You have seen this man all around campus. He is always impeccably dressed in jewel tones, there is no doubt a smile on his face, and he always has something going on. His name is Bright Igbinigun, and it truly suits him. He has been a student at Bronx Community College for two years and has taken every advantage of his time here. He is a Senator in SGA and also serves as the Vice Chairperson under Professor Franklin Moore on the BCC Senate. His most valiant effort in SGA was the creation of a campus Ombudsperson. He fought hard for this as “students here need an advocate,” he said. The administration wanted to close the position, but Bright thought better of that. The position was filled by Dr. Stephen Powers from the Education and Reading Department. He has held the position for only a few months, but has met with many students already and is happy to help.

More recently, Igbinigun was prominently featured in the NY/Region section of The New York Times in an article titled “African Immigrants Find an Open Door at a Bronx College.” He was very excited to read it online and had a “smile so big. I wanted to share it with everyone I know.” He shared the story link with friends, family, and church members using WhatsApp. In the interview he asked if he picked up a print copy, perhaps to, have it framed. His response, given with laughter, “I did not know it was in print. I thought it was only an online paper.” He has no regrets to not getting it in print, but may seek one out in the future.

Sergio Ozoria: In His Own Words

The Biography of a Bronco Student

My name is Sergio Ozoria. I migrated to the United States from the Dominican Republic at the age of 14. Now, I am a 21 years old LGBTQ/ Latinx identified student. As of fall 2015, I completed my last semester at Bronx Community College (BCC), City University of New York (CUNY). At this institution, I majored in Liberal Arts & Sciences. I graduated with a GPA of 3.596. I was a member of the honor society Phi Theta Kappa. At BCC, I was also part of the CUNY Language Immersion Program (CLIP), College Discovery (CD), First Year Seminar (FYS) program, and the Honors Program. These programs contributed to the development of my education, career plans and personal life.

After graduating from high school, I applied to the City University of New York—Bronx Community College in hopes of learning more about myself. I wanted to reflect on the intersectionality of my identities as a homosexual cisgender person, non-native English speaker and a self-identified Latinx/indigenous person of color. Once I was admitted to BCC, in 2014, I took a year off before taking college courses because I wanted to reflect on my career path and improve my English skills. I applied and was admitted to an on campus program called the CUNY Language Immersion Program for spring 2015. CLIP was an intensive program for students seeking to improve their English language and academic skills.

CLIP gave me the confidence I needed to convey my thoughts and ideas publicly in English. Through this program, I also discovered my interest in physical therapy. I realized my interest in physical therapy by participating in a career project with fellow CLIP students. This project incorporated my abilities, interests and aspirations into a career path.

At BCC, I learned more about the intersectionality of my identities through research, social interactions, political debates and a variety of courses. As I learned about the intersectionality of my identities, I developed a passion for social justice. My passion for social justice and advocacy expanded beyond the classroom. During my sophomore year, I participated in a program called the CUNY LGBTQ Student Leadership Program. Through this program, I worked collaboratively with other CUNY students and community leaders on issues that dramatically disadvantage the LGBTQIA+ community, especially LGBTQIA+ people of color. This leadership program provided me a better understanding about my identities and other issues that are prevalent within the community such as HIV/AIDS and LGBTQIA+ homelessness.

At BCC, one of the programs that I academically benefited from was College Discovery. I remember struggling with two of my classes – math and biology. One of the academic services CD offers to students...
The Communicator
Editorial Policy and Disclaimer

The Communicator urges students to submit articles and editorials to the newspaper. We also encourage students to respond to the articles and editorials found in this newspaper.

The views expressed in by-lined articles and in published letters are solely those of the writer, and they do not necessarily represent the view of The Communicator.

We reserve the right to edit any article or letter submitted due to space considerations. No article or letter will be published unless the author submits his or her name, email address, and telephone number.

Please submit all articles and letters to the following email address: andrew.rowan@bcc.cuny.edu.

NOTES:
JPEGs must be submitted as email attachments and should not be embedded in the Word copy.

Please note that The Communicator reserves the right to refuse publication of any submission due to space considerations or if the submission is deemed inappropriate because of profane language, verification problems, and/or slander.

Join The Communicator Staff

The Communicator is seeking interested and committed editorial staff members. We need news (campus events, including sports, club, and cultural events), editorial columnists, creative writers (poems, short stories, and memoirs), photographers, and proofreaders as well as an office manager (someone who is eligible for work study would be perfect).

Senior colleges, as well as scholarship sources, love to see campus involvement such as working for the college newspaper on your applications.

Please contact Professor Andrew Rowan if you are interested: andrew.rowan@bcc.cuny.edu.

Editorial Staff
Issatou Barry
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Wali Ullah

The deadline for the May 2018 issue is Tuesday, April 24, 2018.

JOIN A CLUB!
In the United States, there have been 13,693 incidents of gun violence; 3,504 lives have been lost, and an additional 6,133 people were injured all within January through March of this year (gunviolencearchive). The numbers above do not include statistics on children between 0-11 years of age and teenagers between the ages of 12-17 who have also lost their lives or have been injured in gun-related violence. The gruesome reality is that our nation experiences gun violence on a daily basis. In fact, the mass shootings occurring throughout our school, college, and university campuses have produced a somewhat disturbing response from President Donald Trump in which he advocates for weaponizing our teachers and professors. Our campus feels safe and secure, but how prepared is our college if we were to encounter a threat? And would it create a safer environment for our students if professors were allowed to carry weapons?

Recently, President Trump stated, "[That] we have to harden our schools not soften them up. A gun free zone to a killer or somebody who wants to be a killer is like going in for the ice-cream. That means that nobody has a gun except them. Nobody is going to be shooting bullets in the other direction" (The Associated Press). In other words, President Trump believes educational facilities are at high risk of a threat because they are vulnerable and perhaps physically resemble a 1950’s malt shop. Jokes aside, the president wholeheartedly believes that our educators hold a potential solution to mass shootings. To him it is simply a matter of incentivizing our teachers and professors. He obviously can easily be persuaded by cash. He states that "for people that do carry... we [should] give them a bonus" (The Associated Press). Encouraging teachers to carry weapons to their place of work might not be as easy as President Trump supposes.

An 17 year faculty member at Bronx Community College, who asked to remain anonymous, stated, "I am completely for citizens owning arms; my only problem is how do we [teachers and professors] get the chance to become licensed users of guns? My only thing is legislating who and why and when and how? That is something that is of concern for me. Because who is to say that a student [will not] ... take a gun that is on campus and utilize it?"

It is evident that there are many questions concerning the intricacies of choosing and arming professors. Also, if our professors decide to carry, there will be an increase in lethal weapons on campus that could be used against them and other students. The addition of arms on campus also means that Campus Security has detailed procedures and that a student [will not] … take a gun that is of concern for me. Because who is to say that a student [will not] … take a gun that is on campus and utilize it?

Training and programs that help empower our communities such as the A.L.I.C.E. program are effectively some of the most crucial ways that colleges, universities, and schools can prepare for any hostile and threatening event. However, President Trump believes that alternative process hold no real significance at potentially saving lives. Moreover, our college holds crime prevention and security training programs, please contact investigator Angel Irizariz at Angel.Irizariz@bcc.cuny.edu or 718.289.5390, extension 3684. All trainings are free of charge for all Bronx Community College members.
Sergio Ozoria: In His Own Words

If you find yourself in Meister Hall, head down to the sub-basement and in room SB05 you’ll find one of Bronx Community Colleges best resources - The Learning Commons. It is a space dedicated to the betterment of every Bronco. Here you’ll find desktops, laptops, private study rooms, tutoring and advice. The Learning Commons can be described as a sort of catch all for help here at BCC. If you are struggling in your classes you’ll be able to either locate a tutor here or be directed to where tutoring for that subject is available. The staff can also direct you to other resources at the school that you may not know about. In contrast to the Library, the Commons allows food and the ability to speak openly without fear of distracting fellow students. This warm and bright space also has whiteboards, desks, and couches and chairs situated in circles to facilitate group study.

One of the most prevalent issues with Bronxos is not merely understanding the material in their classes, but not fully understanding how to be a successful student. The Learning Commons is not just a place for answers, but a place to gain tools for success. They can help students gain the tools they need to be successful even after they leave BCC. These tools include mastering the art of note taking, a skill that varies from subject to subject. Time management is also extremely important for success. Being able to allot the correct amount of time to the projects you are working on will serve you in academia and in the workforce. Academic coaching is huge part of the mission statement of the Learning Commons. You will not only learn what you need to know but you will also learn how to help yourself. This is a great place to build good habits and gain useful skills.

So many here at Bronx Community College struggle with not only the pressures of school, but also with the pressures of life in our States lowest ranked working class. Among many social issues, the Bronx ranks the lowest in health and wealth out of New York’s 62 counties. This injustice is often reflected in our student body. However, there is hope on the horizon. Resources like the Learning Commons, the SGA, and Single Stop are fighting to combat and eliminate these barriers. Students struggling with issues pertaining to childcare, homelessness, and family obligations can find assistance.

A vital part of what makes the Learning Commons so successful are the voluntary Supplemental Instruction Sessions, a weekly study group for students in courses that have proven to be difficult. A student who has taken said course, and excelled, will lead a study session for any who wish to improve their grades. This is a great opportunity to compare notes, discuss the material, and brainstorm ideas.

Currently, all developmental math assistance can be found at the Learning Commons. Remedial math has historically been difficult for many Broncos. By moving this portion of the math tutoring program to the Learning Commons, the Math Center is better able to serve those who need help in higher math levels. Math 1, 5 and 6 tutoring is available at the Learning Commons.

The Learning Commons aims to enrich the sense of community here at BCC. You will find support, and when a student accomplishes a goal, the entire Commons celebrates together. One of the staple of the Commons is a cow bell which is lovingly referred to as the “Freedom Bell.” Once a student has passed a class and mastered a subject that once seemed hopeless, the bell is rung and a celebration begins. Here, the accomplishment of one is the accomplishment of all.

All of this would not be possible with the guidance and leadership of Sahidha Odige. In her two-year tenure as the Academic Support Service Manager, study hours have increased fourfold to an astonishing 140,000 combined hours last semester. One of her main focuses is customer service, and it shows. The staff and tutors of the Commons are warm, friendly, and ready to answer your questions. Odige spoke of the transformative nature of education. When you education one person, he or she is able to start a chain reaction. Being lifted up, others are inspired to lift up their families, their peers and, ultimately, their communities.

I encourage all students to take advantage of this precious resource. Please support this important part of BCC. The Learning Commons opens at 10:00 am seven days a week, and closes at 8:00 pm on weekdays and 3:00 pm on weekends. They can also be reached by phone at 718.289.5100, extension 3139, or by email them at learningcommons@bcc.cuny.edu.

Pay a Visit to the Learning Commons; It’s Worth the Trip

By Alexandra Santos (Liberal Arts/History)

CAMPUS NEWS

is tutoring for a variety of courses. Through these services, CD tutors reinforced the areas I had difficulties with for me to excel in these classes. In addition to receiving instructional support, CD also financially assisted me with paying for my books and school supplies. These resources helped me minimize the academic challenges I underwent at BCC.

To add, I worked as a peer mentor for four consecutive semesters at the FYS program on campus. As a peer mentor, I used active learning strategies to facilitate short information sessions during FYS classes. Through this program, I improved my communication competence, assisting FYS students with their academic and personal needs. Additionally, I had the opportunity to be the peer mentor of a CD FYS class with Professor Kwame Nyarko - CD Faculty Counselor. As a CD student and a peer mentor, FYS students and I connected. With the dedicated help and work of Professor Nyarko, I encouraged students to stay on track on their education. Through FYS classes, I advocated on behalf of the educational needs of Freshman students.

BCC consists of a diverse and cosmopolitan demographic. The college’s stress on the significance of diversity, leadership, and inclusion through programs like CLIP, CD and FYS is remarkable to me. These programs allow students to celebrate their cultures and educational journeys through a variety of events, classes and academic services. Through these programs, I was able to get involved on campus and help other BCC students. That is why I am proud to say I am a Bronco student.

Although BCC has enriched me with both academic and personal knowledge that have helped shaped my identities, I am eager to turn over a new leaf at a different institution. I applied and was admitted to New York University’s Steinhardt School of Culture, Education, and Human Development, Boston University, Stony Brook University and Baldwin Wallace University. I am still in the process of applying to more universities. At one of these universities, I am planning to get my bachelor’s degree in a health or psychology related major. Ultimately, my goal is to get my doctoral degree in physical therapy. As a physical therapist, one of my goals is to create an inclusive atmosphere in the health profession field for the LGBTQ community. I want to provide medical services, safe spaces and/or rehabilitation for transgender people before, during and after their surgical transitioning process without fear of discrimination. To add, another objective I hope to achieve as a physical therapist is to advocate on behalf of the needs of New York City public school students with disabilities.

Through physical therapy, one of my missions is to advocate on behalf of the needs of New York City public school students with disabilities, particularly of English Language Learners. On top of having interrupted formal education, ESL students with learning deficiencies have difficulties learning a new language due to their disability. One of the reasons I want to advocate on behalf of ESL students is because I was an ESL student back in high school and my first year in college. As someone who migrated to the United States at the age of 14, I know how challenging it is to acquire a new language. Despite these academic challenges, I have excelled academically and civically. This Spring I will be volunteering at the after-school organization We Are Dream. This organization provides after-school academic support through fun and engaging activities. Through this volunteering experience, I am hoping to assist high school students through their academic challenges, particularly ESL students.

I think it is important for college students to get involved on and off campus. This helps students shape their career goals as they navigate through their academics. I believe students should uplift and advocate on behalf of all communities, particular within low-income neighborhoods. For instance, I am currently volunteering at the Project Services to Assist Youth (Project STAY) program. This program is administered by the New York Presbyterian Hospital and by the Harlem Health Promotion Center within the Columbia University Mailman School of Public Health. Through this program, I do outreach to encourage communities at risk of sexually transmitted infections (STIs) to promote health and wellness.

Through campus and community involvement, our local neighborhoods and students have the opportunity to gain professional experience and social mobility. Not only are students academically benefiting from such involvement, but also addressing the needs of our communities.
Rivera spoke about the solace she found in writing from a young age. She has been able to use writing as a coping mechanism for the hardships that one must often face in life. Through the institution of the New York Public Library she was able to nurture her talent for writing and feed her hunger for knowledge. Sadly, she thought as a young child that writing for was a career for the privileged, particularly those who are white and wealthy. This idea is reflective of the diversity in our literature. If we do not see ourselves reflected in the arena we wish to enter, then how can we imagine ourselves partaking? Representation matters to everyone, but especially to children who are learning to navigate the world and their place in it.

When speaking of her favorite childhood books, Rivera cites well known and beloved books such as *The Outsiders* by S.E. Hinton, *Are You There God? It's Me Margaret* by Judy Blume send *The Lion, The Witch and The Wardrobe* by C.S. Lewis. While these novels themselves do not have characters that resemble Rivera, she was able to relate to the feeling and themes found in their pages. These books contain the themes of isolation, anxiety, and the need to carve out your own space. All of these feelings can be related back to the lack of representation of Latinos in media. If you cannot find what you are looking for, then you must create it.

For Rivera’s next novel, *Dealing in Dreams*, she stays in the young adult world, but ventures into the dystopian. She describes the book as mix between Hinton’s *The Outsiders* and the hit 2016 film *Mad Max: Fury Road*. She uses the themes of class, race, and urban economics to drive the story. She also draws inspiration from the opioid crisis that affected her home in her youth. She says the novel will also focus on girl gangs, and the role they play in this near future world. Citing Mad Max: Fury Road will immediately call to mind imagery of the powerful women possess when they work together. *Dealing in Dreams* is set to be released in the spring 2019.

In the first time in American history, diversity has taken a stronghold. Even Broadway has seen the effects with the run-away hit *Hamilton*. This musical uses today’s faces and melodies to tell the story of one of our countries most brilliant forefathers, who just so happened to be an immigrant from the Caribbean. Ultimately, main stream media values money above all else and they are not quick to invest in ventures they deem risky. However, recent blockbusters such as *Mad Max: Fury Road*, *Wonder Woman* and *Black Panther* show Americas’ hunger for diversity. *Grey’s Anatomy*, the hit show from ABC is written and produced by Shonda Rhimes, a black woman, and features many prominent and accomplished black doctors. More than that, Rhimes makes room at her table for everyone, including characters that are Latin, Asian, LGBT+, and disabled.

To paraphrase the 1989 movie, *Field of Dreams*, if you write they shall read: If you film it, they shall watch.
OUTSIDE THE QUAD

The Student Activity Fee Crisis: Can We Trust the Trustees?

By Rolando Carrasquillo (Liberal Arts) & Wali Ullah (Liberal Arts/Political Science)

CUNY Board of Trustees: Can the students trust you? What became of a lawsuit due to the denial of a Pro-Life club may lead to the possible removal of your voice to govern the allocation of your own Student Activity Fees. Apart from tuition, the Student Activity Fee (SAF) is a separate fee that CUNY students pay which goes towards basic services that benefit students such as athletics and clubs. Many decades ago however, due to the state government’s unwillingness to fund or operate college services such as childcare centers, student newspapers, and social/political advocacy groups, student governments and student activists ran referendums to impose earmarks on their own student activity fees to ensure that services that students care about receive annual and adequate funding. However, due to recent developments in CUNY and Board of Trustees policy, we may see our rights to decide where we allocate our fees and what earmarks currently exist come to an end.

In November 2016, an activist group known as Students for Life of America proposed a chapter to Queens College but was rejected. Norvilia Etienne, the student who wanted to establish the club, felt that the group’s freedom of speech and expression were being hindered and threatened by the college’s Student Government Association. Etienne’s application was apparently rejected without explanation. With the help of the Alliance Defending Freedom (ADF) non-profit firm, the Students for Life filed a lawsuit against the College on January 25, 2017. The College continuously denied viewpoint discrimination approving the club only two days after the lawsuit was filed. The College eventually settled with the group, allowing the group to be established and giving thousands of dollars towards the group.

Now, how will this impact Bronx Community College? Following the lawsuit, the College agreed to take a look at the way in which clubs apply for chartering on campus. A Task Force and Working Group were created, with a claim of adequate student and faculty representation, to advise CUNY Central and the Board of Trustees of students’ wishes and concerns regarding this SAF Policy Revision process. However, the wishes and concerns of the students on the Task Force were not properly addressed, especially by the General Counsel, the legal counselor of the entire university. On February 26, 2018, a proposal was introduced before the CUNY Committee on Student Affairs that would redefine the Student Activity Fees’ purpose and would change the authoritative powers, across all CUNY colleges, of College Associations, the organizations that are solely responsible for delegating and dispersing the funds in the first place. Though this was introduced as an informational item, CUNY students turned out by the dozens and protested the meeting.

In a nutshell, the Board of Trustees is currently seeking unilateral control of the dispersion and allocation of Student Activity Fees by the College Association Board. The proposed restructuring would include the removal of all current historical earmarks on student activity fees at each CUNY college, removing the ability for quality-of-life services and earmarked groups such as USS and NYPIRG to count on steady funding. Further, the changes would throw into question what services the student body can create. Currently, the student body has democratic control of their own fees, under the new proposal, the Board of Trustees would decide which groups get funding, as well as how much they are allocated.

On March 8th, SGA, USS, NYPIRG, and CUNY Rising held a town hall meeting for students concerned about the changes ahead of a Board of Trustees hearing about them on March 12th. Some students touched on the subject on a personal level, seeing clubs as more than merely two hours of a hobby. Many of them use these services (both in and out of clubs) as a means to progress forward through school and through life. One particularly, passionate student said in a fit of anger, “[Today’s Town Hall] is only the battle, but this hearing is the war.”

March 12th came with a bang. Outside the Brooklyn College Student Center, a loud protest towards this hearing rose and riddled the building walls nearby. There was a large crowd of students in and outside of the Student Center; the students outside chanted and yelled about their frustrations about the undemocratic nature of the CUNY BOT’s policy revision proposal, while students inside testified their desire to help fund groups by the Board of Trustees. Student Government and USS leaders were given additional support and solidarity by adjunct faculty, PSC-CUNY activists, NYPIRG, and Young Progressives of America. Our own SGA leader, Vice-President Hussein Abdul, Legal Legislator Wali Ullah, and Senator Dion Quamina, testified on behalf of BCC. Abdul cited how the state government lacked the will to adequately fund CUNY’s infrastructural maintenance and, hence, the CUNY Board of Trustees is seeking to find whatever meager amounts of money to offset operating costs, starting with students: “At Bronx Community College, we have a building called Colston Hall, and me and my fellow students were complaining about how the ceiling was falling above… and I get it, CUNY is in debt. [Governor] Cuomo continues to defund CUNY, and he refuses to sign the Maintenance of Effort bill. Right now, CUNY is looking whenever they can find money, and they figure ‘where do we go to next?’ The students.”

Though hundreds of students showed up for the March 12 hearing, with more than 60 people testifying, the battle still wages on, especially against a Board of Trustees that doesn’t reflect our students’ values or faculty interests. The Board recently had a formal meeting on March 19, 2018 at John Jay College, and it let attendees know that the Board has heard some students’ concerns and was working to address them, though they were mostly unspecified on to what extent. They claimed that the task force will be creating a Communication and Outreach Network to keep all stakeholders, including students and student activists, informed of ongoing developments regarding the Student Activity Fee Policy Revision. As much as transparency is nice, this isn’t what students are asking for; we are asking for the Board to only proceed with the bylaws’ amendments that they are legally obliged to make, nothing more than that. That includes getting rid of their plan to redefine student activity fees and the referendum process. At the end of the day, nobody knows what’s better for the students than students themselves.

Bronx Community College’s ASAP Mission Continues continued from page one

services. This expansion work will be integrated with the 35x65 campaign launched by President Thomas Isekenegbe.

ASAP Expands from Its Beginnings as a Small Project to the Face the 21st Century

ASAP is a collective effort. When the program was smaller, ASAP staff could supplement many of the missing pieces in the student experience. Community colleges have been traditionally institutions that have provided higher education for students than students themselves.

That includes getting rid of their plan to redefine student activity fees and the referendum process. At the end of the day, nobody knows what’s better for the students than students themselves.

Student Success Stories

Anawel Lopez (Liberal Arts, Class of 2015) has stated, “At Bronx Community College, ASAP helped me get on my feet and develop my confidence. For starters the best thing is having an advisor that cares. If it was not for my advisor pushing me to keep on going even when things get tough, I probably would have dropped out. Math is one of my worst subjects and having to attend mandatory tutoring helped me succeed even in my worst subject. On April 12, 2016 NewsHour PBS NewsHour featured BCC student Karla Ayala who stated, “College is stressful, and then on top of it having an outside life, I have kids, I’m married, I don’t have a full-time job, but yet I have a responsibility part-time at school. I did a semester without being in ASAP, and it was a little hard, because I was behind a sense, I was lost.” BCC ASAP professionals such as Assistant Dean Javier Legasa and Ayala’s ASAP Advisor Melanie Robles help students navigate the maze of college and personal life. The City University of New York is planning to have enrolled nearly all 7,000 plus full-time BCC students in ASAP in coming semesters.
In October 2017, with generous grants from the offices of President Thomas Isekenegbe and Dean Manny Lopez in Student Life, a group of BCC Writing Center tutors attended the National Conference of Tutors of Writing (NCPTW) at Hofstra University. The conference theme was “Reaching Out, Revising Writing Center Spaces and Identities.” In fact, this theme is the essence of every writing center conference we have attended. In this spirit, the BCC Writing Center tutors are reaching out, inviting all CUNY tutoring centers to consider revising their spaces and identities.

By Jan Robertson, Director, Bronx Community College Writing Center

Inspiring a Love of Tutoring and Words
By Rebecca Perez (Associate in Applied Science)

One of the greatest things about the BCC Writing Center going to the NCPTW Conference at Hofstra University last fall was the fact that we gained more experience together as a collective group with what it means to work at a writing center. We were able to work together the best we could to make sure that everyone who was attending was able to go to and from the conference. From our very first entry into the registration for the conference it was obvious that BCC was special. Our group was large enough that we were able to find our own registration table. Most centers, as it turned out, never had double-digit attendees. What I have noticed at NCPTW and other conferences is we are also the most diverse center in attendance.

On the day that I attended I was able to attend several panel presentations, all of which were touching on “isms” faced by writing center tutors. The first presenter discussed the problem of the “feminization” of the writing center. It addressed some of the issues of seeing the writing center as a place that seemed very feminine because of how “homey” it feels, as well addressing the issue that most of the tutors at this specific university are women. It was interesting to see how the lack of diversity in writing center attendance affects the tutor’s ability to get a conclusion for her study that did not have a racial and gender majority. In the end, while she had been expecting there would be at least a slight bias, there turned out to be none.

The second and third presentations were both about facing racism in the writing center, specifically with students’ interactions with the tutors and within the students’ writing. One of the presenters pointed out that “problems with diversity will always be a problem in non-diverse centers/colleges/universities.” From my discussions with other tutors here at BCC’s Writing Center, it would be interesting to see how these kind of interactions and writings are displayed in a center that is as diverse as BCC’s. I made sure to connect with the tutor from George Washington University who spoke in one of the presentations so we can do a joint experiment in the future.

When I met with other BCC tutors for lunch, we discussed some of the things we had noticed. A major thing that seemed to be obvious throughout all of the presentations was how uncomfortable it felt to all of our tutors to hear the other writing center staff call the students “clients.”

Over and over again, we expressed our grief and frustration to each other about the very real difference in attitudes it brought to the tutors in the centers. At BCC, where we refer to all other writing center staff call the students “clients.” Over and over again, we expressed our grief and frustration to each other about the very real difference in attitudes it brought to the tutors in the centers. At BCC, where we refer to all other writing center staff call the students “clients.”

Another thing that was brought to my attention in these panels was that in any of the presentations that I saw, not one tutor mentioned the weight on their shoulders of working with the weight of tutors and students with theirs, only to return to that personal work after being mentally and, in some cases, mentally care to help students. It is a task that requires coming something missing. For those who have tutored a student, it is something that our very strong battle for our students at all times, too often we forget that there calling them clients.

Is why I think many of the tutors at the BCC Writing Center are so opposed to process as something more than a business transaction that must be made, which on a peer level when we meet with them in the writing center. It humanizes the peers. Despite the fact that our tutors are diverse in age, and whether they are in attitudes it brought to the tutors in the centers. At BCC, where we refer to all other writing center staff call the students “clients.” Over and over again, we expressed our grief and frustration to each other about the very real difference in attitudes it brought to the tutors in the centers. At BCC, where we refer to all other writing center staff call the students “clients.”

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It left everyone in attendance with encouragements to continue what we love to do at our centers. It had great interactions and conversations with the groups about the ways that they thought there were preventing the love of writing and ways that they were encouraging it. It was a great way to end the day as the final workshop because it left everyone in attendance with encouragements to continue what we love to do at our centers.
Queensborough Community College’s Center on International Affairs, Immigration, & Study Abroad sponsored the annual Holocaust event and pre-session mixer on Friday afternoon, March 23rd for students who attended the Global Citizenship Alliance (GCA) in Salzburg, Austria, from April 1st to 8th.

This year, 37 students and 9 advisors from BCC and QCC as well as 17 students from SEEK and College Discovery programs from 16 colleges and universities across CUNY traveled for this weeklong global seminar. Since 2005, Salzburg has hosted CUNY students as they have attended lecture/discussions, group project work and student presentations, and a trip to the Dachau Concentration Camp Memorial Site. This year’s theme was A New Anti-Globalization?

The first of the day's two events was held at the Harriet and Kenneth Kupferberg Holocaust Center. Lusine Manucharyan’s presentation offered background for the exhibit The Jacket from Dachau: One Survivor’s Search for Justice, Identity, and Home. In her remarks she explained how Benzion Perescki, a young Jewish man from Lithuania, had kept his concentration camp jacket, even after he moved to the United States, never having shared his story with family or friends. It was discovered after his death, and it is on exhibit at the center. In their comments, students pondered the power of memory and what having kept this artifact from the darkest moments of his life meant.

Agata Kumar highlighted the power of being an upstander in her presentation Conspiracy of Goodness: How French Protestants Rescued Thousands of Jews during WWII. QCC student Jonathan Papacena related how Nazis had flourished on Long Island in his well-resourced PowerPoint presentation, Goose Stepping in Long Island: Camp Siegfried, a 1930s Nazi summer camp, organized by the German American Bund. He had also noted that in Yaphank, New York, there was a Nazi neighborhood where American Nazis lived on streets named after Third Reich leaders, including Hitler, Goering, and Goebbels.

These presentations set the scene for the BCC, QCC, and CUNY SEEK/CD students’ visit to the Dachau Concentration Camp Memorial Site on Wednesday, April 4th. The trip debrief was conducted by Smith Professor Emerita Hedwig Rose, herself a hidden child in Amsterdam during World War II.

After these bracing presentations, students, and faculty advisors moved to the beautiful Oak Room in the QCC Art Gallery. Students from all three programs were offered the chance to become acquainted with one another before hearing from several students who had attended previous GCA sessions, including the authors of this article. Following these information presentations, a light supper of pizza, salad, cheeses, cookies, and beverages rounded out the afternoon. The new group of students left for Salzburg with this rousing sendoff as they prepared to travel to Salzburg on Saturday, March 31st. Stay tuned, as you will read the reflections of the BCC students in the final edition of The Communicator in May.

The Salzburg Global Seminar Global Citizenship Alliance is a one-week study-abroad program from Sunday, April 1 to Sunday, April 8, 2018 designed for students from The City University of New York. Since 2005, 74 students have successfully completed the Salzburg experience. Easter Wood (2005 cohort) was the first community college intern there in 2006. She was awarded the Ph.D. in African American Studies at Harvard in May 2017. In a 2009 survey of the BCC Salzburg student cohorts, she stated that it was one of the formative experiences of her personal and academic life. Terrance Coffie (2013 cohort) received a master’s degree in social work from NYU in May 2017 where he was also honored as the 2017 NASW-NYU Alex Rosen Student of the Year. Other students are enrolled in, or have graduated from, City University of New York, John Jay College of Criminal Justice, Hunter College, SUNY Stony Brook, SUNY Potsdam, Antioch University (Seattle), and the University of Pittsburgh, among others. Also of special note are Robert Josman (2010 cohort) and Henry Siccardi (2016 cohort) who have delivered presentations nationally on STEM and nanoscience issues. Here’s hoping that many of you will be inspired to apply for the 2019. Watch for a BCC Broadcast in early September which will signal that the nomination and application period for Salzburg has begun.
Representatives of the New York Film and Television Student Alliance (NYFTSA) came together in New York City on April 21st for a full day of meetings and tours. This event is being recalled now as a reminder of the robust activities of the MDFC at BCC. Zanin Lindsay, BCC MDFC club president commented: “What a wonderful field trip meeting other film students from Ithaca College, Fordham University, NYU and Hostos Community College. Union leaders embraced us and now I understand how we can all play in role in east cost production.”

The itinerary, facilitated by the Governor’s Office of Motion Picture & Television Development, began with a visit to Local 52 in Queens. A panel of officials from Local 600 Cinematographers, Local 700 Editors Guild, Local 829 United Scenic Artists, Local 52 Studio Mechanics and the New York Production Alliance (NYPA) provided valuable information and insight into the role of unions in the film business and how the various locals fit into the big picture. The panel discussion was followed by networking and opportunities for students to speak one-on-one with the individual union leaders.

The next stop was Newel, a premier arts and antiquities dealer and fourth-generation family business specializing in providing props for productions and an extensive client list that currently includes Madam Secretary, Blue Bloods and Saturday Night Live, to name just a few. Newel CEO Jake Baer shared stories with the group and pointed out many props that have graced the sets of famous television shows and iconic movies, as the students toured the 40,000-square-foot facility that holds more than 10,000 items. Baer also credited Governor Cuomo’s commitment to the film and television industry for Newel’s growing success.

Alan Suna, CEO and co-owner of Silvercup Studios, then personally led an extensive tour of Silvercup Studios East, where the students saw the sets of ABC’s Quantico, HBO’s Divorce and TV Land’s Younger and spoke to crew members in various departments to learn more about their individual responsibilities on the set.

The day’s itinerary wrapped with a visit to the Museum of the Moving Image, and the Martin Scorsese exhibit (there through April 23). The next day, students met to discuss plans for the next NYFTSA summit, set for Sept. 23 on the campus of Fordham University.

NYFTSA began three years ago to bring students together from colleges and universities all over New York State that offer production majors or minors in film or television production and post-production. Their mission is to nurture homegrown talent by encouraging and supporting students who want to pursue their future careers in New York State, and to help graduating students with contacts and access to industry professionals and organizations.

Have you seen this man?
If you have, you know that he is here to help you.

Professor Stephen Powers
BCC Student Advocate (Ombudsman)

The BCC Student Advocate serves the College as an exceptional channel of redress for students when the normal administrative channels do not adequately respond. Receive, investigate and resolve student complaints that have not been resolved by the appropriate College agencies; in particular, complaints alleging unfairness, discourtesy, undue delay, or other malfunctioning in the process of the College.

Have access to all pertinent records; collaboratively work with and/or make inquiries to any employee and/or faculty member of the College community; to receive full and complete answers; and maintain a level of confidentiality.

If you need to see Prof. Powers email him at studentadvocate@bcc.cuny.edu, call him at 718 289 5469 or visit him in Colston 431.

WRITER’S CORNER

Dear Me
By Joanna Restituyo (Liberal Arts-Media)

Dear me,

I see you working hard, focusing more on what’s important like school, work, and yourself. But you need to stop being so hard on yourself. You can be your toughest critic sometimes and it can really take a toll on you. You attempt to be a perfectionist in a world where no one is perfect and I know sometimes you look in the mirror and see things you would like to change, but I’m here to tell you that you are beautiful just the way you are.

This year I want you to try to not be so distant to your family. I know there are some traumas you went through that has scared you deeply and because of that you are the way you are and I don’t blame you, but they are remorseful and it shows. Don’t get me wrong you’ve been doing better lately by forgiving and yes that’s the first step but I think moving on and letting go of what happened in the past will be good for your sanity and future relationships.

I can’t complain about your progress though and say you haven’t changed these couple of years, you’ve made your education a priority, procrastination has decreased by 90% and you been sacrificing a lot of things you like to do just to accomplish these goals. But I’m here to remind you that your hard work doesn’t go unnoticed, and if you ever feel like no one is rooting for you just know I am. Remind yourself that you are responsible for your own happiness and always love you for you.

xoxo
The Unique Stresses of West African Feminist
By Issatou Barry

Growing up between two cultures (America and Guinea) is one of the best experiences I could ever ask for because I was able to experience two different customs and learn two different languages. Even though I got some down side experiences while living in Guinea, I can’t deny the fact that going there made me the person I am today. I was born in the United States. When I was about seven years old, my parents decided it was best that I go to Guinea to learn more about my culture. While living there, I witnessed how women were poorly mistreated by their authoritative father, brothers, and lastly their husbands whom they are bound to obey until they take their last breaths. Why do women need to be controlled by men throughout their lives? I believe women should have the right to empower themselves and be able to express their feeling. My parents sent me to a banquet in Guinea at a young age. They wanted me to be well bought-up according to my cultural rules, which includes being circumcised, knowing how to cook, cleaning, and maintaining good manners toward my superiors.

Where I come from, culture, religion and social structure are heavily valued. For someone to deviate from the rules will be seen as sinning, and they can risk being shunned from their own home just because of defying their tradition. For instance, I was one of my cousins was a victim of being circumcised, and as well got married off at the age of 17. She was constantly abused by her husband. This resulted in a lot of stress for her. After a couple of months, she got tired of the abuses from her husband and decided to leave. (I would like to call your attention to “Ayaan Hirsi Ali: fighter for freedom or just a help for Hanson?” Ayaan Hirsi Ali, 2017, accessed on November 25, 2017.) She is one out of many women who was able to escape from cultural ideology and social structure to be free. At a very young age she had to go through the experience of female genital mutilation, and as well arranged marriage which she escaped from. She later found out that her father did not marry her because she was unable to get well educated, and she is now both a writer and a politician who is against how western values are misleading the people, especially women.

Although Ayaan and my cousin shared a similar story, it’s challenging for a young girl from Guinea to find services that could have helped and supported their physical, mental, and emotional needs. My cousin could have utilized some of the western culture to stop her from her abusive husband. She knows that her decision will put her at risk of losing her family. She was brave enough to choose her happiness over pleasing her parents. Whenever I talk about the struggles that West Africa women go through, for example, being denied of educational opportunities, the first person that crosses my mind is my dearest mother. She is one of the most obedient and strongest people I have ever known. After my mother and father got married, they had the chance to come to America seeking for better opportunities. My mother was uneducated because her father died before she was born and left my grandmother with her and her elder sister with no money. She thought coming to America would give her the chance to work hard and help out her poor family in Guinea. Unfortunately, she was not able to actualize her dreams because she had my sister and I. My father did not allow her to work. Because my father knew that people in America have freedom of human rights and expression, he did not allow my mother to be socialized with people that may influence her to be disobedient to him. As if that’s not enough, my father went ahead and married a second, which my mother was forced to live in the same house. Later on, my father allowed my step-mother to work with him at one of his boutiques in Manhattan. When my mother complained about his unfair treatment, he said “Stay home and take care of the kids as you are the boss, while we go work and bring the money.” This issue resulted in her being very anxious. The article “Women’s Rights in Mali Set Back 5 Years” (Family Code Law) mentions how married women had to seek permission from their husbands before doing something, such as selling items or going to any place outside his husband’s house. Muslim women got tired of being maltreated by their husbands. They protested and then a law, called “Family Code,” was passed. This law allowed women to express themselves, and it also protected against teen marriage. My mother was one of the women who struggled with cultural rules but if she was able to stand up for herself and expand her network with women who were empowered, her situation could have changed dramatically. Because of cultural rules, women are going through a lot of stress, such as getting circumcised. While living in Guinea my sister and I got circumcised by an old woman whose job was to cut off young girls’ clitoris. She used materials that were not sanitized. Going through this process at a very young age was not optional but mandatory by cultural means. According to “Born a Girl in the Wrong Place,” many young girls are victims of being circumcised at a young age because of religious or cultural rules. People do not realize how it feels to be able to enjoy your sexual life is the result of culture. Now that I have a daughter, I would not do such a thing that I went through.

Women should be able to freely make their own decision, as they have the right to express their feelings, seek and find for their needs. Also, education is the key to success. Our world would be left behind if we don’t educate young girls equally as boys.

When I went to the event at Bronx Community College “I Am Not an Object: African Women’s Symposium,” I had the opportunity to see many women’s empowerment organizations, such as Kadiatou Diallo (The Amadou Diallo Foundation). Their goals are to help assist people who are underserved, especially women and children. I was really amazed by the strength Mrs. Diallo has. At first, she was given away for marriage at the age of 13. As she struggled over her controlling husband, who denied her to further her education, her 23 years old son Amadou Diallo, who was unarmed, was shot 41 times by police officers and died. It was really emotional listening to her story. I had the chance to speak to her about my story and the stress that keeps her moving and be where she is today is: she did not allow herself to be a victim. She worked really hard to fight and have her right. Now, she opened a foundation for her son, to help young people achieve their goals.

Works Cited

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Women's rights in Mali 'set back 50 years,'Family Code Law, 1 May 2012, https://www.theguardian.com/global-development/2012/may/01/womens-rights-mali-50-years

Song of a Sinking Nation
By Bright Iginigun

(Liberal Arts/Political Science), Vice Chairperson, College Senate

Stripped naked we danced,
Dancing in whoredom.
Perhaps we are under a spell?
The fantasy of self-made
Unleashed our skeleton unknown.
Everyone went feasting with the devil
A sacred feast for those adorn in sackcloth,
With unknown preparation for the mark of the beast.

A period of dead-dreams
And years of silent nights that howl wolves.
As we were lost in adoration of demons,
Sanctity tossed to the wind.

Amidst reproach
Blows the trumpet of sanctity
To turn the heart of the clay to the potter.
As we strayed and stalk our straw
With our bags on the Camel’s back.
To turn the heart of the children to the father
And the father to children
From the awe and shackles of death before death.

A season of refreshing
To purify the evil of a wasteland.
Because we were blind and journeyed with the blind.

It was liberty in snared wings
That cultured us uncultured.
The drifting embargo logs us
As we sway and dance the dance of the masquerade.
Masking the masquerade that dirge our nation.
Our walls collapsed,
Because it was a battle between the cements and sands.

Bricks fell and mar the nation,
On a string of serpents
Lawmakers, tools for national funeral.
It was death before death
A death awaiting eternal death,
Americans applauded the serpent.

An unusual sunset in a wasteland
The sun rose vehemently and rubbles our walls
As we journey on the road the serpent crawls.
It was indeed a battle between the clay and the potter
Over the freedom of self will.

Eaglets and the eagle at daggers drawn
It was a battle between the fledge and the eagle
Over Lordship and creation.
The battle was a sarcastic humor
Because the fledge had no feathers.

THE WRITER’S CORNER
Baby girl,
you’ve heard it time and time again
your body is precious and divine
it is the temple of God
But do you know what that means?
of course you don’t and it fills you will rage
how could a temple have been invaded by strange hands at 3 years of age?
you wonder why it was so common for the men in the family to touch you
in secret
while everyone else slept or turned a blind eye
how were you supposed to keep it
protected?
how could your tiny body be special in your eyes when it was disrespected
and violated for years?
no wonder self-hate intercepted your teenage fears
baby girl, you don’t have to pull your hair out to suppress your tears
or numb the pain because you want it to disappear
Darling, you don’t even have to fear
that your hips are expanding
that your breasts are growing
that your desires are stimulated
by boy bands and women
you are beautiful
for everything that makes you different
please remember that when you reach your twenties
when you sexualize your power
and misplace your self-esteem on one night stands
and loving in the dark, disconnecting your body from your heart
silencing your mind with the seduction of the grind
you’re more than a dancer, a drinker, a stereotyped spinster.
you are more than remnants of memories that linger
and lurk in the corners of your insecurities
you’re more than forced smiles and politeness
you’re a royal highness
despite your reluctance towards receiving compliments
see, you’ve convinced yourself that if someone has something good to say
about you
it must mean they want something from you
and so you protect yourself by rejecting the truth for lies
and opening your thighs because you think you have the upper hand being a
heartbreaker
but wait till you reach 26
when the story gets old and your maternal instincts kick in
please take your time to love yourself and don’t conform
cuz conformity is just another form of saying you’re not good enough unless
you’re like the ideal
and the ideal isn’t real, but you are
do you believe in your reality?
do you believe in your uniqueness?
you are worth far more than what has happened to you
you are the bare truth
Darling, you weren’t taught to love yourself the way you can only learn from
experiencing the worst of injustices and struggles to survive
you don’t have to hide beneath stained sheets
you don’t have to crawl under a rock
or cry yourself to sleep
it was never your fault and it never will be
do you understand this?
Self, unlearn the hate
unlearn the shame
and learn to love every part of you the same
learn to own your name
your body is yours
it is not your parents
it is not your uncles
it doesn’t even belong to your first anything
it is not your rapists
it is not your previous hook-ups
or your previous boyfriends
it is not anyone’s property
nor anyone’s conquest
you are yours
your body is yours
it houses your soul
it is healed
your body, mind and soul are made whole
your body
your love
your story
your body
your self-love
your glory
your body is yours
and yours alone

Your Body
By Yubelka Nunez (Liberal Arts)

BCC Spring 2018 Concerts

Thursday, March 8, 2018
EIGHT STRINGS AND A WHISTLE
Flute, viola and cello trio
GML Rotunda
12:00pm

Thursday, April 12, 2018
IMANI WINDS
Grammy-nominated wind ensemble
GML Rotunda
12:00pm

Wednesday, May 9, 2018
TAIKO MASALA
Japanese traditional drummers in celebration
of Asian American and Pacific Islander Heritage Month
GML Auditorium
12:00pm

The BCC Concert Series is funded by BCC Inc. Music and Art Consortium, the Office of Academic and Student Success, and the
Art and Music Department of Bronx Community College. For more information, contact the music office at (718) 289-5252.
BCC Sports Teams Garner CUNY Honors Awards: The Rise of the Student Athlete

By Jason Santiago (Liberal Arts), Alumnus Contribution

In an era when many colleges, as well as the NCAA, support athletes in the fields of play but pay scant attention to their academic achievement and success, Bronx Community College is not operating in this mode. BCC led the City University of New York Athletic Conference (CUNYAC) men's soccer programs with 11 student-athletes named to the CUNYAC Fall 2017 Honor Roll. The Broncos women's volleyball program, meanwhile, tied for second throughout CUNYAC with five honor roll student-athletes.

The league recognized over 350 student-athletes on Monday morning for their performances in the classroom during the fall 2017 semester with a spot on the CUNYAC Scholar-Athlete Honor Roll by earning a fall 2017 grade-point average of 3.20 or better. BCC's Director of Athletics Ryan McCarthy gave his thoughts following the conference's announcement.

"I'd like to congratulate all of the student-athletes who have worked so diligently in the classroom," McCarthy said. "As athletic administrators always preach that our students are students first, and athletes second. Many of them balance multiple responsibilities beyond academics and athletics, so earning outstanding grades in the classroom is an extremely impressive feat."

BCC's men's soccer team's 11 Honor Roll qualifiers included Moubarak Saybou, Philip Breda, Henderson Bruney, Samir Halalou, Djime Keita, Henry Adusei, Abdul Walker, Kelechi Onwuasianya, Lamin Mbye, Rony Zuniga, and Ahamed Timite.

On the women's volleyball side, the Broncos' scholar-athletes included Kimberlynn Pichardo, Yasmin Valdez, Sergi Nuvani Ramirez Flores, Eriadna Rachell Vasquez Bautista, and Wynona Medina.

For the complete list of student-athletes named to the CUNYAC Fall Scholar-Athlete Honor Roll, go to: /documents/2018/2/14//Scholar_PDF.pdf?id=1038.

Using BCC As A Learning Tool

Students utilized resources on the BCC campus for an educational opportunity while learning about transportation! Rising Stars (Pre-K) were invited to see an excavator that was spreading mulch on flower beds. One by one, students climbed up into the cabin to ‘drive’ with the steering wheel and even got to talk on the walkie talkie! We had an awesome time! We thank BCC for making our learning so memorable!

Transportation

Pre-K for All’s Interdisciplinary Unit of Study. In this unit, children had the opportunity to deepen their understanding of a major part of New York City life across all five boroughs. The full diversity of our city is reflected in this unit through the examination of trains, boats, cars, airplanes, buses, specialty vehicles and more!

Student Outcomes

By the end of the unit children learnt that:

- We use transportation to get to pre-K and other places.
- We use different types of transportation for different reasons.
- Vehicles move in different ways.
- Some vehicles are operated by community helpers such as bus drivers, conductors, firefighters, police officers and mail carriers.
- There are many ways to stay safe when using transportation.

Common Core Standards Addressed

- PK.CKW.8: Demonstrates interest and awareness about a wide variety of careers and work environments. a) Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.” b) Recognizes that people depend on “community helpers” to provide goods and services.
- PDH.9 Demonstrates awareness and understanding of safety rules PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.