

Academic Affairs Update

YORK COLLEGE

Women in Aviation Advise York Students



Dr. Robert Aceves (center), Director of the Aviation Institute at York College with students (l.-r.) Salvador Saravia, Shivanand Sooknanan, Dasyi Manzano, President of Women in Aviation at York, and Hanna Mohammed

A recent gathering of the Aviation Executive Speaker Series at York College featured students, faculty, senior administration leaders,

members of the legendary Tuskegee Airmen, and aviation professionals addressing students and family members of the CUNY Aviation Institute at York College.

As one of his final duties before turning the Institute over to Dr. Robert Aceves, as director, Michel Hodge, acting Assistant Vice President for Enrollment Management, organized the third installment of the Series and functioned as the emcee.

Moderated by Philippa Karteron, Executive Director of the Council for

Airport Opportunity, the panel discussed the challenges of life in the aviation fast lane while retaining a balanced family life – especially for women.

Among the panelists with Dr. Aceves, an Air Force veteran who transitioned seamlessly into academia, were Patty Clark, a senior advisor in the Aviation Department of the Port Authority of New York and New Jersey, and Icema Gibbs, Director of Corporate Social Responsibility for Jet Blue Airways Corporation.

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Special points of interest:

- **Three New Schools - Many Opportunities (Pt. II)**
- **Pulitzer Winner Visit to York**
- **Student Research**

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York's Child Care Center Opened

Assemblywoman Vivian Cook recently joined College and City University of New York (CUNY) officials as well as community guests, at a ribbon-cutting ceremony for the York College Child and Family Center, which now stands on the site of the former St. Monica's Church.

The College restored the brick façade and bell tower of the church, built in 1856, incorporating it into the steel and glass building and created the magnificent state-of-the-art facility.

After closing in 1973, St. Monica's Church, the home parish where former New York Governor

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Assemblywoman Vivian Cook, Vice Chancellor Peter Jordan, Marcia V. Keizs, President, and Vice Chancellor Gloriana B. Waters (l.-r.)



Prof. Swoboda (center), Dr. Fishman (l.), and Assistant Provost Henke during the presentation of the lecture poster to Dr. Swoboda

“The process whereby these ‘contested illnesses’ become recognized as new diseases is a lengthy and complex one.”

On October 26, 2009, Dr. Debra Swoboda, Associate Professor of Psychology in the Department of Behavioral Sciences, presented the second Provost Lecture of the Fall 2009 semester. Assistant Provost Holger Henke welcomed the group and introduced the topic as a timely one in view of the current national debate about health care. Then, Dr. Donna Chirico, Chair of the Department of Behavioral Sciences, introduced Dr. Swoboda, noted her earlier work in disability studies, and emphasized the importance of her research.

The introductory comments and the opening remarks by Dr. Swoboda stressed the essential theme, i.e. that disease and illnesses are social constructs. Dr. Swoboda’s aim was to examine how various illnesses become recognized as “legitimate” by society in general, and by medical and legal authorities in particular.

The process whereby these “contested illnesses” become recognized as new diseases is a lengthy and complex one. Therefore, interdisciplinary research is essential. Some contested illnesses do gain acceptance as legitimate diseases, but

others do not. Dr. Swoboda provided numerous examples to illustrate her findings. “Chronic pain” is now recognized as fibromyalgia, “chronic lack of attention,” is now seen as attention deficit disorder, and “chronic fatigue” has now gained status as chronic fatigue syndrome. On the other hand, “multiple chemical sensitivity” and “gulf war syndrome” have not yet been recognized as legitimate diseases.

Contested illnesses are generally controversial because they lack a clear “case definition.” This means that there is no consensus regarding their name or cause, and the public does not recognize them as real diseases. Many believe these illnesses to be only psychological in nature, or even non-existent. There may be a broad range of symptoms, treatment is not clear, and there is no definite legal and/or medical classification.

Dr. Swoboda examined the reasons why some contested illnesses do gain status as legitimate diseases. People who suffer are able to join together and mobilize, lobby government officials, and gain media

attention. Research is also crucial to this process. Support from the medical community, and especially the Center for Disease Control, is vital. Once a disease gains acceptance and has acquired a “case definition,” sufferers are able to obtain benefits from government agencies.

A lively discussion followed Dr. Swoboda’s presentation. Questions and comments stressed the interdisciplinary nature of this key topic, raising issues of gender, age, technology and economics. Overall the group discussion reflected the theme of the lecture which stressed that medical knowledge is created within a specific social and cultural context, and that research is driven by the questions which we choose to ask.



Provost Lecture

“How Do Contested Illnesses Become Public Health Concerns?: Understanding Stakeholders and the Process of Transformation”

by Dr. Laura Fishman

Students at Major Geology Conference In Oregon

by Zarine Ali

I recently had the experience of a lifetime visiting Portland (OR) where I attended the annual Geological Society of America (GSA) meeting with my professors – Dr. Schleifer, Dr. Khandaker, and Dr. Dhar – and my friends and fellow students (Malek Shami, Nazifa Haniff and Wilfred Beauzile).

This year, the meeting was held at the Oregon Convention Center and the theme was “Living with Dynamic Landscapes.” We presented our research covering geological topics from a wide-range of geographic terrain including the New Jersey coast to Rosendale in up-state New York to the Gulf of Aden, Yemen.

Paper presentations at the GSA annual meeting have been made possible by the direct supervision of the geology faculty and the students’ involvement in collecting field data, laboratory investigation, and preparation of the presentation for the annual GSA meeting. The entire process took well-over two semesters, and it was worth the effort.

There were also York alumni at the conference presenting their own work. Seeing past students who are now pro-

fessional geologists was encouraging to those of us who are still in school. This is because these individuals were once where we are now, doing undergraduate research and they were able to make the transition successfully into graduate level research or professional employment. It showed us how important attending these meetings is.

Thousands of geologists were present at the conference. Being able to present my research provided a great sense of accomplishment for me. It was not only an honor to be in the presence of all these geologists, but also educational for me as a striving female who is majoring in geology.

It was quite an experience having my fellow geologists stop by and ask questions about my research. Some of these geologists were familiar with my study site, which is Island Beach State Park, located on the New Jersey shore. They provided insights into how I can continue my research. The meetings encourage networking which is a skill that every young professional should learn.

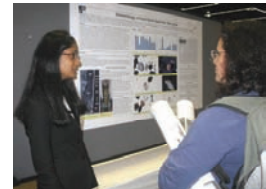
I was also surprised when a representative

from Exxon-Mobile, John W. Snedden, asked me to send him some of my results. Exxon-Mobile also did work in the waters of the beach area.

Not only did I present my work, but my friends and I also took a tour of Mt. Saint Helens and its surrounding area. When I found out that this year the meeting would be held in Oregon, I knew I had to see this majestic volcano. Ever since its eruption in 1980, geologists have been fascinated by this mountain. The most amazing part of this entire trip was hiking on material that was deposited from past eruptions, with Mt. St. Helens in view. We took more than 500 pictures on that one day alone.

Our trip to Oregon and Washington State has given me one of my most treasured and exciting memories of being geology major. The eye-opening opportunities that the geology professors and administrators of York College gave to their students were truly awesome. We are grateful for their guidance and financial support.

I am looking forward to the next annual GSA convention (2010), held in Denver Colorado.



Zarine Ali (1.) explaining her research work



Wilfried Beauzile, Zarine Ali, Nazifa Haniff, and Malek Shami at the Portland GSA Convention



L.-r.: Patty Clark, Icema Gibbs, and Michel Hodge



Many students attended the event



Patty Clark (r.) of the Port Authority of New York and New Jersey and Veronica Carpio, student at York College

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“York is all about opportunities, ownership and outcomes,” said Dr. Ivelaw Lloyd Griffith, Provost and Senior Vice President for Academic Affairs. “Opportunities for educational growth, as well as for ownership and outcomes are very important. But there’s another letter that is important: Letter ‘F,’ for family is important as you study, as your family provides a home and other necessities for you until you become social contributors to the society.”

Dr. Harry Rosen, Dean of the School of Business and Information Systems, also addressed the gathering.

“The Aviation program has been a wonderful experience for me, coming to York College, said Rosen, who came to York earlier this year. “The Aviation Institute is leading the way in the School of Business.” Dr. Rosen further remarked on the importance of subject areas such as Corporate Ethics, Responsibility and Leadership, in the study of Aviation Management at York.

But Clark and Gibbs were able to put faces on Aviation careers for which the York students are preparing, and shared their stories in poignant

layman’s terms, including the moments when they announced their pregnancies to their immediate bosses.

“It was easier for me to tell him I had breast cancer,” said Clark, of informing the late Bill DeCota (her boss at the time) of her pregnancy with her now nine year-old son. “He just kept saying, ‘Isn’t that something. Isn’t that something...?’”

Clark talked about the necessity of having “quality, reliable” childcare to facilitate the continuation of a career and shared various anecdotes from colleagues within the industry. She also cautioned the students to be realistic about what will be feasible as they embark on careers and families.

“Start out each day knowing that you will disappoint somebody,” she said. “Once you know you can’t do it all, [just] figure out how to do the best job you can with the least amount of damage to yourself. Career and family are probably the best investment we make.”

For Gibbs, an only child with one child, the extended family and family of friends are essential to the success of the bal-

ancing act. And she shared her own experience of telling her male boss of her pregnancy some time ago as well. But like Clark, she found a way to make it work.

“It’s about networking, asking and depending,” she noted. “Aviation doesn’t close at 9:00 [pm] nor for Christmas or for Hanukah. It is irregular hours. People fly every day of the year. You may think you are leaving at 9:00 and don’t [get to leave] until 9:00 next morning. It’s about balance.” Gibbs also advised the gathering that they “*can* have it all, but not necessarily all at the same time.” “Sometimes you eat the bear and sometimes the bear eats you,” she said. “But everyday you come back and you do your job to the best of your ability.”

The evening ended with a perfect quote from Arielle Aceves, the six year-old daughter of Dr. Aceves, and she literally had the last word.

“True courage is pursuing your dream,” said the pint-sized philosopher, quoting from the video “Barbie and the Three Musketeers,” “even when everyone else says it’s impossible.”

Pulitzer-Prize Winning Playright Nottage at York

With the help of the Cultural Diversity Program York College was pleased to host playwright Lynn Nottage—2009 Pulitzer prizewinner for her play *Ruined*—in a recent appearance.

The author conducted a talk back with the audience following a performance of her play *Fabulation*, directed by Tom Marion (Dept. of Performing and Fine Arts). This remarkable comedy starring York students highlighted their talent and professionalism.

Ms. Nottage, a visiting lecturer at the Yale School of Drama, is internationally known—the winner of many awards including the 2007 Mac-

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Mario Cuomo served as an altar boy, yielded to the disrepair of time and the elements and the landmarked structure finally collapsed.

Enter President Marcia V. Keizs and Assemblywoman Cook, and the dream to turn an old church into a new childcare center was given renewed hope.

Financed out of \$5 million in capital construction funds allocated by

Arthur Genius Award and the National Black Theater Festival's August Wilson Playwriting Award. In 2005, she won the Obie Award in Playwriting for *Fabulation*, a comedic fable about an ambitious African-American woman who, after many setbacks, is forced to face her own life choices in order to regain her humanity.

Provost Griffith set the tone for the talk back commenting that college is not just classes, but an accumulation of rich experiences from which students can benefit, including their exposure to many cultures through the arts.

When asked about the

the state legislature through the efforts of the Assemblywoman, the center now serves the childcare needs of York College students with small children.

Also on hand to celebrate with President Keizs and CUNY Vice Chancellors Peter Jordan and Gloriana Waters were representatives for Queens Borough President Helen Marshall, State Senator Shirley

“connecting thread” in all of her diverse works, Nottage explained that there were two things: 1) Women from the Diaspora marginalized and trying to find themselves; and 2) (she smiled as she said), “I finally have to admit, my plays are also about unrequited love.”

When an aspiring director asked for advice, Nottage responded that many persons in theater give up too quickly. It generally takes ten years to succeed. She advised the student to see as much theater as possible to study the art—everything from Broadway to the side shows on Coney Island.

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Huntley, Assemblyman William Scarborough and Councilman Leroy Comrie.

Yvonne Reddick of Community Board 12, Rev. Charles Norris, senior pastor, Bethesda Missionary Baptist Church, Carlisle Towery of Greater Jamaica Development Corp, and Bob Richards of the Jamaica Chamber of Commerce and others, also joined in the celebration.



2009 Winner of the Pulitzer Prize for Drama, Lynn Nottage



EPortfolios@York

This Fall a pilot ePortfolio program was launched with support from a 2009-10 Coordinated Undergraduate Education (CUE) Innovative Programs Award. In just three months, the program has registered 406 users and more than 500 electronic portfolios.

Writing portfolios, which give students a place to document, display, and reflect upon their academic work, have been utilized at the undergraduate level for decades. The digital capacities of an ePortfolio allow for a more dynamic element, capable of managing both traditional portfolio content like term papers and reflective essays, and up-to-the-minute methods and media through its ability to include hyperlinked content, images, and audio and video files. EPortfolio offers new ways for students to record their academic work within and across individual classes, and provides a searchable web presence that can be shared with peers, family, faculty, and even prospective employers, all over the globe.

York has chosen WordPress Multi-user as the platform for its ePortfolio program. This easy-to-

learn platform is the same as that used by Blogs@Baruch, the Macaulay Honors College's ePortfolio initiative, and the new CUNY Academic Commons. WordPress Multi-user is exportable, so students will be able to take their work with them upon graduation. BuddyPress, an affiliated suite, allows social networking among participants.

Currently, the ePortfolio is being used by seven faculty members teaching Writing or Writing Intensive courses and two in Academic Computing courses. These individuals are experimenting with different ways of using the platform: Xiaodan Zhang (Dept. of Social Sciences) is making use of it as a place for peer-editing and as a location to document the different steps of the research process; and Phebe Kirkham, Substitute Lecturer (Dept. of English), is asking her students to record their less-formal class writing in blogs, and to create pages to showcase work building toward their final research paper. In the Spring, the program hopes to expand to more classes, with the goal of eventually integrating ePortfolio fully into York's curriculum.

Both students and faculty can get assistance in the E-Writing Studio, located in the Writing Center in AC 1C-18. The staff of three: Supervisor Jennifer Worth, a former CUNY Writing Fellow at York; Anna Charles, a junior majoring in Communications Technology, and Steve Jules, a graduate of York's Communications Technology program are available for one-on-one assistance both by appointment and on a drop-in basis. Support is also offered via email (eportfolio@york.cuny.edu) and phone x2478.

ePortfolios@York is funded by an \$85,000 CUE Innovative Programs grant awarded to Acting Associate Dean for Professional Programs Dana Fusco, Associate Professor of English Michael J. Cripps, and Director of Academic Advisement Center Dr. Bob Baer. You can learn more about York's ePortfolio platform online at www.york.cuny.edu/it/webteam/eportfolios, and at the ePortfolio news blog: blogs.york.cuny.edu/wp/eportfolionews/. Faculty interested in incorporating ePortfolio in their classrooms should contact Professor Cripps at mcripps@york.cuny.edu.



Student research at Biology Conference

Dr. Francisco Villegas, Associate Professor of Psychology at York, had the honor to act as a mentor and have several of his students present research posters.

Under his direction, Renee Joseph, Linda Ejem, Kelly Payne and Professor Winsome Smickle presented the first of the posters entitled *Measures in Cognitive Functions in a Rat Model of Alzheimer's Disease* at the 42nd Annual Fall Metropolitan Association of College and University Biologists Conference on October 24, 2009 at Kingsborough Community College in Brooklyn (NY). The second poster entitled, *Rat Model of Alzheimer's Disease and Measures in Cognitive*

Function a Pilot Study, by Nataly Murillo, Linda Ejem, Renee Joseph, and Kelly Payne was presented at the Annual Biomedical Research Conference for Minority Students on November 4-7, 2009 in Phoenix (AZ).

The posters at these conferences presented the results of ongoing research involving the chronic infusion of neurotoxins resulting in a "rat" model of Alzheimer's disease. This involved cognitive testing using the Morris Water Maze for quantifying *learning and memory*, and a "serial reaction time task" system for testing *attention*.

These studies continue to be sponsored by the "The Research Initiative for Minority Students

Program of NIGMS" and the Provost and Senior Vice President of Academic Affairs Dr. Ivelaw Griffith. The NIGMS program is administered by Dr. Patricia Schneider, Professor of Biology at Queensborough Community College.

Dr. Francisco Villegas' central interest is based on contemporary research using adult stem cell (neurospheres) transplantation and recovery of cognitive functions in a rat model of Alzheimer's disease.

Other students involved in Dr. Villegas' research but not mentioned as authors were: Ms. Isabel Rodriguez, Mr. Ajani Benjamin and Ms. Latresha Richards.



L.-r.: Linda Ejem, Dr. Francisco Villegas, Renee Joseph and Nataly Murillo.

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When Prof. Charles Coleman asked Ms. Nottage how she developed her characters, she responded, "The characters begin to haunt me. I then ask questions of them and write monologues."

A theater director asked which Ms. Nottage preferred, comedy or drama. The audience was surprised when she responded that she always writes two plays at once—

a comedy and a drama—because, as she explained, "When I am writing and get tired—rather than watching TV or doing something else—I switch to the other play. It's kind of the yin and yang that keeps me going."

The Cultural Diversity Program would like to thank the many persons who helped make this event the great success that it was, with a special thanks to Kay Neale,

(Cultural Diversity's first full-time lecturer) for arranging to bring Lynn Nottage to York; Dr. Laura Fishman (Chair, Department of History and Philosophy); Tom Marion (Department of Performing and Fine Arts); Linda McKenzie and the Women's Center; Provost Griffith and the Office of Academic Affairs, which sponsored the reception following the event.



OT Students' Community Outreach



Above: Prof. Faust (3rd from left) and students York Fest

Below: Health related activities during York Fest



This semester the York Student Occupational Therapy Association (YSOTA) worked together to participate in several community activities. Thinking outside the box with student advisor Professor Sharon Faust, has produced several opportunities to educate and support consumers. During the College's *York Fest*, YSOTA seized the opportunity to heighten awareness about Occupational Therapy and support the profession's "Pack it Light, Wear It Right" effort. The students engaged people of all ages in an interactive activity where they taught the "dos and don'ts" of packing backpacks.

In October, students participated in a Wellness

Fair sponsored by a local church in the community. During this event, students were able to share information about York College and Occupational Therapy as a profession. Colorful packets were prepared with information about stress & time management, the use of adaptive equipment, and fall prevention. Students found the experience to be quite rewarding and are looking forward to participating again next year!

Most recently, YSOTA returned another year to Brooklyn to participate in the annual ING New York City Marathon. Students volunteered their time and energy to support the runners. One student said of the experi-

ence "We came with a feeling of excitement and left with a feeling of accomplishment. As we stood by the tables providing liquids to the runners, we could encourage them and see their motivation." Though it was hard work, all enjoyed participating in such a wonderful community experience.

York's Occupational Therapy students have discovered that community involvement is not only necessary, but it is often welcomed. It lifts the spirit of those who receive as well as those who offer themselves, their time, energies, and knowledge.

On December 1, CUNY Diplomat-in-Residence (at City College of New York) Robert W. Dry met with a number of interested students to explain the various avenues to enter the Foreign Service and the multiple scholarship and career opportunities that exist in this field. Here, Ambassador Dry (center) is posing with some of the students who attended, and Linda McKinzie-Daugherty, the coordinator of the Women's Center at York



Three New Schools – Many New Opportunities

Reflections by Faculty, Students, and Administrators

Following the inauguration of York College's new schools during a conference, *Academic Affairs Update* will carry the reflections from the panelists who spoke at the conference. This is the second and last installment with articles by Dr. Leslie Keiler (Teacher Education), Dr. Deb Swoboda (Behavioral Sciences), Dean of the School of Business & Information Systems, Dr. Harry Rosen, as well as Speech Communication/Education student Jasmine Calizaire .

Dr. Leslie Keiler: The schools model creates a novel structure for York College that draws new borders around us and our work. As borders tend to do, these school divisions create an “us” and “them” perspective. However, this identification does not need to be framed in the negative way that such dichotomies usually are interpreted. The “us” and “them” identification can be a useful tool to examine the possibilities and challenges posed by the schools structure as we consider our research agendas.

One way to explore the potential of the schools model to advance our research is to look within the borders of our school, to see who exactly is “us.” Many of us are so used to thinking about our work within the structure of our departments that examining this alternate “us” could open new possibilities. One area that holds strong potential for collaborating with “us” is in the Scholarship of Teaching and Learning.

As we look at the desired learning outcomes and instructional pedagogies that exist within the courses in our schools, we are likely to see overlaps and opportunities what we never knew existed. Another possibility for collaborations within our schools lies in combining research agendas with the college-wide assessment initiative. For example, within the School of Health and Behavioral Sciences, faculty could examine the impact that graduates from a range of program are having on communities of English Language Learners. We could explore the ways in which our alumni are advancing social justice agendas across their professional practice. Possibilities are bounded only by our creativity and resourcefulness.

In addition to looking within our schools for collaborators among “us,” the school structure can highlight ways in which our research could be enriched by “them.” By defining our commonal-

ities within schools, we make public and explicit the areas of expertise that exist within our borders and the possibilities of drawing on expertise that exists outside. Looking at the expertise that exists within other schools could provide inspiration for new directions to take our research agendas.

For example, I was recruited to join the research team of an NSF grant by the PIs, who are chemistry professors, because I am engaged in qualitative research. Although embedded in their own quantitative expertise, they took the risk of adding a new perspective to their research program, making their next grant application stronger. In contrast, those of “us” in Health and Behavioral Science could strengthen our grant applications by reaching across the border to the School Of Business & Information Systems to analyze potential economic impacts of our proposed programs. Help is there that we never knew we needed.



Dr. Leslie Keiler

“Instead of lecturing about adaptation to different environments, students learned the material by creating their own plants ‘from the roots up’.”

“We stand on a border between our past identity as York College and our new identities as members of Schools within York College.”



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While collaboration presents substantial benefits, it comes with significant challenges as well. In general, true collaboration tends to be more time consuming than solo work, as research methodologies, interpretations of data, and wording of articles have to be negotiated between equal peers. Further, learning from collaborators from across a border can make us feel vulnerable, as we expose areas of ignorance and weakness in our experience and expertise. We are used to pushing back borders within our own field as we pursue our research, but stepping sideways across a previously unperceived border can make us feel as if we are losing ground in developing expertise.

This certainly has been the case in my collaboration with Dr. Linda Gerena. Over the past year, we have developed a strong collaboration, exploring ELL students' science learning. In order to develop this collaboration, we have both had to confront areas of relative ignorance, hers in science and mine in the experiences of ELL students, and learn from each other. Such learning is time consuming, as well as emotionally charged. Would my research have been

more efficient if I had collaborated with another science educator? Probably, but the vital insights that we have developed would remain hidden if we had been unwilling to take this risk. The borders of fields can provide us with fertile ground for exciting discoveries.

Other risks are involved in pursuing collaborations, as we do not know how the products of such partnership are valued in the tenure process. We are warned not to rely too heavily on our graduate school research team, to make sure that our research portfolio includes solo author work, to show that we can be independent and innovative. In this light, we are unsure of how new collaborations will be viewed. Will we be seen as being innovative as we cross traditional borders in creating research partnerships or will our research agendas be interpreted as not being focused?

Other borders that we should consider crossing are those between students (them) and researchers (us), between teaching and research. While some of our colleagues, particularly those in the sciences, already incorporate students into their research process, many of us have yet to

find ways to bring our undergraduates across this critical border in academia. At one of my former universities, a fellowship program supporting collaborative summer research between faculty and students was so successful that it ran out of money. At that institution, publications with students were rated higher in the tenure review process than solo papers or peer collaborations, even if the venue was less prestigious. However, while many of us initially saw the undergraduate research program as a way to accelerate our research agendas, we soon learned that mentoring these novice researchers involved a substantial time commitment that usually did not pay off in useful work products until the second year of collaboration. As with SOLT, the institution struggled with how to define this work along the research and teaching border, unsure how to value teaching that was a one-on-one experience or research that had yet to result in publication.

Departments dealt differently with “counting” faculty mentorship of student research during the academic year, which led to substantial resentment across department borders.

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I am excited about our highly reviewed undergraduate research program that is integral to the Robert Noyce Scholarship Grant. However, as implementation approaches, I feel a certain trepidation about the practicalities of this endeavor. If York is going to pursue the possibility of a flourishing undergraduate research program across the college, the schools must collaborate to meet the challenge of developing equitable ways of supporting, counting, and measuring success of this endeavor.

Thus, this new school structure creates both possibilities and challenges for us as we move forward with our research agendas. If we are going to take advantages of the possibilities and meet the challenges successfully and productively, we must be prepared to take risks, to work outside the usual borders of our research programs and experience the discomfort of becoming novices and learners. In order to do this, we must have safe space and time in which to conduct this work.

New structures and new research approaches that exploit those structures require a re-evaluation of traditional measures of research suc-

cess. The process of growth in new areas must be valued along with the products this growth produces. The increased time required of collaborative research efforts must be part of the equation as we calculate productivity expectations. The time and attention required of mentoring students in the research process must be given appropriate weight if it is to become an integral part of our academic lives.

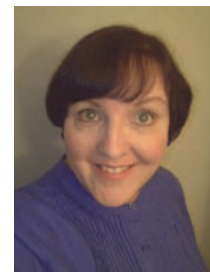
We stand on a border between our past identity as York College and our new identities as members of Schools within York College. Crossing this border can be a meaningful marker of growth in the history of this institution or it can be a meaningless structural shift in organizational charts; the choice of whether to explore the possibilities and meet the challenges is ours.

Dr. Debra Swoboda: As I prepared my contributions for today about the impact of York's reorganization into 3 schools on General Education reform, I was struck by the idea that this change in organizational structure comes on the heels of a great deal of change at the College in the last few years. The College is

changing in several ways that fundamentally alter the everyday lives of faculty and students. We have a record enrollment of students, with more freshmen students entering the College than ever before. A generational shift in the faculty who work at York is also occurring: a significant portion of fulltime faculty and personnel have been at the College less than 7 years. York also has a plethora of new programs and majors, reflected in the fact that half of all York College students now enter professional programs. This new landscape at York College also includes the organization of academic life into three schools – the School of Arts and Sciences, the School of Business and Information Systems, and the School of Health and Behavioral Sciences.

The ground is also shifting at York – to use a different metaphor – in ways that reflect fundamental change occurring across higher education in the 21st century. In the 21st century, the knowledge created in classrooms and laboratories is increasingly specialized and professionalized, and the disciplinary boundaries defining what we

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Dr. Deb Swoboda

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teach and research are increasingly blurred. In this new world, students entering college are more diverse, more technologically savvy, and more vocationally-oriented than students were in the past. In this new world, York, like other higher education institutions, must increasingly respond to the demands of external constituencies – including funding agencies, accreditation bodies, accountability agencies, and donors, and the College must compete with both peer and aspirational institutions for students and resources. The role of the faculty member is also different in this new world: we are held more accountable for student learning; we must meet rising standards for promotion and tenure and seek external funding for our work; and we have greater service demands placed upon us.



An opportunity to reflect: President Keizs (l.) and Dr. Karen L. Gould, President of Brooklyn College

In this changing landscape, a group of York faculty members have been deliberating reform of York's General Education (GE) requirements – requirements that have not significantly changed at York in almost two decades. As most of you know, a Task Force has been working on developing a new GE model, sup-

ported by a significant number of faculty from across the college in Faculty Inquiry Groups, for over a year. The GE model being discussed differs significantly from York's current GE curriculum in several ways, and the proposed curriculum tries to address many of the imperatives driving changes in teaching and learning at York and across higher education. Consequently, true GE reform will require new ways of thinking about the what, the who, and the how of general education.

The GE curriculum being proposed establishes the importance of enabling students to make connections across courses and disciplinary boundaries, and between their undergraduate education and the changing world they will inhabit, and thus the proposed GE curriculum replaces the current large, silo, distribution model of GE with a core of interdisciplinary, team-taught courses.

The proposed GE curriculum also recognizes that York freshmen students need an introduction to expectations for college life, one that helps them develop a learning community and aids their affiliation with a major

and with the College, and thus introduces a freshman seminar requirement. The proposed GE curriculum also reduces the number of foundation courses and instead emphasizes the suffusion of critical abilities – written expression, quantitative literacy, and information literacy – across multiple courses in the new curriculum. Finally, the proposed GE curriculum introduces an integrated capstone experience – providing the opportunity for students to connect their general education and disciplinary learning, and for York to assess what it means to get a York College degree from beginning to end.

The organization of York's academic structure into three schools presents potential problems and new possibilities for imagining the what, the who, and the how of this new GE curriculum. For instance, differences that exist in the programs and requirements that sit across the three schools raise potential barriers for implementing a common GE. Should GE be something that all York students should have in common, regardless of a student's school, or is flexibility for school differences necessary?

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Another potential problem exists in terms of general education delivery. If the new curriculum includes interdisciplinary, team-taught core courses, this will require faculty to build and deliver curriculum across the boundaries of discipline and department, but now also across school boundaries. On the other hand, discipline and department boundaries within some schools may be now be easier for faculty to cross, because these connections are now structurally and philosophically more natural. There may even be shared pedagogies—signature pedagogies—that faculty across departments and disciplines may wish to embrace as the most authentic way to teach particular courses within that school.

Organization of academic life by schools also raises new challenges and opportunities concerning who should teach general education. If GE is deemed to be an essential teaching responsibility among faculty at all levels and an important part of the mission of every department and program, how will this responsibility be distributed within and across the schools, and will the schools sup-

port or limit this possibility?

A fundamental difficulty in undertaking GE reform in this new landscape involves deciding what liberal learning all students should have in common across disciplines, departments and schools and if the proposed curriculum of a common set of interdisciplinary, team-taught, core courses is embraced, agreeing about how to design and deliver these courses across discipline, department and school boundaries. A danger here is that we recede into department or school loyalties and cover our eyes and ears to the imperatives for moving York's GE into the 21st century.

York's organization into three schools provides an opportunity for us to rethink what GE means to our students, to ourselves, and to our institution. Undertaking GE reform will require new habits of mind – new ways of thinking about how to address structural and cultural problems, answers to which are not immediately known. Practicing these new habits of mind has never been as important at York College – where the ground is shifting and new possibilities and uncertainties

abound. York's reorganization into three schools provides both significant challenges and new opportunities for affording interdisciplinary knowledge, for delivering a truly common general education, and for embracing our changing roles as teachers and knowledge producers in the 21st century.

Dr. Harry Rosen: I think it important to tie trends in business pedagogy to the history of collegiate business education itself. And the start was a rocky one. Most established colleges and universities believed that business education belonged in trade schools. At Harvard, there was a battle royal, that required the intervention of the Harvard-trained philosopher Alfred North Whitehead to resolve. It is also interesting to note that medical education was accorded the same status as business education. Medical schools were considered to be unworthy of an academic imprimatur. (The utilitarian Quakers at the University of Pennsylvania had no such reservations about either business or medicine.)



Dr. Harry Rosen



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L.-R.: Dr. Leslie Keiler, Dr. Harry Rosen, Dr. Deb Swoboda, President Marcia Keizs, student Jasmine Calizaire, Provost Ivelaw Griffith, and Dr. Gerry McNeil

The immediate result of academic resistance to business study was to not stray too far from traditional subject matter, such as the emerging field of economics. And they certainly would not stray from traditional, lecture and recitation pedagogy. The first collegiate business schools opened at the University of Pennsylvania and Harvard during the early years of the twentieth century. But as time moved on and schools of business were founded at more and more universities, the worst fears the early detractors came about. What can only be described as “trade school content” began to creep into business school curricula.

When I served as Associate Dean of the Zicklin School of Business at Baruch College, I had an opportunity to view actual transcripts from the early 1950’s. They had been recorded on microfilm. The transcripts were lovely examples of penmanship, but that is where the attractiveness ended. I distinctly remember course titles such as “Trading in the Petrochemical Industry”; or “Trading in Pulp, Paper, and Lumber.” They had

the distinct ring of manuals, not textbooks.

Concern over this state of affairs grew to the point where the Carnegie Commission was called upon to investigate the matter, and to right the ship. The Commission’s report appeared in 1959, calling for an introduction (or one might say reintroduction) of academic rigor into collegiate business schools. The response was rapid, but regrettably, stultifying. Apparently, the flip side of *rigor* was *mortis*. Some of the faculty, who had taught me in my doctoral program, taught during the mid- to late 1960s and told me, “The worst thing one could be was relevant!”

Fortunately, the same period saw the beginnings of two pedagogic breakthroughs that have continued to develop to this day. The breakthroughs were Case Method Teaching and Business Simulation. The first breakthrough, that came to be known as the Harvard Case Method, went far beyond simply presenting accounts of successful business decisions. In fact, it was not important that the decisions were successful at all. Case method required specially

trained faculty. These faculty had to use the facts case to lead students through a rigorous decision-making process. I like to say that *a good case is about questions not answers*. This is more than a catch phrase. It is a word of warning. Practicing managers regularly offer to present their idea of a case. These “cases” are more often than not successful decisions on their part. Nothing wrong there. But the resulting classroom discussions tend to become an attempt by students to beat the guests to their own punch-line! Both guests and students usually enjoy the session, but little is gained!

The state of case method teaching has evolved to the point where whole journals are devoted to teaching cases. They have the same sort of blind peer review to which research papers are submitted. The main focus of these reviews are the mandatory Instructor’s Notes that accompany each case. Each note tells the instructor who will use the case how the facts are to be assembled, and how the decision-making process will evolve.

The other major teach-

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ing innovation is generally referred to as Business Simulation and first began to appear in the mid 1960's. The core of these simulators is a set of interacting probability distributions that reflect market conditions for a particular product. Typical factors might include interest rates, family disposable income, availability of labor and wage rates, and availability of raw materials and components and their respective prices.

This is referred to as *Monte Carlo* simulation, because the market factors can be imagined as wheels of fortune that are spun for each set time period. The results then interact with a set of decisions made by teams of students who have formed companies competing in this hypothetical market.

Business simulators have advanced in sophistication as the underlying statistical tools have improved, and as computing software and capability have expanded. I remember my first exposure to simulation required my partner and I to compete with our classmates to build and sell Ambers, Bells, and Clanks; not very exciting. And we had to submit our deci-

sions on punch cards! Now, simulators are based on real market factors, pertaining to real products, with decisions entered over the internet. Student and faculty satisfaction with the current generation of simulators tends to be high. One might ask how students would be graded for this exercise? Just as case method is about questions not answers, simulation is about process, not making the most money. Teams are graded on how clearly they articulate a strategy to deal with market conditions, how well they bring the basic tools of business to bear, and how well they work as a team.

There is another set of mechanisms that have grown in popularity that also infuse reality into the classroom. They tend to focus on a narrower set of business decisions than the simulators described above, and are generally referred to as Games. I will call your attention to two such Games. The first is a product called "Turning Gears" that is the name of a fictitious toy company, and the pedagogic objective is to force students to face ethical dilemmas.

One of the hardest as-

pects of teaching business ethics is to get students to actually face ethical dilemmas, rather than just talking about them. "Turning Gears" is enabled by the internet and puts students in the role of a junior executive, anxious for a promotion in this viciously competitive industry. The student learns facts about the industry, about their supervisor, and about the other junior executives with whom they are compared. A set of dilemmas then appear on the student's computer screen.

The first dilemma is a choice between three sets of advertising copy for a new toy the company is introducing. One ad is obviously ethical because it is directed at parents. Another poses some real problems because it is obviously directed at children. But the company is very reputable, and the toy has clear educational value. The third ad is somewhere in between children and parents. The other side of the dilemma is that advertising directly to children will certainly result in higher sales figures and put the student ahead of the competition. Each choice that

"True Gen Ed reform will require new ways of thinking about the what, the who, and the how of general education."

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each student makes is recorded by the base program so the instructor knows the pattern of response.

Typical student reaction is that they do not like making decisions alone, and they are uncomfortable with fatal choices. When a class is debriefed after the exercise, the instructor can point out that ethical dilemmas *are* fatal choices. In this case, the students cannot recommend half of an ad!

Another popular game has been in use for several years is *The Beer Game*. It addresses the phenomenon of Supply Chains that exist throughout the world and link manufacturers, distributors, and various levels of retailers. The Beer Game is played by teams of students who are positioned across a classroom, and work with the equivalent of large checker boards with movable pieces. A computer program generates varying levels of demand, production, and consumption for each step in this supply chain; breweries, distributors, bars and local stores.

As each stage in the process strives to hold down costs of maintaining inventory, while still meeting all demands chaos reigns! But the lesson as the game pro-

ceeds, is that if various links in the chain are willing to share information about variation in demand, inventories can be reduced, and profits increased.

Finally, the newest systems to infuse reality into the business classroom are something I refer to as Avatar Simulation. I am particularly proud of this development because two young men who are leaders in this field are former students. It has immense potential to allow students to experience difficult interpersonal situations like negotiations, then get feedback from an instructor and fellow students. Here is how one such product works.

The student logs on to the system and is told that he/she is a group leader in a software development company and that group is lagging behind. Then the first of three avatars appears on the screen. The avatar is a high quality cartoon of the first member of the team to whom the group leader/student must give negative feedback about slow performance. The student can see the avatar/employee speak, but can also see emotion in the employee's face and body language expressing resistance, relaxation, or out and out hostility.

The team leader/student has a choice of statements to make, and then hear and observe the team member's reaction. There are three different team members, each with a very different personality type. The student then works through each of the interviews. At each stage the students not only have a choice of what to say, they can change their whole approach if the avatar responds differently than expected.

Just as in the Turning Gears game above, the program retains data on how students at various stages of the interviews altered their approach. So, when the instructors meet their classes for a debriefing session, they can point to critical stages and drive discussions to class disagreements over how best to conduct such an interview.

The trend in all of these innovations is clearly an effort to place students in decision-making positions that are as real as they can be. But we are not satisfied with just the experience itself. We want data that will help instructors guide and evaluate their students' decision-making processes. Once again, it is all about questions, not answers.

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Dr. Muriel Howard, President of AASCU, delivering her keynote address to the conference

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Jasmaine Calizaire: I would like to extend my greetings to our President of York College, Dr. Marcia Keizs, and Provost Griffith, all administrators, faculty and students. I am Jasmaine Calizaire, a Speech Communication/Education major at York College, who looks forward and accepts nothing but the best that her college offers to her.

I am very much appreciative and grateful for the outstanding opportunities that I have been exposed to and am excited to hear about the birthing of the three new schools that is taking place at York.

During my time on the York College campus there are some things I feel should improve and become available. Thus, there should be more resources available for students, such as a student union and a five-year Bachelors/Masters Program in the Education Department. These ideas will not only improve our

campus but also the students' attitudes during their stay, which is important.

First, there are resources that need to be available for students, particularly in the library. The library is a place where most of many student's studies are conducted. The availability of computers, printers, texts, etc. is vital to our education. However, the resources available now are limited and do not seem to accommodate half the student population at York College. This can discourage a student from staying on campus to study.

Secondly, I look forward to a five-year Bachelors/Masters Program in Education. Many of the students who with their major also complete a concentration in Education can agree that this program of study can be overwhelming. So, the Bachelors/Masters program would bring relief and excitement to our current and prospective

students knowing that potentially in five years they could obtain a Masters. This initiative would also help promote the Education department.

Last, a student union is very much needed. The fact that students do have many places where they can congregate to voice what is happening on campus, relax with friends, or have more space for club activities is an important issue. Having a union would say to the students that this issue matters and that students matter.

I am glad I had this outstanding opportunity to introduce these ideas briefly during a panel discussion at the "Reorganization, Innovation, and Excellence" mini conference which was a success. I, as a proud student at York look forward to the improvements of our prestigious college that continues to be "on the move."



Jasmaine Calizaire



CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

December 2009 Forums and Workshops

Tuesday, Dec. 8

Workshop: Planning and Achieving a Successful Sabbatical: Lessons from Colleagues

12-2pm CETL, AC 4EA1

Presenters: Margaret Ballantyne, Foreign Languages, ESL & Humanities

Cynthia Haller, English

Tim Paglione, Earth & Physical Sciences

“We are what we repeatedly do. Excellence, then, is not an act but a habit.” – Aristotle



In October York College was proud to host Pulitzer-Winner Lynn Nottage, whose play *Fabulation* was presented at the Performing Arts Center. After the event Ms. Nottage met with faculty and students involved in the play and bringing her to the campus : Bob Barnes, Tim Amrhein, Tom Marion, Lynn Nottage, Janice Cline, Laura Fishman, Shayla Smith (l.-r.). (Picture taken by Brent Buell)

Turkish Scholar Visits York College Library by Hope Young

The York College Library holds and provides extensive resources and services to meet the special needs of its clientele and visiting scholars. The library has on microfilm an invaluable and unique collection of newspapers—local, national, international—covering over a century of journalism.

Many researchers, journalists and scholars have made special trips to the York College Library over the years to access these newspaper resources since they are not available at other libraries.

As recently as October 2009, our microfilm cen-

ter was visited by Burak Çalışkan, an Instructor from the Afyon Kocatepe University Faculty of Education in Turkey, who was directed here by the Library of Congress (Washington, DC) where he was doing his research, to obtain the materials that they could not provide. Specifically, he needed some articles from the *San Francisco Examiner* newspaper from November 1918, which the Library of Congress (LC) could not supply. However, LC was able to inform Professor Çalışkan that the York College Library owned the *San Francisco Examiner* for

1865-1972. He was able to make copies of the articles, and also took digital photographs. Professor Çalışkan was extremely appreciative of our efficient and generous services and commended our Library and librarians for providing the information he needed.

Our special microform resources are well known to other libraries and researchers near and far, and the maintenance of our collection is most important as it keeps York College and its Library strategically placed to provide services to our clientele and visitors as no other library can.

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All items should be submitted in MS Word

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