

ACADEMIC AFFAIRS UPDATE

YORKCollege

VOLUME VII, ISSUE 4

MAY 2013

Student Research Day brings out hundreds of student scholars



Dr. Partha Mitra (Cold Spring Harbor Laboratory) during his keynote address

In the four years since it was first launched, Student Research Day has become one of the highlights of the academic year at York; and this year was a banner one.

More than 300 students with their posters lining the length of the Academic Core Building's atrium were happy to explain their work. Meanwhile others took to the third floor to find

space with their displays. Some students were prolific in their research endeavors and presented results on more than one topic.

So impressive was the promise of this year's event, Queens Borough President Helen Marshall declared April 18, 2013 as "Student Research Day in the Borough of Queens." Add to that, Marshall and

Councilman Leroy Comrie also provided citations for student participants and special guests.

"It takes an academic village to raise a research day," declared Provost Ivelaw L. Griffith, borrowing from the African adage, "it takes a village to raise a child," to make his point. "It took a village of faculty, staff and our students to get this done. So if you have an opportunity, thank someone in the village."

Undergraduate Research at York was launched by the provost in 2010 to engage students across academic disciplines in the pursuit of excellence through

cont.'d on p.17

York College Honors Hank Sheinkopf

Hank Sheinkopf, president of Sheinkopf Ltd. and a member of the York College Class of 1973, was recently honored at the Sixth Annual Benefit Concert with the Chairman's Award.

The Annual Benefit Concert raises funds for York's Merit Scholars, who, like Sheinkopf, come from humble beginnings and for whom education is making a world of difference. The

well-attended concert on April 15 featured legendary jazz and salsa bandleader, Eddie Palmieri and his orchestra; and was chaired by CUNY Trustee Jeffrey Wiesen-

cont.'d on p.14

Inside this issue:

| | |
|---------------------------|----|
| Provost Lecture | 2 |
| Alum off to Yale | 3 |
| CETL calendar | 4 |
| Faculty Update | 4 |
| Aviation students soar | 5 |
| Bio Major off for Ph.D. | 6 |
| Biotech major off to Yale | 7 |
| Deans List address | 8 |
| Bengali New Year | 9 |
| Geology grads reflect | 10 |
| Pharm Major off to Ph.D. | 11 |
| Provost Lecture | 12 |
| Provost Lecture | 13 |
| Swim Coach Featured | 15 |
| Dean Gibson publication | 18 |
| Early College Update | 20 |
| SEMAA Program | 21 |
| Alumnus credits York | 22 |
| Middle School Visit | 24 |
| Geology Prof. to China | 25 |
| Medicine Alumnus visit | 26 |
| York's Link to Selma | 27 |
| Prof. at Psych. Congress | 29 |
| Another Fulbright | 31 |
| York Tennis Ace | 32 |
| Award for Geology Prof. | 33 |
| Aviation leaders meet | 35 |

Special points of interest:

- **Dean's List Speech**
- **Fulbright Specialist Award for Rodgers**

Provost Lecture Series

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



Professor Chanel (l.) receiving congratulations and a poster from Assistant Provost Henke

Professor Gerri Chanel (Accounting and Finance) concluded the Spring 2013 Provost Lecture Series with an enlightening presentation on taxation and the French Revolution. Prof. Chanel, who holds an MBA and has worked extensively as a CPA, explained that her interest in this research subject emerged from her fascination with all things French. She offered some historical context for what has come to be celebrated as Bastille Day (July 14th) or La Fête Nationale; it is widely believed that the French Revolution was incited by peasants who were enraged about the great disparities between taxes on the rich and poor and thus, proceeded to storm the fortress (the Bastille).

Prof. Chanel’s lecture began with a question about the direct role taxes played in the onset of the French Revolution. Her findings turned out to pose a challenge to historical narratives that circulate on this subject.

Unable to find specific evidence regarding the role taxes played, Prof. Chanel began by researching the socio-

economic climate that led up to the French Revolution. It appeared as though many historical accounts were oversimplified, claiming that the peasants were paying too much in taxes. Prof. Chanel discovered that this was not necessarily the case and, indeed, all three social classes, the clergy, nobility, and commoners, were taxed.

Prior to the Revolution, France had approximately 100,000 clergy, 400,000 nobility, and 24 million commons, but not all commoners were known as peasants or serfs, nor were they all considered to be poor. As the taxes evolved (throughout the 1600s and 1700s), the system for Primary Direct Taxes included: 1) “Taille” (intended to be based on property and ability to pay, but did not always work out as fairly as possible); 2) “Capitations” (meant to apply to all three classes but turned out to be unequal also); 3) “Vingtième” (intended as a universal tax of 1/20 of a certain income but some found loopholes in this as well). Primary Indirect Taxes involved “Tabac” (tobacco),

“Aides” (various goods), and “Gabelle” (salt). Salt tax was known to have caused revolts in China and India before France, and was considered a very valuable commodity because it was used to preserve foods.

What Prof. Chanel found by analyzing this historical information was that contrary to commonly held beliefs, the peasants were not the only class taxed. Indeed, the clergy and nobility were also required to pay tax, but it is possible that they were able to manipulate the system more easily. Likewise, it is difficult to determine how much commoners had to pay in part because much of the data was burned, but also because it remains impossible to account for taxes paid on barter arrangements and arbitrary estimates.

Prof. Chanel clarified what we do know for a fact: People were generally angry with the taxation system, but she emphasized that the tax rate many not have been the problem. Between 1788 and 1789 (during the French Revolution),

cont’d on p.15

York Alum Completes Ph.D. Program at Yale



Vanessa Crevecoeur-Ducas '07 has completed a doctorate degree six years after graduating from York College/CUNY with her undergraduate degree in Chemistry.

She was the first York student to win the UNCF-Merck Award. Fittingly, it was her York mentor, Chemistry professor, Dr. Ruel Desamero, who shared her graduation news with the college community.

"I'm happy to announce," he said, "that [Vanessa] has finished her graduate program and has earned a Ph.D. (in Molecular Biophysics and Biochemistry) from Yale University."

Desamero, a Chemistry professor, is one of York's most prolific grant recipients. In 2010 he received almost \$470,000 from the National Institutes of Health/National Institute of General Medical Sciences. He has also published extensively in his field.

Crevecoeur-Ducas conducted her thesis work in the laboratory of Dr. Elizabeth Rhoades (in the Biomedical Pro-

gram at Yale) using single-molecule fluorescence techniques. Her dissertation investigated the dynamics and conformational properties of two proteins characterized as intrinsically disordered, meaning, she said, they do not natively have "a well-defined secondary/tertiary structure."

Born and raised in Haiti, Crevecoeur-Ducas came to the United States to attend York College. She excelled in Dr. Desamero's lab; and will now work as a post-doctoral fellow at the Yale Cancer Center (Yale School of Medicine), under the mentorship of Dr. Gary Kupfer.

Asked about her York experience, Crevecoeur-Ducas recalled the individualized mentorship as crucial.

"I really appreciated the personal attention I received from my professors," she said. "The Chemistry Department was a close-knit community, where the professors were truly helpful both in class and outside of the classroom. Dr. Desamero is the best mentor to have: he is motivating, challenging,

and, most of all, really supportive."

She also appreciates that he encouraged her to take her research interest beyond his lab.

"He highly encouraged me to explore the world outside of York," said Crevecoeur-Ducas. "Consequently, every summer I would apply to research internships throughout the States. I had the opportunity to be a summer intern at UMass-Worcester in 2004, at Yale School of Medicine in 2005 and at Merck-Rahway, NJ, in 2006 and 2007. Those experiences not only allowed me to hone my lab skills, but through them I made new connections and was able to find a research area I enjoyed, all of which played a tremendous role when it came time to apply for graduate school."

"More importantly," she explained, "Dr. Desamero's mentorship continued beyond graduating from York. He continued to offer advice, and feedback throughout my time as a graduate student."

(See also stories on pp. 6, 7 and 11)



Dr. Vanessa Crevecoeur-Ducas

The department at York was a close-knit community, where the professors were truly helpful both in class and outside of the classroom.

YORKCOLLEGE CUNY

Center for Excellence in Teaching and Learning



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

| | | |
|-----------------|---------------|--|
| Thursday, May 2 | Workshop: | <i>Service Learning in Higher Education: Experiences from Occupational Therapy</i> |
| | | 12 – 1:45pm CETL, AC 4EA1 |
| | Facilitators: | Beverly Horowitz, Occupational Therapy Andrea Krauss, Occupational Therapy |
| Thursday, May 9 | Workshop: | <i>Reading and Learning Strategies for College Students</i> |
| | | 12 – 1:45 pm CETL, AC, 4EA1 |
| | Facilitators: | Christina Miller, Library Sandra Urban, Library |



York Faculty Updates



- **Olajide Oladipo** (2013), (Chair, Department of Business & Economics, School of Business & Information Systems), "Oil Price Shocks and Macroeconomic Activities: Evidence from an Oil dependent Exporting Economy," *International Journal of Business and Emerging Markets*, Vol. 5, No. 3, 199 - 216.
- **Anamika Dasgupta** (2013), (Asst. Professor, Library), "Undergraduate Research, Part I: Reading Scholarly Articles," *Reference Librarian*, 54 (2), 177-180.
- **Anamika Dasgupta** (2013), (Asst. Professor, Library), "More Than Just a Reference Librarian," *Reference Librarian*, 54 (1), 78-80.
- **Nicholas Grosskopf**, (Dept. of Health and Physical Education/Community Health, School of Health & Behavioral Sciences) and **Susan Letteney** (Dept. of Social Sciences, School of Health & Behavioral Sciences) Collaborative Group on Health Policy and Promotion Initiative - \$15,000 grant.
- **Joanne Lavin** (Dept. of Health Professions, School of Health & Behavioral Sciences) Clinical Coach Program with North Brooklyn Health Network - \$15,000 grant.
- **Robert Brugna** (Dept. of Health Professions, School of Health and Behavioral Sciences) Inter-Professional Education and Collaborative Practice in Health Professions - \$12,455 grant.
- **Margarett Alexandre, Renee Wright, and Joanne Lavin** (Dept. of Health Professions, School of Health and Behavioral Sciences) - Support Nursing's New Credit Course on Assessment of Global Health Needs, and the Associated Service Learning Experience in Haiti. - \$26,000
- **Beth S. Rosenthal & W. C. Wilson**, (2013, April), (Dept. of Social Sciences, School of Health and Behavioral Sciences), "Reconceptualization of the Relationship between Experience with Trauma and Posttraumatic Stress Symptoms." Presentation given at the European Psychiatry Conference, Nice, France.

York Aviation Students Enjoy Flight Experience

Monday, April 15th was a perfect day for flying and 14 York College students did just that.

Sponsored by the advocacy of William Mercado, president of the JFK Air Cargo Association, and Steve Feibus, director of the Academy of Aviation, the students piled two by two into each of seven Cessna aircrafts for the trip from Long Island's Republic Airport to Groton, Connecticut.

But before all that, they stopped at the American Airpower Museum in Farmingdale, where there was a short lecture about World War II from two veterans of that war – teenagers at the time. From there, it was on to the airport for a continental breakfast and short program. York's president, Dr. Marcia V. Keizs and provost, Dr. Ivelaw L. Griffith thanked the organizers for their hospitality, which included T-shirts for all the students, administrators, professors and staff in attendance.

After thorough checks of the airplanes by the flight instructors, many of whom had trained right there at the Academy of Aviation,



Members of the York team, ready to soar ... (Picture courtesy of Tiffany Cudjoe)

the teams took flight. One student took the controls going and the other had his/her turn on the return trip following a pizza lunch provided by the sponsors.

"It was an awesome experience," said Yousef Almomani, a junior originally from Jordan. "They taught us taxiing, control in the air ... I would definitely do it again if York offers the opportunity. I appreciate York for doing this for us. My friends at Vaughan who are majoring in aviation are jealous that I had this opportunity and it did not cost me anything. Flight lessons are expensive."

Raulina Soalares, a junior, also had high praises for flight familiarity day.

"I realize that women in aviation years ago

didn't have opportunities to fly," said Soalares, president of York's student chapter of Women in Aviation. "I feel privileged that now if they (the industry) had to choose between a [woman] and a man, they'd choose the woman for the diversity. Women are taking new roles in society. Management is good, but it's amazing to know the flight aspect as well. I want to have my [pilot's] license. I always wanted to fly."

Organizers also enjoyed the day. Steve Feibus, director of the Academy of Aviation was happy for the opportunity his institution had provided York's students.

"We have 60 years training pilots," said Feibus. "Our curriculum is

tried and tested. We work with aviation schools. I enjoy putting things like this together."

Asked how he came to know about York's program, Feibus admitted that he had not heard of York College and knew little of CUNY until he had this opportunity to work with York.

"This event opened my eyes to the whole CUNY system," said Feibus. "I was very impressed with York. It offers a great education and lots of clubs. "[But] we have resources you don't have at the school. We have the biggest flight school in the north east. We're international; and we have a lot of international students in our dorms. Our students come from England, Russia, Egypt ..."

President Keizs was delighted with the event.

"I'm happy that you've decided to partner with us," said Keizs. "The academic experience at York College must take place not only in the classroom, but outside the classroom, like here. Our co-curricular experience is intentional and experiential. So thank you for

cont.'d on p.9

Super-achieving Biology Major heads to Grad School for Ph.D.



Patrick Menzies

Most of York's students report that they are the first generation of their family to go to college. Not so with Patrick Menzies. Between his two parents there are 10 college degrees, starting with associate's degrees earned in their native country of Belize. Both parents are physicians and Ph.D. holders in addition to their undergraduate and Master's degrees.

Now this elder son is heading off to earn his third degree, a Ph.D. in biomedical science at the University of California, San Diego. By the time it's all said and done he will have amassed almost as many degrees as his parents have.

But first, Menzies will graduate from York College this spring. He came to York two years ago with a bachelor's degree in History and Science from Harvard University, specializing in the history of Biotechnology, Genetics, and Molecular Biology. It more than prepared him for the rigors of York's biological and chemistry disciplines. His work with his mentor, Dr. Louis Levinger included studying and characterizing the naturally occurring isoforms of a candidate prostate susceptibil-

ity gene involved in the t-RNA maturation process. The characterization is performed through bioinformatics, site-directed DNA mutagenesis, baculovirus protein expression, and enzymatic experiments and analysis.

"Patrick came to York as a second degree student majoring in Biotechnology with a first degree from Harvard College in History and Science," said Dr. Levinger. "The first degree and all subsequent experience clearly demonstrate his excellent verbal skills. He articulated his career path and goals as clearly as the best pre-med students, which is unusual for students who don't plan to go into medicine."

With a Harvard degree Menzies could have gone to almost any college; but he chose York for its well-known pre-med/pre-Ph.D. programs in the sciences and of course, for its CUNY affordability.

"All Patrick's written and lab work, including providing the text for his Diversity Supplement to my NIH grant, taking the subject GRE exam in Biochemistry and Molecular Biology and interviewing for Ph.D. programs, has been consistent with the goals he stated so clearly the first time we met,"

said Dr. Levinger.

Menzies applied to 14 different institutions on the West Coast and received offers from nine. He chose UC San Diego for its academic rigor, collaborative opportunities and for affairs of the heart. His girlfriend is already there pursuing a Ph.D. in Spanish Literature.

"I felt there was a strong collaborative atmosphere," said Menzies. They have the highest concentration of researchers in biomedical sciences in the area."

Menzies says his many acceptance offers were based in large part on the fact that he had received an NIH 2R15PA-12-149, Undergraduate Diversity Supplement to Dr. Levinger's National Institutes of Health (NIH) Diversity Grant. It paid for his travels to various conferences and his salary in Levinger's lab.

"Funding is very important now due to the sequestration," says Menzies. "And it's very rare for (undergraduates) to get this kind of funding."

Dr. Levinger has a reputation for paying his lab mentees.

"It's the only lab in Biology that pays students," Menzies ex-

cont.'d on p.19



Tenacious student accepted into Ph.D. Program at Yale

Robert Fernandez's York days are drawing to a close, but what a journey he has had.

A circuitous route brought him to York with an associate's degree in Business from Union Community College in Cranford, New Jersey. Now he is heading off to Connecticut to pursue a Ph.D. at Yale University.

Numerous programs made the York Biotech major an offer of acceptance, including the University of Pennsylvania, Princeton – where he completed an internship last summer) and Weil Cornell.

"I will accept Yale to conduct research on neurodegenerative disorders such as Parkinson's, Huntington's and Alzheimer's," Fernandez explained earlier in the process. "However, I am quite interested in doing a rotation in a stem cell lab, particularly of a faculty member who works on tissue regeneration in salamanders."

Coming to York was a fortuitous decision for Fernandez. It was Dr. Louis Levinger, one of York's outstanding Biochemistry professors,

who advised him when he visited York and he ended up in the lab of genetics professor, Dr. Anne Simon, known for her *Drosophila* research.

Fernandez, who came to the United States from Peru with his family as a small child, has negotiated many struggles on his journey to success. His parents' marriage ended early and his mother had to work up to 60 hours per week to support her two sons. Robert is also used to working hard to earn a living. At York he has held two and three job jobs to put himself through college and pay his rent. As if weren't enough, his status as an undocumented immigrant has stood in the way of obtaining most scholarships for which he would otherwise have qualified.

Yale has now made him an offer of more than \$30,000 per year in funding so he can concentrate fully on his research.

He will excel there.

At York he has tutored in numerous subjects yet made time to establish a Microbiology Club, serving as its founding president and has maintained a GPA hovering around a 4.0.

But it is his research at York that has been most impressive. "I have developed new paradigms to study social behavior," says Fernandez. "The results [of my research] will allow [for] the identification of the genetics and neural substrates required for social response in flies. I hypothesize that some of the genes and cellular mechanisms involved in tuning a complex nervous system to recognize a similar animal may be shared between humans and flies."

To cap off his York experience, Fernandez and three other students recently attended a *Drosophila* Conference in Washington, D.C, where he shared his research via poster and oral presentation.

"Robert is dedicated," said Dr. Simons. "He's very hard-working; and he went from having potential to having success. He just grew so much in the lab. He grew very confident, which has been inspiring not just for me, but for other people in the lab. What he has is the tenacity. He has a strength that other students can see. He's a leader."



Robert Fernandez in the lab

YORK COLLEGE CUNY

Remarks by Rishaad Ismail at the Dean's List celebration



Mr. Rishaad Ismail giving his address

Provost, professors, fellow honorees, parents, it's great to be here. I am truly beyond humbled to have this opportunity to share with you, a few of the great experiences I've had here at York College.

But before I say anything else, let me say this: Congratulations to all of us who have striven for excellence and achieved it and here's hoping that we continue to strive for excellence throughout our years. We really and truly should feel great about being on the Dean's List. It's quite an accomplishment. Really, it's an honor to be here in this room.

I remember very clearly one year I was here in the audience and the Provost talked about excellence. And he quoted Aristotle, who said "we are what we repeatedly do. Excellence, then, is not an act, it is a habit." And that was transformational for me because to think that excellence is a habit was to now realize that for me to call myself an achiever, I really should be constantly achieving. So excellence is not an action. It's not a *single*

action. It's an ongoing process. It's constancy. And every time I start my classes here at York, (believe it or not) I always try to remind myself of that quote. Has it helped me? You bet it has. Now, you may be asking yourselves, "why is he up there talking about a quote?" Well, here's why: this quote from Aristotle in 300 B.C. revolutionized the way I approached pretty much everything. It raised the bar for me, so to speak.

If I can have an A in English 125, why can't I have an A in English 200? Why can't I achieve an A in Psychology? In Speech? And so I have essentially internalized this concept so much that I think it became a part of who I am. And sure enough, I've been on the Dean's list every single time. And so I'd like to attribute that to the Provost. Now, I'm sharing this because I really want to remind ourselves that being on the Dean's List should not have to be a one time event.

We should, in fact, try to cultivate a habit of always being on the Dean's List, of *always*

doing well in all of our classes. We have shown that we are quite capable of achieving. And so we can absolutely do this again. And the other thing is, I have extended this concept beyond the college environment because I thought to myself "If I take the same frame of mind that allowed me to achieve high grades and channel that into anything else I do, why wouldn't I have the same results?"

Now let's go back a little. Let's also remind ourselves that we didn't do this alone. Yes it's true we're on the Dean's List, but would we have been on the Dean's list were it not for the love and support of our family? And the answer is clear and resounding "no." Absolutely not. And so I'm extremely grateful for the unconditional, unparalleled love and support from my parents and my brothers. They have helped me in more ways than I can count. And so I want to say to them today, thank you.

I'm in the honors program here at York and so I just want to say a few things about that.

cont.'d on p.16



York Celebrates Bengali New Year 1420

by Nazrul I. Khandaker

York College Bangladesh Students Association (BSA) celebrated Bengali New Year 1420 (Bengali: Nôbobôrsho) or Pohela Boishakh on April 16, 2013 and entertained well over 250 attendees with music, dance, fashion show and

storytelling. This year the Bengali calendar commenced its new journey and students at York also embraced the New Year with new hopes and prosperity.

Traditionally, the Bengali New Year falls on April 14 and is unlike

the lunar calendar. It was the Mogul Emperor Akbar who introduced a fixed date for the Bengali New Year in order to have farmers pay taxes on a fixed date. Ironically it coincides with the same deadline set by the U.S. Internal Reve-

cont.'d on p.19

cont.'d from p.5

this partnership.”

Quoting 20th century philosopher George Santayana, Provost Griffith told the gathering, “‘If you really want to know people think, pay attention to what they do and not what they say.’ This is a ‘do.’ It enables students to get experience in the real world.”

Moses Lee, a junior who also flew that day, of summed up the experience for all his colleagues.

“I felt like I had wings,” he said upon his return from his flight lesson. “With a car you can only go right or left. But with flying you could go up, go down, nose dive. It was amazing. I want to make this a hobby. When I told my friends about it they all said, ‘York College?! Wow!’ The Aviation program at York is very competitive. I just hope that it continues after we

graduate.”

In addition to President Keizs and Provost Griffith, Dr. Alfred Ntoko, dean of the School of Business and Information Systems; Dr. Olajide Oladipo, chair of the Business Department, and Dr. Chun-Pin Hsu, who organized the event with Steve Feibus at the Academy of Aviation, were also on hand.

“I am happy this flight training day can actually happen,” said Dr. Hsu. “With the support of Dean Ntoko, and Dr. Oladipo, I worked with the Academy of Aviation to design this event over the past several months. Dr. Oladipo and I worked together to show the Academy how serious we were in arranging it and [persuaded] them to sponsor it.”

Dr. Hsu, who teaches in the Aviation program,

explained why flight lessons are important to his students.

We help them know there’s a different career path,” said Hsu. “They could become pilots. The tuition they’ll pay to get a Masters degree could pay for their pilot’s license, which could provide more job security. Some will also become managers and as managers they’ll need to know how to negotiate.”

According to Hsu, the airline industry is 20 percent pilots and if you don’t have experience (as a pilot) they may not respect you.

“They may say, ‘you don’t understand what I do, how can you respect what I do?’” said Hsu. “So I wanted students to have this experience. With this opportunity we can also increase awareness, which helps us with recruitment.”



Prof. Khandaker (2nd from left) with the organizers of the event



L-r: Provost Griffith, student Muhammad Khattak, Dr. Oladipo, President Keizs, Dean Ntoko, and Dr. Hsu (Picture courtesy of Tiffany Cudjoe)



York student Moses Lee during his flight preparation (Picture courtesy of Tiffany Cudjoe)

Candid Reflections from York Geology Graduates

by Nazrul Khandaker

As the geology discipline coordinator and faculty, it gives me great joy when our graduates get back to us and tell us about their new academic or career developments. Recently I heard from two graduates and want to share what they wrote and commented on with regard to the geology program at York.



Coreyn Goddard

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

— Nelson Mandela

Coreyn Goddard, a recent geology graduate (2012) from York visited us during her spring break and was very excited and enthusiastic in terms of relaying her academic experience at Stony Brook University. Coreyn is pursuing for an MS in Maritime Science and already gearing up her efforts towards selecting a research topic.

She cherishes her undergraduate geology experience at work and finds it very rich, useful and adequate to cope with graduate program. Coreyn eloquently says “I truly had no regrets for pursuing a degree in Geology, and thanks for believing in me. Thanks for passing along your wisdom and knowledge in the field of Geology, research, and everything outside of that. The Geology program at York is the best, and I hope I can be an example to those students coming in. My acceptance to the School of Atmospheric and Marine Science at Stony Brook in

Spring 2013 was one of my greatest accomplishments. After graduating from York College in 2012 with a Geology degree and applying to graduate school, I was optimistic that Stony Brook would accept me as part of their own.

Coming from a small college, with a smaller class size, the academic program at York helped prepared me for graduate school. Aside from learning various subjects and performing well, the professors helped me learn how to think. My professors in the Geology discipline, such as Dr. Khandaker, Dr. Schleifer, Dr. Dhar and others have exposed me to what is out there in the real world, and they taught me the skills and knowledge needed to move forward in my academic career. Additionally, also having the opportunity to conduct research at York, and present my research at many conferences, both locally (NY), and in other places in the U.S.

My academic progress at Stony Brook is

getting better as I learn at a very fast pace. Every day I am learning something different, and the material gets more and more interesting. Graduate school is not ‘easy,’ especially when coming to Science, but achieving good grades is possible once you remain focused. Gaining prominence in Stony Brook and in my department comes with challenges, but I always remember where I came from and the sacrifices I have made to get here. With God being my top priority, my family, peers, and especially my professors at York I have to thank, because they saw my potential and they believed in me.

To those thinking of continuing their academic career, remember to believe in yourself, and work hard.”

Coreyn undertook an independent research study with Dr. Khandaker and presented at the annual convention of Geological Society of America (GSA) and

cont.’d on p.23

Pharm Major Goes to FDU for Pharm.D. Program

For years Tekanand Singh could not envision himself as anything but a pharmacist as a career goal; and this fall he will embark on the next step in the journey to his dream.

The graduating senior majoring in Pharmaceutical Science at York has been accepted into the Pharm.D. program at Fairleigh Dickinson University. Singh, a graduate of the Queens Gateway to Health Sciences High School, actually started college at another institution but transferred to York.

"Tekanand went to Long Island University, passed all the Pre-Pharmacy courses with a good GPA as well as the Pharmacy College Admission Test (PCAT) but was turned down at the interview stage for their Pharm.D. program," said his York mentor, Dr. Deb Chakravarti. "In May 2011 he called me with his strong desire of continuing his education without changing his major interest as well as his keen interest to intern at the FDA that we offer."

According to Dr. Chakravarti, admission into Pharm.D. programs usually requires some prior college level study, but not necessarily a bachelor's in Pharmaceutical studies.

"I strongly believe that with the immersion in Pharmaceuticals, Pharmaceutical Manufacturing, Pharmacology, and related fields, students considering a career as a pharmacist have a much greater chance of being accepted into Pharm.D. programs," said Chakravarti. "Tekanand has now vindicated the advice I have been giving to students."

Singh thrived in his internship at the York campus-based Food and Drug Administration Lab, where he worked in the pesticides department, which is where, he says, produce from foreign countries are tested for pesticide contamination.

"I am enjoying this experience because it has given me a whole new perspective on the pharmaceutical field. It has also given me the opportunity to use the knowledge I've acquired

from my upper-level Chemistry courses."

As the first member of his Guyanese immigrant family to attend college, Singh says his parents couldn't be happier. "They're more excited than I am," said Singh, who loves pharmaceutical science so much even his part-time job is in the industry. He works at a CVS Pharmacy location.

He was drawn to York's program not only for the affordability, the FDA opportunities, and the academic rigor of the program, but also for the convenience to his Richmond Hill, Queens home. "York prepared me well for this," said Singh. "The classes are tough but amazing."

Asked how he thinks his mentee will fare in the Pharm.D. program, Dr. Chakravarti was enthusiastic in his conviction. "I am confident that he has a very bright future," he enthused. "He will be among our second graduating class in Pharmaceutical Science and continue on to the Doctor of Pharmacy Program at Fairleigh Dickinson University."



Dr. Deb Chakravarti with his mentee, Tekanand Singh

YORK COLLEGE IS CU NY

Provost Lecture Series

“Read, Write, Assimilate: The Crisis of Literacy Narratives in English Composition ”



Dr. Shereen Inayatulla

Dr. Inayatulla’s lecture took place on March 18, 2013 and was well attended by faculty and students from a wide cross-section of departments in the college. To second the words of Dr. Holger Henke, Assistant Provost, Dr. Inayatulla’s lecture on literacy narratives was a “... very densely argued, rich, and multilayered presentation.” It was also quite clever and witty; with numerous twists and turns to challenge the audience’s thinking on various aspects of the topic, including a wealth of relevant socio-political, psychological, and pedagogical issues.

As explained by Dr. Inayatulla, literacy is often thought of as referring to acquiring the skills necessary for reading and writing. However, literacy can also refer to funds of knowledge in many other areas, i.e., computer literacy, math literacy, political literacy, etc. Dr. Inayatulla’s lecture focused on literacy as it refers to learning a second language (especially those of immigrants learning English the US) and in learning how to read and write in one’s native language and / or a second

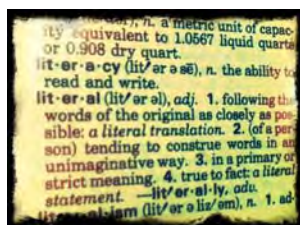
language.

In one of Dr. Inayatulla’s PowerPoint slides, she showed a picture of Uncle Sam, pointing a finger and with the caption- “Literacy, Citizenship and Power: Welcome to America, Now You Speak English.” This country’s history has been marked by many political efforts to render the use of English as the only official language; and thereby, barring the use of any other language in official public matters. In fact, such motions have passed in several states.

But what exactly is “English”? “Standard English”? “Good English”? Can everyone truly have access to it? Is it possible to learn English as a second language and leave behind all vestiges of your home language? Is this a reasonable demand for us to make of newcomers to this country, and especially those who live in environments where the use of “Standard English” is more the exception than the rule? While Dr. Inayatulla questioned, she also pointed to a well known quote (that is, popular amongst educators and

others deeply interested in second language learning) from the work of Gloria Anzaldúa, “for people who live in a country in which English is the reigning tongue but who are not Anglo ... what recourse is left to them but to create their own language ... We speak in a patois, a forked tongue, a variation of two languages.”

Dr. Inayatulla’s discussion also pointed to the work of Kara Poe Alexander (2011) who detailed a coding scheme for categorizing major types of such narratives, by gathering and synthesizing the work conducted by other researchers on this topic. The “Success Narrative” was found to be the most popular of all, whereby the author attributes a positive correlation between literacy and success; the more literacy, the more success. Other identities that typically unfold in these narratives include: the “Hero” who overcomes incredible odds to become literate; the “Child Prodigy” who was so brilliant s/he learned to read and write almost effortlessly and / or at an unusually young age; and the “Literacy Winner” who



Provost Lecture Series

“Pride, Shame, and Achievement: Roots in our Earliest Relationships and Implications for Education”

On February 28, Dr. Margareth Lafontant, an adjunct faculty member in the Department of Teacher Education (School of Health & Behavioral Sciences) presented her research on pride and shame in educational settings. The primary purpose of Dr. Lafontant's study was to explore children's tendencies to express pride and/or shame upon winning and losing in a competitive game, with an adult, as a function of their attachment security scores on an instrument associated with the Attachment Story Completion Task (ASCT).

Dr. Lafontant reviewed numerous peer reviewed works on self-evaluative emotions and attachment security, especially in relationship to a child's basic sense of self and expectations of how his or her needs will be met. She noted that according to Attachment Theory, children who have received consistently sensitive care from their primary caretakers will grow to be secure about themselves in addition to being better able to regulate their emotions.

On the other hand, insecurely attached children will be: less confident about their overall abilities, and in managing their emotions in healthy ways which is caused by insensitive, inconsistently responsive and/or abusive caretaking.

Dr. Lafontant discussed in detail three basic insecure types: avoidant, ambivalent, and disorganized. Avoidant types tend to minimize the expression of their emotions. The exact opposite applies to the ambivalent type, with these children exaggerating the expression of their emotions. Children showing a disorganized style, resulting from highly abusive caretaking, emit irregular and unusual emotional responses.

In her study, Dr. Lafontant videotaped and later coded the responses of a total of 34 children from diverse backgrounds with the age range from 3 yrs. 0 months to 3 yrs. 6 months. She assessed them for attachment security with the ASCT (a doll play procedure) and their tendencies to ex-

press pride and shame were measured by using a competitive ring stacking procedure. The *Test for Early Language Development, 3rd Edition* was administered to assess children's language abilities.

Her results showed that the attachment security variable was positively (and significantly) associated with the following pride-related behaviors: confidence children demonstrated in their predictions for success and in their positive and proactive reactions to failure, *but not to the actual advent of success itself*. In fact, Dr. Lafontant's videos of children's responses indicated that just about all children showed pride upon winning. What differentiated children with higher attachment security scores was not observed during the winning conditions, but rather upon the failure trials. More specifically, the study confirmed that when children with higher attachment security scores lost on a trial, they were more likely to persist after failure. All the more impressive was



Dr. Margareth Lafontant



cont.'d on p.20



L. to r.: Bandleader Eddie Palmieri, York College president Dr. Marcia Keizs, and the evenings honoree Hank Sheinkopf

cont.'d from p.1

feld.

Mr. Sheinkopf, who was among York's first cohort of students when the college opened in 1967, is also a rabbi, having received rabbinical ordination from Rabbi Yitzchak Yehuda Yaroslavsky of Nachlat Har Chabad.

His company, Sheinkopf Ltd., is a full service strategic communications company serving corporate, political and public affairs clients.

He has worked on an estimated 700 political campaigns on four continents, in 14 foreign nations and 44 American states in the last 35

years. His clients have included President Bill Clinton, New York City Mayor Michael Bloomberg and Leonel Fernandez, former President of the Dominican Republic.

For these past three and a half decades, Sheinkopf has been "the go-to guy" for a wide variety of government and public relations clients seeking solid advice on their careers or companies.

In addition to being sought out by practically every major newspaper and weekly news magazines across the country, Sheinkopf is also a former CNN contributor

and has taught and/or lectured at NYU, Harvard University, Fordham University and Brooklyn College. He has been profiled in the *Wall Street Journal*, *New York Times*, *New York Daily News* and *New York Observer*.

His love of learning, nurtured at York, has led, in addition to the BA in Psychology from York College to M.A. and M.Phil. degrees at other CUNY institutions; and he is now a Ph.D. candidate in political science at the CUNY Graduate Center.

cont.'d from p.12

receives numerous extrinsic rewards for his or her literacy skills (i.e., wins the spelling bee, named the top student of the graduating class, earns a full scholarship to one of the top universities in the country, etc.).

One of the more clever twists in Dr. Inayatulla's talk was her assertion that "the joke" can sometimes be on the reader of the narrative; referring to this type of situation as a "rhetorical masquerade."

More specifically, the

author of a literacy narrative can be quite savvy in the identity s/he chooses to assume. She can intentionally select an identity that fits well into the stereotypes that s/he senses the reader or reading audience already holds about her. She does this to meet her best interests.

Dr. Inayatulla also pointed to the importance of having students ponder and explore their own identities via the literacy narrative across all levels of their college experience.

It can be a powerful tool in helping students to affirm their own identities (especially within the context of their own linguistic, cultural, and socio-political backgrounds), to provide more meaningful activities that foster students' continued development as critical readers and purposeful writers, in addition to enhancing multicultural awareness for both students and teachers.



An example of forced acculturation

cont.'d from p.2

there was widespread famine, food scarcity and a black market, and the masses were sick of the arbitrariness and inconsistency of the tax system. Venality had led to a corrupt situation where office was purchased and tax collectors and judges bought their positions for life while making commissions. Additionally, the French were funding the American Revolution, so the King was losing money and was unaware of the exchange taking place at the hands of venal tax collectors.

Because of the widespread corruption, unfairness, inconvenience, and lack of budget in

France, taxes became a primary complaint with no agreeable solution. The country, thus, erupted into violence. Prof. Chanel explained that the revolution resulted in a "Declaration of Rights of Man and Citizen," which mapped out the rights and tax system for citizens and remains in effect today.

What this historical event can shed light on in our present day context is that debates about unfairness and tax distribution continue. Prof. Chanel offered insight into the polarized debates taking place in the US today. She described the persuasive arguments used by both sides, not-

ing that although we are not necessarily in the same situation as pre-revolutionary France, politics certainly come into play. One of the questions that emerges in these debates is whether "the rich" should pay higher taxes. Prof. Chanel provided the example of actor Gerard Depardieu who was recently in the news for having declared Russian citizenship and moving to Belgium in order to evade French tax.

The difficulty, according to Prof. Chanel, is that changing tax laws is no simple task. One important issue is that legislators want to get reelected.



A contemporary newspaper report on the Boston Tea Party

Assistant Swimming Coach Featured in *Ebony* Magazine

York College Assistant Swimming Coach Robert Trotman is featured in the May Edition of *Ebony* Magazine. Trotman was named as one of *Ebony*'s "Everyday Heroes."

Trotman has been a swim coach for more

than 25 years, teaching African-American and Hispanic children and adults how to swim at York College and for Nu Finmen Swimming – a youth swim club based on Long Island.

"It is important to teach minorities how to swim because of the dis-

proportionate number of us who drown," said Trotman in the article. "Our youth need to have the knowledge of how dangerous water can be if you cannot swim.

The May issue is available on newsstands now



Coach Trotman giving advice to his swimmers

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

Edward G. Bulwer-Lytton



Dean Lynne Clark (School of Health and Behavioral Sciences) addressing the Dean's List Reception

“The professors here all seem to have this one thing in common: the ability to inspire. Yes, in these very classrooms here at York, lives are being changed.”



Dean Panayiotis Meleties (School of Arts and Sciences) (L.) with one of the Dean's List students

cont.'d from p.8

When we think of research, and I say “we” meaning students, we usually dread the thought of it. And there’s a reason for that. Usually, we fear what we do not truly know. Being in the honors program has taught me a lot about research. The honors program will require from me a thirty-page thesis.

Now, that sounded scary to me at first, but it’s really not that bad because here’s the trick about research: If you’re going to spend all that time doing research, it should be a question that you genuinely want the answer to. And so if you approach it like this, trust me, research no longer appears scary. Research becomes this fantastic, exciting, and, dare I say, rewarding process. And frankly, I can’t wait to complete mine.

One of the main things that has helped me over the years is being enthusiastic. I think we underestimate the power of enthusiasm. When I’m enthusiastic, I’m fired up. I *want* to learn. I’m thirsty for knowledge. And being on the Dean’s list is important for me because it makes me enthusiastic. It adds to my enthusiasm. But also, I have

found that when I’m inspired, I become even more enthusiastic. And I think it’s the same for all of us, which is why I want to share this story:

Recently I was talking to a group of friends (from York), and we were talking about our professors and we all agreed that the professors here at York all seem to have this one thing in common: the ability to inspire. Yes, in these very classrooms here at York, lives are being changed. Now that may sound like an exaggeration but if you’re a student, you know that a lot of times, all it takes is a spark of inspiration, and that spark goes a long way.

And so, I want to spend a little time talking about the one-of-a-kind professors in the English Department (because, you know, I’m an English major). From Professor Namphy, with his invaluable advice on life in general, to Professor Coleman with his Morgan Freeman sounding voice, to Professor Rowe to Professor Corcoran, and I can go on and on.

I especially want to thank though, my honors advisor, Professor Josephs, for her instrumental role in helping me to traverse the quite chal-

lenging landscape of doing research. But my point is this: You want to talk about inspirational? These are professors who truly inspire. They are role models.

Three years ago, I was in the office of a professor. I’m not going to say his name, but I see he’s here today, and we were talking about Hamlet and bravery or courage. He said to me, and I’m paraphrasing here: “courage/bravery is doing something uncomfortable.” He also said, “Rishaad ...” No, he said, “Brother Rishaad, it doesn’t have to be grandiose.”

Now, this happened about three years ago, but I remember it very, very clearly. Why? Well, because it was a simple statement, but it changed my life. It really did. It now plays a part in my every day decisions. You know, when I was asked to do this speech, I said “thanks but I’m sorry, I’m honored but I’ll have to say no.” And I wasn’t being cocky. I said “no” for two reasons: First, I thought to myself, I wouldn’t have the time to prepare for this. I have a job. I am in the school’s Honors Program and I’m also doing

cont.'d on p.18

cont.'d from p.1

research. He noted at the time that student research at York seems, for the most part, to be the domain of only those in the natural sciences and behavioral sciences.

Now, students of English, visual and performing arts, aviation, journalism and 40 other majors at York, are actively engaged in the process.

"Research," he reiterated again with credit to Zora Neal Hurston, is 'poking and prying with a purpose.'" And poke and pry did the students do.

Urmi Ghosh, for example, who wants to major in Physician Assistant Studies actually did her research in Geology as one of Dr. Ratan Dhar's students. Her research was in "Detection of Solid Phase Fecal Indicative Bacteria in an Urban Soil." She took her samples from Bowne Pond Park in Flushing, and found that even after she distilled the water in the lab there was still traces of E-coli to be found.

"They're purifying the water in the pond, but the soil around the pond is contaminated with bacteria and will get back into the water," said the transfer student from Bangladesh.

Mayra Alvarracin and Brian Benjamin are

Teacher Education majors mentored by Dr. Xin Bai. Their research is in interdisciplinary studies in childhood education. Their research looks at how a seventh-grader practices language literacy in social conversations.

Thamar Simpson, mentored by Dr. Olajide Oladipo (Business & Economics) studied the Jamaican economy, citing that the island nation's "export commodities was \$1.65 billion, while imported commodities were \$6.35 billion.

Robert Muhammad, mentored by Dr. George White (History and Philosophy) examined justice of the Cold War Era.

Asked what he thought of his findings, he said that he has to be objective. "A historian is not supposed to judge history," he explained. "But [we have] to analyze it. Look at the objectives, look at what was going on at the time ..."

President Marcia V. Keizs was delighted with the intellectual fertility on display. "I am delighted that so many of you, almost 400 participants, have had an intentional interaction outside and inside the classroom," said Dr. Keizs. "We try to provide you with intentional interac-

tions; thank you faculty and thank you, students, for engaging."

The keynote speaker for the Luncheon was Dr. Partha Mitra, Crick-Clay Professor of Biomathematics at Cold Spring Harbor Laboratory and director of *Mitralab*. He holds a Ph.D. in Theoretical Physics from Harvard University and was a member of the Theoretical Physics Group at Bell Laboratories. His topic was "Mouse Brain Architecture."

"We're at an exciting point in neuroscience," said Dr. Mitra. "The brain is the most complicated mechanism in the entire universe. Question everything. You don't need to just take what others say. Figure it out for yourself and have an 'aha' moment. We need to begin to address the knowledge gap. As scientists, we seek the truth and read the book of knowledge."

The scientist then invited York scientists to visit his lab and collaborate with him online.

Other aspects of the day included panel discussions by students and faculty throughout the campus and an award to Carl Ballenas of the York College Class of 1976, for his work as a middle school teacher

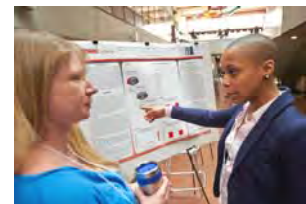
cont.'d on p.27



Many students, staff and faculty engaged in intense discussion



York's Core Building was abuzz ...



Proud student researchers demonstrated and explained their work

Dean Gibson contributes book chapter

In a recent book contribution York's Associate Dean of Student Development, Dr. Thomas Gibson, shared from his 15 years of higher education experience.

The book, titled *Views from the Frontline: Voices of Conscience on College Campuses*, is a collaborative effort among colleagues from colleges and universities across the United States. In it, the authors provide eye-witness accounts of their observations and experiences of triumphs and

disappointments in supporting student persistence and success on colleges and universities campuses.

Gibson's chapter, "Supporting Student Persistence," highlighted academic interventions and strategies that he has employed to support students' persistence toward graduation. Dr. Gibson shared that "while engaged in the throes of this work, I would routinely hear from former colleagues to stop holding your students' hands. They can

figure it out on their own." He further stated "what my then colleagues failed to understand was that I was not fostering student overdependence." Rather, his efforts, among others, were increasing their connection and engagement with the college.

Dr. Gibson posits that "it is the institution's responsibility to retain students. And it is students' responsibility to persist." He conclusively conveyed that "I was simply supporting their persistence."



cont.'d from p.16

Honors in English. I have to write a thirty page thesis by the end of the semester, so I thought I would have no time to prepare a speech. But the second reason is that I dreaded the prospect of standing up here in front of all of you. I thought it would be nerve-wracking. Now that I'm here, I still feel the same way. It is *very* nerve-wracking. And so I said, "No I'm sorry, I can't do it", but then something really interesting happened. It started to haunt me. When I told this story to my brother, who's also a student here and who's also on the Dean's List, and he's in this room

today, the first thing he said to me was: "Wait, you were asked to speak at the Dean's List ceremony and you said no? Are you crazy?"

But also, my professor's words haunted me - "Courage is doing something uncomfortable." It's uncomfortable to stand up here and talk to you. It's really not the most comfortable thing in the world to do. But why not be brave and just do it? And so the very next day, I accepted the invitation and honor to speak here at the Dean's List ceremony. And quite frankly, it feels great. It feels great standing up here. But you know what will feel

a lot greater? *After* I leave here, knowing that I accepted the challenge and I accomplished the task. It may have seemed like a small decision, but it transported me from a state of fear to one of freedom. And all this because three years ago, a professor from the English Department at York College told me "Courage, in its simplest form, is doing something uncomfortable."

We are here today because we have achieved. Let us continue to achieve. Let us continue to excel, for excellence, you see, is not an act, it is a habit!



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

cont.'d from p.9

nue Service for paying taxes in the States.

The Bengali calendar is followed by many neighboring countries located in close proximity to Bangladesh, such as Myanmar, Nepal, and Assam-West Bengal – and – Tripura of India. Boishakh is the first month of the Bengali calendar and full of cultural and religious activities.

In Bangladesh, the first day of Boishakh (Pohela Boishakh) is a national holiday and people from all walks of life wear traditional attire and start the day with a breakfast called panta bhat (rice soaked in water overnight), green chillis, and fried hilsa fish.

The event at York was opened by the Club Mentor Dr. Nazrul Khandaker and guest speaker Mrs. Uma Sengupta, a local activist, educator and the first woman from Southeast Asia to become District

Leader in New York City.

District Leader Sengupta has been a leader on an array of important issues before New York State Representatives, fighting to ensure the voices of all community members are heard. Mrs. Sengupta wore her traditional sari and proudly introduced herself as a Bengali person who also retained core cultural values all these years.

In her address, she reminded students about the rich cultural heritage possessed by the Bengali nations and used the famous quote of Gopal Krishna Gokhale “What Bengal thinks today, India thinks tomorrow.” She urged students to learn from the rich Bengali culture and become an educated person with tolerance and respect to all cultural bases.

The closing ceremony brought a neatly choreographed fashion show led by Shaikh Amin

(York College USS Alt. 1 – CUNY 2012-2013) and Syeda Arufa Yeasmin (MC). The show certainly became the primary attraction of this colorful event and it represented both contemporary and modern outfits including lungis (lungis are sewn into a tube shape like a skirt), sari, and tight jeans.

The York community was pleased to see a plethora of colorful dresses and boutiques presented by the fashion show participants including quite a few young children. In the end, as usual, scrumptious Bengali food called Biryani (aromatic basmati rice cooked with chicken) was served and no one was deprived of this authentic food. BSA greatly acknowledges the support from the Students Activity and students volunteer who made this event a dashingly success!



Fashion show of Bengali traditional dress



Visitors attending the event were pleased with the spectacle

cont.'d from p.6

plained. “Dr. Levinger is very present. He cares a lot. I hear from other professors how fortunate I am to be in his lab because he gives a lot of time.”

Levinger has said that in his own undergradu-

ate days he liked – and needed to get – paid for his work as a lab assistant; and he tries to treat his own students in the same manner. To this end, he is one of York’s most prolific grant recipients.

Menzies, who will receive a \$31,000 per year fellowship at UC San Diego, plans to study patent law in biotechnology after graduating with his PhD.



Dr. Louis Levinger

Early College Initiative

by Janae Hunter

“Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education: they grow there, firm as weeds among stones.”

— Charlotte Brontë, *Jane Eyre*

After seven Years, the York College Early Academy (YECA) will graduate its first cohort of students in June 2013. Seventy-one students will cross the stage for their diplomas and move on to college – many to York.

With the cost of higher education increasing every year, it is more important than ever to graduate from high school with as

many college credits as possible to decrease the time and cost of a college degree.

It is also important to instill college-ready skills in students as early as junior high school and that is where the York College Early College Academy comes in.

Founded in 2002, YECA is a program designed for students in grades 6 through 12. It is supported by

the Bill and Melinda Gates Foundation and is in partnership with the City University of New York and the New York City Department of Education. The goal of the program is to help students prepare for a college environment, offering them the opportunity to earn up to 60 college credits, which will be transferable towards their bachelor's degree within

cont.'d on p.22

cont.'d from p.13

the fact these children also tended to show pride in the towers they built after failure. Thus, it mattered little to them that they lost on a trial; what seemed to matter most to children with higher security scores was what they themselves were able to accomplish and/or complete.

Other major findings from Dr. Lafontant's research revealed that children with the highest avoidant scores proved to be the polar opposites of those with the higher security scores. The former children were the least likely to persist after failure and

the least likely to show pride in their finished products after failure.

No significant correlations to the expression of pride were found with either those who had the highest ambivalent or disorganized scores. In terms of gender differences, there were some indications that girls might be more prone to the negative effects of insecure attachment in comparison to their boy peers; this was especially apparent as it related to the ambivalent variable.

Dr. Lafontant concluded her presenta-

tion with the notion that emotions play a critical role in learning for children, adolescents, as well as adults. She emphasized the importance of supporting the implementation of parent training programs and teacher professional development that support healthy socio-emotional development. She left the audience with a strong sense of the urgency of addressing the critical role that emotions play in learning during early childhood and beyond. The character of the individual and health of society are built on it.

SEMAA Program Participates in STEM EXPO/FAIR

The STEM EXPO Fair invited well over 1,300 participants, including K5-12 students, to learn about Science, Technology, Engineering and Mathematics (STEM) opportunities and career options available for them in various parts of New York City. York's Science, Engineering, Mathematics and Aerospace Academy (SEMAA) program was one of the invited STEM partners to this event.

The central theme of the STEM EXPO is that STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. The focus for the day was to increase awareness of STEM career opportunities, connect our students with professionals in these fields, and foster academic achievement in order to provide students with the tools necessary to be successful in their future careers.

The STEM Expo included booths showcasing brief demonstrations and hands-on activities, informational tables on STEM careers, and workshop sessions exploring opportunities for English Language

Learners. It was hosted by the Division of Students with Disabilities & English Language Learners Office of English Language Learners.

The NYC Department of Education was the main host for this event. The event is one of the premier K5-12 STEM educational networking locations in New York City and information about York's SEMAA Program was distributed to the participants. Dr. Khandaker was the lead person from York SEMAA Program.

Miguel Cordero, a Senior ELL/Mathematics Specialist from the Office of English Language Learners commended the SEMAA Program for its initiatives and participation in this event: "On behalf of the New York City Department of Education's Office of English Language Learners, I want to thank you for all the support you and your organization provided at our STEM Expo/Fair this past Friday (April 19). Your professionalism and highest level of expertise helped make this event – which was attended by more than 1,300 students, teachers,

and parents from 78 schools – a huge success.

Chancellor Dennis M. Walcott was very happy to see more than 60 different organizations come together to engage our students and show them the different possibilities available to them in STEM-related careers. When asked what they had learned at the Expo/Fair, one group of students replied: "We were not aware of all the choices, and we now know that *we have a lot of thinking to do.*" This is just one of the many testimonials we received from the teachers, students, and parents whom you inspired. We extend to you our profound sense of gratitude and friendship."

The NASA-sponsored York SEMAA program continues to offer great hands-on activities and curriculum developed by NASA and specifically targeting students from backgrounds not well represented in the sciences.

Congressman Gregory Meeks was very instrumental and his successful legislative initiatives not only enabled York to have this pro-



Prof. Khandaker and student at the STEM EXPO Fair



cont.'d on p.30

Alumnus Gives Credit to York



Vipin Kumar

Vipin Kumar, a 2008 alum, graduated with a BA in Psychology and is now finishing his medical degree.

Born in India, Mr. Kumar migrated to United States in 1993 at age seven facing challenges in both education and life. This adjustment was facilitated by support from his teachers, parents and friends who continuously pushed Vipin to go further and to attend York College.

He credits his present success to the experiences at the College where he became fascinated with the field of psychology after taking an introductory course which led to his decision to major in the field.

But York was more than a place to take classes, it became a sanctuary for unique experi-

ences. Vipin spent time doing research, tutoring his fellow students, and writing, writing, writing.

These extracurricular activities were key in his intellectual development. While working with Dr. Francisco Villegas in the Behavioral Neuroscience Lab, Vipin learned the importance of persistence and hard work that is paying off in his medical studies. Prof. Villegas together with the late Dr. Michael Flynn and Prof. Winsome Smickle were influential in Vipin's personal development too. He states that Dr. Flynn was a model of strength for speaking his mind and being true to himself.

After completing his undergraduate degree, Vipin enrolled in Windsor University School of Medicine on the beauti-

ful island of St. Kitts where, after completing a rotation in psychiatry, his decision to pursue a career in this field solidified.

Vipin credits these decisions to the psychology classes he took at York that gave him a solid foundation and have helped him become a better student of psychiatry. He is able to grasp not only on the medical, but the social, behavioral, and psychological aspects of the field.

Vipin hopes to be back in the Northeast this fall for his residency in psychiatry. For this exciting journey, Vipin would like to cordially thank York College for being the launching pad for his personal and professional success.

cont.'d from p.20

CUNY.

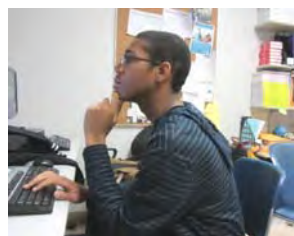
Being a YECA student provides many benefits, the most notable being cutting the cost for the first two years of college by being able to graduate early due to the accumulated pre-college credits.

Gregory Brown, Danraj Baichu, and Ajai Dabydeen are three high

school students who are a part of the early college program. They are seniors at YECA, and are currently taking college courses at York. All three young men have made great accomplishments during their years in the program, and all have big dreams they hope to accomplish in the next few years.

"It feels great to know that I have accomplished so much at a young age," says Brown, who at 17, is the youngest student in his graduating class. He has maintained the highest GPA among his peers, made the York College Dean's List for the Fall 2012 semester with Magna

cont.'d on p.23



Gregory Brown

YORKCOLLEGE CUNY

cont.'d from p.10

American Institute of Professional Geologists (AIPG) in 2012. She was a recipient of the LSAMP (Louis Stokes Alliance for Minority Participation) Scholarship and presented her research as an invited student in Texas.

Helen Maks (previously Maksimowicz), class of 2006)

Helen came to us to complete her BS in Geology with emphasis on K7-12 Earth Science Certification Program and had to take all the core geology courses in a stipulated time frame and prepare for the New York State Certification Program as well. Helen was pushed into a quite difficult situation considering her husband had a major health issue and not being able to work and help day-to-day routine house works. I real-

ly admired her indomitable courage and upbeat character that really transformed Helen to accept the challenge and finish her degree.

I observed her student teaching class and it was quiet amazing to see her go through the lesson plans and interact with the students by putting all the agonies behind!! Now she is finishing her Ed.D. and it is an amazing journey.

"Hi Naz, I am so happy to hear from you. Thank you very much I am in my final stages of my Ed.D. and should be done soon. It has been a long journey, which I owe a great deal to you and Stan. You both are exemplary educators and gave me confidence in myself to pursue my education. It has always been my dream to be a part of York College in some way to give to stu-

dents what was given to me.

Although, at the time leaving Queens College and coming to York in my final year of my BA was a hardship, because at the time getting done was all that I could see. At the time my husband was so sick and finishing school meant a pay check. However, I firmly believe that things happen for a reason and I have told so many of my students that the best thing that ever happened to me was going to York College. I send many students to York College from Uniondale High School, which is where I have been working for the last few years. I hope and pray that you and Stan are in good health. I think of you both often and share many of my learning experiences with my students. "



Helen Maks

cont.'d from p.22

Cum Laude status, and will have a total of 63 credits by June 2013.

"The early college program has definitely helped prepare me for college, coupled with my own maturity. It helped me further aspire for bigger and better things. YECA has shown me that college is not as difficult as other people make it out to be.

The work load is feasible and as long as you put in the effort, there should not be any reason for you not to succeed."

Graduating this year will be equally exciting for Danraj Baichu, who not only will be graduating with 55 credits, but will be the first person in his family to graduate high school.

"Being the first per-

son in my family to graduate high school and attend college is a big accomplishment on my part," said Baichu. "My family values education, but the capacity of doing work and taking care of a family at the same time hindered their ability to go to school."

Danraj is thankful for the tangibles as well as



cont.'d on p.29

300 Students and Staff from Community Voice Middle School 356 Visit

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

— George Santayana

On March 14, 2013, 300 6th and 7th graders, the School's Principal Tamara Collins, teachers, and parents from Community Voices Middle School 356 in Queens visited York College. Programs and arrangements were made by Dean Clark and her assistant, Juan Batista. Drs. Ian Hansen (Psychology) and Margaret Alexandre (Nursing) provided students with a forum on Social Justice. York College students from Psychology, Nursing, and Teacher Education assisted during the forum with the group activity.

The Middle School students also received a tour of York's campus, by the College's Admission staff under the direction of Grace Ann-Prencod, Admissions Specialist at York Col-

lege.

Highlights during the Tour included Jessica Cherry, Associate Director of Athletics, who spoke about York's Division III Athletic teams, and a healthy lifestyle, including exercise; the Nursing students and faculty provided demonstrations in the Nursing Simulation Lab in the Science Building, Dr. Francisco Villegas provided a tour of the Psychology Department's Animal Labs, and Mr. Matthew Katz of the Performing Arts Center spoke of the theatre and music productions at York that were performed each semester in the PAC Building, including by the York College student productions.

The students were kept occupied during lunch with talks from Provost Griffith, Dean

Dinello of the President's Office, Dean Clark, and Dr. Baron, Chair of Teacher Education Department engaged students in a literary prose activity.

All in all, the middle school students and teachers remarked about the hospitality, warm welcome, and learning experiences York College provided during their visit, asking when they could come again in the near future.

“Dean Clark reported that it was high advantages to have middle school youth on York's campus so students early on could become familiar and comfortable with being on a college campus, beginning their journey in knowing a college education can be exciting and achievable.”

Congratulations!

Professor Mary-Jo Kranacher's (Dept. of Accounting & Finance, School of Business and Information Systems) submission, “Dorminey, J.; A. S. Fleming, M.-Jo Kranacher, and R.A. Riley, Jr., 2012, ‘The Evolution of Fraud Theory,’ *Issues in Accounting Education*, 555–579” has won the 2013 Research Award of the Forensic and Investigative Accounting (FIA) Section of AAA. The award will be presented during the FIA section's breakfast meeting at the annual AAA meeting on Wednesday, August 7, and it comes with a monetary stipend.

Provost Ivelaw Lloyd Griffith, Ph.D.

Professor Khandaker at Leadership Retreat ... selected to represent Geological Society of America at 2013 China Meeting

The Geological Society of America (GSA) – a global professional society with a growing membership of more than 25,000 individuals in 107 countries – recently organized a Leadership Retreat in Broomfield, Colorado, for its various committee chairs and representatives in order to keep them abreast of what's happening in the geosciences in terms of cutting edge research, diversity, academic retention and recruitment strategies, public policy, and globalization aspects.

York's Professor Nazrul Khandaker (Department of Earth & Physical Sciences, School of Arts & Sciences) has been a secretary of the GSA International Section since 2011 and was invited to attend this Leadership meeting. The GSA International Section provides a global forum for knowledge-sharing and networking among geoscientists.

In addition to attending the Leadership Meeting, Khandaker was also selected to be one of the key International Section Management Board (ISMB) members to rep-

resent GSA at the forthcoming international meeting called "Roof of the World", to be held in Chengdu, Sichuan Province, China. The China meeting is a joint meeting of the Geological Society of China (GSC) and the Geological Society of America (GSA) to be held June 16-19, 2013.

As an ISMB board member, Khandaker played a key role in terms of proposing scientific sessions, initiating a memorandum of agreement in 2011 with Chinese counterpart, organizing technical sessions, and other logistical matters. Currently, he is leading a session titled "Foreland basin tectonics and sedimentation (north of the Tibetan Plateau)."

In the past, Khandaker also served as a Chair of the GSA Committee on Minorities and Women in the Geosciences and worked closely with various members on promoting diversity and encouraging minority participation in broad geological sciences.

He is the GSA campus representative and works with geology stu-

dents promoting the core missions of the GSA. Khandaker reiterates the necessity to get directly involved and encourages York's geology students to become members of the GSA and participate GSA's annual meeting.

York is traditionally very well-represented when it comes to enabling student's participation to the GSA annual meetings and developing professional network with working geologists and academic institutions.

Through this participation, involved students were able to meet York College alumni at the GSA Annual Conference in Charlotte, North Carolina and cement the professional relationship for future graduate studies and employment opportunities.

We anticipate our students continue to participate in undergraduate research and present their research outcome in GSA annual meeting and put York College into the national and international setting, an opportunity is hard to miss.

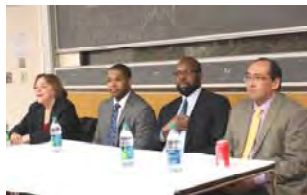


Professor Khandaker (r.) with Neil Fishman (GSA Councilor) and Ginger Williams (GSA Senior Administrative Staff)



York alumni panel of doctors discuss careers and offer mentorship

by Shanaa Harvin (York Journalism Student)



L.-r.: Dr. Miriam Vincent, Dr. Kenneth Hall, Dr. Collin Brathwaite and Dr. Miguel Pupiales

Four York College alumni physicians recently spoke about their careers in medicine to a room of aspiring doctors who are current students at York.

The April 11 event served as an opportunity for current students with interest in medical school to learn from their predecessors who shared strategies for getting into and succeeding in medical school.

Presented by the York College Pre-Medical Advisory Committee led by Dr. Andrew Criss, the college's Pre-Med advisor, the panel comprised of Dr. Miguel Pupiales, '84 (Geology major); Dr. Kenneth N. Hall, '01 (Biology), Dr. Miriam T. Vincent, '73 and Dr. Collin Brathwaite (Biology) who transitioned into medical school at Howard University a few classes short of his bachelor's degree in 1980.

Dr. Pupiales, now in private practice in Albuquerque (NM) started his medical career as an anesthesiologist but now specializes in pain management in private practice.

Dr. Vincent, who grew up in South Jamaica, was a mere 16 when she started college at York. She

was already a mother but she worked hard and excelled in her studies. She graduated at 19 and went on to earn a master's degree followed by her MD, Ph.D. and in 2012, earned a JD from Hofstra University Law School. In 2012 she was also named to *Time Magazine's* list of "Super Doctors." She has served as Chief Resident in Family Practice and is an assistant professor at SUNY Downstate Medical Center in Brooklyn.

"No one in my family had even finished high school," said Dr. Vincent. "And the only doctor we knew was Dr. Deas (Dr. Gerald Deas, a local family doctor at the time). But I worked hard, taking 19 credits per semester getting all A's while working three jobs. There is no substitute for hard work."

Dr. Vincent decided to attend law school due to her interest in health law, inspired by safety and legal concerns for patients.

Dr. Brathwaite, who is originally from the island of Trinidad, is chief of the Division of Minimally Invasive Surgery and director of the Bariatric Surgery program at Win-

throp Hospital in Long Island. As a mentor to Dr. Hall, who also graduated from Howard University Medical School, Dr. Brathwaite was impressed by the young physician's skills and work ethic; and appointed him as an attending physician in Trauma and General Surgery in the Department of Surgery.

Dr. Hall, who is originally from the island of Jamaica, stressed the importance of finding a faculty mentor both in college and medical school. But equally important, he said, "find a mentor among your peers who is a year or so ahead of you so you can learn from them." Hall then proceeded to write his contact information on the black board for the group of students to contact him for advice.

Dr. Brathwaite also generously offered to be supportive to the aspiring doctors; and his first bit of advice was about the type of employment they should pursue during college.

"If you have to work during college, get a job in the field you're aspiring to," he said. "When I was a student here, I worked at a nursing



L.-r.: Dr. Andrew Criss, Dr. Jack Schlein, and Dr. Miriam Vincent

cont.'d on p.30

York group goes to Selma to honor famous Civil Rights March

by Shanaa Harvin (Journalism student)

Dr. Ron Daniels says his dream was to take York College students to Selma, Alabama for the Annual Bridge Crossing Jubilee. His dream came true in March and he wants to take more students next year.

Three York students attended the event with President Keizs and Dr. Daniels. The event is held the first full weekend of every March to commemorate the March from Selma to Montgomery (aka "Bloody Sunday"), and the passing of the Voting Rights Act of 1965. These events encompass Dr. Daniels' work as a social and political activist, including by his own admission, attending the 1963 March on Washington.

Attendees engaged in a symbolic walk across the Edmund Pettus Bridge, following the

path of over 500 protesters who did the same on March 7, 1965. On that historic day, the march was led by John Lewis of the Student Nonviolent Coordinating Committee (SNCC) and Reverend Hosea Williams of the Southern Christian Leadership Conference (SCLC).

The shooting death of civil rights protester Jimmie Lee Jackson by Alabama State Trooper James Bonard Fowler inspired the march. Protestors were beaten and gassed by armed state troopers and prevented from getting on the other side of the bridge. An ensuing march, known as "Turnaround Tuesday," took place to demand voting rights for African Americans.

Upon their return to York, Dr. Daniels, President Keizs and two of the students conducted a

"Report back from Selma" discussion. Video footage showed President Keizs and Dr. Daniels at the Selma event along with U.S. Vice President Joe Biden and the Reverends Jesse Jackson and Al Sharpton as well as U.S. Attorney General Eric Holder.

There was also a breakfast event at which President Keizs was invited to bring greetings from York College.

York student Jean Bruno edited the video and Dr. Daniels used it to supplement the talk.

"Every person should make it their moral and civic responsibility to attend the Selma event at some point in their life," he said.

President Keizs also expressed her appreciation for the experience given that she was not yet living in the United



Reverend Jesse Jackson (l.) posing with President Keizs and Dr. Ron Daniels.



President Keizs and Dr. Daniels with some of the students accompanying them to Selma

cont.'d on following page



cont.'d from p.17

training his students to research early Queens history.

Since the founding of the Office of Undergrad-

uate Research, Dr. Rishi Nath, a Mathematics professor, has been its director. Starting in the Fall 2013 semester he

will pass the baton to Dr. Robert Duncan, a psychology professor.



Numerous student panels rounded off the Student Research Day experience



Several independent study students from the Behavioral Sciences Department presented their research at the 41st Annual Hunter Psychology Convention on April 21st, 2013. Nefer-tidi Linton, Prianka Parmar, and Corinne Washington presented posters based on their work with Dr. Kristin Davies concerning "Intergroup relations." Daisy Tan presented a poster based on her work with Dr. Kathariya Mokrue on "Worry and escape avoidance coping". Rudolf Nisanov presented a poster on "Educational outcomes in Online group Discussions". His advisor is Dr. William Ashton. Abraham Dickey presented a talk on "The instability of Political Conservatism" based on his work with Dr. Ian Hansen. A number of York College students were also present to support their peers.

In the picture (l.-r.): Dr. Kathariya Mokrue, Nefer-tidi Linton, Prianka Parmar, Daisy Tan, Christie Nicholas, Corinne Washington, Dr. Kristin Davies

cont.'d from previous page

States; and thanked Dr. Daniels for inviting her to participate in this year's event. The president often credits the

struggle of those who marched and were beaten or even killed, for opening doors through which she and countless

others of her generation to enter and make their own contributions.



The Mathematics and Computer Science Department recently cut the ribbon on a brand new state-of-the-art computer lab to enhance the program. Provost Ivelaw L. Griffith acknowledged the numerous faculty members and administrators who whose leadership of the project brought it to brilliant fruition.

Dr. Adefemi Sunmonu who was instrumental in leading the team that brought the lab together, expressed deep gratitude "to everyone who contributed to the opening of the lab. He also explained that Computer Science majors and Information Systems Management students will now be able to manipulate a computer, take apart and then rebuild it so they can "go out there and be ambassadors for York."

In the picture, President Marcia Keizs and Dr. Sunmonu are cutting the ribbon to officially open the lab.

Professor Rosenthal presents at European Congress of Psychiatry

Beth Rosenthal and her colleague, Cody Wilson, presented a paper at the European Congress of Psychiatry in Nice, France, on April 8. The Congress comprises 33 national societies from 30 European countries; over 3,500 psychiatrists attended the conference which was a “high quality, multidisciplinary scientific programme . . . examining the most promising areas of psychiatric research . . . by addressing many of the significant issues cur-

rently faced by European clinicians.”

Rosenthal & Wilson’s paper focused on a reconceptualization of posttraumatic stress disorder (PTSD) from its current 2-category status (PTSD, non-PTSD) to a 4-category categorization: PTSD, Normal, Resilient, Stress Prone. The new conceptualization was empirically tested on 681 young adults.

Findings indicated that the 4-category model fit the data better than

the 2-category model; the content of the four empirically derived clusters corresponds with the content of the proposed 4-class model; and resilient individuals have higher levels of psychosocial protection than do individuals with PTSD, and Stress Prone individuals have greater vulnerability than normal individuals.

Dr. Rosenthal’s research was funded by the NIH.



Dr. Rosenthal during the Congress

cont.’d from p.23

the intangibles of his YECA experience.

“It gave me a sense of what college is really like,” said Baichu. “It showed me that the way you act in high school and middle school is completely different from how you act in college. You have to act more mature; the professors have more expectations of you.”

Ajai Dabydeen also has good reasons to be proud. Also a first generation high school graduate, he has faced challenges, and learns at a different pace than his contemporaries. As a special-needs student,

the journey for him has not been an easy one, but he attributes a lot of his success to the program.

“Teachers pushed me to do what I had to do, and they actually gave me one-on-one tutoring and the help that I needed,” he said.

The strategy worked. Dabydeen will be graduating in June with a total of 32 credits. Gregory, Danraj, and Ajai will all attend York College for the fall 2013 Semester. Gregory plans to major in Political Science with a minor in Pre-Law Studies following that, he hopes to attend St.

John’s Law School, to prepare for a career as a business attorney. Danraj plans to major in Accounting, then work on his Masters degree at Baruch’s Zicklin School of Business and become a certified public accountant (CPA) and open his own CPA firm. Ajai plans to declare an Aviation Management major for a career in the aviation industry.

These are just a few of the success stories of the students who attend an early college school.

(S e e a l s o
www.york.cuny.edu/





The York table drew interest from many participants



cont.'d from p.21

gram established in 1999, also earned couple congressional earmarks to conduct SEMAA activities. Our corporate sponsors have included Citibank, ConEdison, Time Warner Cable, and local agencies. City Councilman Comrie also provided funding for the SEMAA Program. SEMAA enjoys a great deal of in-kind contributions from York College and gratefully acknowledges this support.

The unique feature of SEMAA is its inspiring and engaging activities and the involvement of the parents. The SEMAA Parent Cafe, with our award-winning coordinator Unadai Deepan, has hosted local elected officials, the Day Care Council, the Early College Academy, FDNY, the GRADS Foundation mentor

group, Jamaica Center for Arts & Learning, among others.

Outreach milestones include CUNY Month tours, and daily use of the AEL by 12th graders from the summer College Now program at CUNY and Aviation Management students. The SEMAA site strategically operates in Queens, the most diverse county in the nation. It has served over 14,000 urban minorities for more than 14 years as not only the sole SEMAA site in New York state but in the entire Northeast region! In addition to engaging school children in STEM disciplines and more deeply involving the parents in their children's education, SEMAA at York also allows pre-service teachers from the College to

fulfill their fieldwork requirements and become trained science teachers.

Of all the 1st – 9th grade students attending SEMAA classes, over 80% qualify for free or reduced lunch, 45-50% are girls, approximately 60% are African American, 10% are Hispanic and 25% are Asian.

Classes are offered on 8 Saturdays during each academic semester and in three intensive, full-week sessions during the summer.

The site at York College has received excellent annual reviews from NASA, which cited the College's diversity among participants, cost efficiency, use of NASA content and family participation. The program awarded a NASA Summer of Innovation grant for operations in 2010.

cont.'d from p.26

home in Far Rockaway. Sometimes I even had to empty bedpans ..."

He added that even when the position is "lowly," it will help to prepare them for the profession.

Dr. Pupiales was the only member of the panel who majored in an area not usually associated with pre-med. He was a Geology major

under the mentorship of Dr. Stanley Schleifer, who was at the panel presentation.

"You don't have to be brilliant," he said. "I'm not. That is who I am. [But] I read, read, read. Knowledge is constantly changing so read, read, read ..."

At the event Dr. Brathwaite generously offered to be available to

help mentor students. And Dr. Jack Schlein, who mentored Brathwaite and Hall, was delighted to see the success they had attained in their lives and careers.

He said that Dr. Brathwaite was the first York student to be accepted into medical school without his bachelor's degree.



L.-r.: Dr. Pupiales, Dr. Stanley Schleifer, and unidentified two guests

Another Fulbright for York

For the second time in three years, a York faculty member has been granted a Fulbright award. Dr. Selena T. Rodgers, an assistant professor of Social Work in York's School of Health and Behavioral Sciences, is the second professor to earn Fulbright designation in that school, following in the footsteps of Teacher Education professor, Dr. Linda Gerena, who was granted the Fulbright Fellowship in 2010.

Dr. Rodgers, whose home unit is the Department of Social Sciences, has been designated a Fulbright Specialist Grantee of the US Department of State's Bureau of Education and Cultural Affairs and the Council for International Exchange of Scholars. As a Fulbright Specialist she will prepare several manuscripts for peer-review and conduct presentations at professional conferences based on her Fulbright experience.

A Licensed Clinical Social Worker (LCSW-R) with a specialization in social work administration, Dr. Rodgers has been among York's busiest professors with her research on post-traumatic growth in diverse populations.

In addition to presentations nationally, her research has taken her to Brazil, Cuba, and South Korea. Her expertise in posttraumatic growth will become part of curricular development for academic institu-



tions in Moldova, where she will fulfill part of her Fulbright services.

Dr. Rodgers sees the honor not so much as her own but for York.

"Consistent with the social work global agenda and York College diversity goals, I view the ultimate value of my participation as a Fulbright Specialist as being relevant to enhance social work curriculum and to cement York College/CUNY's visibility, raising our pro-

file to the social work profession, global and international partners," said Rodgers.

"In addition to developing Global Social Work syllabi on conflict, trauma and resilience and ethics of social work practice in the global world: perspectives of multiculturalism, spirituality and ecology, I am looking forward to co-training university educators on the graduate curriculum and offering comprehensive assessment and recommendations for the proposed graduate program."

Over the years numerous other York professors have been honored with the prestigious award and in 2010 York alumnus, Ormond Brathwaite '82, a chemistry professor in Ohio also received the Fulbright Fellowship.

"This is an outstanding professional achievement," said Dr. Ivelaw L. Griffith, provost and senior vice-president for Academic Affairs. "We celebrate this outstanding achievement with Dr. Rodgers."



Age Not Holding Back York Tennis Ace



Andrzej Moczulski on the court

It's a key conference match against Hunter College, and Andrzej Moczulski, the number 4 singles player on the York College men's tennis team, is in a tight match when a ball that appears to be out is called in by the official. When Moczulski disputes the call, the official responds by saying, "I've been doing this for 20 years. I think I know what I'm doing." Moczulski then offers a witty rebuttal ...

"I've been doing this for longer!"

At age 46, Moczulski might be the only college tennis player in the country who could make that claim.

Moczulski came to York over two years ago due to concerns about his career prospects. He is a registered nurse but never got a bachelor's degree in nursing. Even with years of experience and a previous college degree, many hospitals are no longer hiring nurses without a bachelor's degree in nursing. Therefore, he needed to come back to school to ensure his long-term financial stability.

York College proved to be the right fit for him. "York was convenient for me. I live in

Queens and it made it easier to coordinate my other responsibilities," noted Andrzej. "Plus as a CUNY school, it's a lot less expensive than a private school, which is a great advantage too."

But tennis was never in the plan during his time at York. In fact, he hadn't played competitively since he was a teenager. Born in Poland, he picked up tennis while playing there at his high school. But when he came to the United States in 1990, he stopped playing and instead, he started a career in the automotive industry. He eventually transitioned to the medical field, working as a radiologist before becoming a registered nurse.

Then last summer, he took a course in tennis at York. "I didn't know if I was in shape or if I was good enough to play at this level but it turned out I was," said Moczulski.

Moczulski isn't just competing in collegiate tennis – he is thriving. With a 9-2 singles mark, he has the best record on the team. In addition, during the week ending April 14, he was honored as the City University of New York Athletic Conference

(CUNYAC) Rookie of the Week.

The "rookie" routinely finds himself matched up against opponents more than half his age. Though he doesn't have the physical capabilities he once had, Moczulski doesn't always see his age as a disadvantage.

"The mental part of tennis is a bigger part of tennis than the physical," noted Moczulski. "Obviously, having the limitations of age and lack of speed is the negative part but I make up the gap by playing smarter and being cooler on the court. These young guys get upset and they start cursing and throwing rackets. I know if I'm not doing well, I make adjustments and get a better result. They don't see it this way. You're wiser with age."

Unfortunately for the Cardinals, they will only benefit from Moczulski's outstanding play for one season. He will be earning his degree in nursing this year. But his brief time as a collegiate tennis player is something he will cherish.

"This is a fabulous experience for me. I've had so much fun," added Moczulski.

Environmental Professor Receives Community Award

Earlier this spring the Eastern Queens Alliance, Inc. (EQA) held its Idlewild Wetland and Wildlife Preserve Benefit and Awards Luncheon and among the awardees was a York College professor.

Dr. Ratan Dhar, an Earth Science and Geochemistry professor at York, was celebrated as one of EQA's "Snowy Egret Honorees of the Year."

The event, which took place in March at the Inn at New Hyde Park, gave Dr. Dhar yet another opportunity to advocate for the environment.

"As an environmentalist, I always tell my students to add one more 'R' when it comes to

conserve or preserve the resources," said Dr. Dhar. "Usually there are three R's - Reduce, Reuse, Recycle ... all these R's would work when we have the most essential R - which is 'respect;' that [should be] the goal of society - to practice respect toward nature and its elements. My research aims to advance the understanding of science by serving the students and community continually."

Dr. Dhar has become a popular researcher sampling soil and water throughout the Queens community as well as a favorite professor to his students.

"I have dozens of students always working on water quality issues,

soil quality of surrounding areas," said Dhar. "I would like to thank the whole community for their cooperation."

The award, was given to Dr. Dhar "for your pioneering work in the Earth and Physical Sciences, Investigating the factors impacting the natural environment, particularly the waters of Jamaica Bay and Groundwater in South-east Queens."

AT the event, the gracious professor also thanked President Marcia V. Keizs, Provost Ivelaw Griffith Dean Panayiotis Meleties, Ms. Dawn Hewitt, director of Sponsored Research at York and other members of the campus family in his acceptance speech.



Dr. Ratan Dhar

YORK COLLEGE CUNY



Queens Hospital Center executive speaks at York 'Breakfast'

The York College Executive Leadership Breakfast Series continues to thrive with the recent keynote address from Julius Wool, executive director of Queens Hospital Center.

April 12th event sponsored by JetBlue Airways was among the well-attended since the series started in the fall of 2005. Mr. Wool (in the picture left) addressed the Affordable Care Act (AKA, "Obamacare") and how it impacts Queens.

President Marcia V. Keizs welcomed Wool who was introduced by Nursing major, Iddan Brown. "York and Queens Hospital Center are natural partners," said President Keizs, who also thanked the hospital executive for providing internships to York students in the allied health majors.

Impressions from Student Research Day



Congratulations!

Dr. Heather Gibson (Associate Professor, Department of Health Professions, School of Health and Behavioral Sciences) successfully defended her dissertation and obtained a Doctor of Nursing Science degree from the CUNY Graduate Center.

Ivelaw Lloyd Griffith, Ph.D.
Provost

Industry Leader Supports York's Aviation Majors

by Clariluz Rojas (York Journalism major)

York College held its fifth annual Aviation Day Event on April 25, 2013. The event's goal is to help students majoring in Aviation Business Management to network and learn about the aviation industry.

Launched in 2006 with approximately five students, Aviation Management is one of York's fastest growing majors with 80 students majoring in Aviation Management in 2013.

The event was organized by Aviation Club president, Muhammad Khattak.

"The main goal is for the students to network and make contacts in the Aviation industry," said Khattak, one of the programs most enthusiastic students.

David Lombard, American Airlines Manager of strategic Alliances was the Moderator at the event. He is a supporter of the Aviation Club and encourages students to stay focused. Lombard encourages York's students to learn about the alliances many of the different airlines carriers have with each other. In fact, it was he

who managed the alliance between American Airlines and with British Airways.

"From the different leaders of the various airline carriers, Mr. Lombard has guided me and helped guide other students," said Khattak. "He cares and wants the students to maintain a high GPA. I consider him like an unpaid adjunct professor because of the way he supports aviation students here at York."

An example of such an alliance is for instance somebody who may be traveling on American Airlines to make it to Hong Kong. American Airlines may not have a flight going into Hong Kong, but because of its alliance with Cathay Pacific, the passenger can book on American and connect to the Hong Kong flight through Cathay Pacific Airlines.

The different carriers that develop alliances share the passenger seating capacity and the revenues and profits. The airlines that have alliances help each other in that way.

Besides networking and becoming familiar with the different airline carriers, the event's purpose was also to guide the students in helping to shape their leadership qualities.

"The program has had a few success stories," said Khattak. "One of our students after graduating from York got a job with American Airlines. He recently received a promotion as flight attendant supervisor. There have been other students who also got internships or jobs in the industry upon graduating."

Aviation students who join the Aviation Club at York not only learn about the aviation industry, but it allows them the chance to get to know the leaders in the industry.

"Being part of the Aviation Club brings you a step closer to becoming a part of the Aviation industry because networking is the key," said Khattak.



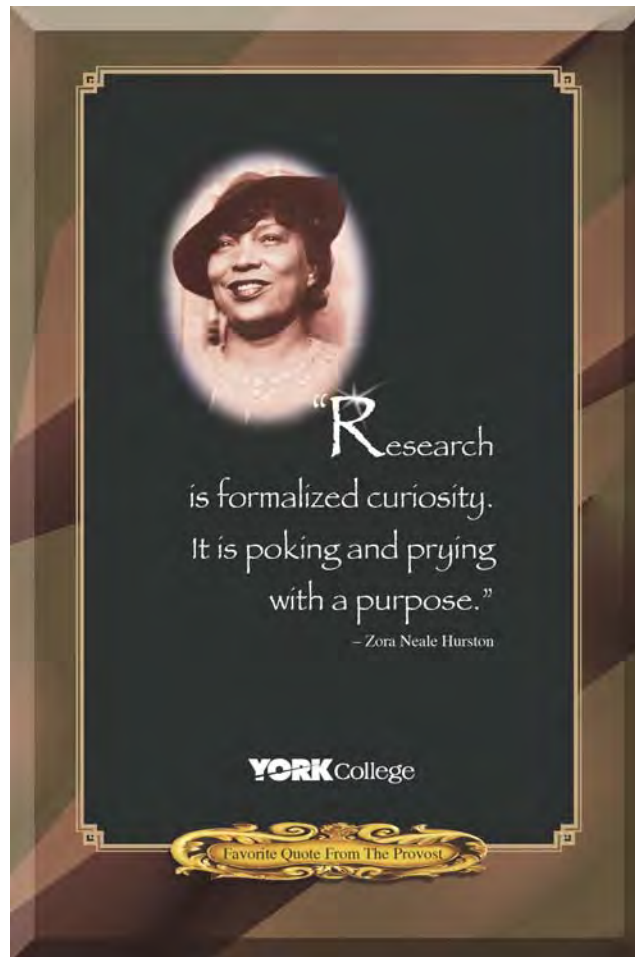
Muhammad Khattak



York students meeting industry leaders at 2013 Flight Day at SUNY Farmingdale (see story p.5)

YORK COLLEGE CUNY

Impressions from Student Research Day



**Provost Ivelaw Lloyd Griffith
Congratulates
the Following Faculty Award Winners
Fourth Student Research Day, April 18, 2013**

Dean's Award for Undergraduate Research Engagement

Hamid Bahri, Foreign Languages, Arts & Sciences
Robert Duncan, Behavioral Sciences, Health & Behavioral Sciences
Nicholas Grosskopf, Health & Physical Education,
Health & Behavioral Sciences
Susan Letteney, Social Sciences, Health & Behavioral Sciences
Yolanda Small, Chemistry, Arts & Sciences

Provost's Awards for Undergraduate Research Engagement

Emmanuel Chang, Chemistry, Arts & Sciences
Ian Hansen, Behavioral Sciences, Health & Behavioral Sciences
Chun-Pin Hsu, Accounting & Finance, Business & Info Systems
Gerard McNeil, Biology, Arts & Sciences

President's Awards for Undergraduate Research Engagement

Deb Chakravarti, Chemistry, Arts & Sciences
Laura Beaton, Biology, Arts & Sciences
Ratan Dhar, Earth & Physical Sciences, Arts & Sciences
Nazrul Khandaker, Earth & Physical Sciences, Arts & Sciences
Margaret MacNeil, Biology, Arts & Sciences
Olajide Oladipo, Business & Economics, Business & Info Systems
Anne Simon, Biology, Arts & Sciences
Francisco Villegas, Behavioral Sciences, Health & Behavioral Sciences
Tom Zlabinger, Performing & Fine Arts, Arts & Sciences

YORK College 





In Celebration of National Older Adults Month

Ms. Sherba Austin, Rochdale Village NORC Director
Dr. Charlene Lane, York College of The City University of New York
Dr. Selena T. Rodgers, York College of The City University of New York

cordially invite you to a panel discussion
Rochdale Village NORC Seniors are 'Having Their Say'
about 2012 Healthy Indicators Survey and "aging in place"

Friday, May 17, 2013
York College African-American Resource Center - AC 3B04
10:00 a.m. - 1:00 p.m.

Join us! Light refreshments will be served!



The York College Performing Arts Center
& The York College Theatre
Present

SPRING 2013

LIVE ON STAGE!

Produced by
MATTHEW KATZ

Directed by
TIMOTHY J. AMRHEIN

Musical Direction by
JONATHAN QUASH

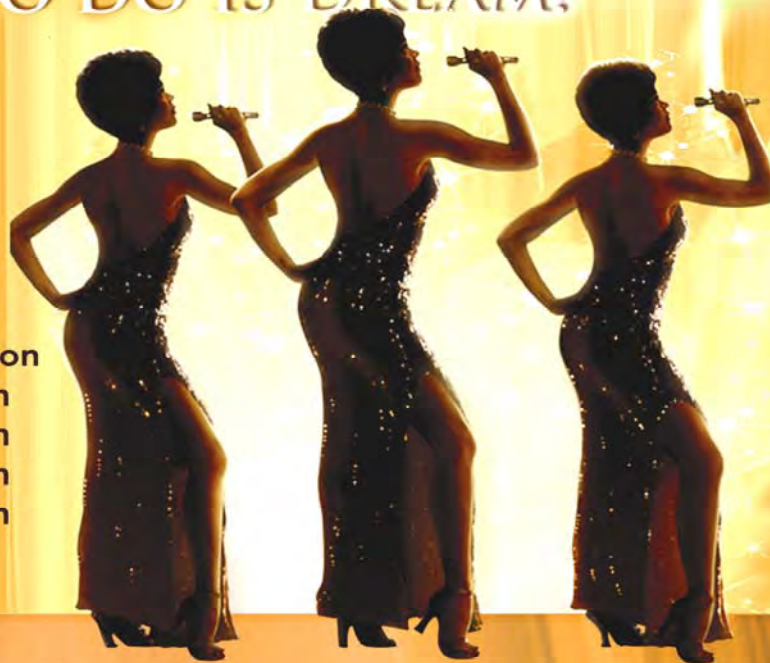
DREAMGIRLS

Music by
HENRY KRIEGER

Book & Lyrics by
TOM EYEN

"ALL YOU'VE GOT
TO DO IS DREAM!"

May 3 at 7pm
May 4 at 7pm
May 5 at 3pm
May 7 at 12noon
May 10 at 7pm
May 11 at 2pm
May 11 at 7pm
May 12 at 3pm



TICKETS:

General Admission - \$20
Group Sales - \$15
Students/Seniors - \$10

Box Office: 718-262-2840
For more information please call
or visit us online at www.YorkPAC.com

YORKCollege
Performing Arts Center
94-45 Guy R. Brewer Blvd.
Jamaica, NY 11451

*Funding for this production is provided by NYC Councilman Leroy Comrie (27-CD) Deputy Majority Leader
NY City Council and Chair of Land Use Committee and Ruben Wills (28th - CD), Chair of Substance
Abuse Sub-Committee.

**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 September issue of Academic Affairs Update is August 30, 2013.

All items should be submitted in MS Word

via email to:

AcademicUpdate@york.cuny.edu