On February 17 President Marcia V. Keizs convened the annual Spring Convocation in the Performing Arts Center. The capacity crowd of faculty, students, administrators and staff, was informed of plans to continue to build on York’s academic excellence with the full support of the Office of the President and the Office of the Provost.

Billed as “Leading Change, Expanding Quality,” the event featured welcome and closing remarks by President Marcia V. Keizs and gave an update on General Education Reform. Leading the update discussion were Provost Griffith, Dr. Debra Swoboda of the Behavioral Sciences department, who is one of the three Co-chairs of the General Education Task Force, and Stefan Kishore, one of the student members of the Task Force.

Please join me in congratulating the York College Marketing team – winners of the 2009 CUNYfirst Marketing Competition. Our team edged out Baruch College for first place. The winning team is Aisha Niang, L. Jonathan Hubbard, Thelma Suarez-Ortega and Vimmy Seajatan. The judges were “blown away” by the quality of the York team’s research. As you know, Baruch College is the CUNY business school and one of the star four-year colleges. Matching up well with the Baruch teams (they had two), and edging them out (we beat both of them!) in the competition made for a marvelous day for our team.

(L.-r.): Profs. Laura Fishman, Mark Schuller, Linda Gerena, and Mandë Holford during the Convocation
I was recruited to York almost 20 years ago by Drs. McGee, Spergel, Lewis and Johnson to develop the Biotechnology major at York College. I appreciate their persistent efforts to teach me civility appropriate for an academician until they retired or gave up. I am also grateful to York College for providing a professional home, an academic setting for willing students, and for the recognition implied by the request for this research profile.

Below I am reflecting on some of my ongoing research projects, the people involved with, and the process of publication and funding.

Projects. An enzyme is a biological catalyst – it increases the rate of a biochemical reaction. We study tRNase Z, an enzyme that removes an unnecessary piece of tRNA. tRNA is central to protein synthesis and the tRNase Z reaction is central to tRNA maturation. Like the proverbial blind man handling an elephant – sometimes a leg, the trunk, the tail … - we study this enzyme by making one small change at a time and testing its effect on reaction kinetics. Our latest effort concerns the Flexible Arm of tRNase Z, which we characterized more thoroughly than other investigators (see Figure on p.6).

Cont’d on p.6

Has the popularity of social networking websites on the Internet in recent years affected the ways in which we identify and define ourselves, communicate with one another, and forge interpersonal relationships? Do these virtual outlets provide a new venue through which sexual risk taking is exacerbated? This lecture will focus on the role of health promotion and HIV prevention education on internet-based social networking websites, specifically highlighting data on men who have sex with men (MSM) in New York City.

Online HIV Prevention and Education: Attitudes, Beliefs, and Behaviors of Men Who Have Sex with Men in New York City – An Internet Study

Prof. Nicholas Grosskopf
Assistant Professor of Community Health Education

Monday, March 23, 2009
Room AC-4M07  1:00-3:00pm
On February 17, 2009, Nobel Peace Prize Co-Winner Dr. Balgis Osman-Elasha visited York College to deliver a lecture entitled “Climate Change: Challenges and Opportunities for Africa.” In the lecture Dr. Osman-Elasha discussed her research which is focused on the development of climate change adaptation strategies for drought-prone regions in Sudan and Africa. She reported findings from her involvement in the AIACC Initiative entitled: Environmental Strategies for Increasing Human Resilience to Climate Change Impacts in Sudan, lessons for Northern and Eastern Africa.

Dr. Osman-Elasha at the ceremony in Stockholm, presenting her Nobel Peace Prize and certificate.

Dr. Osman-Elasha, who won the Peace prize together with former U.S. Vice-President Al Gore, had been invited to the College by one of our new faculty members, Dr. Mandë Holford (Dept. of Chemistry).

Dr. Mandë Holford introducing Dr. Osman-Elasha.

Students, faculty and administrators following the lecture.

Following her lecture, numerous questions were asked of Dr. Osman-Elasha.
York tops Baruch
Cont.’d from p.1

Background
• Both Baruch and York have collegiate chapters of the American Marketing Association (AMA). The third CUNY AMA chapter is at Medgar Evers College, but their team withdrew at the last minute.

• All CUNY undergraduate schools were invited to participate in the competition.
• The judges for the marketing competition included students from the two vanguard or test schools, Queens College and Queensborough Community College, as well as CUNYfirst staff.
• This was a team victory. The participation of all the team members was essential to prepare their winning presentation.

• The York AMA chapter is in its first year, in start-up mode, and totally committed to preparing for competitions and careers.
• The first place prize was a gift certificate for each member of the team. The more important benefits, from a long term perspective, are:
  ◊ An ongoing relationship with the CUNYfirst staff, (e.g., summer internships with CUNYfirst, lunch meetings to discuss marketing with the CUNYfirst senior management);
  ◊ Networking with the Baruch students. All of the students will be competitors or colleagues later this year as they begin their careers;
  ◊ Job recommendations for York students from CUNYfirst management;
  ◊ Business competition experience. The CUNYfirst staff did everything possible to simulate a new business pitch environment and limit the tension for the students;
  ◊ Project development experience. Our students developed a strategy after reviewing market research focused on college students’ communication behavior (using recent representative, national samples of college students), as well as qualitative research at the two vanguard schools;
  ◊ The team worked on the project for about seven weeks. Good marketing takes time – building on solid research and analysis.

Congratulations to the team!


YORK COLLEGE IS
CUNY

Their Tail Was Our Beginning
April 21, 2009
SAVE THE DATE
On February 25, 2009, Prof. Mark Schuller of the Social Sciences Department, an anthropologist, awed the York College community with the documentary “Poto Mitan: Haitian Women, Pillars of the Global Economy.” Prof. Schuller spent two years in Haiti researching the plight of women. His studies were prompted by his desire to raise awareness of the country, which has suffered a history of bad press. He found the women he interviewed very persistent as they urged him to do a documentary whose visual impact would move others. He followed through with their encouragement, and nine grassroots organizations in Haiti will benefit from proceeds of the film.

The Haitian women were correct in their belief that having others hear and see their stories would have an effect. The packed lecture hall echoed with exclamations of disbelief at the startling accounts by five Haitian women of the deplorable conditions in their country. The film’s personal lives depiction of these heroic women, struggling to challenge the economic stress, exploitation of women, and violence in Haiti, was vivid and influential in raising the consciousness of the York College audience.

The women of Haiti often live in quarters below standard, work long hours at very low wages in filthy factory environments, educate their children at great sacrifice, and agitate for improved conditions at risk of losing their jobs—but they hope. The recurring image in the film of a Haitian mother, braiding her daughter’s hair, is a sign of hope for change by women who are respected as the “pillars of the global economy.”

The discussion that followed the film included comments that its presentation is eloquent in its depiction of the current crisis in Haiti. There were questions and answers about the film’s availability (being produced now on DVD), the motivation behind the production of the documentary (urged by the women of Haiti as “a labor of love... to inspire change”), and particular aspects of Haiti’s economic situation.

Prof. Schuller’s lecture was enlightening, inspiring, and engaging, evidenced by the numerous comments after the presentation. Prof. Schuller urged the audience to check the web site www.potomitan.net for additional information.
Reflections on Research
cont.’d from p.2

To be effective in this type of work, one needs to be a good technician and accountant. Careful writing and editing are more important in biomedical research, and imagination and invention play less of a part, than most people expect.

People. Students and technicians between undergraduate work and matriculation in biomedical PhD programs are central to the success of these projects. Angela Hopkinson, a 2007 Salk scholarship winner who is now a Microbiology PhD student at U Michigan School of Medicine, was a star. Angela was trained by two good, already established technicians, Neela Zareen and Hua Yan, who also both matriculated in biomedical PhD programs. Their papers were published between 2005 – 2008 and Angela is a co-author on a just-submitted manuscript. This record of biomedical research accomplishment by alumni of the Levinger lab goes back to the early-to mid-’90s, to Vikram Vashisht, a technician who went on to a PhD at NYU, and Vilma Greene, Srinivas Kolla, Rae Bourne and Alex Birk, all York undergraduate research trainees who went on to the MD (Srinivas, Rae) or PhD (Vilma, Alex).

There is an ebb and flow to research lab training that doesn’t always coincide with funding. When the lab is bustling with well-trained, motivated young people, I spend my time listening to them and looking at their results. When Neela, Hua and Angela moved on, there was a stream of technicians who were insufficiently committed to research careers. During such ebb times, I have to drive the bus myself and there may be no passengers. The recent ebb is probably now ending. Two outstanding students are now in the lab, Chris Wilson and Sabina Paul; May Sabry, a promising technician, started in December and another technician is expected to arrive in mid-February. There is room for one more exceptional student. It’s exhilarating to invite such clever, ambitious young people to take their turns at the wheel.

Cont.’d on next page
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Peer review, publication and extramural funding. Anonymous peer review is the great leveler of scientific research. Sometimes I get stomped and sometimes I have to do the stomping. Peer review can be harsh; perseverance requires drive and a thick skin. Good things happen often enough to make the research life tolerable, but not every completed research product has a positive outcome.

Good writing and editing are important! Most first drafts are poor. Resistance to quality editing is caused by the conviction that if I wrote it, it must be perfect, which is wrong. Changing a phrase or the placement of a paragraph has far-reaching effects; editing is the most difficult and time-consuming part of a writing project. It’s time to stop editing when the most recent changes make the manuscript the same as an earlier draft.

Publication is the coin of the realm although the cash comes from grants. Reviewers count papers. If you didn’t publish anything for the last few years it will be hard to get funded. It can even be hard if you publish a lot. Both publications and proposals should be about something, hopefully related to each other.

I have had positive experiences with federal grants including MBRS, MARC, AREA (NIH programs) and RUI (an NSF program) in various combinations. Biomedical research laboratory training of under-represented minority undergraduates was part of all these programs. Money and projects are nice, but the enterprise isn’t worth much without people.

I give back to the community by working with trainees and doing research, which is contractual for a funded research project. I am always available to help less experienced colleagues, which is also a form of giving back. In this spirit, if anyone wants details and expansion on the opinions presented here, feel free to contact me.

Outcomes Assessment Committee focuses on Student Learning

As York College continues on its path of General Education reform, it is important to move the curricular conversation to one of student learning. With that in mind, on January 22nd, the Outcomes Assessment Committee conducted a workshop entitled “Building Assessment into General Education Curricular Reform.”

Numerous faculty members who have served in Faculty Inquiry Groups attended. A presentation on Learning Objectives, by Dean Dana Fusco and Dr. Leslie Keiler, was followed by four breakout sessions. Faculty had opportunities to discuss Testing for Critical Thinking, Portfolios, Performance-based Assessment, and Writing Assessments.

Fenix Arias, Director of Testing, also gave a presentation on the CUNY Proficiency Exam (CPE), specifically identifying the competencies assessed by the exam.

Prof. Emily Davidson, Associate Professor (Dept. of Health Professions) during her presentation at the workshop.
In his remarks, Provost Griffith reemphasized the importance of our continuing efforts to adjust different systems at the College. While pointing out that over the past few years, York College has improved markedly with regard to several performance indicators, Provost Griffith also noted that we do not pursue change for the sake of change, but that certain issues that continue to be of concern have real-life consequences for our students as well as the College. Dr. Swoboda reported on the work of the Task Force and the Faculty Inquiry Groups during Fall 2008, stressing the goals and imperatives of the reform effort.

Equally important was the panel discussion on “Faculty as Agents of Change and Quality,” with presentations by Dr. Griffith, Dr. Laura Fishman of the Department of History and Philosophy, Dr. Linda Gerena of Teacher Education, Dr. Mande Holford of Chemistry and Dr. Mark Schuller from Social Sciences. All faculty members reflected on how their own discipline informed their thinking and action about issues of change and quality. It was particularly good to hear that all of our new faculty members found support and mentoring among colleagues who have been at York for a longer time.

The Convocation program guide featured the mission phrase, “Recruit, Retain, Release/Respect,” which was especially relevant given the College’s mandate to recruit the best and brightest students, retain them by making York a desirable place on all levels, and graduating them within four to six years, all while showing the utmost respect for their needs and rights, and the needs and rights of faculty and staff who serve them.

It also was fitting, given the second topic (Faculty as Agents of Change ...), that Dr. Griffith, who is fond of powerful quotes, used the Benjamin Franklin gem, “When you’re finished changing, you’re finished” in the program. The significance of that statement was not lost on anyone. The quote was underscored by data from Dr. Aghajan Mohammadi, director of Institutional and Research Assessment, which indicated the changing demographics among faculty and students, notably a significant drop in the average age of new students at York.

The 90-minute event ended with the President’s closing remark followed by lunch and a celebration of President Keizs’ fourth anniversary at York College.
The co-chairs of the General Education Task Force – Margaret Ballantyne, Vadim Moldovan and I – would like to update you on the current state of general education reform at York and share with you what we have figured out so far. We believe that we have made substantial progress in the last six months towards general education reform at York and that we are at a critical juncture in this work. This is because faculty involved in general education reform have delineated a set of imperatives about why a new general education is needed and what it must look like.

One impetus for our continued work concerns why we need to reform general education at all. York College is awakening and responding to the changing world. This may be a cliché but this world – fraught with threat and uncertainty – holds a promise of numerous rewards for those who are capable of understanding and navigating this new environment. It is our mission, as an education institution to become attuned to the challenges of the new world. We need to reinvent ourselves for the sake of our students and our community.

A new general education at York College is a key component of the reform. Most CUNYs have redesigned their general education curriculums and are at various stages of implementation. While we are late comers to this process, we are rapidly catching up: we are on the map. Our work in reforming general education stands on the shoulders of scholars and innovators from York prior to Fall 2008, as well as on the shoulders of the General Education Reform Task Force and Faculty Inquiry Groups who are in the process of developing a unique Signature General Education Curriculum at York College.

We are happy to report to you that the first leg of the voyage has been completed and that we’ve reached an important milestone. The tireless labor of those involved in the reform has yielded voluminous reports in many areas of inquiry about what general education is and should be at York. These reports point to nine imperatives shaping the development of the new general education curriculum. We would like to share these imperatives with you. They are:

1. The new general education curriculum should promote **literacies**. These literacies can be broadly defined as encompassing three areas – analytical, communication, and institutional. Analytical literacies include critical thinking, quantitative literacy, research literacy, and information literacy. Communication literacies include reading and writing literacy, oral communication, and use of communication technologies. Institutional literacy includes student acculturation to the College community and to college life at large.

2. In the new general education, promotion of these literacies would require **interdisciplinary and across-the-curriculum** strategies, pedagogies, and assessment. Thus, the new curriculum must move beyond a silo, distribution model of education.

3. The new general education curriculum should utilize **signature pedagogies** that increase students’ active, experiential, cooperative learning. This, the new curriculum must include active learning pedagogies developed and implemented by faculty from every department and program so that active, collaborative teaching and learning is truly a college-wide endeavor.

4. The new general education curriculum should promote **breadth and depth** in the major. Thus, the new curriculum must provide the necessary supports so that students are able to link arts and sciences courses learning to learning that takes place in their majors and programs.

5. The new general education curriculum should **reduce the number of credits** required for general education, and not be unwieldy for professional program students. The new curriculum...
General Education Reform
Cont.’d from p.9

must work both for students pursuing liberal arts and sciences majors and for students entering professional programs.

6. The new general education curriculum should reflect the central role of the arts and humanities, and thus ensure that arts and humanities are not disproportionately decreased.

7. The new general education curriculum should reflect the Six General Education Principles. The new curriculum must operationalize these six principles – Ethical, Global, Technological, Collaborative, Experiential, and Integrative – at every turn.

8. The new general education curriculum must resolve resource issues. Thus, the new curriculum must secure adequate staffing, appropriate class size, student interaction with full-time faculty, faculty training for pedagogical and interdisciplinary approaches, oversight of general education at large, and transfer articulation.

9. The new general education must foster collegiality – including campus buy-in from faculty across all departments and programs and student involvement. Collegiality has been a cornerstone of the process so far. The Task Force includes faculty from a diverse cross section of rank, discipline and experience as well as York students. In addition, FIG leaders cast a wide net to form their FIGs and many faculty volunteered after the Fall 2008 convocation, while others sadly were invited to participate but declined.

Our next challenge in general education reform is to operationalize these nine imperatives into a viable curriculum – one that is innovative and effective. Many ideas are on the table. It is too early at this stage to talk about specifics, as the FIGs are being reconfigured and charged with a new set of tasks. What is ahead is more hard work by the FIGs and rest of the college community on the model of the curriculum design.

General education reform is not a product but a continuing process of assessment, re-assessment, and ongoing innovation in the service of the College, students, and the wider community. The architecture of the new General Education at York should finally take shape late in the Fall of 2009 when the Task Force will submit its final recommendations. Spring 2010 is the time of fruition – when the real work of deciding how to implement the new general education curriculum will begin.

We invite you to come on board as FIG members or Gen Ed activists – join in the conversation, offer ideas, support, and expertise. Be agents of change in general education reform. Help your faculty colleagues lead and make the new general education at York College happen. Together we can!

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York Students at Annual Conference of National Society for Black Physicists

In February 2009 six Physics and Math double majors from York College attended the annual conference the National Society for Black Physicists held in Nashville (Tenn.).

(L.-r.): Victor Udinwe, Odingo Mitchell, Dr. Marcel Agueros (Columbia University), Alex Borivitskiy, Ukpebor Obehi, Nicholas Hunt-Walker, and Jesse Mwarage.
Drop Dead Delicious, a new novel by Jill Brock, is explained by the author as a blended recipe of humor, mystery and racial diversity in friendship. “I guess the theme of this book is that friendship and love have no color,” says Brock. “When it’s not an issue, the possibilities of any relationship are endless.”

Maggie Swift, a pixie red-headed private investigator-in-training, and Odessa Wilkes, a dessert chef on the hunt for a bake-off-winning cake recipe, have been friends since high school.

Drop Dead Delicious is the second book in the story of the friends’ antics in New York City, from Maggie’s promising amateur detective work in between duties as a mother and housewife to Odessa’s trials of struggles with her growing cake-making business, working with her sister, Candace, at the family restaurant and dealing with her embezzling ex-boss who suddenly returns to town.

For more information or to request a free review copy, members of the press can contact the author at jbrock2@nyc.rr.com. Drop Dead Delicious is available for sale online at Amazon.com, BookSurge.com and through additional wholesale and retail channels worldwide.

About the Author

Jill Brock, the youngest of three sisters, grew up in Queens, N.Y. An avid reader since childhood, Brock says she has developed an eclectic taste in books, but prefers mysteries. She graduated from York College with a degree in fine arts and psychology and studied graphic design at the New York School of Visual Arts. In addition to writing fiction, Brock has worked in the mental health field with a focus on creative arts therapy and vocational services.
A Secret of Prospect Cemetery

York College has a secret. It is neighbor to one of America’s New York’s most important early politicians – Egbert Benson. Benson was New York’s first attorney general, he represented New York at the Articles of Confederation Congress, and he precipitated America’s first constitutional crisis, the case of the midnight judges.

Benson is buried next door in Prospect Cemetery. Unfortunately, during the 1970’s when the graveyard was home to drug addicts his grave was destroyed, probably to steal the bronze plaque that had been put on his grave by the New-York Historical Society, an organization that he had founded.

This year for Constitution Day, the Honorable Albert M. Rosenblatt (retired), Associate Judge of the Court of Appeals of the State of New York and John D. Gordon III, Esq. came to York to discuss Benson. Gordon is one of three Benson experts in the nation. The two speakers were sponsored by both this year’s Constitution Day committee, which consisted of Prof. Scott Sheidlower, Dept. of the Library, as chair; Prof. George White, Dept. of History and Philosophy; and Anthony Andrews, of the Office of Student Activities & Campus Programming, and by the York College Pre-Law Club.

New Programs Launch

“New Education Programs, Expanded Economic Success”

Don’t Miss!

Monday, March 9, 2009
Room AC-3D01, 11:00 am

Visit us Online:
York College — Office of the Provost website:
http://york.cuny.edu/academic-affairs
Beth S. Rosenthal recently published an article and was accepted as a participant in the National Science Foundation’s Gender Equity Project’s Grand Writing Assistance Program (at Hunter College).


New York Historical Society Visit Enriches Study of Literature
by Dr. Linda Grasso

On November 15, 2008 students in Professor Grasso’s course, English 353, visited the New York Historical Society, a trip supported by the Office of Academic Affairs. In English 353, students study how 19th-century U.S. writers were affected by the presence of slavery in their culture. Reading books written by men as well as women, black as well as white, students consider how writers such as Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, Frederick Douglass, Harriet E. Wilson, and Harriet Beecher Stowe imagined freedom, captivity, guilt, and morality.

The New York Historical Society trip made it possible for students to study material culture objects from the same period. Guided by a docent, students examined 19th-century maps, paintings, sculptures, figurines, and decorative plates, all of which enhanced their understanding of the short stories, slave narratives, and novels they were studying in English 353. Students applied what they learned to the course readings by writing a formal paper in which they drew a relationship between a museum object and a character, issue, or theme in Harriet Beecher Stowe’s Uncle Tom’s Cabin.

In addition to the New York Historical Society trip, students researched, reported on, and wrote formal essays about scholarly websites that contained primary and secondary sources about the writers and texts we studied. In their final examination essay, students reflected on whether the conclusions proposed in The Brown University Report on Slavery and Justice regarding reparative justice were applicable to our study of literature in English 353.

Impressions from the York College
Spring 2009 Convocation
New Majors Kick-off – Journalism, Nursing and Pharmaceutical Sciences!


The Nursing Launch includes an interactive workshop by the Laerdal Corporation that will show some of the latest in Simulation innovation for Nursing Education.

The Pharmaceutical Sciences Launch includes a hands-on classroom experience with Dennis Gulfoyle and Angelo Damanti, York College, ‘08, from the Food and Drug Administration.

New Majors Kick-off: Journalism, Nursing and Pharmaceutical Sciences!
Date: Monday, March 9, 2009
Time: 11:00 AM - 3:30 PM
3:00 PM – Campus Tours
RSVP by March 5, 2009
High School Counselors/Teachers – 718.262.2797
General Attendees – 718.262.3866

15
York College Provost Lecture Series
Request for Proposals

The York College Provost Lecture Series, a forum designed to facilitate a cross-campus conversation among scholars, welcomes applications from current York College faculty of all ranks to present their work. Applicants may belong to any academic department, program, or discipline, and may offer presentations or performances individually and in teams. Applications will be peer reviewed and selected by the Lecture Series Planning Committee.

The Provost Lecture Series offers an opportunity to present finished work or work in progress of such quality as to be published in peer reviewed journals, presented at regional or national conferences, or displayed or performed in prominent venues. Presentations should be communicable to a broad audience of peers, students, and other members of the College community.

Application

Name(s):____________________________________________________________________

Email address_________________________________________________________________

Department(s) or Program(s)___________________________________________________

Title of Presentation__________________________________________________________

In an abstract of 100-250 words, describe the nature and significance of the work and what will be discussed in the lecture. Applications will be judged based on the quality and clarity of the proposal, stated significance of the project within the context of research within the field(s), and compliance with the guidelines of the application (word limit of abstract).

Please check for equipment needed:

Computer ____ Projector LCD ____ VCR ____ CD player ____ Other ____

Please send completed applications electronically to fishman@york.cuny.edu by April 6, 2009 for a Fall 2009 presentation.

The Committee anticipates that there will be three regular sessions during Fall 2009.

Provost Lecture Series Planning Committee

Laura Fishman, History and Philosophy (Committee Chair)
Holger Henke, Office of the Provost
Louis D’Alotto, Mathematics & Computer Studies
   Linda Grasso, English
   Tania Levey, Social Sciences
Ivelaw Lloyd Griffith, Provost
   Adam Profit, Chemistry
Ronald Thomas, Administrative Affairs
Eva Vasquez, Foreign Languages, ESL, and Humanities
Francisco Villegas, Behavioral Sciences
York College CUNY
Spring 2009 Assessment Workshop

Assessing Student Learning and Institutional Effectiveness

Presenter:
Linda A. Suskie
Vice President, Middle States Commission on Higher Education

March 19-20, 2009
York College Faculty Dining Room

Topics to be presented include:
- Educational Effectiveness and Student Learning
- Assessing General Education
- Planning for Assessment Success
- Understanding and Using Assessment Results

Please RSVP by March 5, 2009
Register online at http://york.cuny.edu/assessment-workshop

For questions, contact Dr. Mohammadi or Shao-Wei Wu
at 718-262-2737 or shaowei@york.cuny.edu

Breakfast and Lunch will be provided

Sponsored by: Office of Academic Affairs supported by a U.S. Dept. of Education Title III Grant

York College / CUNY | 94 - 20 Guy R. Brewer Blvd, Jamaica, NY 11451 | 718-262-2333
CUNY Aviation Institute at York
Executive Speaker Lecture Series

SUSAN M. BAER
“ONE WOMAN’S JOURNEY IN THE AVIATION WORLD”

Inaugural Recipient of the
“CUNY Aviation Institute Award for Outstanding Achievement and Leadership”

Thursday, March 12, 2009
12:00 - 2:00 PM Faculty Dining Room

This event presented in conjunction with Women’s History Month and the York College Chapter of Women in Aviation.
Women’s History Month - March 2009

Women’s Studies - Women’s Center
Department of Foreign Languages, ESL, and Humanities

This Program is made possible with funds from the Auxiliary Program Enterprises, Inc.

Date: Wednesday, March 4th @ 6:00 p.m.
Location: Little Theater at the Performing Arts Center
Organized by: Dr. Charles Coleman, Dr. Cheryl Adams, and Dr. Fabiola Fernandez Salik
Sponsored by: Office of the Provost and Senior Vice President for Academic Affairs,
Women’s Center, Cultural Diversity Program, and Department of KUM, FT, and ESL
Event: "Expanding Wing...Seeking Space: Crossing Generations and by Survival of Domestic Violence" Directed by Nihal

Date: Wednesday, March 11th @ 6:00 p.m.
Location: AC 4409
Organized by: Dr. Michael Flynn, Dr. Margaret Deigo, and Dr. Fabiola Fernandez Salik
Event: "From the Little School to the Strange House: A Mother’s Daughter’s Journey Battling against State Terrorism" by Alicea Parnay & Nefi Jorge Sainz

Date: Monday, March 16th @ 6:00-8:00 p.m.
Location: Faculty Dining Rooms AC-2001
Organized by: Dr. Richard Sheehy, Dr. Fabiola Fernandez Salik, and Women’s Center
Event: Dr. Helen Stearnsberg

Women’s History Month Annual Lecture: "Stories of Some Phenomenal Women in Mathematics" by Linda Golay, Brooklyn College

Date: Tuesday, March 10th @ 4:00-6:00 p.m.
Location: Performing Arts Center Lobby
Organized by: Women’s Center, Dr. Margaret Billings, and Dr. Fabiola Fernandez Salik
Event: "Theの人たち: A Commitment to Justice" by Lelia Falcon

Date: Thursday, March 12th @ 12:00-2:00 p.m.
Location: Faculty Dining Rooms AC-2001
Organized by: CUNY Aviation Institute of York College, Women’s Center, and Dr. Fabiola Fernandez Salik
Event: "Women in Aviation: An Aviation Lecture"

Date: Monday, March 23rd @ 12:00-2:00 p.m.
Location: Faculty Dining Rooms AC-2001
Organized by: Women’s Center, Prof. Kyung Sung Beamer, and Dr. Fabiola Fernandez Salik
Event: "Women in the White House"

For more information contact:
Dr. Fabiola Fernandez Salik
Coordinator of Women’s Studies
(718) 262-2485 - ext. 2485

Special thanks to New servings and the Marketing & Communications Dept. at York College

The deadline for submissions to the April issue of Academic Affairs Update is March 23, 2009.

All items should be submitted in MS Word via email to:

AcademicUpdate@york.cuny.edu

Publication of Academic Affairs Update is facilitated by U.S. Department of Education Title III grant funds.