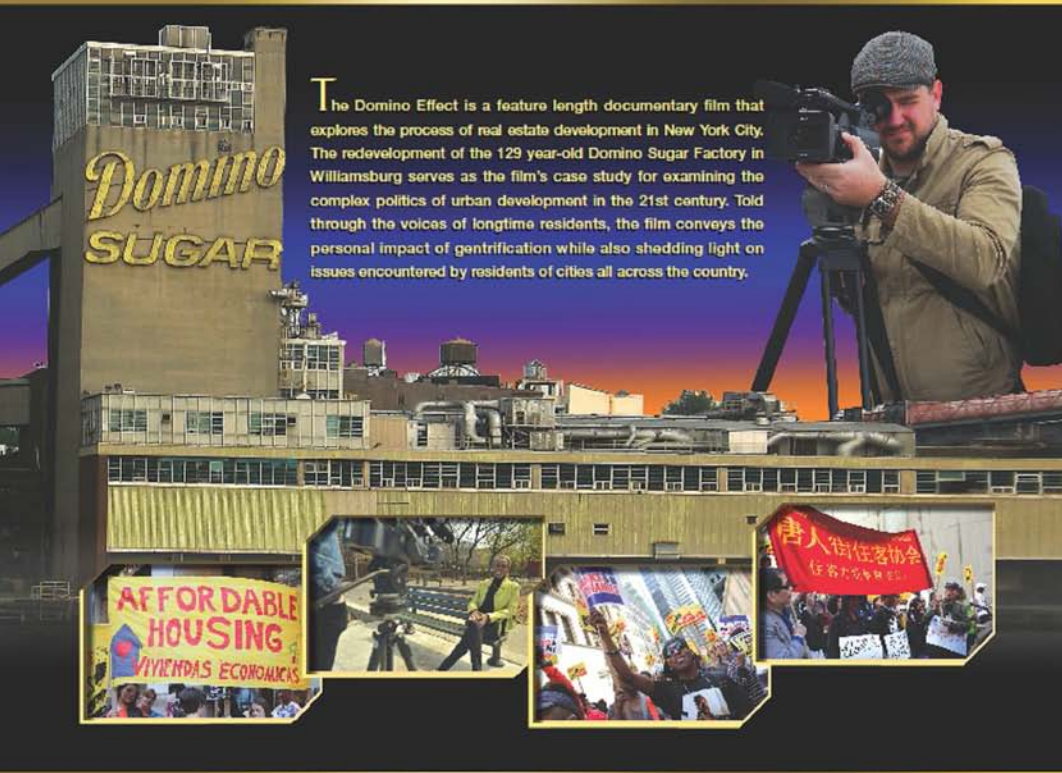
Thursday, Sept. 22	Speech	<i>Learning During Unsettled Time</i> 12 - 2pm AC-4M06 Speaker: Professor Richard Arum New York University
Wednesday, Oct. 5	Discussion:	<i>The Joys and Sorrows of Writing Program Assessment Reports: Sorting Out the Elements</i> 3 - 5pm CETL, AC 4EA1 Facilitators: Linda Barley, Health and Physical Education Debra Glaser, Health and Physical Education
Thursday, Oct. 13	Poster Session:	<i>4th Annual Day of Assessment & CETL Scholarship of Teaching and Learning Poster Session</i> 12 - 2pm Faculty Dining Room, AC 2D01 Presenters: Ten York Faculty Members including 2010-11 Title III Faculty Grant Recipients <i>Co-sponsored with the Outcomes Assessment Committee</i>
Thursday, Oct. 27	Discussion:	<i>Reading Across Curriculum</i> 12 - 2pm CETL, AC 4EA1 Facilitator: Howard Rittenberg, History and Philosophy
Thursday, Nov. 10	Workshop:	<i>The Conceptual Matrix Project</i> 12 - 2pm CETL, AC 4EA1 Facilitators: Vadim Moldovan, Social Sciences Jeovanna Coloma, Social Work Program Franny Jimenez, Social Work Program
Thursday, Nov. 17	Panel:	<i>The Massive Open Online Course (MOOC) – What Happens When You Send out an Online Invitation to Everyone to Take Your Classes</i> 12 - 2pm CETL, AC 4EA1 Presenters: Michael Smith, Performing and Fine Arts Xin Bai, Teacher Education
Thursday, Dec 1	Workshop:	<i>Teaching Strategies for Reading Electronic Texts</i> 12 - 2pm CETL, AC 4EA1 Facilitators: Cathy Borck, Casey Hale, Timothy Keogh, Molly Pulda, Jonah Westerman, Ashley Williard, York Writing Fellows

PROVOST
LECTURE SERIES


The Domino Effect:


HOW DEVELOPMENT IN NEW YORK CITY IS OFTEN BITTERSWEET.


The Domino Effect is a feature length documentary film that explores the process of real estate development in New York City. The redevelopment of the 129 year-old Domino Sugar Factory in Williamsburg serves as the film's case study for examining the complex politics of urban development in the 21st century. Told through the voices of longtime residents, the film conveys the personal impact of gentrification while also shedding light on issues encountered by residents of cities all across the country.




Monday, September 12, 2011
3:00-5:00 PM Room AC-4M07

 **Daniel Phelps**
Adjunct Lecturer
Dept. of Performing & Fine Arts
School of Arts & Sciences

 **THE DOMINO EFFECT**

 **YORK COLLEGE**

 **YORK COLLEGE IS CUNY**



**Professor Richard Arum,
New York University**

**The coauthor of *Academically
Adrift: Limited Learning on
College Campus***



Learning During Unsettled Times: *College Graduates Academic Performance and Recent Experiences in the U.S.*

Thursday, Sept. 22, 2011

12:00—2:00 PM

Room: AC-4M07

Lunch will be provided

Professor Arum will present updated findings on students from the Social Science Research Council's Collegiate Learning Assessment Longitudinal Project. The project follows several thousand students at 30 U.S. higher education institutions. The research focuses on disadvantaged groups of students, including students from racial/ethnic minority groups, less advantaged family backgrounds, non-English speaking homes, and racially segregated high schools. Results of earlier analysis of learning during the first two years of college in *Academically Adrift* will be extended by presentation of analysis of the complete four years of student longitudinal data (Fall 2005-Spring 2009) as well as focusing on how these students have subsequently fared post-graduation during the recent U.S. economic crisis (Spring 2010 and Spring 2011 survey results).

**Sponsored by the York Center for Excellence in Teaching
and Learning**

*"Liberty is not the ability
to do what you want, but the desire to be what you can." (J.P. Sartre)*

York College
Office of the
Provost

[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 October issue of Academic Affairs Update is September 23, 2011.

All items should be submitted in MS Word

via email to:

AcademicUpdate@york.cuny.edu