

ACADEMIC AFFAIRS UPDATE

YORKCollege

VOLUME VII, ISSUE 6

OCTOBER 2013

Fall Convocation 2013 Opens the Academic Year



L-r: Provost Panayiotis Meleties, President Marcia Keizs, and Dean Donna Chirico (School of Arts & Sciences)

Convocation on September 12 brought out a cross-section of the college community as President Marcia V. Keizs introduced new faculty hires and listed her 2013-14 priorities for the college.

Chief among those priorities is the enhancement of student services.

"I want to focus on one element of what we need to work on during the academic year 2013-2014," said President Keizs. "The overarching goal with which I seek your engagement is our ongoing effort this year to improve the student satisfaction rate."

The president pro-

ceeded to "provide some background" on the matter.

"You will remember that our Strategic Plan 2010-2020 has as one of our six values: 'Intentional Interactions'," said Keizs. "York College creates opportunities for productive and creative intentional interactions among the various groups of the college to foster a small college atmosphere."

To underscore the point, President Keizs read a letter she recently received from a student.

cont.'d on p.12

Inside this issue:

Provost Lecture	2
Journalism student joins NABJ	3
CETL calendar	4
New Faculty Welcome	5
Fulbright Reflections	6
Summer Research	11
Farewell to Dr. Gibson	17
In Memoriam Dr. Atan-gana	19
O'Keeffe Scholarship	19
Award for Accounting Prof. Kranacher	20
Dean Chirico on Italian TV	21
Student Researchers at Hunter Conference	22
Eta Sigma Gamma chapter founded	23
Faculty Awards Ceremony	23

Students Teach and Learn on Trip to Haiti

Over the summer, Nursing Professor Margaret Alexandre took a group of students from her Nursing 450 class to her Haitian homeland as part of an extended field trip and study abroad opportunity.

Following, in their

own words, are reflections from some of the students:

"I was able to walk away from this study abroad program with humbleness and a feeling

cont.'d on p.9



York's student group in Haitian health clinic

Special points of interest:

- New Faculty Welcome
- Reflections on Fulbright Award
- Major Award for Accounting Professor

Provost Lecture Series

“Jazz and Improvised Music in Vienna”



Dr. Zlabinger (l.) receives congratulations from Assistant Provost Henke

“Be not afraid of growing slowly, be afraid only of standing still.”

Chinese Proverb

On September 9, Dr. Thomas Zlabinger launched the Fall 2013 Provost Lecture Series with a presentation on characteristics and trends in jazz and improvised music in Vienna, based on his extensive fieldwork and performing with Austrian musicians in Vienna and New York.

Dr. Zlabinger, Assistant Professor in York’s Department of Performing and Fine Arts, began by pointing out that while Vienna is known for classical music and opera, it also has a long tradition of jazz going back to the 1920s. Zlabinger, who attended high school in Austria and whose parents still live there, was intrigued by the differences between U.S. jazz and its Austrian interpretations and those differences challenged his ideas of what jazz means.

His interest led to his dissertation topic, “Free From Jazz: The Jazz and Improvised Music Scene in Vienna after Ossiach (1971-2011),” and four months of doing research in Austria over ten trips, where he recorded more than a hundred hours of interviews

and performances.

Earlier in the 20th century, European jazz was rather a carbon copy of U.S. jazz, said Zlabinger, but there was a splitting away during the Cold War, particularly in Austria. In an environment where Austria was neither east nor west, he said, jazz became less rigidly defined, which over time has led to a rampant eclecticism in which jazz is often a departure point for music that borrows elements from a wide range of other influences, from chamber music to electronic sounds and from African music to flamenco. In Austria, musicians swim in and out of these strands very easily and enjoy doing so, Zlabinger noted.

As a result, he said, Americans often perceive non U.S.-standard jazz as “not playing the game correctly,” and that understanding the jazz and improvised music of Austria required for him to “leave my American eyes and ears at home.”

The only way to truly understand the differences is by listening, and Dr. Zlabinger played six examples of Viennese

jazz and improvised music, comparing them to U.S. pieces or musicians who were an influence or inspiration.

The lecture was well attended by both students and faculty and an enthusiastic discussion followed the presentation.

Professor Zlabinger is coordinator of music at York, the director of the York College Big Band and the York College Blue Notes & Summer Jazz Program. He is a professional bass player and an ethnomusicologist.

Tom has performed with a wide range of musicians including Marshall Allen, Glenn Branca, Lukas Foss, Eddie Gale, Wycliffe Gordon, William Hooker, Lukas Ligeti, Emeline Michel, Berne Nix, William Parker, and Christian Scott. Zlabinger recently earned his Ph.D. in ethnomusicology from the CUNY Graduate Center and has a BA in music from Grinnell College and an MA in jazz performance from Queens College.

York Journalism Student defeats Columbia for NABJ Spot

by Jarrett Jones (Student Reporter/Journalism Major)

**Point of
Pride**

YORKCOLLEGE CUNY

The exhaustive search for the student representative on the executive board of the National Association of Black Journalists (NABJ) has come to an end and York College can be proud.

Khorri Atkinson, a 21 year-old junior at the college, recently won that designation by beating out three other highly qualified students from other prestigious institutions. This is a special position because there is only one student representative on the executive board.

Atkinson stated that he was up against seniors from the University of Missouri, Georgia State University, as well as Columbia University's Graduate School of Journalism.

While the students he was competing against were seniors and had stronger resumes, the experience didn't deter Atkinson as much as one would think.

"I [doubted] myself a bit because of the educational background(s) those students have and they have a lot more journalism experience than I," said Atkinson. "They are seniors and I

was an upper sophomore at the time, so I know that I have enough time to reach their level by the time I am a senior."

During his campaign for the position, Atkinson was able to get eight NABJ student chapter presidents to endorse him.

Atkinson, who is also managing editor of York's student newspaper, *Pandora's Box*, joined the NABJ in August of 2011. He is also a founding member of the York College/CUNY Association of Black Journalists (YCABJ), which became a student chapter of the NABJ in June of 2012. He formed the YCABJ with the help of Journalism Professor Serant, *New York Daily News* and President of the *New York Association of Black Journalists* Michael Feeney, and Mara Schiavocamp who is a correspondent and news anchor at NBC and MSNBC.

Atkinson believes that being selected as the student representative is both a combination of the hard work that he has put forth thus far and a sampling of what's to come for his future as a

professional journalist. One of the first things he did upon becoming a representative, was reinstate the NABJ student council.

"The NABJ Council consists of me, the national student representative, a deputy student representative, and six regional student representatives," said Atkinson. "In the past there wasn't that much communication between the regional student representatives and students in their regions; and that's what I'm working on now because if we don't engage students we can't expect students to join our organization."

How Atkinson became an official member with the NABJ started with something all college students are familiar with.

"I was looking online for journalism scholarships and I came upon the organization and I checked it out," he said. "I noticed that they had a lot of opportunities for students, like free workshops and scholarships for journalism students."

But Atkinson says that not all the credit for



Khorri Atkinson

"I was looking online for journalism scholarships and I came upon the organization and I checked it out," Atkinson said.

cont.'d on p.13

Center for Excellence in Teaching and Learning



2013-14 Theme: Pedagogies that Enhance Connection & Competence

Thursday, Oct. 10	Presentation:	<i>Using Service Learning in All Disciplines</i>
		12 – 1:45pm CETL, AC 4EA1
	Presenters:	Dr. Debbie Rowe, English; Jonathan Quash, Performing & Fine Arts
Thursday, Oct. 24	Workshop:	<i>Creating a Virtual Presence and Sense of Community in Online Courses</i>
		12 – 1:45pm CETL, AC 4EA1
	Facilitator:	Dr. William Divale, Social Sciences
Thursday, Oct. 31	Workshop:	<i>Using Technology to Support Writing Pedagogy and Students' Writing</i>
		12 – 1:45pm CETL, AC 4EA1
	Facilitators:	York Writing Across the Curriculum Writing Fellows



York Faculty Updates



- **Nazrul I. Khandaker** (Dept. of Earth and Physical Sciences, School of Arts & Sciences), 2013. "Tectonosedimentologic Significance of the Upper Cretaceous Foreland Basin Siliciclastics: Western Interior, USA," in: *Acta Geologica Sinica* (English Edition), 87 (supp.), pp.212-214.

Welcoming New Faculty Colleagues (Pt.2)

In Fall 2013 a cohort of new faculty across several disciplines and departments will begin their work as teachers and researchers at York College. We are proud of the new colleagues joining us and are happy to introduce them here.

Nathan Austin

Dr. Austin received his Bachelor of Arts in Literature with a Creative Writing emphasis from the University of California at Santa Cruz.

He holds a Ph.D. from the Poetics Program at SUNY Buffalo, where his research investigated the influence of early American dictionaries on modernist

and postmodernist poetry. His current critical work focuses on contemporary poetry, with particular attention to conceptual writing.

Dr. Austin joined the faculty of York College as an adjunct in the English Department in Fall 2005, and now serves as a substitute assistant professor in

that department.

He is the author of several books of poetry, including *Survey Says!*, which was included in "Against Expression: An Anthology of Conceptual Writing," and featured on Studio 360.



Dr. Nathan Austin

Harry Pitsikalis

As a graduate of York College, Dr. Pitsikalis is excited to be back teaching as a substitute assistant professor in psychology.

He earned his doctorate in clinical psychology from Wright State University (WSU). Prior to entering WSU, Dr. Pitsikalis attended Seton Hall University, obtaining a Master's degree in Mental Health Counseling.

His research interests fall generally within the domain of gender role socialization that con-

tributes to the development and maintenance of psychopathology. In particular, he is interested in the way men and women express symptoms of depression, anxiety, and personality disorders.

Clinically, Dr. Pitsikalis has worked for the past year with the seriously mentally ill (SMI) and chemical dependent inpatient population at Mississippi State Hospital. Previously, he has also worked at a regional Ohio state psychiatric hospital, on the civil and

forensic-probate units.

In these settings, Dr. Pitsikalis has learned to appreciate and value the unique challenges of conducting individual and group therapy with the SMI population, especially those clients who are diagnosed with schizophrenia, bipolar disorder, and borderline personality disorder.

Dr. Pitsikalis joins the Department of Behavioral Sciences in the School of Health & Behavioral Sciences as a substitute assistant professor.



Dr. Harry Pitsikalis



For additional profiles, see p.21

“Fulbrighting” through England and Scotland

by Holger Henke



Assistant Provost Henke

**“Responsive-
ness to stu-
dent concerns
is a deeply
engrained
culture at all
levels of Uni-
versity of East
Anglia, where
faculty and
staff hold
each other
responsible
and accounta-
ble for any
and all stu-
dent issues.”**



Sometimes life provides surprising opportunities to do things for a second time, when one might not have expected to have such a second chance. Many years ago as a teenager I visited Edinburgh, Scotland, and left in the firm belief that I would likely never again get back there. When I was selected for a Fulbright International Education Administrator US-UK award earlier this summer I quickly realized that among the eleven top UK universities our group would visit, the University of Edinburgh was included. Thus, Edinburgh became a travel destination for the second time in my life. Apart from Edinburgh the three weeks of intense discussions, workshops, presentations, and cultural excursions got us to Imperial College, Royal Holloway, East Anglia, Sussex, Durham, York, Aberdeen, among other universities.

INTERNATIONALIZING HIGHER EDUCATION

International education – it should be noted – has grown exponentially over the past decades. In fact, a recent report by the British government states that it is like-

ly “for numbers of international students in higher education to grow by 15-20% over the next five years.”¹ In the United States the numbers of international students grew by 5.7% to 764,495 during the 2011/12 academic year.² However, as percentage of the total US student population, the international student population has not grown over the last 10 or so years. Also, while many rightfully argue that the future of the university comes in the guise of the “globalized university,” it is noteworthy that the US share on the international student market has dropped by around 5% between 2000 and 2005. Even while in absolute terms the numbers of international students are about 32% larger than they were in 2001 (contributing \$21 billion to the US economy), this loss of international market share should give rise to concern since, as NYU’s President John Sexton put it aptly in the October 2012 issue of *Scientific American*, the measure of a nation’s creativity is determined by the extent of its global science outreach and – may I add – its cumulative global scientific rel-

evance. International students are also likely to become a more significant factor for universities and colleges as in many places the supply of domestic students is stagnating or even declining.

The share of British universities in the international student market too has fallen from 16% (1998) to about 12% (in 2006 and 2007), even while the numbers of international students continued to grow during that period. British universities earn a significant part of their income through foreign students and have in the last 10 or so years embarked on a very deliberate effort to increase their share of international students (i.e., students not from the European Union). Thus, for example, the number of international students at the University of Sussex grew from just over 500 in 2007 to over 1,600 in 2012. Similarly, at Robert Gordon University in Aberdeen the number of international students amounts to about 10-12% (ca. 1,500). Scottish universities depend on international students for about £300m of their £3bn overall income.

cont.’d on p.7

cont.'d from p.6

It may not be a very fruitful enterprise to attempt a direct comparison between two systems that evolved out of their own unique history, respond to the needs of a particular socio-cultural and economic context, and are embedded in their own specific political culture. Still, the (reasonable) expectation for this award was that we could learn from each other's best practices and virtuous cycles.

Thus, the Fulbright award aimed to give our group of US college administrators an opportunity to explore best practices and experiences with international students and study abroad programs in Britain, as well as to share our knowledge with counterparts in the UK. It was, of course, also a chance to establish institutional connections with colleagues and programs in England and Scotland. Finally, there was an opportunity to compare societal, cultural and institutional differences between teaching and research institutions in the US and the UK. The program was tight and intense; there was indeed precious little – perhaps too little – free time built into the program.

Included in our group

were 19 other administrators of study abroad programs, student development, or academic affairs divisions from various larger and smaller public and private colleges and universities. All of them professed a passion for study abroad opportunities and care for students coming from outside of the US. Their enthusiasm and professional and personal experience as educators was palpable, and already at the end of our first day a sense of mutual recognition and camaraderie began to set in. As we traveled along, it became clear to me that with regard to the CUNY system this particular program could be of particular value to administrators in the central administration, since the exposure to practices at some of the very best universities in the United Kingdom is really an eye-opener at many levels.

HIGHER EDUCATION IN ENGLAND AND SCOTLAND

Our first leg of the journey carried us to Norwich, northeast of London, to the University of East Anglia (UEA), a fifty-year old institution which has begun a significant journey of internationalization and im-

provement of its national and international reputation in several disciplines and courses of study. Indeed, UEA ranks currently as number one in Britain in terms of student satisfaction. Responding to my question what would be the practices leading to this outcome, the Director of Internationalization, Richard Harvey, revealed that care about and responsiveness to student concerns and issues simply is a deeply engrained culture at all levels of the university where faculty and staff colleagues will hold each other responsible and accountable for any and all student issues. However, student satisfaction in general is increasingly a significant measure that British universities are evaluated by, and so UEA must be doing a particularly good job at it.

Since the British government raised tuition a few years ago to a now rather significant £9,000, universities are experiencing a more customer service-oriented and -intensive student population that requires adjusting to. As part of their very deliberate strategy of internationalization we witness significant amounts of



Royal Holloway University of London



Inside the 14th century Merchant Adventurer's Hall in York



Dr. Henke visiting the University of York campus

cont.'d on p.8

cont.'d from p.7

dedicated staff (including the maintenance of overseas offices) at virtually all our host universities, who are organizing study abroad programs and recruiting aggressively in places such as China, India, South Korea, or Japan. In fact, it seems that the largest cohort of foreign students is from China. Given this obvious focus on China and Chinese students, however, the question arises to what extent one can really speak of a true "internationalization."

Offering and promoting diversity and internationalization is not automatically a productive venture; they require being pro-active and strategic. At one of our stops we learned that, according to a study, only 15% of Chinese students in the UK have British friends. Furthermore, there can be an expectation that once China has satisfied its internal capacities in excellent research graduates, it may turn inward and begin to educate its students back at home, thus drastically reducing this pool of international students to UK universities. There is a challenge as well in interesting British (and Scottish) students in the inherent benefits of a

study abroad experience. As only 1% of UK students are choosing an academic program because of its study abroad opportunities, the challenge becomes to be very intentional at offering these opportunities and at internationalizing the curriculum, as well as student support services.

Because of the challenges stemming from a one-sided internationalization strategy, many universities are stopping active recruitment in China and are diversifying their foreign intake sources – a strategy that is slowly beginning to show results.

The University of Edinburgh, for example, is becoming much more proactive in recruiting in Latin American, India, and other areas. At the University of Sussex, 25% of its students are international students and its academic staff comes from over 50 countries. These figures are typical for a number of the institutions we visited. However, internationalization may also – like at Sussex and University of East Anglia – include degree requirements including compulsory study abroad semesters for all undergraduates in certain degree programs.

Like British employers, the universities are concerned in inculcating transferable skills, self-confidence, and foreign language competencies in their students. For example, according to one study cited to us, 47% of British employers are dissatisfied with university graduates' international cultural awareness; 55% are dissatisfied with their foreign language skills. International education is thus seen as a critical and strategic way of attaining these skills.

However, as mentioned before, many British students are not easily convinced of the benefits of learning a second language, acquiring valuable soft and transferable skills, and gaining intercultural competence. In part this has to do with relative costs of an overseas education, lack of financial support, but also with a relative lack of interest for working outside of Britain or outside the Commonwealth.

This may seem surprising, since Britain is a diverse country with quite long-standing and intense relations with many countries within and beyond the boundaries of its former Empire, and because it has a globalized economy.

But perhaps one should not be too surprised because it is also a country that maintains notions of "splendid isolation," as evidenced in the survival of the British Pound (rather than adoption of the Euro) and its current Prime Minister's recent public question of whether it should remain an EU member.

At the University of Birmingham's Shakespeare Institute (in Stratford-upon-Avon), its director is also hard-pressed to respond (and really did not provide a very satisfying answer) to my challenging question regarding the Institute's research into the devastating impact the teaching in many British colonies of Shakespeare (and other British "classics") as the literary norm had on the development of indigenous language and literary traditions.

In order to help "market" the transferable skills, many universities – through their career centers or student development services – have become very intentional in assisting students with the articulation (e.g., in their CVs) of the skills they obtained during study abroad experiences.

cont.'d on p.15

cont.'d from p.1

of selflessness. I learned about myself through the experiences my classmates and I dealt with. I pulled out the real advocate inside and saw how to be the best nurse possible. I walked away knowing that change is possible and that by just planting one small seed you can have a fully bloomed garden in time. By seeing Professor Alexandre's work in Granbois, Haiti, I was inspired to soon contribute to planting this seed of hope and faith into the country of Haiti.

Now I know what volunteering consists of and how I can be a nurse that contributes time to help in the clinics and hospitals there. I am aware of how to donate and I want to bring awareness to the mission of Granbois, Haiti. I am willing to learn more and continue to give my time to see this grow and develop.

The opportunity I was given will never be forgotten and I now know how to really get involved and what steps to take to bring theory into practice."

- Mery Mustafa

"In the weeks leading up to Haiti I felt proud and fortunate to be part of this unique opportunity. I felt that I was going to help those

that had no help. I had heard from many that Haiti was still recovering from the earthquake and it was still "bad." I felt that no matter how misunderstood or poor this country may be I was there to help. Compassion, understanding and medical help were the things I wanted to provide, not for one second did I think I was going to save the world.

No amount of research could have prepared me for Haiti. It was a surreal, exciting, confusing and frustrating experience. The first week we spent time in Carries, where we interacted with the children from the orphanage, attended church service in the community and spent time with some elders at a local nursing home. Our first week was about understanding the culture of Haitians and how we as foreign nursing students fit into their culture. The second week we visited professor Alexandre's hometown Granbois. There we saw the amazing efforts that she had undertaken to support a clinic which served the community. We also gave some clothing donations to the local community. That same week we worked in the Grace Mission clinic for two days and visited a

hospital and nursing school in Leogane.

I want to believe that I brought hope, compassion and help to those that needed it, but I can't be sure. The Haitian people have very mixed feelings towards outsiders and especially those from the U.S. It was confusing at times because you wanted to help but in other instances you could see that help has created dependency. This dependency that many NGOs, missionaries and governments have created, made it difficult to provide care.

It seems that many of the Haitians are divided due to pride, poverty and values. Some will accept the medical help while others are dismayed and annoyed at the thought of accepting any type of help.

Haiti is a complex country. It is unlike anything I have experienced. I am very appreciative for the medical system in the U.S. even though many believe that our medical system is flawed. It seems that Haiti has no medical system and the hospitals that do exist are overpopulated and understaffed. Haiti was humbling but yet returning to the U.S. has left me feeling uneasy. Two weeks

cont.'d on p.10



York's nursing students in Haiti on the move



Children admiring a tablet computer



Hands-on learning



York's Nursing contingent at the healthcare center in Granbois

I was positive that I was going to be able to contribute a lot. In reality, I brought back more knowledge than I had left with.



Taking care of the most needy

cont.'d from p.9

is not enough time to experience any country. I hope to share my experiences with faculty/ students of York College and gain some insight from their opinions. As a student nurse it is my duty to raise awareness about Haiti and its medical system and see how we can help the Haitian people help themselves.”

- Maria DiVito

“Haiti is an ineffable conundrum; I saw more than I can describe. It is the type of place where a beautiful, grand hotel can be across the street from a tent city. A mysterious place steeped in culture, art and color, but also controversy. Within the few hours after landing and traveling to our residence, my understanding of the world was completely changed.

Of the several experiences we had, visiting or rather “experiencing” Granbois in all its vivid glory was the most pivotal and life-altering. It was the poverty that I had always seen in PBS and National Geographic documentaries and what I had imagined Haiti to be. But actually witnessing its mud huts, undernourished locals, lack of clothing, longing eyes and outstretched hands, I was left with a

great emotional weight, and an understanding that those of us privileged should never take what we have for granted. We should also help those less fortunate because we have no control over where we are born. We can only play the hand we are dealt.

I brought food, medicine, supplies, clothes, my camera, ideas and my willingness to help. I soon came to understand, however, that the people in the communities we visited needed much more than the few tangible items we could bring them. They need education, direction and opportunity.

I took away a much deeper understanding of Haitian culture that will aid me in clinical practice, memories I will never forget, skills, knowledge and experience that open new possibilities, career paths and enhance my current academic experience. I took away an open mind and an accepting heart, a gift from the Haitian people.

I will never forget the hugs and kisses of the women in the senior home, and how they refused to sit, insisting that we as guests sit. With every interaction my zeal to spend my life in service to others was

renewed. I realized that I found purpose and meaning in life through service to others.”

- Iddan Brown

“I was not sure what to expect when traveling to Haiti. I knew I was going to provide help so why would I go to a rich country that has everything? I expected the poverty, the lack of healthcare, materials, and lack of education. I wasn't expecting to stay in a five-star hotel; but I also wasn't expecting to stay in tent city. Once I got to there I quickly learned to expect the unexpected.

The unexpected was an amazing hotel room with a balcony, an amazing view, and a huge bathroom. I was so relieved. I did find the people to be aggressive but quickly learned that their way of life has taught them to be like that. It was nothing personal. They have a great sense of community and watching out for each other.

I thought I was bringing to Haiti knowledge of basic healthcare needs. After all I am a senior and about to graduate.

I was positive that I was going to be able to contribute a lot. In reali-

cont.'d on p.18

Summer Research Brings Out Young Scholars

The summer research program at York saw another engaging group of young scholars display the exciting results of their work alongside college students and professors.

For the fourth year in a row, area high school students as well as students from as far away as Roslyn, Long Island, had the opportunity to participate in research under the mentorship of York professors. The research ran the gamut from the impact of sleep on the elderly to photo-triggers in cancer treatment.

Sponsored by the New York City Department of Education and managed by now-Provost Panayiotis Melietis and the Office of Sponsored Research, the four year-old program continues to be a magnet for the college.

Dr. Robert Duncan, whose current research uses MRI “to compare measurements of neuronal activity and blood flow throughout the retino-cortical pathway to standard clinical measures of visual function,” mentored a group that expressed excitement

on what they had learned from him.

“Now I know how to use the programs,” said Brooke Rothberg, a recent graduate of Roslyn High School on her way to the University of Michigan. “I now have a greater understanding of this really complex equipment. We were all looking at MRIs. Basically, our goal was to focus on the program to rewrite it to make it easier for students.”

Her classmate had a similar experience.

“The program taught me the tools to use,” said Micelle Lazarus. I’m interested in radiology.”

Jennifer Desamero and Jayson Vedad were interested in the study of Type 2 diabetes. Their research poster entitled, “Effect of some Short Peptides on the Aggregation of Amylin Connected to the Structure to Understand how to Slow it Down,” was detailed and informative. Mentored by Professors Ruel Desamero and Adam Profit, the duo, students at Molloy High School, plan to pursue engineering or research in college.

Chemistry major Nia H. Rene is now a senior

at York. Guided by Dr. Jong Ill Lee, she is studying how to increase the efficiency of the Benzoin photo trigger by increasing the resonance in the structure of the reaction intermediate.

“You attach a drug to this cage so when it gets to the target area to work, said Rene. “It gives the electron space to roam the entire molecule and be stabilized by it.”

The aim of the research, Dr. Lee’s signature research interest, is to develop a way for cancer treatment to work by attacking only the cancer cells, leaving healthy cells unharmed by the treatment.

For Elizabeth Pritchett it was all about relationships, both the traditional kind and the online variety now popular with social media acolytes.

Mentored by Professor Kristin M. Davies of the Behavioral Sciences department, Pritchett’s topic, “From Online Interactions to Offline Meetings: The Role of Closeness,” studied how people get close to each other, is a reminder that many relationships now get their start in cyber-



Brooke Rothberg, a recent graduate of Roslyn High School on her way to the University of Michigan said “I now have a greater understanding of this really complex equipment.”



cont.'d on p.14

cont.'d from p.1



Dr. Carly Gieseler in her regalia



Many faculty and staff members, as well as students, congregated after the event



President Keizs mingled with audience members after the event

“It has been a pleasure being a student at York College. Many on your staff have impacted my life with great influence and guidance. During my registration and admission process, your administrative staff was extremely helpful and outgoing towards me. Thank you for having such a wonderful team of staff members at York College [which] helps you to succeed’.”

President Keizs added that although there are many examples of students who have engaged in undergraduate research, belong to a Cardinal sports team, participated in leadership, traveled to Selma, Alabama to commemorate the anniversary of the Voting Rights Act, and studied abroad in Ghana or France, when one looks at the data as presented in the CUNY Student Survey or the Noel Levitz Survey of Campus Life, one sees a very different picture of student perception.

“The data tells us that the average student satisfaction indicators for York are significantly below the CUNY Senior College average,” said Keizs.

“For us, since we think of ourselves as continuing to create ‘a small college feel’ this is

disconcerting data,” said the president. “So as a college, York will continue to seek and create responses that will improve the quality of the student experience inside and outside of the classroom. We will renew our commitment to hiring the best qualified professors to engage our students. We will continue our first year experience; we will engage our student ambassadors; we will work towards improving the quality and diversity of the food in the cafeteria; we must and we will continue to expand the availability of smart classrooms and other technological enhancements ...”

This year’s keynote speaker was English Professor Charles Coleman. The Convocation Professor discussed his love of teaching in his address, “I Am A Teacher.”

Dr. Coleman commenced his presentation with two quotes: one from an Amy Goodman interview with Manfred Max Neef, a South American Economist; the other, from Ralph Ellison’s *Invisible Man*.

Coleman held the audience in his thrall as he read from the opening pages of Ellison’s seminal work:

“I am an invisible

man. No, not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood -movie ectoplasms; I am a man of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind ...”

The beloved professor then quoted Neef saying, “‘We have evolved to the point now where we know a lot but we understand very little.’”

“This short but powerful sentence took residence in my mind,” said Coleman. “... we find it extremely difficult, individually or collectively, to engage in consistent intelligent behavior, if a measure of intelligent behavior is respecting each other and the planet. More than 40 years ago I made an intelligent decision. I decided to become a teacher. Becoming a teacher added an occupational dimension to my invisibility; teachers are often disrespected and ignored. But it has allowed me the space and distance to appreciate that teachers are people who fall in love with learning and who want to share that love with other learners in the classroom and beyond.”

Professor Coleman,

cont.'d on p.13

cont.'d from p.3

his joining the NABJ can be attributed to him looking for opportunities.

"All of the opportunities that NABJ has given me are because of Professor Serant," he said. She always pushed me to make sure I was involved, because I told her what I wanted to become and she [has made] sure that I networked."

Professor Serant, at York since 2010 and teaches both Journalism and English Composition, has been a member of NABJ since the late 1980s when she was a reporter with the *New York Daily News*. As a mentor to Atkinson, she was elated by the news of his triumph.

"Khorri sent me a text before school started and I was thrilled," said Ser-

ant. "He's putting York College on the map. I'm so proud that Khorri has a visible role in the organization. He's doing what I want all my students to do – get involved in their field of study and network, network, network."

Professor William Hughes, who has been teaching Journalism at York since the fall of 2007 and is the faculty advisor to Pandora's Box, had high expectations of Atkinson.

"I was not at all surprised," said Hughes. "Khorri's been one of our hardest working managing editors; he's done a lot to move the paper forward during a very difficult transition period."

With all the new responsibilities, one can

only wonder what new things Atkinson has in store for YCABJ.

"I will reach out to the provost and other college administrators and ask to help sponsor at least 10 of our members to attend NABJ's 2014 Convention and Career Fair that will be in Boston from July 30th -August 3rd," said Atkinson. "The end goal of the YCABJ is to have at least 40 members by the end of the fall 2013 semester."

The future is bright for Atkinson, along with being a full-time student he is currently a freelance reporter for the *New York Amsterdam News*.

For more information on the YCABJ, email yorkcollege.nabj@gmail.com.

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

– Nelson Mandela

cont.'d from p.12

whose late wife, Charlene, was also an educator, concluded by reading a "warm-up" piece from a participant in one of the freshman English classes he has taught (English 125), imagining earth as "alive and female." In the informal piece the student expressed the grief, outrage, alarm and resultant price of man's abuse of earth.

Now at the end of his

fulltime teaching schedule, Professor Coleman, an applied linguist, also thanked both his York family and his blood family for their love and support over the years.

To conclude the event, President Keizs returned to the podium to hand out awards to English Professor Kelly Baker Josephs "for Scholarship" and several others for "Service to the College" among them,

Professor Nazrul Khandaker, for his service to the college through his co-directorship of the SEMAA program, and Sergeant John Martinez of Public Safety, who rose to the challenge during Hurricane Sandy. Also receiving awards were Jo-Ann Fellows, Tracey Branch, Becky Jung and Shihliang Wang.



Dr. Charles Coleman, the 2013-14 Convocation Professor

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

— **George Santanyana**

YORK COLLEGE CUNY

cont.'d from p.11

space. “Elizabeth’s research tracks how people get close to each other,” said Prof. Davies.

“Closeness plays a big role,” said Pritchett. The study will also “measure the development between online interactions and closeness and how subjects talk online and offline when meeting in person.”

Mentored by Professor Laura Beaton, Zainab Oladimeji, Eric Okubadejo and Kwadwo Saka experimented with sunflowers measuring the rate of growth between seeds planted at higher environmental latitude and at lower latitude.

“We had a control group and an experimental group,” they explained. We sprayed the control group with plain water and the experimental group with a diluted amount of Jasmonic Acid. We also added caterpillars to each group to test our hypothesis. As they evolved around the plants, what was the rate of the attack (by the caterpillars)? The control group (those treated with plain water) had more attack and the experimental group had a mechanism to (protect itself).”



Students displayed their research posters in the Atrium

According to the researchers, the object of the experiment is to determine which chemicals will be less dangerous to humans and to the plant.

Ashley Simons, under the guidance of Professor Professor Charlene Lane, continued her study of the quality and quantity of sleep and how it affects older adults (65 and older) and its impact on their physical and cognitive health.

This is Simons’ third summer in the four year-old program. Simons who just started her senior year at Francis Lewis Prep, compared and contrasted the sleep patterns of young adults against that of senior citizens.

“I collected the data throughout the school year by interviewing people at N.O.R.C (Naturally Occurring Retirement Community) and analyzed it here during the summer,” said Simons. “Younger peo-

ple (i.e. Simons’ age group) are affected differently than seniors. As a person ages, relative sleep quality decreases. Poor sleep quality results in cognitive decline, fatigue, poor health-related quality of life.”

The promising researcher explained that 80 individuals participated in her mixed method study. There were 40 young participants (York College students age 18-30) and 40 people in the 65 to 70 age range who reside in Rochdale Village. Simons interviewed the subjects using the Epworth Sleepiness Scale.

The Summer Research Program, which also provides a stipend to the student participants, is funded for another two years.

cont.'d from p.8

Employability is greatly emphasized by many of the universities we visited – in particular, at Robert Gordon University (RGU) in Aberdeen and Edinburgh University. We were pleasantly surprised to learn in Aberdeen that RGU actually continues to provide career support to its students even years after their graduation. Also, RGU establishes and maintains especially close relations with industry partners to provide guaranteed internship opportunities to its students.

CUTTING EDGE RESEARCH AND TEACHING
During our visit we encountered many cutting-edge innovations, clever marketing techniques, and an impressive allocation of resources to international student recruitment, study abroad opportunities for British students, globalization of research and curriculum. Many lessons are to be learned here.

Imperial College dazzled our group with its stellar accomplishments as a research institution, while University of Sussex impressed us by its location as the “London by the sea” and its vibrant cultural environment attracting students interested in traveling northwestern Europe

while getting a solid degree from a highly reputable research institution. The development at Imperial College (which actually is a university) of a surgical knife which during the actual surgery analyzes the tissue it is cutting – and so, for example, can distinguish between cancerous and healthy tissue – will forever change how medical students will learn surgical procedures. The University of Sussex in Brighton – as all institutions we visited – has embarked on a deliberate strategy to attract and diversify its body of international students. In this effort it presents itself as a dynamic research institution located in a vibrant and diverse community at the doorstep of mainland Europe. It also prides itself on its interdisciplinary focus in research.

At the University of Birmingham, located in Britain’s second largest city, our group of Fulbright awardees was introduced to the future of the 21st century classroom. Dr. Richard Clay, co-director of do.collaboration demonstrated a new technology – touch-tables – that will impact the way research will be displayed in museums, laboratories, and in the (global) class-

room. In a nutshell, we were shown an approximately eight by six feet wall-mounted “tablet computer,” on which research objects are displayed and can be blown up in size, be edited to have explanations added to them, and be distributed to other satellite screens along the wall of the classroom/lab. These satellite monitors may serve as work stations for student group work, and can be outfitted with technology that makes them interact with smart phones. These interactive technologies lend themselves to all kinds of collaboration in the classroom, through the internet, and can actually engender new research fields and disciplines. In fact, Dr. Clay invokes the notion of “post-disciplinarity.”³

As well, the new way to display graphics as super-magnified high-resolution imagery may lead to new research collaboration (say, for example, between historians and art historians). As he explained, attention to minute details in historical documents displayed on screen, which hitherto escaped the attention of historians, have already led to new findings and research projects.

The University of

Edinburgh’s Global Academies with their multi-disciplinary Masters programs (some of them online) presented another intriguing model for the further globalization of curriculum and research. Through the Global Academies Edinburgh delivers a series of study programs that are multi-disciplinary, have a global focus on the greatest challenges facing us today, work in partnerships across academia, commerce, civil society and local communities, and engage in novel teaching and research practices across the university. Study programs, some of which are also delivered as online modules, can lead to postgraduate certificates (e.g., in global development challenges, in African and International Development), to Masters degrees (e.g., in Global Challenges, in Science Communication and Public Engagement, in Global Health and Infectious Diseases, in Public Health, or in Clinical Education), and even to a Ph.D. (in Global Health). The Global Academies also allow for independent research opportunities. Thus, for example, the Academies currently offer a “Peacebuilding Through

cont.'d on p.16



Dr. Richard Clay (University of Birmingham) demonstrating a historical map magnified on a touchable screen



View on the 11th century cathedral at the University of Durham



Meeting with University of Edinburgh representatives

cont.'d from p.15

Media Arts” research project, a “Crossing global health boundaries” project, and a “Safer water in West Africa” research project – to mention only a few examples. Without doubt, Edinburgh’s Global Academies are a visionary educational undertaking, allowing for significant flexibility to accommodate a variety of internationalization projects under a larger umbrella.⁴

BUT – INTERNATIONALIZATION WITHOUT DEEP DIVERSITY?

However, what struck many of us already towards the middle of our tour – a sentiment that was finally voiced and discussed at our last stop at the University of Edinburgh, when a number of key Scottish policy-makers sat at our table – is an egregious lack of diversity among the international office personnel and study abroad officers whom we met, as well as among the university executives we encountered. With representatives from *Universities Scotland*, *Scottish Development International*, and the Scottish Government International Division (Education) in the room, I made it explicit that as a city, as an institution, or as a country bent on

internationalization, that very same internationalization has to be modeled and embodied by all the committees and offices being representative of and for it, and that as a group we did not witness that internationalization and deep diversity during our visit. Given Britain’s long-standing social and ethnic diversity, however, there is a glaring discrepancy between the rhetoric of “internationalization,” “engagement with global communities,” or “intercultural competence” and the homogenous demographic of our British hosts. In fact, it is a quite obvious limitation of the British university system’s strenuous efforts at internationalization.

Our hosts were at pains to explain that concerns with diversity in Britain revolve more around providing access to higher education to socio-economically under-privileged strata, than around concerns of a diversification away from its white, heterosexual, and male-dominated university system. And then, almost as a sidebar, we are told by Mr. Alan Mackay (Deputy Vice Principal International), that in the very room we are meeting just recently he had to face a group of agitated foreign students

accusing the university of racism. Quite obviously some of the blame lies with the (increasingly) restrictive migration policies of the British government, which continuously seems to respond to populist sentiments and send questionable signals – for example, with its Prime Minister’s recent remark that Britain might consider leaving the European Community. The Fulbright group left our colleagues – who profess an awareness of the limitations – with a clear charge that global engagement has to be modelled at all levels through various affirmative action and equal opportunity tools, and cannot just be performed or mimicked. As we visited exclusively some of the top research institutions in Britain, we were also becoming aware of the relative dearth of pathways in the British system for access to higher education for disadvantaged and under-represented groups.

As well, the already mentioned relative concentration of international student recruitment on one or two major contributing countries must be interrogated with regard to its long-term viability and its benefits for other students. As a country

cont.'d on p.17

Farewell



On September 20, the College bid farewell to Associate Dean Dr. Thomas Gibson, who has taken on a position as Associate Vice President for Student Affairs at Ball State University in Indiana.

Dr. Gibson's presence in Student Development and the campus at large will be missed, but we know that he will do good things at Ball State.

During the farewell party, Dr. Gibson (l.) received gifts from colleagues and a plaque from Vice President of Student Development Dr. Geneva Walker-Johnson (r.)

YORK COLLEGE CUNY

cont.'d from p.16

that is struggling to a greater extent than the United States (although we certainly do have our share of issues and problems) with immigration and diversity, and which has an ambiguous relation to its role within the European Union, questions need to be asked (and answered) as to who benefits from the presence of international students in Britain, and to what extent international students are allowed to make contributions to the British economy and society.

For us at CUNY, as international as we are already (York College alone has students on its campus from over 150 countries, many of whom are first, 1.5th, or second generation immigrants) and as much as we are an integral part and leader of the New York City's higher education-scape,

my Fulbright summer embedded in my mind that as a university system we could do more in terms of international student recruitment. To begin with, it is a huge and growing market. Next, our location is absolutely unmatched and – even for international students – our tuition is highly competitive, as are our degrees. The challenge is to go out, recruit, and facilitate international students prior and during their arrival at CUNY – i.e., to develop an international student recruitment strategy. I would like to think that this is a conversation it would be worth having at the university-level.

1) "International Education: Global Growth and Prosperity," (HM Government), July 2013, p.6.

2) Throughout this

article I am relying on a number of statistics that were shared with us by various institutions we visited. In addition, some statistical figures and/or background information were drawn from:

a) "2012 Open Doors" report, *Institute of International Education*, November 12, 2012 – see www.iie.org/en/Research-and-Publications/Open-Doors;

b) James Cemmell and Bahram Bekhradnia, "The Bologna process and the UK's international student market," *Higher Education Policy Institute*, 2008, see – www.hepi.ac.uk/files/36Bolognaprocessfull.pdf;

c) Phil Vickers and Bahram Bekhradnia, "The Economic Costs and Benefits of International Students," *Higher Education Policy Institute*, 2008, see – http://static-71-166-250-129.washdc.east.verizon.net/eLibrary/ARCHIVES/GENERAL/HEPI_UK/H080521C.pdf.

3) See also www.youtube.com/watch?v=nJ4VqEQbllo.

4) See also www.ed.ac.uk/about/edinburgh-global/academies.



Discussions and workshops were on a daily basis



A visit to the Royal Lochnagar Scotch distillery near Balmoral Castle was included in the program

cont.'d from p.10

ty, I brought back more knowledge than I had left with. The healthcare knowledge I had was based on having equipment but what do you do when your supplies are limited? I learned that I was much better at being resourceful than I expected to be. I was surprisingly good at thinking outside the box and finding solutions. I found myself looking for more opportunities to do so.

I hope I left behind some hope. Hope for the children at the school that they can be anything they want when they grow up. Hope that it doesn't matter where you start as long as you work hard and study the opportunities are endless. Hope that we can help keep the clinic open.

I plan on returning to Haiti and volunteering more of my time there given the opportunity. The possibilities are endless."

- Maria Blasco

"The first thing that came to my mind about Haiti was chaos. I envisioned constant civil war and mourning, high crimes, forgotten children and army tanks roaming around the rubble. I thought that the country would be helpless and can only survive

with outsiders' help. I also visualized Haiti to be so hopeless because the Haitians I have met refuse to return.

I saw Haiti like any other country. It has its beautiful side and unpleasant side, good and bad people, rich and poor, hard workers and dependents. So, I wondered, what makes Haiti any different? Why is the country still struggling to stand back on its own despite the ongoing aid coming from outsiders?

This Haiti experience took me back to memory lane in an interesting angle. When I looked at the children at the orphanage and myself now, I was reminded of how far hard work and education have taken my family and me. I was also reminded that most Haitians are not unsatisfied with what they have as long as it meets their basic needs.

I would like to think that I too left some imprint at Haiti. I believe that I have given Haitians a sense of hope and boost to keep striving. And that going to America doesn't necessarily mean the end of struggles. [But] back to my reality, I still hold Haiti to be part of me. I can and want to do more than just send charitable items

now that I have better understanding of the real Haiti. The country is already receiving countless of donations yet they still have not learned to be independent. This time I want to help Haiti not just by providing, but [by] helping them to learn to be able to sustain independently."

- Larochelle Dayondon

"I had always hoped to travel internationally to perform volunteer services to people who were in need of quality healthcare. A bonus was that the exposure from learning overseas would be useful in my career to show that I am a culturally competent professional.

Since our initial preparation, our lead professor (Prof. Alexandre) requested that the group be professional, respectful, humble and most importantly "ready to expect the unexpected." Naturally, it was easy for me to portray those three initial requests.

Because I was informed that many of the people in the community of Carries were unable to afford basic healthcare. I was happy to provide them with services in terms of health assessment, education that pertained to safe sex practic-

es, proper hand and body hygiene and the importance of using purified water which helps to prevent against gastrointestinal illness such as cholera and diarrhea. I felt that it was my responsibility to help them to take better care of themselves and their families. Furthermore, although the dialect was a huge barrier, I was determined to fulfill the goals of our mission.

I realize that the country is divided, in the sense that many people who are wealthy are not willing to help the lives of other people who are poor. For this reason, the country seems to be in a continued deteriorative state.

Looking at Haiti from the ground and in the air, it is my opinion that it is a beautiful country with huge revenue growth potentials. Since my return to the United States, I have tried to stay focused on being a better individual. I have not forgotten about my experiences in Haiti or the few friends I have left behind. The trip to Haiti has been a valuable experience, because it will help steer me to be an effective caregiver and volunteer to people in need.

- Shane Headley

In Memoriam, Dr. Martin Atangana

We mourn the loss of our beloved colleague and professor, Dr. Martin Atangana, who died in early September.

Dr. Atangana served the college community for many years as a member of the Department of History and Philosophy and at the time of his death, was its Chairperson.

He was a vital part of the college community and continued to pursue his own scholarly interests while helping our students to develop theirs and succeed in their college career.

Born and reared in the African nation of Cameroon, Dr. Atangana earned his series of degrees from the University of Yaoundé, in his homeland, University of Paris X-Nanterre, and University of Paris 1-Sorbonne. His research interests focused on the relationship between West Africa and Europe with a special emphasis on Franco-Cameroonian relations. He was the author of *Capitalisme et Nationalisme au Cameroun au lendemain de la Seconde Guerre Mondiale*, *French Investment in Colonial Cameroon*, *The End of French Rule in Cameroon*, and numerous articles in important publications.

In addition to his research and teaching, Dr. Atangana was also an accomplished musician, a guitarist who worked with artists such as Paul Simon, Jean-Luc Ponty, Manu Dibango, and Ronald Shannon Jackson. He frequently performed with his band *African Blue Note*, and delighted York audiences with his outdoor performance during the first Yorkfest.

His solo albums included "Oyenga Fam" and "Mot Songo." Dr. Atangana died following heart surgery and we extend our deep sympathy to his family. He will be greatly missed at and beyond York.



YORK COLLEGE CUNY

York Scholarship on O'Keeffe now at Yale

Dr. Linda Grasso's extensive article, "You Are No Stranger to Me, Georgia O'Keeffe's Fan Mail," published by Penn State University Press is now part of the Yale University collection of American literature, available at <http://beinecke.library.yale.edu/about/blogs/yale-collection-american-literature/2013/08/29/new-scholarship-georgia-okeeffes-fan-mail>.

Dr. Grasso, Chairperson of York's English Department a scholar of record on the American modernist painter and feminist, specializes in U.S. Literature and Culture, Women's Literature, and Women's Studies. She teaches courses in American Literature, African American Literature, Women's Studies, American Studies, and Writing. Grasso has also written the book, *Feminism and Georgia O'Keeffe*.



Dr. Linda Grasso

Accounting Professor Receives Important Award



Prof. Mary-Jo Kranacher

Professor Mary-Jo Kranacher has once again taken York on a prestigious journey by winning the 2013 Competitive Manuscript Award from the Forensic and Investigative Accounting section of the American Accounting Association for a research paper she co-authored and published in *Issues in Accounting Education* titled “The Evolution of Fraud Theory.”

This honor included a plaque and monetary award supported by KPMG, one of the Big 4 accounting firms. Her coauthors, Jack Dorminey, A. Scott Fleming, and Richard A. Riley, Jr., are professors at West Virginia University.

Kranacher explained that fraud prevention, detection and deterrence has been an ongoing scholarly interest for her – “why people commit

fraud, how they commit and conceal their crime, what can be done to prevent or deter fraud from taking place.”

“Over the years, many theories have been developed and this paper developed a meta-model to explain how these various theories relate to, and build upon, the original Fraud Triangle developed by Donald Cressey in the 1950s,” said Kranacher. “I first started working with colleagues from West Virginia University in 2005 when I was invited to serve as a subject-matter expert for the U.S. Department of Justice’s grant-funded project that developed a model curriculum for fraud and forensic accounting education.”

Kranacher, one of York’s busiest scholars, says she enjoys staying current in her field.

“My involvement with current fraud re-

search keeps me at the cutting edge of what’s happening in the profession so I can keep my classes relevant and interesting for York’s students and provide them with up-to-date information,” said Kranacher who very recently also published the essay, “Combating Financial Fraud in Higher Education” as part of the larger essay, “Global Corruption Report: Education” (seen in *Transparency International*).

Professor Kranacher, a former chair of the Accounting & Finance Department, was responsible for shepherding a \$500,000 grant from the Association of Certified Fraud Examiners (ACFE) to provide an endowment for anti-fraud education at York. The gift, established the ACFE Endowed Professor of Fraud Examination, which she holds.

New Faculty Welcome, cont.'d from p.5

Valerie Taylor-Haslip

Valerie Taylor-Haslip has thirty years of experience as a registered nurse and has practiced in the medical-surgical, critical care and maternal-child specialty areas. She has twenty-one years of experience combined as a nurse educator in both an institutional and academic setting.

She earned a BS degree in Registered Nursing from Howard University in Washington, DC; a MS degree in Nursing with a specialty in nursing education from Lehman College in Bronx, NY; a Family Nurse Practitioner (FNP) post-master's certification from Adelphi University in Garden City, NY, and a Ph.D. in Nursing Research from the

CUNY Graduate Center in New York City.

Dr. Taylor-Haslip served as an active duty member of the United States Air Force Nurse Corps and the United States Air Force Reserve Nurse Corp in the rank of Captain. She served in the position Staff Nurse, Senior Nurse, Flight Nurse, and Officer in Charge (OIC) of Enlisted Specialty Training; earning The USAF Commendation Medal and Senior Nurse Medal.

Before joining the faculty at York College Dr. Taylor-Haslip, worked for the Health and Hospital Corporation (HHC) ADVANCE Program as Project Director helping HHC staff to upgrade to a career nursing.

ing.

She also was an Associate Professor of the Health Sciences Department, Nursing Program at LaGuardia Community College, where she served as full-time faculty and member of several college-wide committees.

Dr. Taylor-Haslip is also a member of Sigma Theta Tau Nursing Honor Society, Chi Eta Phi Nursing Sorority, the New York State Nurses Association and the National League of Nursing.

Dr. Taylor-Haslip joins the Department of Health Professions (School of Health & Behavioral Sciences) as an Associate Professor in Nursing.



Dr. Valerie Taylor-Haslip

Dean Chirico on Italian television

Dr. Donna Chirico, York's Acting Dean of the School of Health and Behavioral Sciences, attended a symposium in Rome recently, and appeared on Italian television.

Chirico whose research explores Italian

and Italian American identity, can be seen in the clip at the link below. She was among several CUNY representatives present at the symposium.

<http://www.ilicait.org/>

ILICA CE 2013 (Appuntamento di Roma) - Le interviste di Giacomina Valenti



Student Researchers Give Presentations at Hunter College Psychology Convention



L. to r.: Cynthia Castro, Nikita Augustine, Bianca Drew, KrystalBella Murnane-Victorelli, and Anemanie Ram

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

— Charlotte Brontë,
Jane Eyre

On April 21, five students in Professor Beth Rosenthal’s (York, Graduate Center) Independent Study Class gave presentations at the 41st Annual Hunter College Psychology Convention.

The students (see picture, left) were from two different disciplines (social work, sociology).

One group’s paper (Castro, Murnane-Victorelli, Ram) was titled “The relationship between mental health counseling and GPA.” This study found that even among a clinically distressed student population, very few use counseling; the other group (Augustine, Drew) studied “The relationship between upper respiratory illness (URI) and GPA among college students.” They found that there is a great deal of URI among college students.

The students, who also gave poster presentations at York’s Student Research Day, acquitted themselves admirably at the Convention by demonstrating knowledge of their material both in their formal presentations and in their ability to respond to questions from the audience. Family members were present and dis-

played great pride in these students; one mother cried because “I was so proud of her . . .”

In their own words, here are some of the students’ reactions to their research experience:

Reactions to Hunter experience: “My experience at Hunter is one I won’t forget. It was nerve racking but exciting.” “... great ... both personally and academically ... “wonderful” “amazing,” “rewarding” “exceptional” “... it was my turn to shine ...” “I got really nervous ... but it was the good kind of nervous that pushes you forward in life.” “It was wonderful to see other students from other schools come to Hunter to present their work ...”

Family reactions:

“... seeing me work so hard for a goal made my family exceptionally proud ...”

Reactions to research:

“I learned to love research.” “I felt very proud of the research my group ... presented” “It was astonishing to find out how much time, preparation, and dedication goes into research. Dr. Rosenthal’s dead-

lines were both a gift and a curse for someone like myself with limited time management skills.” “I learned so much by taking this class.” “It was fun learning about the topic that my colleagues and I chose.” “I knew and understood what others were talking about and that was a great feeling.” “... at times the constant critiquing was frustrating (but) ... it reaffirmed how hard work pays off and there is always room for improvement.”

Personal reactions:

“I was proud of myself.” “I felt accomplished.” “... we excelled.” “I gained three new friends while doing the research project.” “I think that I did a wonderful job.” “I gained confidence” “... it gave me an opportunity to conquer one of my fears, public speaking.”

Overall reactions:

“I am so grateful to have had this experience ... and grateful to Dr. Rosenthal for providing me with the opportunity and help.” “I was extremely happy and sad because once it was over ... I was ready to do it again.”

New Eta Sigma Gamma chapter at York

Recently, the York College School of Health & Behavioral Sciences launched its membership into the Eta Sigma Gamma Honor Society with a delightful celebration in the Faculty Dining Room. The welcoming address was given by Dr. Mitchell Brodsky who also introduced Dr. Irene O'Boyle, a distinguished member of the honor society and also led in the initiation process.

Ms. O'Boyle brought greetings from the Eta Sigma Gamma which was founded in 1967 at Ball State University (see also

Farewell on p.17). The purpose of the honor society is to create opportunities for Health Education majors and "help students to grow professionally."

There are requirements to become part of the prestigious society such as maintaining a GPA of 2.7 or higher and attending chapter meetings. Eta Sigma currently has 80 chapters throughout the United States and Canada.

The initiation ceremony began with saluting the flag and reciting the Eta Sigma Gamma pledge. It continued with calling the names of each student and

finally taking pictures of the inductees.

The event was made possible by Dr. Ajuluchukwu and staff members of the Health Education Department. One newly inducted student, Kimberly Feis, stated "it was a very special experience to people who educate others and are committed to the field of research." She hopes in the future to spark more interest about Eta Sigma Gamma and to have a larger group of inductees.



Professors Barley, Ajuluchukwu, Brodsky, and Dean Clark (l.-r.) congratulating one of the new chapter's inductees



Appreciation and Award Ceremony



On September 17, numerous faculty were honored and awarded by president Keizs, provost Meleties, and the three school deans for their participation and roles in the CUNY Pathways Initiative and/or for their student mentoring accomplishments during the 4th Student Research Day.



York College
Office of the
Provost

[http://york.cuny.edu/
academic-affairs](http://york.cuny.edu/academic-affairs)

Non-Profit Org.

U.S. Postage

PAID

Jamaica, N.Y.

Permit No. 67

The deadline for submissions to the November issue of Academic Affairs Update is October 25, 2013.

All items should be submitted in MS Word

via email to:

AcademicUpdate@york.cuny.edu