

Academic Affairs Update

YORK COLLEGE

Spring Convocation Addresses “Pathways” and Student Success

Spring Convocation at York this year was guided by the theme “Engaging, Enhancing, Empowering our Educational Enterprise.” The Convocation officially opened the semester with a cadre of faculty and administrators in attendance and participating.

President Marcia V. Keizs opened the event with encouraging news.

“We met and surpassed our enrollment goals by one percent,” said Dr. Keizs. “Students are [also] now participating more fully



Students and administrators during their skit at Spring Convocation - (Picture by Clloyd Smith)

[in college life] as they are full-time.”

The president added that budget constraints are still a concern for York, but she was delighted to report that Physician Assistant, Nursing and Clinical Laboratory Science re-

cently received re-accreditation.

Provost Ivelaw L. Griffith discussed “education imperatives” transfer students and the college to college disparity in General Education (Gen Ed) design.

“It contributes to stumbling blocks for our students,” said Dr. Griffith. “A Pathways common core will not dilute Gen Ed. There will be no diminution of quality.”

According to a recent report from the Pathways to Degree Comple-

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York Alum Receives CUNY’s First “Decade of Science” Award

Back in 2005 CUNY Chancellor Matthew Goldstein declared that the next 10 years would be known as the “Decade of Science.” And in February 2012 he presented a York College alum with the first, “Decade of Science Award.”

At the CUNY Lunch-



Yisa Rumala (ctr.) with York College President Marcia V. Keizs and CUNY Executive Vice-Chancellor Jay Hershenson

eon, held in Albany during the Black, Puerto Rican, Hispanic and Asian Caucus Weekend, Chancellor Goldstein presented the award to Yisa Rumala, of York’s Class of 2006.

Rumala who majored in Physics and Mathematics at York, also earned the M.S. in Elec-

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Special points of interest:

- *Town & Gown* meeting at York College
- *Mentoring Program*
- *Writing at CUNY*
- *New Nursing Simulation Labs*

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Provost Lecture Series

“Reading” the early 20th Century through Postcards



Dr. Metcalf (r.) and Provost Griffith with the poster for the lecture

On February 22, Dr. Eric Metcalf of York’s Department of Performing and Fine Arts (School of Arts & Sciences), delivered the first Provost lecture of the Spring 2012 semester titled, “*Will Write Later*”: *Postcards, Technology, and Social History in Early 20th Century New England*. Dr. Metcalf’s dynamic lecture focused on the visual history of postcards, a media form that flourished 100 years ago in 1906, and virtually disappeared after World War I.

Dr. Metcalf who has spent the past couple of years cataloguing, studying, and reading the writ-

ing that appears on the back of these postcards, explained the meaning of the opening title of his lecture, “*will write later.*” The audience learned that the phrase represents a shorthand version of, “I will write you a letter later.” Dr. Metcalf drew a parallel between the technology of postcards with the technologies of contemporary social media networks, like Twitter, that require the use of short messages to communicate meaning. The missing words in the phrase, he contends, represent an adaptive use of language to communicate messages through an

emerging technology of postcards around the turn of the century.

Through storytelling, Dr. Metcalf took the audience of students and faculty on an excursion – documenting a social history of the American industrial revolution excavated through the visual imagery of postcards.

The story begins in Pawtucket, RI with a postcard of one of the first cotton mills in the United States, Slater Mill, the birthplace of the American Industrial Revolution. The postcards, and the stories they have to tell about the lives of

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Provost Lecture Series

“Don’t stand so close to me”: Using the fruit-fly to understand the genetic basis of social interactions



Dr. Anne Simon
Assistant Professor
Department of Biology
School of Arts & Sciences



Monday, March 12, 2012
1:00-3:00 pm
Room 1M06

What can we learn about human social behavior from a fly? Focusing on behavioral, genetics and molecular techniques, we try to understand mechanisms underlying social interactions, some of which we expect to be common to all animals.

Town and Gown: York College and the Fight for Social Justice, Urban Rebirth, and Higher Education



Cooperation between college and community was the theme on Thursday evening, February 23, 2012, when York College hosted the general membership meeting of the Greater Jamaica Development Corporation (GJDC).

The first hour of the event was devoted to the organization's business meeting. Daniel Greene, First Vice Chairman, discussed the growth of business activity in Jamaica, but also noted the challenges posed by to the economic downturn and the lack of government involvement. Similar themes were expressed by GJDC President, Carlisle Towery, who emphasized the importance of long-range planning in the process of economic development. Both Mr. Greene and Mr. Towery emphasized the vital role of York College in the revitalization of Jamaica, and the importance of continued cooperation.

York College President, Dr. Marcia V. Keizs, then opened the second hour of the program with a glowing introduction of Dr. Robert D. Parmet, author of *Town and Gown*. As a founding faculty member

of York, Dr. Parmet lived through the College's history and documented the strong connection between York and the surrounding community. Dr. Keizs described Dr. Parmet as an "esteemed scholar," and York has been fortunate that he has remained a part of the College's intellectual life.

Dr. Parmet recounted his long-time goal of writing York's history, and that he decided to focus on the theme of interaction between campus and community. This is indeed a heritage dating back to the medieval era, but this relationship could often be contentious. Not so the case with York, as local community leaders fought tirelessly to establish a campus for the college in Jamaica.

York owes its existence to a unified coalition of faculty, students, and community members who put pressure on politicians to establish a local college that would provide higher educational opportunities for minority groups who were underrepresented in the City University of New York during the 1960's and 1970's. York thus became a symbol of hope and achievement. Today the college has greatly

expanded its student enrollment and offers professional, as well as liberal arts programs. Dr. Parmet concluded by expressing optimism for York's future, as it is "forty-five years young," and looks forward to a new Academic Village, School of Pharmacy, and other important developments.

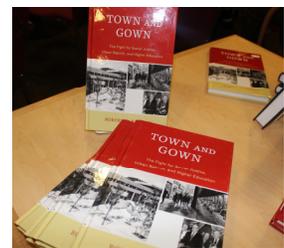
Carlisle Towery then moderated a lively panel discussion which further explored the details and nature of the cooperative relationship between campus and community. Mr. Towery directed specific questions at each of the panel members. Bishop Charles Norris, Pastor Emeritus of the Bethesda Missionary Baptist Church, spoke about the vital role of the Baptist ministers' organization. Protest marches were held to petition Queens Borough President, Donald Manes, to build a campus for York in Jamaica. Pressure was also applied to New York State Governor Hugh Carey to float the bonds to build the college.

Dr. Howard Rutenberg, long-time faculty member and Professor of Philosophy, recounted his memories of anxiety dur-

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L.-r.: Prof. Howard Rutenberg (York College), Mr. Archie Spigner, and Mr. Carlisle Towery



Copies of the book were on display

The York College Mentoring Program

by Michelle P. Gibbs



Michelle Gibbs, Coordinator of the YC Mentoring Program

When asked, many York students are not aware of the college's long history of facilitating mentoring programs. They are especially unaware of the YC Mentoring Program, which was reinvigorated in Fall 2009 under the leadership of Thomas Gibson, Associate Dean of Student Development.

To confirm my assumption about the college community's knowledge about the mentoring program, I spoke with Jervaughn Bratton, a sophomore student who is majoring Music studies, to gauge his knowledge of the YC Mentoring Program.

---YC Mentoring Program: "Did you know that the college has a mentoring program?"

Mr. Bratton: "I actually didn't know."

YC Mentoring Program: "Do you think mentors are important?"

Mr. Bratton: "Definitely. It [mentoring] kind of helped shape my life. Dad was not really around 24/7, so having mentors, whether in music or church, helped me a lot. Male figures definitely helped me."

YC Mentoring Program: "Since you have not heard about the program, do you currently have a mentor?"

Mr. Bratton: "Outside

of the college, I have mentors in music and a pastor who I can always call on. But, I don't have anyone in the school."

YC Mentoring Program: "Are you active on campus?"

Mr. Bratton: "Yes. I have classes every day. I'm in the York College Big Band, and I am the Treasurer of the YC Music Club."

YC Mentoring Program: "Now that you know a little about the YC Mentoring Program, would you like to be a part of it?"

Mr. Bratton: "I would love to, but I kind of have a lot going on. I

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

George Santanyana



York Faculty Update



- **Mark Schuller** and Pablo Morales (eds.), (Dept. of Social Sciences, School of Health & Behavioral Sciences) published *Tectonic Shifts: Haiti Since the Earthquake*, Sterling, VA: Kumarian Press 2012.
- **Basdeo Mangru**, (Dept. of History & Philosophy, School of Arts & Sciences), republished his *Benevolent Neutrality. Indian Government Policy and Labour Migration to British Guiana 1854-1884*. London: Hansib Publications, 1987, repub., 2012.

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two sisters in early 20th Century New England, have fascinated Dr. Metcalf, who came upon this body of work serendipitously. He states that reading one of these postcards affords us the valuable opportunity to learn information about the social history of the time.

Dr. Metcalf visually documents and eloquently narrates the story of these sisters, Emma and Jennie Cotton, and interprets a compelling industrial history of the United States from the postcards, letters, and photographs they exchanged. To better understand the cards, Dr. Metcalf showed how the

cards were transformed through lithography. He displayed black and white photographs that were then colored through the lithographic process to create beautiful hues and to construct important meanings of the time.

Dr. Metcalf's lecture stimulated a lively dis-

YORKCOLLEGE CUNY

How Do We Do Writing at CUNY?

On February 9, the Center for Excellence in Teaching and Learning (CETL) and the Writing Across the Curriculum Program (WAC) co-sponsored a panel that initiated a crucial conversation at York College: the future of writing instruction at CUNY. Introduced by Assistant Provost Holger Henke, the three panelists were: Jonathan Hall (York College), Tara Pauliny (John Jay College), and Megan Elias (Queensborough Community College).

Jonathan Hall, WAC Coordinator at York College, emphasized that the Pathways Initiative will necessitate a re-examination of York's "spiral" writing curriculum, which comprises two courses: ENG 125 at the first-year level, and

WRIT 300 at the junior level. Pathways will mandate two semesters of English composition for all CUNY students; will York keep its current spiral structure, adopt a new first-year sequence, or combine the two?

The panel also asked, how do we make sure that instructors of writing intensive (WI) courses get the professional development they need to teach writing effectively? Tara Pauliny of John Jay College and Megan Elias of Queensborough Community College presented variations of the "faculty certification model," in which instructors complete training workshops before or during their first semester of teaching a WI course. York faculty who attended the

event were invited to discuss whether this model would work here, and how it could be structured.

Additionally, the panel introduced a "department certification" model, in which each department conducts a review of its internal writing curriculum, asking, does it have a series of scaffolded courses that take students from where they are after composition courses to where they should be by the time they are seniors and writing at an advanced level in their majors?

After the presentations, attendees joined the lively conversation about these various models and how they pertain to the future of writing instruction at York.



L-r.: Professor Meagan Elias (QCC), Prof. Jonathan Hall (York College), and Prof. Meagan Elias (John Jay college) during the workshop



Jervaughn Bratton:
“In general, the mentoring program sounds amazing, and I would love to be a part of it.”



Provost Griffith - one of the program's mentors



cont.'d from p.4

am dealing with things in school and personal time constraints. In general, the mentoring program sounds amazing, and I would love to be a part of it. I hope it does well.”

After my conversation with Mr. Bratton, I was fully aware that he is one student out of the many students at the college who is not aware of mentoring program, but who can definitely benefit from participating. However, I cannot help wondering if his inexperience with the YC Mentoring Program is representative of many students' knowledge about the program.

Let me start by asking, on behalf of the college community, the following question: what is there to know about the YC Mentoring Program?

The YC Mentoring Program serves as a resource to assist students with their academic and social adjustments to the college by pairing them with academically successful upper class students (Juniors and Seniors) and staff/faculty members with similar interests. It is open to all enrolled students from all majors, particularly first and second year students.

The YC Mentoring

Program defines a mentee and a mentor as...

Mentee (n) - a student who receives advice, support, and encouragement from a successful upper class student or faculty/staff member. The benefits from this unique interaction promote students' academic growth and development.

Mentor (n) - a role model and academically successful upper class student or faculty/staff member who is knowledgeable about York College and its many resources. Moreover, program mentors are committed to their respective mentee's academic and personal success.

Provost Ivelaw Lloyd Griffith is one of our program mentors and has commented on his approach to mentoring students:

“One of the things I try to constantly say to students is that college is not just about a bunch of courses that you're majoring in. College should be about a collection of experiences. When you put it as a package, you see the value in it.”

The Provost's statement epitomizes the goal of our program, which is

to help students broaden their scope beyond the classroom setting.

YC Mentoring Program's Mentee/Mentor Benefits:

Mentee participants...

- Gain insight into YC Campus life;

- Meet new people and get involved;

Receive encouragement and support to stay focused on your studies.

Mentor participants...

- Gain leadership and service experience;

- Establish positive relationships with other faculty, staff and students;

An opportunity to give back orientation, training, and support.

Currently, the *YC Mentoring Program* has 176 mentees and 68 mentors. Because we have more mentees than mentors within our program, many of our mentors work with at least two students every semester.

In an effort to equalize the current imbalanced mentor-to-mentee ratio, our program hosts various events and activities throughout the semester to introduce and, in some cases, to reintroduce the campus

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New Nursing Simulation Labs Opened



Funded by the Office of Queens Borough President Helen Marshall, York's new state of the art Nursing Simulation Labs were officially opened on February 24.

Present for the occasion were dignitaries from City and State government, CUNY Central representatives, alumni, current and former nursing faculty, students, alumni, and community leaders.

L-r.: NYC Council Member Ruben Wills, Mr. Timothy James (for NYS Senator Shirley Huntley, President Marcia Keizs, CUNY Vice Chancellor for Facilities Planning Iris Weinshall, NYC Council Member Leroy Comrie, Queens Borough President Helen Marshall, Nursing student Michael Campbell, and Professor Joanne Lavin (Director of the Nursing Program)

Center for Excellence in Teaching and Learning



Thurs., Mar. 8	Panel:	<i>Discussion on Best Teaching Practices</i>
	3:00 – 4:45	CETL, AC 4EA1
		<u>Speakers:</u> Dean Joan Lucariello, CUNY Central; Mari Watanabe, Academic Affairs, CUNY Central; Dean Karrin Wilks, CUNY Central
Thurs., Mar 15	Panel:	Dealing with Homophobia in the Classroom
	12:15 – 1:45	CETL, AC 4EA1
		<u>Speakers:</u> Mitch Brodsky, Health and Physical Education, Shereen Inayatulla, English, Tania Levey, Social Science
Thurs., Mar 29	Roundtable:	Meet The Challenge of Teaching in the U.S.
	12: 15 – 1:45	CETL, AC 4EA1
	Facilitators:	Roberto Benedito, History and Philosophy Linglan Cao, English Shaoying Hua, Biology Olajide Oladipo, Business & Economics Ali Sadighian, Business & Economics

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community to the program. We are hoping that these campus events help bolster our mentor participation.

YC Mentoring Program Events

At the beginning of every semester, we host our *Speed Mentoring* event. This is one of our special programs, which enables students to meet with a few of our program mentors and engage in three-minute conversations. We give students the opportunity to initiate dialogue with a potential mentor and to choose whom he or she would like to work with.

Our *Meet and Greet* session is normally our second event for the semester. This event is designed to create a space where students, faculty and staff members can connect with one another through ice-breaker activities and fun, collective exercises.

At the time of this meeting, most of our mentees and mentors are already partnered, so, in addition to their one-on-one sessions, we want all of our mentors and mentees to get to know one another.

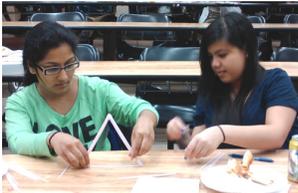
Another event is our Mentoring Film Screening series. These events are facilitated by our faculty partners who select a film or an assortment of film clips that pertain to the mentoring experience and delve into investigating its significance in a person's development. Dr. Mychel J. Namphy, Assistant Professor of English, hosted our last screening event, displaying snippets of popular and independent films to create dialogue that considered why conventional and unconventional mentoring models were effective.

The program's goal is to create an experience for students, where they feel connected to the col-

lege and have access to an additional layer of support.

We hope that the by-product of students' mentoring experiences will increase retention at the college. We will begin to engage in assessment activity, gauging the mentoring program's success in realizing this objective.

We extend an invitation to the college community to get involved in the YC Mentoring Program. The YC Mentoring Program is an initiative of the Office of Student Development, which is located in the Academic Core building in room 2F01A. Dean Thomas Gibson is the Director of the program, and Michelle P. Gibbs, is the Program Coordinator. For more information about the program or to sign up, please call (718) 262-2337 or send an email to mgibbs@york.cuny.edu.



Student mentor and student mentee



Student and faculty mentor during the *Meet and Greet* session
(Photograph by Nyke Harewood)



YORK

SUMMER SESSIONS

Session I
June 4 - 27

Session I Extended
June 4 - July 24

Session II
July 2 - 26

SAVE MONEY

Take advantage of summer tuition before the fall 2012 increase.

SMALLER CLASS SIZES

Get personalized instruction and get to know more of your classmates.

EARN CREDITS

Shorten the time to graduation by taking extra courses.

IMPROVE YOUR GPA

Concentrate on a lightened load and earn a grade that will raise your GPA.

WORK & STUDY

Course offerings throughout the day, evening and online so you can take that summer job and continue to make progress towards graduation.

SATISFY PREREQUISITES

Be ready for Fall 2012 by getting a prerequisite done in the summer!

FAVORITE PROFESSOR

Enjoyed a course with a particular professor? Then take their summer course!

START OR FINISH THAT MINOR

Summer is a great time to progress towards your major and minor!

STUDY ABROAD

Get international exposure and earn credits during the summer.

FULFILL GENERAL EDUCATION REQUIREMENTS

Jumpstart achieving your academic goals by taking introductory courses this summer.



CARDINALS

GET READY FOR SUMMER!

www.york.cuny.edu/summer



3rd ANNUAL STUDENT RESEARCH DAY

APRIL 19th, 2012



Keynote Speaker:
Hari Kunzru, author, "Gods Without Men,"
"My Revolutions," and "The Impressionists,"
and winner, Somerset Maugham award
and a British Book Award.

10am-4pm, Physical Education Building

FOR FURTHER INFORMATION CONTACT THE OFFICE OF UNDERGRADUATE RESEARCH AT
URESEARCH@YORK.CUNY.EDU OR CALL 718-262-2812

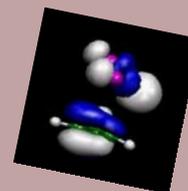


Spring 2012 Natural Science Seminars@York College

“Mechanisms of intermolecular carbene additions”



Dina Merrer
Department of Chemistry
(Barnard College)

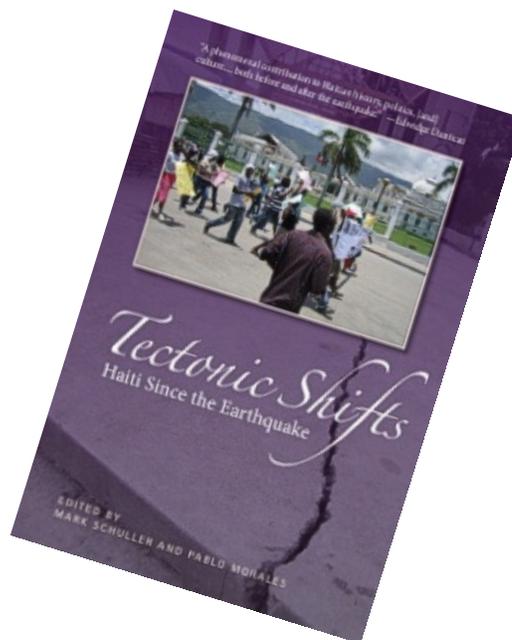


Thursday, March 8
12:00 pm
AC 4M05

All are welcome. Light refreshments will be served.

New Book by York Faculty

Tectonic Shifts by Prof. Mark Schuller (Department of Social Sciences) offers a diverse on-the-ground set of perspectives about Haiti’s cataclysmic earthquake and the aftermath that left more than 1.5 million individuals homeless. Following a critical analysis of Haiti’s heightened vulnerability as a result of centuries of foreign policy and most recently neoliberal economic policies, this book addresses a range of contemporary realities, foreign impositions, and political changes that occurred during the relief and reconstruction periods.



Provost Distinguished Scholars Lecture

Dr. Elizabeth Nunez

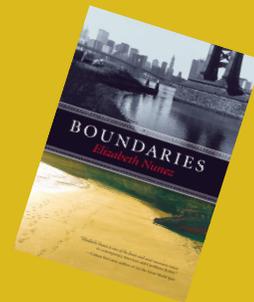
Author
&

Distinguished Professor of English (Hunter College, CUNY)



Reads from her new novel

BOUNDARIES



Faculty Dining Room

March 27, 2012

12:00 p.m. – 2:00 p.m.

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ing the college's early years, exacerbated by New York City's fiscal crisis of the 1970's. Dr. Ruttenberg noted the changing relationship between higher education and society.

Even though York has developed new professional programs, such as Nursing, Journalism, and Pharmaceutical Sciences, it is important for the college to continue to focus on the "development of the entire person as a human

being," so that our students can truly benefit from higher education.

Donald Vernon, attorney and York alum, thanked Dr. Parmet for writing this book which recorded the birth of the college. Mr. Vernon passionately affirmed that York served as a "pathway" for him and many others "to become who they are." He recalled his days as a student activist at York and now sees that "we were all fighting for the same

thing."

Archie Spigner, former Deputy Majority Leader of the New York City Council, emphasized the importance of persistence in York College's struggle, and insisted that York is the "greatest thing for south-east Queens."

Concluding comments praised the work of Dr. Keizs in taking York to another level, as cooperation between "town and gown" continues to flourish.



Dr. Bob Parmet



CUNY Chancellor Goldstein (l.) introducing Yisa Rumala (ctr.). Looking on, Executive Vice-Chancellor Jay Hershenson (seated, right).

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trical Engineering on the way to the Ph.D. in Applied Physics [both] at the University of Michigan, Ann Arbor. He has attended the university on a National Science Foundation Graduate Research Fellowship, University of Michigan Rackham Merit Fellowship, and University of Michigan Applied Physics Fellowship obtained while still at York;

His presentation at the luncheon, "From Brooklyn and the Farm to Optical Tornadoes: My Path Through the STEM Disciplines," highlights some of his dissertation work in optical and atomic physics. He will defend his dissertation this spring.

"My dissertation research work is on Light Beams which possess orbital angular momentum," Rumala explained. "The reason wind tornadoes revolve around is because they have orbital angular momentum. By using light's orbital angular momentum that, is the tornado-like properties of light, optical structures with different geometries and dynamic properties can be obtained."

Rumala created all these structures experimentally in the laboratory. They can then be used for fundamental

and applied research such as studying atomic and molecular structures, trapping particles or atoms to study their rotation dynamics ... and could in the long run enable new technologies for sensing toxic chemicals in the air, optical metrology, building gyroscopes to measure rotation, quantum information and more.

"I want to make an impact on society in science, health and education," said Rumala. "I was born in Brooklyn, but my parents sent me to [their homeland] Nigeria so I could learn the native culture, values and language. I learnt how to elevate my mind above all hardships."

In Nigeria, where Rumala lived with members of the extended family, he was required to help with farming duties. It was there that he learnt to respect physical labor and the rewards of seeds literally coming to fruition from that labor, to nourish family, community and nation. His research made for an engaging presentation in Albany.

After completing his high school education in Nigeria, Rumala's parents brought him back to New York to attend college. His older brother was already a student at

York and his parents wanted their younger son to attend college where another member of the family could look out for the then-16 year-old.

He soon found himself under the mentorship of Dr. Farley Mawyer, one of York's outstanding Mathematics professors, who nurtured the young scholar along with Physics professor Gregory Boutis, among others.

"He was my first official mentor," said Rumala of Professor Mawyer. "I enjoyed the research ... solving mathematics problems and his great mentorship."

In the packed room of CUNY officials, state and city legislators, students, faculty, staff and his highly-accomplished family, Rumala thanked York and CUNY for the outstanding opportunities he had as a York student and for the homecoming honor.

President Keizs was delighted.

"This is a signal honor, receiving the first Decade of Science Award," said Dr. Marcia V. Keizs, president of York College. "Yisa is indeed a worthy candidate as his presentation evidenced. It is a great day for York."

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President Keizs added that having the Chancellor introduce the honoree “brought distinction to the moment.”



CUNY Chancellor Matthew Goldstein greeting the father of Mr. Yisa Rumala, who recently received the first CUNY “Decade of Science Award.”

AFRICAN AMERICAN RESOURCE CENTER SPRING 2012 EVENTS CALENDAR

MARCH 2012

FEBRUARY IS AFRICAN AMERICAN HERITAGE MONTH

ALL EVENTS ARE IN THE AFRICAN AMERICAN RESOURCE CENTER (3B-04) UNLESS OTHERWISE NOTED

- Wednesday, March 7: 3-5 p.m. **NANA KIMATI DINIZULU**, Dinizulu Cultural Center: “Understanding the African-American Interest and Resurgence of African Cosmology through Artistic Expressions”
- Wednesday, March 14: 2-3:30 p.m. – **AFRICANA COLLOQUIUM SERIES** – Mark Schuller, Social Sciences. “Pa Manyen Fanm Nan Konsa: Intersectionality, Structural Violence, and Vulnerability Before and After the Earthquake.” Paper draft to be circulated March 7. E-mail kjosephs@york.cuny.edu or gwhite@york.cuny.edu
- Thursday, March 15: noon – 2 p.m. **FILM: Stevie Wonder - Live at Last (2009)**, Co-sponsored by the York College Music Club (2M05)
- Monday, March 19: 7 p.m. **PANEL DISCUSSION: “Life in the Key of Love” - The Impact of Stevie Wonder** (Martin Atangana, LaForrest Cope, Mychel Namphy, George White, and Tom Zlabinger)
- Friday, March 23: 7 p.m. **YORK COLLEGE BIG BAND SPOTLIGHT SERIES: A Tribute to Stevie Wonder.** Made possible by the York College Performing Arts Center (at the PAC, \$10 suggested donation)
- Tuesday, March 27: noon-2 p.m. – **DISTINGUISHED PROVOST LECTURE:** Elizabeth Nunez, Distinguished Professor, Hunter College – Reading and discussion of her new novel *Boundaries* (2D01)
- Wednesday, March 28: 6 p.m. **DEANNE BELL** – Ode to the Downpressor: A Psychological Portrait of Racism, Classism, Denial and Possibilities for Social Transformation in (Post)Colonial Jamaica. Organized by Ian Hansen, Psychology

CENTER HOURS – STOP BY THE CENTER (3B-04) FOR A QUIET PLACE TO STUDY OR TO RESEARCH

Mondays – Thursdays, 10a.m.-8p.m.

Fridays 10a.m-4p.m.

CLUB MEETINGS (as of September 7, 2011):

Tuesdays, noon-2 p.m.

African American Studies Club

Wednesdays, 6-8p.m.

Yoga and Meditation Club

**“Advice-
ment is
key to the
success of
this new
man-
date.”**

cont.’d from p.1

tion taskforce, all CUNY students will be required to take 30 credits in certain “specific thematic areas” under the new Common Core framework.

Satisfactory completion of these rigorous courses is intended to pave the way for smoother transfer of credits from CUNY community colleges to their senior college counterparts and increased on-time graduation rates.

To clarify the theme, a panel of York experts across the disciplines – Dean of the School of Arts and Sciences, Dr. Panayiotis Meleties and Professors Donna Chirico, Robert Clovey, Howard Ruttenberg and Debra Swoboda – elaborated ably on the topic.

“Courses that students take in psychology should be transferable to any other college,” said Dr. Chirico. “What we are suggesting is, take a pathway that will be accepted at any senior CUNY college in the system. The flexible core has learning outcomes to match across the system. For exam-

ple, if you take ‘Introduction to Psychology’ the learning objective must be stated.”

But Dr. Chirico cautioned that advisement is key to the success of this new mandate.

“Pretty much all of this is useless without advisement,” she said. “Transfers must be closely linked with Advisement. It has to be clear-cut because some students will only go by disciplines.”

Professor Clovey advised that focus should be placed on the learning objective and streamline the program “to work everywhere.” Infusing levity into a serious moment, Dr. Ruttenberg referenced “The Serenity Prayer,” which says in part, “Give me the courage to accept the things I cannot change; and the courage to change the things that I can.”

“No question, we have been given a task to perform,” he said. “We must set the course.”

Dr. Swoboda sees the process as an opportunity to “revise and revamp” courses and “embrace new pedagogies.

The Convocation, held in the Little Theatre of the Performing Arts Center, also featured members of the Division of Student Development, led by Vice President Geneva Walker-Johnson in a skit about the study-abroad experience, among other things.

VP Walker Johnson and two students, Kevin Gomez and Bukola Ogumola, were joined by Associate Dean Thomas Gibson, Dr. Jean Phelps, director of Student Activities and Linda Chesney, director of the Office of Career Services, to illustrate the importance of students connecting with administrators in the area of student enrichment and taking advantage of the college’s burgeoning study-abroad program and the Petrie Fund for financial emergencies.

The Provost advised the audience to “follow the issues” on the Pathways website.

“Let us read and keep ourselves informed,” he said. “Let us keep our eyes on the prize in all that we do.”

Looking at Haiti – from Haiti

Two years ago, in one of the worst natural disasters recorded in the western hemisphere, a 7.0-magnitude earthquake shook the island nation of Haiti, leveling the capital of Port-au-Prince, taking more than a quarter-million lives, and leaving 1.5 million homeless.

The wall-to-wall coverage of destruction and death riveted the world community and triggered a massive response, with billions in pledged foreign aid and private donations. But as relief turned to stalled recovery, Mark Schuller, a New York anthropologist who also teaches at University of Haiti in Port-au-Prince, realized he was seeing a pattern he had seen before: The voices shaping how the world saw Haiti were almost exclusively Americans and other foreign outsiders.

The narrative in those accounts was familiar: one of inept governments, helpless victims, and an aid community doing all it can to bypass the first in order to save the second. In response, Schuller and Latin America specialist Pablo Morales gathered 59 contributors who were either Haitian or knew

the country deeply and assembled a new, wide-ranging anthology, *Tectonic Shifts: Haiti Since the Earthquake*.

Published last week, the book features analysis from leading scholars, journalists, and activists. There's a strong New England contingent: Boston Haitian Reporter editor Manolia Charlotin, Wesleyan sociologist Alex Dupuy, BU School of Medicine professor Marshall Fleurant, Brown University Haitian language specialist Patrick Sylvain, and Partners in Health physicians Louise Ivers and David Walton.

Through these eyes, a much more unsettling narrative emerges—one of an aid community dominated by unwieldy, out-of-touch nongovernmental organizations, also called NGOs, and past foreign interventions that set the stage for the quake's epic death toll. It's a narrative, the book argues, that is critical to understanding a country where some 500,000 people remain homeless.

"This is the first collective attempt to open up a dialogue that has been for the most part shut out," said Schuller, who teaches African

American Studies and Anthropology at the City University of New York's York College. "We need to listen carefully to Haitian people and the articulation of their needs, and I hope this book will be the first step in that conversation."

Schuller spoke to Ideas via Skype from Port-au-Prince.

IDEAS: What distinguishes "Tectonic Shifts" from other books about the 2010 earthquake?

SCHULLER: Of the 46 chapters in this book, half of the chapters were written by Haitians in Haiti and translated into English. There are a couple serious books that have come out, like [Partners in Health founder and UN Deputy Special Envoy for Haiti] Paul Farmer's book. But so far, very few of the voices that have been heard have been from Haitians living in Haiti before, during, and after the earthquake.

IDEAS: How would you characterize the conversation about Haiti post-earthquake?

SCHULLER: If you look at the news coverage of Haiti, it's almost singularly negative about Haitian people, and sin-

gularly positive about foreign people and their intentions. That does an extreme disservice to Haitian people, who are analyzing the situation and working to change the situation.

IDEAS: The first chapter, by University of Haiti anthropologist Rachel Beauvoird-Dominique, examines Hurricane Jeanne in 2004, which killed roughly 3,000 people in Haiti and left 300,000 homeless. Why open a book about the earthquake with a different natural disaster?

SCHULLER: To show that the problems that occurred after the earthquake are not new. And they are structural. They're not about good people doing bad things, or bad people doing good things. They're about structures that are broken.

IDEAS: Describe some of those broken structures.

SCHULLER: Looking at Haiti before the earthquake, you had an ineffective system in place of NGOs, a very top-heavy, top-down structure. With the earthquake, you essentially had billions of dollars being sent into that very broken, top-heavy struc-

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cont.'d from p.15

ture, which was made far worse by this massive infusion of many more NGOs. So you have NGOs who can't communicate internally, because the decision-makers of these NGOs, who are making decisions on a UN military base and don't speak Haitian Creole, can't communicate with Haitian staff in the field who know what the problems are, who know what's working and what's not working. You have competition between NGOs, and competition and suspicion between NGOs and the government.

IDEAS: The widespread perception, though, is that the Haitian government is corrupt.

SCHULLER: Well, it's a very binary kind of thinking. You have to have good on one side and bad on the other side. In a binary system, you don't have room for a third actor, and that's the problem. So, people correctly see the legacy of Duvalierism, the legacy of Haiti's military elite and mercantile elite, and they think, OK, Haitians must be corrupt. When they see the Haitian government doing things they shouldn't be doing, they don't think to question what the UN or the US or the World



Prof. Schuller (2nd from right) during a recent visit to Haiti

Bank might be doing to reproduce that.

IDEAS: Are there positive signs of what the government can achieve?

SCHULLER: Let's look at the cholera outbreak following the earthquake... If we look at just the prevention efforts, inside the IDP [Internally Displaced People] camps, water and sanitation services became critical to cholera prevention. The only institution that had any public accountability to people in the camps to access those services was the Haitian government. But the NGOs were the ones with all the funding, the billions of dollars to meet the needs of the displaced. Where the NGOs acted as camp management agencies, they did a good job of getting services to the field—but by August 2010, 40 percent of camps did not

have water. You had one toilet being shared by 273 people, where the humanitarian standard is one toilet for every 20 people.

Interestingly, where progress was made was in [the poor neighborhood of] Cité Soleil. Why is that significant? Because the Haitian government, both the national government and the city halls, were empowered to play a coordinating role working with the UN and NGOs. Rather than meet at the UN base, they met in city halls with the local government and representatives, and they made 100 percent coverage in Cité Soleil a priority, and they succeeded.

IDEAS: What do you say to accusations that the camps are now home to so-called fakes, people who are not actually homeless?

SCHULLER: Some 600,000 people left Port-

au-Prince after the earthquake because they were afraid of the concrete. They were afraid of the aftershocks, of the insecurity. So if someone leaves and then walks into a camp in April 2010, does that make them a fake victim? I think that's extremely cynical, and puts the blame on the victim and deflects the attention away from the failures.

IDEAS: If a person texted \$10 to help Haiti, what happened to his or her money?

SCHULLER: I wish I could tell you, and that's part of the problem—lack of accountability. There are some groups, like Partners in Health, that did an excellent job. They are a good case study: They were already on the ground, with great relationships with Haitians on the ground, and they were working with, not around, the Haitian government.

To the people who texted to Wyclef [Jean, founder of Yele Haiti] or the Red Cross or Oxfam GB, I'm sorry but I have no idea. But I'd say there are questions one should really ask when donating to an NGO.

Reprinted with permission from *Boston Globe*, Jan 15, 2012.

Health & Phys. Ed. Department Selected as a Chapter for Eta Sigma Gamma

The York College Health and Physical Education department has been selected to become the latest chapter of Eta Sigma Gamma, the National Health Education Honorary. The national board of directors approved York College for membership on February 26.

Eta Sigma Gamma was founded in 1967 on the campus of Ball State University, located in Muncie, Indiana. The founding of Eta Sigma Gamma was intended to provide an organization that would further the professional competence and dedication of the individual members in and for the health education and health science discipline. Today, there are over eighty chapters

representing thousands of students in colleges and universities around the United States.

“It’s a special honor for York College to be accepted into this distinguished chapter,” said Dr. David Ajuluchukwu, Chairperson of the Health and Physical Education Department. “Being a member will allow our students to interact with other members of chapters across the nation. I believe this will encourage students to join our program and also give York College national exposure.”

The goals of the honorary include: supporting the planning, implementation and evaluation of health education programs and resources; stimulating and disseminating scientific re-

search; motivating and providing health education services; recognizing academic achievement; supporting health education advocacy initiatives; promoting professional standards and ethics; and promoting networking activities among health educators and related professionals.

In order to become a member of this prestigious group, a school must uphold the goals of the honorary by participating in events related to education, research and service. In addition, each member must maintain a GPA of 2.7 or higher, attend Chapter meetings and participate in at least one Chapter Committee.



Impressions from Spring Convocation



Pictures courtesy of Clloyd Smith, K.A.P. Photography

HARI KUNZRU

YORK College 

Award-winning novelist and technology-writer Hari Kunzru will deliver the keynote at 3rd Annual Student Research Day on April 19th, 2012. Kunzru, who has written about the use of social media technology in youth-based social movements, will address the role of the web in current affairs. He will also read an excerpt from one of his novels.



Hari Kunzru is the author of the novels *The Impressionist* (2002), *Transmission* (2004), *My Revolutions* (2007) and *Gods Without Men* (2011), as well as a short story collection, *Noise* (2006). His work has been translated into twenty-one languages and won him prizes including the Somerset Maugham award, the Betty Trask prize of the Society of Authors, a Pushcart prize and a British Book Award. In 2003 *Granta* named him one of its twenty best young British novelists. *Lire* magazine named him one of its 50 "écrivains pour demain". He is Deputy President of English PEN, a patron of the Refugee Council and a member of the editorial board of *Mute* magazine. His short stories and journalism have appeared in diverse publications including *The New York Times*, *Guardian*, *New Yorker*, *Financial Times*, *Times of India*, *Wired* and *New Statesman*. He lives in New York City.

Student Research is the premier annual venue for York College students to display and share their research projects. To register, visit https://www.york.cuny.edu/academics/undergraduate-research/research-day-registration/fg_base_view_p3. For further information, e-mail uresearch@york.cuny.edu or call 718-262-2812.



Discussion on Best Teaching Practices

Joan Lucariello, University Dean for Education
Karrin Wilks, University Dean for Undergraduate Studies
Mari Watanabe-Rose, Post-Doctoral Fellow
CUNY Central



Thursday
March 8, 2012
3:00-4:45 PM
CETL Office (AC-4EA1)

*Light refreshments will
be served*

The discussion is based on the Best Teaching Practices booklet published in October 2011. Supported by a substantial amount of empirical evidence, these practices are recommended for use by college faculty of any discipline. The presenters will discuss these practices with faculty and give some examples of how they may work.

Sponsored by the York Center for Excellence in Teaching and Learning



Addressing Homophobia and Homo-Negativity in the Classroom



Mitch Brodsky, Health and Physical Education
Nicholas Grosskopf, Health and Physical Education
Shereen Inayatulla, English
Tania Levey, Social Sciences

Thursday, March 15, 2012
12:00-1:45 PM
CETL Office (AC-4EAI)

Light refreshments will be served

Homophobia or heterocentrism in the classroom can be a serious problem for our Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) community, as well as its allies. It has the potential to harm self-esteem and interfere with academic pursuits. If students feel that they are attending a school hostile to their core sense of self, it can only become a negative experience and obstacle to their social and emotional development. Research has shown that many faculty are unaware of the nuances, or inappropriate expressions that occur in class that actually encourages students to make inappropriate and hurtful comments concerning sexual orientations. It is for these reasons that a discussion about this topic can help faculty to be more sensitive and aware of actions that may occur in their classrooms. The Alliance at YORK COLLEGE conducted its own poll/research on campus and will share the results at the CETL workshop.

Sponsored by the York Center for Excellence in Teaching and Learning



Meet the Challenge of Teaching in the U.S.



Roberto Benedito, History and Philosophy
Linglan Cao, English
Shaoying Hua, Biology
Olajide Oladipo, Business
Ali Sadighian, Business

Thursday, March 29, 2012

12:00-1:45 PM

CETL Office (AC-4EA1)

Light refreshments will be served

**As spices to make the “melting pot” tastier,
As bridges to connect worlds of diverse cultures,
As cameras to capture the essence of teaching from different angles,
As flashlights to enlighten and inspire the minds of the students,
As role models to set living examples of hard work and open-mindedness,
We, the foreign-born instructors,
Take advantage of our “foreignness” and “differences” to
Turn blocks into stepping stones, and challenges into opportunities.**

Sponsored by the York Center for Excellence in Teaching and Learning

WOMEN'S HISTORY MONTH

MARCH 2012

Saturday, March 17th

11 am - 1 pm



Event: "Women in Mathematics Day"
Location: 2C07
Organized by: Dr. Lidia Gonzalez and Dr. Rishi Nath, Dpt. of Mathematics and Computer Science

Tuesday, March 20th

7 - 9 pm



Event: An Evening With Lena Horne (2006). Reception to follow.
Location: Jacquet Performance Space
Organized by: Prof. Tom Zlabinger, Dpt. Of Performance and Fine Arts

Friday, March 23rd

8 - 9:30 am



Event: Executive Leadership Breakfast featuring Bill de Blasio, NYC Public Advocate
Location: Faculty Dining Room (2D01)
Organized by: The President's Office

Tuesday, March 27th

12 - 2 pm



Event: Provost Distinguished Scholars Lecture with Elizabeth Nunez
Location: Faculty Dining Room (2D01)
Organized by: Academic Affairs Office and Dr. Kelly Josephs, Dpt. Of English

Tuesday, March 27th

6 - 8 pm



Event: Elissa Montanti, Founder and Director The Global Medical Relief Found (GMRF)
<http://www.gmrfchildren.org/>
Location: Faculty Dining Room (2D01)
Organized by: Dr. Michael Flynn, Dpt. Of Behavioral Sciences and Dr. Fabiola Salek, Dpt. of Foreign Languages, ESL & Humanities

Friday 30th

1 - 3 pm



Event: Glaria Waldman Fourth Annual Lecture for Women's History Month: Gender Justice, International Human Rights Principles, and the Law: An Examination of Domestic Violence and Reform in Puerto Rico, Brazil, Cuba, and the Dominican Republic with Dr. Jadie Roure [John Jay].
Location: 2M04
Organized by: Women's Center and Dr. Fabiola Salek, Dpt. of Foreign Languages, ESL & Humanities

YORK College



For more information contact: Dr. Fabiola F. Salek, Coordinator of Women's Studies. Phone Ext: 718.262.2443 E-mail: fsalek@york.cuny.edu

This program is being sponsored in part by the York College Auxiliary Enterprises.



S A V E T H E D A T E

Regulation of Pharmaceuticals: A Global Perspective

June 6-8, 2012

New York City

York College and U. S. Food and Drug Administration

This three-day conference features presentations from FDA, the pharmaceutical industry, and USP on the global challenges and opportunities facing manufacturers, producers and regulators to ensure that drugs are being manufactured and distributed to established quality standards.

Partial List of Speakers:

Murray Lumpkin M.D., Commissioner's Senior Advisor for Global Issues, FDA
John M. Taylor, III, Counselor to the Commissioner, FDA
Vicki Seyfert-Margolis, Ph.D., Senior Advisor for Science Innovation and Policy, FDA
Robert B. Clark, Vice President, Worldwide Regulatory Strategy, Pfizer Inc.
Karen A. Russo, Ph.D., Vice President, Small Molecules, USP

Topics include:

FDA's international activities • Drug manufacturing requirements
• What's hot in compliance • Global supply chain issues
• Inspectional Issues • NDA and ANDA Approval Issues

Who should attend:

• Manufacturing directors and supervisors • QA/QC personnel • Regulatory affairs staff
• Consultants • Managers • Pharmaceutical scientists • Personnel new to the industry

For further information visit www.yorkfdaworkshops.org
Or call 718-262-2790.

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The deadline for submissions to the April issue of Academic Affairs Update is March 23, 2012.

All items should be submitted in MS Word

via email to:

AcademicUpdate@york.cuny.edu