



CONTEMPLATIVE WALKING



Dr. Simone Rodriguez-Dorestant
ASSOCIATE DEAN FOR SUCCESS PROGRAMS

As I celebrate the first-year of my arrival, I feel the need to reflect on what a great year it has been at BCC. I was lucky enough to begin my journey with a team of faculty, teachers, counselors/advisors, administrative staff and students from Adult Education & Training Program, Future Now, Pre-Collegiate and TRIO Programs, College Now, Collaborative Programs, Explorers Program, Strive for Success, College Discovery, Test Assessing Secondary Completion (formerly GED) Testing Center, CUNY Edge and the new Liberty Partnerships Program. These programs ensure that our K-12 and community residents experience an educational opportunity that can help to improve their lives and that of their families in the Bronx and beyond.

This year, we focused on expanding existing and creating new relationships with Bronx High School Superintendents, Principals, Guidance Counselors, and students to develop a strong pipeline to BCC. We hosted two major meetings with Principals from more than 60 schools. Additionally, we extended these partnerships by offering summer bridge programs and test preparation, as well as scheduled campus tours for middle and high school students. In collaboration with the Center for Institutional and Social Change (Columbia University Law School) and with support from the Ford Foundation, Hostos Community College and BCC, we hosted a convening to discuss student and college success for disconnected youth, justice involved, immigrants and veterans. We hope to continue these conversations this academic year as we meet with professionals throughout the Bronx to strategize on how to help students succeed and graduate from College. In addition to our pipeline programs, we continue to collaborate with our

community-based organizations as well as our Bronx Opportunity Network (B.O.N.) partners, with the goal of expanding BCC's reach into our community.

Every day as I walk up the hill on my way to the campus, I am reminded of the critical role that we play as a lighthouse in our community. I challenge myself and my entire team to continue to do our part in exposing as many as possible within our community to the "gem" called BCC.

"Every day as I walk up the hill on my way to the campus, I am reminded of the critical role that we play as a lighthouse in our community."



THE HENRY WASSER AWARDS

The CUNY Academy for the Humanities and Sciences was founded in 1981 to foster scholarship and research in CUNY. Affiliated with the University Faculty Senate, the Academy's central concern has been to create a University-wide intellectual community and to encourage and support the scholarship of younger faculty. The Academy is a central feature of university intellectual life.

The CUNY Academy's Henry Wasser Awards are given to outstanding CUNY Assistant Professors based on nominations provided by members of the Academy. The awards are given in honor of Professor Henry Wasser, the Academy's first Executive Director.

Professor Eugene Mananga of the Engineering, Physics and Technology Department will be given the Henry Wasser Award at a ceremony on Friday, October 20. Vice Chancellor Vita Rabinowitz will address the gathering. Professor Mananga will be introduced by his department chair, Professor Jalil Moghaddasi.





Dr. Alexander Ott



“BCC HAS BEEN ENGAGED RECENTLY IN CREATING AGREEMENTS AND PROGRAMS THAT EMPLOY PLA AND RECOGNIZE CERTAIN INDUSTRY CERTIFICATIONS AS THE BASIS FOR GRANTING CREDIT.”



**“LEADERSHIP AND LEARNING ARE INDISPENSABLE TO EACH OTHER.”
- JOHN F. KENNEDY**

ALTERNATIVE WAYS TO EARN COLLEGE CREDITS

Over the past decade, we have seen the growth of alternative post-secondary educational models that move away from the traditional model that most colleges, BCC included, follow. The traditional model of earning college credit is based on a combination of “seat time” in class and demonstrated learning. The alternative models—sometimes grouped under the heading of “competency-based education”—deemphasize the seat-time requirement and instead focus more on whether a student has demonstrated learning through testing, portfolio review, or some other form of assessment. Some well-respected colleges are based entirely on this approach (see Western Governors University, for example).

Despite the appeal of the alternative models, the traditional model has many virtues and is unlikely to be replaced in a significant way for the vast majority of students. However, it is possible to integrate elements of some of these alternative approaches into the traditional model in a way that is beneficial to all concerned. Awarding credit for nontraditional learning as demonstrated through (1) prior learning assessment (PLA), (2) industry certifications, or (3) the College Level Exam Program (CLEP) can encourage students to attend BCC, stay enrolled, and graduate.

BCC has been engaged recently in creating agreements and programs that employ PLA and recognize certain industry certifications as the basis for granting credit. The Education and Academic Literacy Department has just updated a Memorandum of Understanding (MOU) that allows for the granting of up to six credits toward the AAS in Education Associate using PLA. In particular, this MOU recognizes the learning earned in the Career Path noncredit program offered at BCC that leads to the Child Development Associate certification. Students must demonstrate their learning via an extensive portfolio review performed by departmental faculty. The Engineering, Physics and Technology Department has recently proposed a certificate and AAS degree in Cybersecurity and Networking that is built on the model of “stackable credentials.” This certificate and program will, pending approval by CUNY and NYS, award credit on the basis of certain IT-industry recognized certificates such as A+ and Network+. The initiatives from each of these departments both recognizes nontraditional student learning and encourages students to enroll and graduate from BCC programs.

In contrast to the steps BCC has taken recently in terms of PLA and industry certification, we have done less in regard to granting credit for learning demonstrated by passing CLEP exams. These exams, offered by the College Board, have been long recognized by BCC policy as acceptable bases on which to grant credit. However, we have no formal list of course equivalencies. Therefore, this year the BCC Office of Academic Affairs will work with the Committee on Academic Standing and department chairs to facilitate departmental reviews of CLEP exam offerings to determine what courses or credits may be awarded.

If you have any questions about the CLEP initiative or about how prior learning assessment and stackable credentials work, please contact me at alexander.ott@bcc.cuny.edu.

CUNY OHRM: LEARN WITH US!

The CUNY Office of Human Resources Management (OHRM) Professional Development and Learning Management Office (PDLM) is pleased to announce that Alexander Ott from Bronx Community College has been selected to participate in the fall, 2017 Executive Leadership Program. Dean Ott will be officially notified of his acceptance to the Program this week.

Over 50 nominations were submitted for the 25 spaces for the fall, 2017 CUNY Executive Leadership Program. As a result, we are planning a second Executive Leadership Program for January, 2018.

The January Program will have an accelerated timeline. At this time, there are no available spaces in either program.



INTRODUCING 2017-2018 WAC FELLOWS



From Left: Helen Panagiotopoulos, Ean Oesterle, Scott Ackerman, Kate Pendoley, Philip Zigman, and Parfait Kouacou

Please extend a hearty welcome to the 2017-2018 CUNY WAC Fellows: **Scott Ackerman, Parfait Kouacou, Ean Oesterle, Helen Panagiotopoulos, Kate Pendoley, and Philip Zigman.** Every year our campus hosts six advanced PhD students from the CUNY Graduate Center as WAC fellows. WAC fellows work with faculty and students in Writing Intensive courses and participate in various initiatives to improve the quality of writing instruction across disciplines.

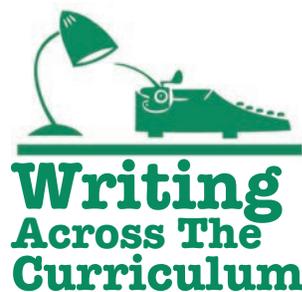
Scott Ackerman is a PhD candidate in History and is writing a dissertation on the implementation of federal emancipation policy by the Union army during the Civil War. He has extensive experience in the field of public history and has taught at Lehman College in the recent years. Parfait Kouacou is a PhD candidate in French and his research investigates the interconnection between African literary discourses on childhood and the development of international children's rights law. He has a master's degree in law from the University of Bouake, Côte d'Ivoire, worked as a journalist and as a human rights officer at the United Nations in Côte d'Ivoire, and is currently teaching French at City College. Helen Panagiotopoulos is a PhD candidate in Anthropology and her research examines non-state recognized currencies amid the recent fiscal crisis in Greece—the trading goods and services without euros. She is the recipient of the International Dissertation Research Fellowship by the Social Science Research Council and teaches at Hunter College and Brooklyn College. Ean Oesterle is a PhD candidate in History and a returning WAC Fellow. Her dissertation examines the implementation of the Immigration Reform and Control Act of 1986. She taught at Lehman College and worked on the WAC video project for faculty and students in the past year. Kate Pendoley is a PhD candidate in Philosophy and also a returning WAC Fellow. Her research investigates the place of emotions in the mind by focusing on emotion regulation and conscious awareness of emotion. As a BCC WAC Fellow, Kate worked on WAC program assessment by developing a performance task and rubrics. She has taught at Brooklyn College and Hunter College in the recent years. Philip Zigman is also a PhD candidate in Philosophy and his research investigates whether recent empirical work sheds light on certain foundational issues in the philosophy of perception, such as the nature of perceptual experience. He hails from Canada and taught at Lehman College. Feel free to stop by our office at Colston 233 or find out more about the fellows at <https://bccwac.commonsc.gc.cuny.edu/who-we-are/>.

INTRODUCING WAC COORDINATOR OF ASSESSMENT AND FACULTY DEVELOPMENT

Please welcome **Giulia Guarnieri**, Professor of Modern Languages, as the WAC Coordinator of Assessment and Faculty Development. Dr. Guarnieri will provide assistance in the areas of program assessment, faculty development, and data analytics. Prior to joining the WAC program, she led faculty development for the First-Year Program and created and managed the Podcasting Faculty Seminar where she oversaw all aspects of training, evaluation, planning, and assessment. Dr. Guarnieri will be representing WAC at the Leadership Council and the Assessment Council. Swan Kim will continue to serve as the WAC Coordinator for the WAC Fellows program and program development representing our campus at the CUNY WAC Council.

WRITING INTENSIVE FACULTY CERTIFICATION PROGRAM

Sponsored by the Coordinated Undergraduate Education, the Writing Intensive Faculty Certification Program successfully launched this summer with 15 faculty members. It is the first professional development program at BCC to be designed in hybrid format maximizing effective faculty participation. The cohort includes faculty from the following departments: Art and Music, Chemistry and Chemical Technology, English, Health, Physical Education, and Recreation, History, Mathematics and Computer Science, Modern Languages, and Social Sciences. Participating faculty will be trained in WAC pedagogy to successfully design and teach a Writing Intensive section. The program is conducting pre- and post-seminar surveys, collecting pre- and post-seminar syllabi, and gathering student sample work from the Writing Intensive sections to facilitate a comprehensive assessment of the program.



Dr. Swan Kim

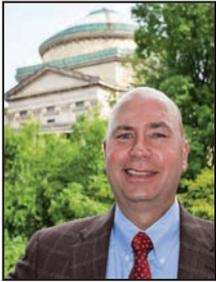


Fall 2017 Writing Intensive Courses

For Fall 2017, we have 283 sections of Writing Intensive courses taught by 155 faculty. If you are teaching a Writing Intensive course this semester, you must have received an email from the WAC Fellow assigned to your department. Check our website (<http://cuny.is/bccwac>) to find out which fellow is assigned to your department or contact the WAC coordinator, Swan Kim at swan.kim@bcc.cuny.edu to work with a fellow.



Mark Lennerton



PROMOTION & TENURE LECTURE SERIES

The Center for Teaching Learning & Technology, in conjunction with the Office of Academic Affairs, has begun the production of a promotion and tenure lecture series for faculty. The series will consist of six lectures rolled out during the fall and spring semesters by various academic department chairpersons. In light of expected heavy demand to attend these lectures, CTLT will videotape the lectures for “on demand” viewing for any faculty who cannot attend the live presentations. Professional growth and development is a fundamental necessity for quality retention and promotion of our faculty. The lecture series will cover a wide range of topics that will not only inform faculty of the processes but also assist in document preparations. The finalized schedule will be announced soon. Registration will be required for limited seating. The individual lecture titles are listed below.

- Next Stop Assistant Professor
- So you want to be an Associate Professor
- So you want to be Full Professor
- So you want to apply for tenure
- Completing your CV
- Writing your Brief

WORKFORCE DEVELOPMENT



The grant will provide funding to train 30 community members and incumbent workers per year for entry-level positions at behavioral health service providers to improve the delivery of services in underserved areas.

BEHAVIORAL HEALTH WORKFORCE EDUCATION AND TRAINING GRANT

Dean Kenneth Adams, Michael McShea (Workforce Development and Continuing Education) and Stacia Reader (Health, Physical Education and Recreation) were awarded a Behavioral Health Workforce Education and Training Grant from the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services for \$672,000 over four years. The goal of the program, “The Bronx Community College Behavioral Health Opportunities Program” (BHOP), is to increase the number of paraprofessionals entering jobs in community and behavioral health in the Bronx. The program is a collaboration between the Bronx Community College Division of Workforce Development and Continuing Education and the Department of Health, Physical Education and Recreation.

The grant will provide funding to train 30 community members and incumbent workers per year for entry-level positions at behavioral health service providers to improve the delivery of services in underserved areas. The “stackable,” inter-disciplinary training curriculum will be based on a modified version of Bronx Community College’s existing 30-credit Community Health certificate program. It will include a Community Health Worker core curriculum enhanced by customized internships with five healthcare provider organizations in the Bronx. In addition, Bronx Community College’s Office of Career Development will provide participants with career advising, job-readiness training, job placement and support.

BHOP will prepare students for New York State certifications in behavioral health for new healthcare positions that are emerging in the state’s healthcare delivery system. Students that complete the program will be able to continue their studies at Bronx Community College with credits applicable to the Associate in Science Degree in Public Health.

Led by Bronx Community College, the BHOP project team includes Acacia Network, Alcohol and Substance Abuse Providers of NYS, Bronx Community Health Network, Bronx Lebanon Hospital Center, Health People, Morris Heights Health Center and 1199SEIU Training and Employment Funds.

“We are excited to launch this new healthcare training program that will prepare Bronxites for jobs and careers in behavioral health,” explained Kenneth Adams, Dean of the BCC Division of Workforce Development and Continuing Education. “Because of reforms of the Medicaid system in New York State, there are jobs being created by local healthcare organizations that require new workforce training initiatives. Working with our partners, BCC is poised to meet this growing demand.”

Disclaimer: This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HSS) under grant number MO1HP31275 of the Behavioral Health Workforce Education and Training (BHWET) Program for \$168,189 (for the first period). This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HSS or the US Government.



HEALTH, PHYSICAL EDUCATION AND RECREATION



GRANTS, AWARDS, SCHOLARLY & CREATIVE WORKS

Katherine Arnoldi (English) was highlighted in the New York Times article, "Children's Books Missed These Immigrant Stories. So Students Wrote Them." July 30, 2017. A15. <https://www.nytimes.com/2017/07/30/nyregion/childrens-books-missed-these-immigrant-stories-so-students-wrote-them.html>.

Dr. Sunil Bhaskaran (Chemistry and Chemical Technology) was awarded a \$900,000 grant by the National Science Foundation's Advanced Technological Education (NSF-ATE) program for a three-year period (2017-2020). The program is a partnership between BCC and York College, who will work in collaboration with the industry and federal agencies to train participants in geospatial technology. Because BCC and York College are minority-serving institutions with a diverse population of approximately 20,000 students, the program will successfully recruit and train students from historically underrepresented groups, thereby diversifying demographics of the future workforce, and fostering a stronger, more-inclusive economy of tomorrow. The multi-faceted and interconnected goals of the program are to (1) Enthuse school students in geospatial technology; (2) Inform them about exciting courses at 2 & 4 year colleges; (3) Build competitive workforce skills through innovative degree programs, workshops and research-intensive summer training programs; (4) Expose them to the geospatial industry through lectures and demonstrations by experts, out-of-box-internship agreements, and networking events.

Patricia Cazorla (Art and Music), and Nancy Saleme contributed to the, "Flying High for Equality, as part of the Art in the Parks: UNIQLO Park Expressions grant. This exhibition as part of the UNIQLO grant program, supports NYC based emerging artists and transformed 10 highly visible parks that are underserved by cultural programming. Bronx, NY, June 20, 2017.

Howard Clampman and **Paul Jajjairam** (Business & Information Systems) Co-chaired and led a four-person site-visit team to conduct a SUNY Program Review of two academic programs at Schenectady County Community College (SCCC) will be presenting the evaluation report to SCCC's Chief Academic Officer later in the fall semester. August, 2017.

Jon Lewis-Katz (English) was awarded a Jerome Foundation grant to travel to Tobago and conduct interviews with elderly Tobagonians and attend the Tobago Heritage Festival, 2016.

Elise Langan (Education & Academic Literacy) presented her paper, "Introducing Primary Sources to Community College Pre-service Teachers" at The Teaching with Primary Sources Annual Conference, Pittsburgh, PA on Jun. 20, 2017. She also became one of eight Eastern Region reviewers for the Library of Congress Teaching with Primary Sources grants division at Waynesburg University in July, 2017.

Ulana Lysniak (Health, Physical Education and Recreation) presented on "Best Practices: The Pursuit of Skill Equity in Physical Education" at the Tri-State Best Practices Conference, Issues of Equity in Higher Education, Lyndhurst, NJ, March 4, 2017.

Ellen Mareneck and **Sara Brady** (Communications Arts & Sciences) received a CUNY Fine and Performing Arts Course Design Award for "Bronx to Broadway," which will allow them to fund ticket costs for students in THEA 70 (Introduction to Theatre) and THEA 75 (Introduction to Acting) to attend Broadway and/or Off-Broadway performances and experience live theatre.

Eugene Mananga (Engineering, Physics and Technology) was presented by the CUNY Academy with the Henry Wasser Award for CUNY Assistant Professors. This award is given to outstanding faculty publications, scholarly activity and research based on nominations provided by members of the Academy, Graduate Center of the City University of New York, October 20, 2017.

Michael Miller (Library), **Ulana Lysniak** (Health, Physical Education and Recreation), **Joseph Donica** (English Department), and **Carlos Liachovitzky** (Biology and Medical Lab Technology) presented on "Rejuvenating Course Content and Reducing Students' Costs: OERs at Bronx Community College," at the annual BCC Conference on Community College Excellence, Bronx, NY, April 2017.

Michael Miller (Library), **Ulana Lysniak** (Health, Physical Education and Recreation), **Joseph Donica** (English Department), and **Carlos Liachovitzky** (Biology and Medical Lab Technology) presented on "Z-Degree Takes Flight: Inclusion, Equity, and Intersectionality to Advance Open Educational Resources at Bronx Community College," BCC Conference on Community College Excellence, Bronx, NY, April 2017.

Dean Alexander Ott has been selected by the Office of Human Resources Management (OHRM) to participate in the Fall 2017 CUNY Executive Leadership Program.

Continued on the next page.

Carlos Manuel Rivera (Modern Languages) served as a mentor for the Andrew Mellon Fellows Program, serving on a panel for the Summer Institute, Latin America and Latino Studies, College of Liberal Arts and Sciences, University of Illinois, Chicago. July 17-22, 2017. He also served as moderator on the table "Stories and Pilgrimage and presented a paper, "Transatlantic Vision to the Writing on the Spanish Poet, Aurora de Albornoz," at the Transatlantic New York International Conference. Division of Interdisciplinary Studies at the Center for Worker Education, The City College of New York, CUNY. May 25, 2017. In addition, he performed "Hispanic Panic Strike Back: May The Fierce Be with You" at Bronx Academy of Arts and Dance, Bronx, NY, May 5, 2017.

Dickens St. Hilaire (Chemistry) was selected for funding through the Summer Collaborative Research Opportunity Program (with Professor Christopher Blaszcak-Boxe, Chemistry, Medgar Evers College) to examine the challenge of anthropogenic I129, which is found in spent nuclear fuel, finding its way into the food chain.

- PUBLICATIONS -

Akkaraju, Shylaja, "The Role of Flipped Learning on Managing Cognitive Load in a Threshold Concept in Physiology." *Journal of Effective Teaching*, Vol 16(3). 2016. 28-43.

Akkaraju, Shylaja, & Wolf, A., "Teaching Evolution: The Blog as a Liminal Space." *The Journal of Effective Teaching*. 16(2). 2016. 32-46.

Bain, Tiheba and **Joshua Halberstam**. "Mentoring: Compassion Without Condescension," in *Race, Education, and Reintegrating Formerly Incarcerated Citizens*. Eds., J. Chaney and J. Schwartz. Lanham, Maryland: Rowman and Littlefield, 2017.

Banks, Diane Price, "The Call for Faculty Preparation" *The Business of Education: Networks of Power and Wealth in America*. 2017. 83.

Banks, Diane Price, "Black History in America: An Authentic Look at a Historically Rebellious People." *Theory, Research, and Action in Urban Education*, no. Special Issue #BlackLivesMatter March 20, 2017. <https://blmtraue.commons.gc.cuny.edu/2017/03/20/black-history-in-america-an-authentic-look-at-historically-rebellious-people-b/>

Cobb, Gregory, "Aligning Trauma Informed Practices with Human Service Delivery Systems amid Challenging Times." *2016 National Organization for Human Services (NOHS) National Conference Proceedings*, October 2016. 70-79.

Culkin, Kate and **Jordi Getman Eraso**, "Three for the Price of One: Combining Three High-Impact Practices in One Learning Community ePortfolio." *The AAEEBL ePortfolio Review*. 1, no. 3. June 2017. https://c.ymcdn.com/sites/www.aaeebl.org/resource/resmgr/aepr/_AePR_v1n3.pdf

Getman-Eraso, Jordi and **Kate Culkin**, "Close Reading: Engaging and Empowering History Students through Document Analysis." *International Journal of ePortfolio*, 7, no. 2 (April 2017. <http://files.eric.ed.gov/fulltext/EJ1142597.pdf>

Halberstam, Joshua. "Disappeared Histories: The Sacred and Profane Digital Object" in *Taboo - Transgression - Transcendence in Art & Science*. Proceedings of Interdisciplinary Conference, Ionian University, eds., D. Honorato and A. Giannakoulopoulos, 2017.

Halberstam, Joshua. "Epistemic Disagreement and Elu W'Elu." *Studia Humana*, 6. 2, Jan. 2017.

Katz, Jon Lewis, "Gazing at Wholeness: Jacqueline Woodson's 'Another Brooklyn'." *Los Angeles Review of Books*. Review. August 18, 2017. <https://lareviewofbooks.org/article/gazing-at-wholeness-jacqueline-woodsons-another-brooklyn/>

Lysniak, Ulana and **Reader, Stacia**, "Circulation of the blood heart walk through: Flipped classroom lesson". In D. Colella, B. Antala, and S. Epifani (Eds). *Physical Education in Primary Schools: Research, Best practices, and Situations*. Lecce, Italy: Pensa MultiMedia. (2017). ISBN: 978-88-6760-474-6.

Spring, Joel, John Eric Frankson, Corie A. McCallum, and **Diane Price Banks**, eds. *The Business of Education: Networks of Power and Wealth in America*. Routledge, 2017.



STUDENT SUPPORT

Two panels designed to help students choose their careers convened in Spring 2017, sponsored by the President's Grant. The events were organized by **Seher Atamturktur** (Biological Sciences), **Handan Hizmetli** (Institutional Research), **Stacia Reader** (Health, Physical Education and Recreation) and **Colleen Simpson** (Retention Initiatives).

A health professions panel, Health Professions Talkback, convened on March 9, 2017 in Roscoe Brown Student Center Playhouse. Panel included: **Adijat Adebola**, Biology Researcher (Biological Sciences); **Geraldine Burghart**, Radiological Technologist (Nursing/Radiologic Technology); **Renny John** (Public Health Student, BCC); Christopher Penzien, Pharmaceutical Industry (Perrigo Company); Marcia Jones, Nurse (Nursing and Health Sciences); **Joël Magloire**, Speech Language Pathologist (Communication Arts and Sciences); Lisa Shatz, MSPT, Certified Cardiopulmonary Specialist, NY Presbyterian Hospital, Weil Cornell Medical Center.

One hundred and fifty students from different majors attended the event. Students were presented with information on a variety of allied health career options and available opportunities. Students met face to face with the professionals, asked questions, and received insight on different career options. The panel assisted the students in focusing on possible career paths, and highlighted the importance of developing certain competencies and skills in order to succeed in an allied health career.

An academic support services panel, Get Ahead of the Game: Build your Career for Success, convened April 27th in Schwendler Auditorium. **Yanil De la Rosa** (Mathematics Tutorial Lab); **Thomas Goggans** (Office of Job Readiness Services); **Sahidha Odige** (Learning Commons); **Donna Paroff-Sherman** (Office of Personal Counseling); **Dedra Polite** (Single Stop); **Rosa Velasquez** (Academic Success Center); **Dayshantell Brens**, **Esther Reynoso**, and **Henry Siccardi** (Former BCC Students);

Over 65 students from different majors attended. Students had the opportunity to learn the various resources these offices have available for students. After the panel, students had opportunities to meet panelists, discuss, and ask questions about specific services. This Fall a Business and STEM professionals' forum is scheduled on October 12th from 12-2pm in the Playhouse followed by an additional academic support services panel on November 9th from 12-2pm in the Playhouse as well. Please encourage your students to attend these events. We will be providing pizza and a raffle for prizes at the end of each event.

Faculty Development

PRESENTE: A NEH HISPANIC SERVING INSTITUTIONS PROJECT

Presente is a three-semester faculty development program, beginning Fall 2017 and ending Fall 2018, designed to deepen and expand the teaching of Latino/a history and culture across the disciplines at Bronx Community College. Presente focuses on two broad themes: citizenship and the law and racial and gendered identities. The goal is to assist faculty in creating integrated clusters of three courses for the college's Learning Communities Program (LC). Presente is composed of four areas of activity: (1) A seminar series with guest lecturers; (2) Curriculum development mentoring; (3) An online program and in-person discussions; and (4) A culminating conference at BCC. The following faculty have been selected to participate:

- **Melissa Coss Aquino** - English
- **Paul Benett** - English
- **Jawied Nawabi** - Social Sciences
- **Prithi Kanakamedala** - History
- **Peter Kolozi** - Social Sciences
- **Emalinda McSpadden** - Social Sciences
- **Devin Molina** - Social Sciences
- **Marianne Pita** - English
- **Emilie Pons** - English
- **Nelson Reynoso** - General Counseling
- **Brandi Rima** - Social Sciences
- **Crystal Rodriguez** - Social Sciences
- **Gloria Rodriguez** - Social Sciences
- **Randi Shane** - Social Sciences
- **Theresa Smalec** - Communication Arts & Sciences
- **Marjaline Vizcarrondo** - Social Sciences

Presente Co-Directors are from the Social Sciences Department: Peter Kolozi, 718-289-5665, Peter.Kolozi@bcc.cuny.edu; Brandi Rima, 718-289-5100 ext. 3632, brandi.rima@bcc.cuny.edu; Crystal Rodriguez, 718-289-5100 ext. 3533, Crystal.rodriguez03@bcc.cuny.edu.

Presente Coordinators are from the American Social History Project/Center for Media and Learning, CUNY Graduate Center: Pennee Bender, Pbender@gc.cuny.edu; Donna Thompson Ray, DThompson@gc.cuny.edu.

Staff Profile

EVENING AND WEEKEND SERVICES

SEVEN DAYS A WEEK

Stephanie Marshall



“THE EVENING AND WEEKEND OFFICE HAS SUCCESSFULLY TRANSITIONED FROM AN ADMINISTRATIVE SERVICE TO A STUDENT SERVICE MODEL THAT PROMOTES STUDENT SUCCESS AND ENGAGEMENT.”

Stephanie Marshall has been Coordinator of the Office of Evening and Weekend Services since 2014. One of the most notable innovations during her tenure has been Second Saturdays Student Success, a college initiative to provide support services to students on the second Saturday of each month when classes are in session. *Nota Bene* caught up with Stephanie to learn more about the Office of Evening and Weekend Services and their substantial contributions to the campus community.

How would you describe the Office of Evening and Weekend Services to a new faculty or staff member?

The Evening and Weekend Office is a full-service daily drop in center that offers support and assistance primarily for students who are taking evening and weekend classes. The Office also provides administrative support to faculty and staff and serves as the referral center and point of contact for all issues relevant to evening and weekend classes, programs and services, including advisement, registration and financial aid. In addition, we offer resources and information to help students navigate through their college experience. The Evening and Weekend Office is open seven days a week and we are happy to service anyone who calls or walks through our doors.

If a student asked you what the advantages of studying at BCC during the evenings and weekends are, how would you respond?

I would tell anyone who wants to take evening and weekend classes that the advantages of studying during the evening and weekend is similar to the advantages of students who take day classes. They are plenty of evening and weekend courses and a good list of majors that can be completed in the evening and/or during the weekend. There are support services available in the evening and the weekend that includes the Academic Success Center, Writing Center, Math Center, Learning Commons, Academic Computer Labs and the Library. In addition-- many offices have evening hours such as Financial Aid, Registrar, Bursar, Personal Counseling, Career Development, Transfer Services and the Technology Service Center--just to name a few. It is very important that the evening and weekend community experience a similar normalcy as day students, which is what I advocate for on a daily basis. Students should not be excluded regardless of their class schedule.

What degrees are currently available to students who would like to study exclusively during the evenings and weekends?

There are degrees and certificate programs available in Business Administration, Community / School Health Education, Criminal Justice, Dietetics and Nutrition, Education, Liberal Arts and Sciences and Nursing. A complete listing of the majors and degree programs and their requirements can be found on the Evening and Weekend Services website.

What are your future goals for the Office of Evening and Weekend Services?

The Evening and Weekend Office has successfully transitioned from an administrative service to a student service model that promotes student success and engagement. The vision for the future is to identify more programs that will target the evening and weekend population to increase retention and graduation. The Evening and Weekend Office will continue to support students through academic progression from the point entry into college until they transfer or graduate and we will work collaboratively with the entire BCC community to ensure the needs of the evening and weekend population is being met.



Faculty Profile

SOCIAL SCIENCES

ACTIVIST AND EDUCATOR

Professor Gloria Rodriguez

Professor Gloria Rodriguez of the Department of Social Sciences, has been teaching psychology, including the Psychology of Women, at BCC for twenty years. She has also been a community activist since her high school days. In 1970, still in her teens, she joined the Lower East Side chapter of The Young Lords Party. A year later she was transferred to the Philadelphia branch of the same organization, where she remained until 1975 doing community, student and union organizing. The Young Lords was a revolutionary organization whose mission was to organize against systems of oppression and improve the lives of Puerto Rican communities. They addressed issues of police brutality, urban poverty, provided "serve the people" programs, which included free breakfast programs and organized clothing drives. The Young Lords also organized around matters of health care disparities, going door to door testing children for lead poisoning and TB. They established the first acupuncture treatment program for heroin addiction (which was a major epidemic in the Bronx) at Lincoln Hospital. They also stood for the Independence of Puerto Rico. And an end to "Machismo": advocating for reproductive rights, an end to violence against women, and demanding representation of women on every level of leadership within the organization. *Nota Bene* caught up with Gloria to discuss her years of activism, and to learn about the evolving plans of the Bronx Community College Women's Center.

Gloria, the 60's and early 70's were a time of social and political upheaval in America. A broad spectrum of activism, from Dr. King's national marches of non-violence to the Black Panther Party, The Women's Movement, Student Movement, and The Anti-War movement - all were challenging the status quo. How did you become involved in Young Lords?

Activism is in my DNA. My father and uncle were both union organizers. And my family and neighbors were involved with issues of community control of schools, police brutality and the civil rights movement. I was 11 years old, marching with hundreds of thousands at the famous March on Washington in 1963. My parents took my siblings and I to rallies, demonstrations and protests while my peers were playing in the playgrounds in the Red Hook Projects in Brooklyn, where I grew up. In high school, I co-founded the Third World Student Alliance. And was active in organizing student walk-outs and protests in solidarity with national and local movements for justice and equality.

I entered City College in 1970. While there, I participated in events and conferences sponsored by The Puerto Rican Student Union. Simultaneously, The Young Lords Party was organizing in East/Spanish Harlem community. My friends and I attended the first "Peoples Church" - a community church taken over by the organization to bring attention to the issues and needs facing the people of East Harlem and Puerto Rican communities across the nation. I decided to leave college and committed to becoming a full time member of the Young Lords.

How did your political activity lead you into returning to college and majoring in psychology?

There we were, young Puerto Rican women and men initiating positive changes in our community. What was taking place on our streets were the issues reflective of our movement. We were actively, creatively engaged with bringing about justice, equality and freedom to those who were denied basic human and equal rights. But something else was happening. There was a revolution within the revolution: We knew if we wanted to change an oppressive society, we had to examine and change our thoughts and behaviors as well. And the issue of male attitudes and behaviors towards women surfaced as primary. The women of the organization formed a Women's Union and wrote a women's position paper. We demanded an end to machismo and

Continued on the next page.



"Activism is in my DNA. My father and uncle were both union organizers. And my family and neighbors were involved with issues of community control of schools, police brutality and the civil rights movement."

challenged men to question their sense of male privilege. Committed to this process, the 13 point program and platform was changed to reflect this principle and women were placed on all levels of leadership. As women of color feminists, we were clear that political education, inner work and behavioral changes were needed. As Gandhi says, we had to “Be the change we wanted to see in the world.”

Psychology is the study of the mental process and behaviors of a person or group. And unknowingly, as young revolutionaries we were “doing psychology” - committed to inner change and developing new perspectives for ourselves and the greater good. Decades later, as a single parent, I returned to school. My graduate research in Counseling Psychology focused on exploring themes of intersectional feminism relative to the psychological, emotional health, wellness and empowerment for Latinas. I've continued and expanded my research and practical work guided by a theoretical frame of womanist/mujerista psychology which informs my teaching, counseling, my community work with DeAlmas Women's Institute and social justice work.

Tell us about your work on campus concerning women.

In 2001, I resurrected the Psychology of Women course at BCC - a course that had not been taught in 30 years. We now offer 3 sections of this course. I formed the Multicultural Women's Club BCC, the first of its kind (from 2003-2005). We discussed issues affecting women from all races and backgrounds and provided workshops for students. Also, I was an active member of the Women's History Month committee. For several years, we produced a college-wide luncheon honoring women from the BCC community. Years later, we formed another faculty committee that developed a virtual “Hall of Fame” of National/International women, past and present.

Spring 2017, I programmed and directed SheSpeaks: Empowered Dialogues for BCC Women -a series of 4 workshops for a cohort of 25 students that addressed topical issues facing young women. Same semester, we formed a BCC Women's Center Action Committee, comprised of a group of faculty, staff, administration and students. We wrote and submitted a proposal for the BCC Women's Center. And we are moving forward this academic year to realize our goal.

CUNY has always been at the forefront of creating Women's Centers on campus, but none of the three CUNY colleges in the Bronx currently has a Women's Center. The establishment of a Women's Center at BCC will provide an opportunity for innovative and relevant services and programming for female-identifying students on our campus. The Center will provide a safe and supportive space for our students, increasing awareness and serving as an easily recognizable “hub” of vital information.

Our mission is to serve the needs of women in the BCC Student Community from a holistic approach supporting women's emotional, spiritual, social, academic and professional growth. These are exciting times at BCC!

New Faculty

Jacob Adler (Library) received his MS in Library and Information Science from the Palmer School for Library and Information Science at LIU Post in 2015. He has worked as a media cataloger at the Paley Center for Media in New York.

Emakoji Ayikoye (Business & Information Systems) taught at Lehman College for 5 years in Mathematics & Computer Science as well as at The College of Westchester. Prior to his current appointment, he taught at BCC as an adjunct and later as a substitute full-lecturer. He also worked in the areas of curriculum design and SEEK Academic and Tutoring Support program. He holds an MS in Business Economics from Brooklyn College, an MBA from LIU, a BA in Psychology from Lehman, as well as a AA in Liberal Arts from BCC.

Bryan Betancur (Modern Languages) earned a BA in Spanish and Psychology from Providence College and a doctorate in Hispanic Studies from Brown University. His principle area of research is early modern Spanish theater. He is particularly interested in studying the ways conflicts of family relationships, as depicted in the drama of its specific time, commented on the complex political and social tensions of the period.

Silvia Carlorosi (Modern Languages) received a Laurea in Lingue e Letterature Straniere from the University of Urbino, Italy; MA in Mass Communications from Miami University of Ohio (2001), and a PhD in Italian at the University of Pennsylvania (2007). She previously taught at the University of Maryland, was a Visiting Assistant Professor at Middlebury College, and most recently taught at CCNY and Fordham. She is the author of A Grammar of Cinepoiesis: Poetic Cameras of Italian Cinema (Rowman and Littlefield, 2015).



Carlos Cruz (Communication Arts and Sciences) graduated with a PhD in Communications from Ohio State University. He served as Assistant Professor in the Communication Studies Department at Northampton Community College, and has published two articles examining the state of consensus regarding the issue of media violence in *Psychology of Popular Media Culture* and a chapter detailing effects associated with media violence in *Advertising and Violence: Concepts and Perspectives*.

Cheila Avalon Cullen (Chemistry and Chemical Technology) received a BS in 2006, and an MS in 2010 from CCNY. She received a PhD in Earth and Environmental Sciences at CUNY Graduate Center in 2016. She served as Risk Management and Sustainability Director at City College where she developed, coordinated and communicated crisis/emergency management, disaster recovery, and business continuity strategies to a variety of stakeholders. She established new initiatives to minimize the college's carbon footprint by creating and implementing a 10-year climate plan with strategies in the areas of energy, water, transportation, recycling, procurement, sustainable nutrition and community outreach.

Raffaella Diotti (Biological Sciences) earned BA in Biochemistry from Mount Holyoke College; MA in Biological Sciences; PhD in Molecular, Cellular, and Developmental Biology from CUNY Hunter College. She has served as a Research Associate with the PERC (Peer Enabled Restructured Classroom) Program, as Adjunct Assistant Professor at New York City College of Technology, York College and John Jay College and as an Adjunct Lecturer at Hunter College. She has strong research experience in the areas of human genetics/hematology and oncology.

Leroy Gadsden (Social Sciences, Criminal Justice) earned a Juris Doctorate at City University of New York School of Law. Mr. Gadsden has served in the capacity of Affirmative Action Administrator, adjunct professor at QBCC and Monroe College, legal coordinator and a senior police officer in South Carolina.

Neil Hwang (Business & Information Systems) spent a decade in the corporate sector, most recently as an investment researcher at AFG and management consultant at McKinsey & Co., Neil is excited to finally pursue his life-long dream of teaching and researching at BCC.

Daniel Lazarus (Business & Information Systems) has a Doctorate in Management with 15 years of experience in teaching, research, and training programs. He served as Overseas Research Examiner for 15 Universities in India, UAE and UK, has participated in international conferences, and has published research articles in leading journals.

Vicente Montero (Engineering, Physics and Technology) of Automotive Technology earned an AAS in Automotive Technology at Bronx Community College and a BA. in Liberal Arts/History from CCNY. He has served as an Adjunct and Substitute Lecturer at Bronx Community College, as a Diesel Engine Technician with Cummins Power Systems and as a teacher with the NYC Department of Education.

Zaida Godoy Navarro (Modern Languages) earned her doctorate from the Graduate Center-CUNY in 2014 in Hispanic Studies. She has an MA from UNC-Chapel Hill in Comparative Literature (2006) and a BA in English Studies from the University of Seville, Spain (2003). She specializes in Mexican literature, in particular contemporary theater and gender studies.

Emma Antobam-Ntekudzi (Library) has worked in both research and academic libraries since receiving her MLS from Queens College in 2011. She joins Bronx Community College Library this fall as Reference & Instruction Librarian.

Adam Shale (Chemistry and Chemical Technology) graduated from Binghamton University with a Bachelor's degree in Geology in 2004 and a Master of Arts in Teaching degree, also from Binghamton University, in 2007. He spent nine years teaching as an Adjunct Professor at William Paterson University, in Wayne, New Jersey; eight years as Adjunct Lecturer here at Bronx Community College.

Goldie L. Sherr (Biological Sciences) received her BS in Biology from the College of Staten Island and obtained her M.Phil. and PhD from CUNY's Graduate Center. Prior to coming to BCC, she was involved in a number of research projects and studied genes important in fat metabolism as well as those implicated in autism. Her research interests include molecular biology, genetics and biology pedagogy.

Paulette Thompson (Nursing & Allied Health Sciences) is currently a candidate in the PhD in Education Program with a Specialization in Nursing Education at Capella University and has earned an AAS, BS. and MS in Nursing from Bronx Community College and Lehman College. She has served as an Assistant Professor of Nursing at The College of New Rochelle and an Adjunct Assistant Professor of Nursing at City University of New York.

Continued on the next page.





ACADEMIC AFFAIRS AND STUDENT SUCCESS

2155 University Avenue
Language Hall [LH] 11
718.289.5139

Dr. Thomas A. Isekenegebe
President

Dr. Claudia V. Schrader
Provost and Senior Vice President
for Academic and Student Success

Dr. Irene R. Delgado
Vice President for Student Success

Dr. Luis Montenegro
Dean for Academic Affairs

Bernard Gantt
Dean for Academic Services

Dr. Alexander Ott
Associate Dean for Academic
Affairs for Curriculum Matters and
Faculty Development

Dr. Simone Rodriguez-Dorestant
Associate Dean for Academic
and Success Programs

Manny Lopez
Associate Dean for
Student Development

Francisco Legasa
Assistant Dean for
Academic Affairs

Dr. Richard LaManna
Assessment Manager
Editor-in-Chief

Loida V. Cedeno
Academic Program Specialist
Co-Editor, Content Management

Edwin Roman
Academic & Transfer Resources
Coordinator
Designer and Co-Editor

Katherine Acevedo-Coppa
Academic Affairs Manager for
Special Projects
Co-Editor, Distribution Management

James Webb (Communication Arts & Sciences) is an actor, playwright, educator and scholar. He earned a BA in Theatre (Florida A&M University), MFA in Acting (University of Florida), and PhD in Educational Theatre (New York University). He has performed in over fifty stage productions, over twenty short films, a web series and a Disney commercial. In 2011, he won the Lorraine Hansberry National Playwriting Award for his play, *The Contract*. His research is published in the William Mitchell Law Review and the BTN Continuum journal.

Nicole Williams (Library) spent a decade working in public and academic libraries world-wide. Her research and personal interests are broad, including topics such as coding, music, mobile technology, knitting, and exploring popular culture.



SAVE THE DATE

GLOBAL PERSPECTIVES

Department of Art & Music Fall Concert Series

October 26, 2017 at 12pm
Gould Memorial Library Auditorium
Palisades Virtuosi

November 30, 2017 at 12pm
Gould Memorial Library Auditorium
Oliver Markson, pianist

The BCC Concert Series is funded by the BCC Inc. Music and Art Consortium, the Office of Academic and Student Success and the Art and Music Department of Bronx Community College.

Celebrating International Education Week / November 13-17, 2017

Where I Come From
Tuesday, November 14th
12-1.30 PM
Location: to be announced

Dreamers/DACA Panel Discussion
Thursday, November 16th
12-1.30 PM
Location: to be announced.

These programs are curated by Mr. Eugene Adams, Director, Collaborative Education, and Co-director, Science and Technology Entry Program; Ms. Loida Cedeno, Academic Programs Specialist, Office of Academic Affairs; and Professor Andrew Rowan, Department of English.

SAFE SPACE TRAINING



Thursday, November 16, 2017 | 12:00 - 3:00 p.m.
Roscoe Brown Student Center Room 211

Come to a day of training to become an ally to Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual or Questioning Students. Have additional questions? Connect with Donna Paroff-Sherman at X5873 or donna.paroff-sherman@bcc.cuny.edu or Edwin Roman at X5459 or edwin.roman@bcc.cuny.edu .

SUBMISSION DUE DATE AND GUIDELINES

Submissions for the next issue are due no later than November 21, 2017 and should be sent to Ms. L. Vicki Cedeno, loida.cedeno@bcc.cuny.edu.

- All text should be submitted in Microsoft Word; Photographs as separate attachments
- Telephone and email should be included with content
- Accuracy is key: names, dates, awards, locations, titles should be clearly and accurately represented
- All submissions are subject to approval and editing

