New Faculty Biographies
By Jan Stahl and Sarah Haviland

Sheldon Applewhite
Assistant Professor, Sociology

Sheldon Applewhite received his Ph.D. in Sociology at Howard University with a focus on Medical and Urban Sociologies, his M.A. in Sociology from the University of Toledo, and his B.S. from SUNY College at Buffalo. He has taught part-time at numerous colleges and universities, including Brooklyn College, Prince George’s Community College, and Bowie State University. Before joining the faculty at BMCC, he was an evaluator and researcher at the New York City Department of Health and Mental Hygiene. His research interests include health disparities, gender, and urban studies.

Edna Asknes
Assistant Professor, Nursing

Edna Asknes, Registered Nurse Certified (RNC) is a Maternal Child Health Clinical Nurse Specialist whose education includes earning an MSN in High Risk Maternal-Child Nursing at SUNY’S Health Science Center at Brooklyn (formerly Downstate), post-graduate Pediatric Nurse Practitioner certification at Hunter College, and post-graduate certification in Nurse Education at the College of Mount Saint Vincent. She is a Certified Childbirth Educator, and a Certified Lactation Counselor.

Editors’ Note

Welcome to the latest issue of Faculty Focus! We have enjoyed working to bring you compelling articles about faculty member colleagues and the issues important to all of us. For example, inside this issue you’ll find profiles of new faculty members, an interview with the new TLC Director, Dr. Victoria Mondelli, detailed coverage of Fall semester’s Faculty Development Day by Francesco Crocco, English, a column by Joyce Zonana, English, about her plans to bring Yoga to BMCC, and more.

Have a great semester!
Her background includes clinical practice, nursing supervision and management, program implementation and development. She is interested in studying the impact of migration and acculturation on the health of immigrant populations. After 20+ years of practice, Prof. Asknes remains enthusiastic about nursing and believes in the importance of evoking that same enthusiasm in her students.

Angie K. Beeman  
Assistant Professor, Social Sciences

Angie K. Beeman received her Ph.D. at the University of Connecticut, and her M.A. and B.A. in Sociology at the Indiana University of Pennsylvania. She has taught a wide range of courses in Sociology and Women’s Studies and received teaching awards in both of these areas. Before coming to BMCC, she taught at the University of Connecticut, and the College of Staten Island.

Prof. Beeman’s research focuses on racism theory, social movements, media, and gender. Recently, she has published a study on predatory lending and racial inequality in lending. She has also published studies on film and domestic violence. Her dissertation, which received a national award from the Society for the Study of Social Problems, examined the strategic use, limitations, and challenges of color-blind ideology in grassroots interracial social movement organizations. She received a national award for her research on racism and film, in which she developed the concept of “emotional segregation.”

Elizabeth Berlinger  
Lecturer, English

Elizabeth Berlinger earned her B.A. in English and American Literature at Brown University and her M.A. in Humanities at the University of Chicago, where her thesis in poetry won the Catherine Ham Memorial Award. She is a doctoral student in English Literature at Temple University, an Associate Editor of the journal Contrary Magazine, and a former managing editor of the journal Two Lines: World Writing in Translation. She has contributed freelance writing to various publications and this year presented on the teaching of writing at the Modern Language Association Convention, and at the Israel Forum for Academic Writing. Her research interests include modern poetry, poetics, and journalism pedagogy.

Catherine A. Cammilleri  
Lecturer, English

Catherine Cammilleri earned her M.A. in Creative Writing and Rhetoric, as well as her B.A. in Literature at the College of Staten Island, with classes heavily concentrated in poetry. Prior to joining BMCC, she taught in both community college and university settings. The courses she has taught include Composition, Intensive Writing, World Literature, and Creative Writing. She has been involved in community writing workshops, has given several poetry readings, and has worked as part of a community outreach program geared toward the enhancement of education for foster children.

Katherine Figueroa  
Lecturer, Developmental Skills

Katherine Figueroa earned an M.A. in Applied School Psychology: Reading Specialist,
with an emphasis in Bilingual Education at Teachers College, Columbia University. She has taught and tutored children, youth, and adults in reading within clinical, school, and private settings. Prior to joining BMCC, she served as a Program Manager at a large nonprofit social service agency for over six years, where she oversaw the administration of a variety of youth prevention and education programs in North Philadelphia. She decided to continue her interest in improving educational and socioeconomic outcomes for members of low-income Latino and other minority communities by continuing her education in effective practices in literacy instruction and assessment, especially for language-minority populations. She is very pleased to be able to continue this work in a new role as a teacher and scholar at BMCC.

Hardaye Sharie R. Hansen
Instructor, Health Education

Hardaye Sharie R. Hansen received her M.S.W. at Fordham University, her B.A. in English Language Arts at Hunter College, and her A.A. in Early Childhood Education at BMCC. She has taught and tutored children, youth, and adults in reading within clinical, school, and private settings. Prior to joining BMCC, she served as a Program Manager at a large nonprofit social service agency for over six years, where she oversaw the administration of a variety of youth prevention and education programs in North Philadelphia. She decided to continue her interest in improving educational and socioeconomic outcomes for members of low-income Latino and other minority communities by continuing her education in effective practices in literacy instruction and assessment, especially for language-minority populations. She is very pleased to be able to continue this work in a new role as a teacher and scholar at BMCC.

Felecia Harrelson
Lecturer, Speech, Communications, and Theatre Arts

Felecia Harrelson received her M.F.A. in Theatre at the University of Florida, and her B.F.A. in Theatre from East Carolina University. Prior to her appointment as a full-time Lecturer, she taught at BMCC as an adjunct, and as a full-time Substitute Lecturer. She has taught Speech as well as Body Movement in the Theatre and Speech Department at City College, and Public Speaking at the Katherine Gibbs School. Currently she serves as the vocal coach for the On-Air Talent of the Black Enterprise Business Report, airing nationally each week on TV One.

Ellen Inkelis
Lecturer, Mathematics

Ellen Inkelis received her M.A. at Hunter College, and her B.A. at Lehman College. She has co-authored a book called The Great American Crazies. She continues to enjoy her successful and creative journey into the arena of mathematics and math education, and is eager to share her rich educational experiences with all who have a passion to educate and a yearning to grow.

La-Dana R. Jenkins
Lecturer, Cooperative Education

La-Dana Jenkins earned her M.A. in Career Development at John F. Kennedy University,
and her B.A. in Communications/Public Relations at SUNY Oswego. With a professional background in human resources, sales and marketing, publishing, and public relations, she has been assisting individuals with their career development needs for over 15 years. She is the proprietor of Career Calling LLC, a career development firm based in Staten Island, and most recently served as Deputy Director of Operations for NYC Ladders for Leaders, a summer internship program for high school and college students with the New York City Department of Youth and Community Development. She has served for the last three years as the Instructor for the Job Search Workshops with BMCC’s Center for Continuing Education and Workforce Development. As an adjunct she has taught Senior Co-op Prep at LIM College, Theories of Career Counseling, and Methods and Tools of Assessment and Evaluation at the College of New Rochelle, and she has served as a Career Development Instructor with the Brooklyn Educational Opportunity Center (BEOC).

Prof. Jenkins has been featured and listed in various résumé writing books including, Gallery of Best Résumés, 3rd edition; Résumés That Knock ‘em Dead, 6th edition; Designing the Perfect Résumé, 3rd edition; and the Directory of Professional Resume Writers: How to Find and Work With a Pro to Accelerate Your Job Search.

Adolfina Koroch
Assistant Professor, Science

Adolfina Koroch received her Ph.D. in Biological Sciences at the National University of Cordoba, Argentina. She conducted research on the physiology and tissue culture of endangered aromatic plants from Central Argentina. She joined Rutgers University in 2001 as a Visiting Scientist to conduct research on the in vitro culture, molecular biology, and chemistry of bioactive components of native US medicinal plants. She has taught plant biology courses in various institutions including Monmouth University and Rutgers University. Dr. Koroch is currently working on the production and accumulation of natural products and their associated biological activity.

Andrew Levy
Associate Professor, English

Andrew Levy, a scholar in critical thinking, journalism, poetry, and creative writing, most recently taught at Queensborough Community College, where he also served as faculty advisor on the student newspaper, Communiqué. He earned his Ph.D. from SUNY at Stony Brook, and his B.A. from Indiana University. Prior to his appointment at Queensborough Community College, Prof. Levy served as Director of Education Outreach for Columbia University’s Nanoscale Science and Engineering Center, and taught Critical Thinking at New York University’s School of Continuing and Professional Studies. Prof. Levy was Affiliate Manager and Special Projects Producer at MediaChannel.org at GlobalVision New Media, Inc. from 2000 to 2002.

Prof. Levy is the author of Ashoka, The Big Melt, Curve, Cracking Up, Democracy Assemblages, Memories of My Father, Values Chauffeur You, and other collections. His poems and essays have appeared in numerous magazines as well as anthologies including
Writing from the New Coast, The Art of Practice: 45 Contemporary Poets, The Gertrude Stein Awards in Innovative American Poetry, and Telling It Slant: Avant-Garde Poetics of the 1990s. He is co-editor with Roberto Harrison of the poetry journal Crayon.

Judy Noble
Lecturer, Speech, Communications, and Theatre Arts

Judy Noble received both her undergraduate degree in Speech and Theatre and her Master’s degree in Radio, Television and Film from the University of Michigan. After many years of experience in the fields of corporate communications, broadcasting, and theatre, she joined the adjunct faculty at BMCC in 2002, teaching Fundamentals of Speech, and Introduction to Media Applications. Most recently she completed her work as Grant Coordinator for the four-year, million-dollar National Science Foundation Advanced Technological Education grant “Creating Career Pathways for Women and Minorities in Digital Video Technology.”

Prior to joining BMCC, Prof. Noble had been on staff at Merrill Lynch’s private television network for 20 years, beginning as Production Coordinator and finishing as Assistant Vice President. While at Merrill Lynch, she became well known for her expertise in Business Communications, speaking at 16 international conferences, and lecturing at colleges including Adelphi University, Baruch College, Pratt Institute, and New York University. Before her move to Wall Street, she had been a partner in a small production company, and acted professionally in theatre and television.

Jun Liang Rice
Assistant Professor, Science

Jun Liang Rice earned her Ph.D. in biochemistry at the Graduate Center, CUNY. She has taught a variety of biology courses at senior colleges and community colleges. Prior to joining BMCC, she worked on cancer research and developmental biology at Memorial Sloan-Kettering Cancer Center, and Weill Cornell Medical College. She studied the TGF-beta signal pathway in animal development and human blood cancer leukemia. At BMCC, she is conducting research in developmental biology and signal transduction by using C. elegans as a model organism.

Judith Yancey
Lecturer, Developmental Skills

Judith Yancey received her M.A. in Teaching English to Speakers of Other Languages (TESOL) at American University, and her B.A. in English at Duke University. She has taught English as a Second Language in a variety of settings, most recently as an adjunct at Columbia University, New York University, and LaGuardia Community College. She has been involved in teacher training at the graduate level, teaching courses in Second Language Writing Assessment, and Teaching Vocabulary at American University. Her academic interests include second language writing and ESL materials development.
Faculty Development Day
“Access and Excellence”
By Francesco Crocco, English

Several faculty members presented on the topic of “Access and Excellence” at this year’s Faculty Development Day, held on Wednesday, November 24 in the Richard Harris Terrace. The event focused on how both full-time and part-time faculty contribute to student success. A crowd of over seventy people attended.

After a brief welcome by Prof. June Soto, Vice President Sadie Bragg and Dean Michael Gillespie opened the event with some remarks about the variety of students who attend BMCC and the vital role that faculty play in helping students to excel. Vice President Bragg encouraged the faculty, stating, “You are their role models, you are their form of excellence. What you do, they do.” Quoting Albert Einstein, Dean Gillespie added, “It is the supreme art of the teacher to awaken the joy of creative knowledge.”

1970s Redux
The keynote speech was delivered by Dr. Victoria Mondelli, the new director of the Teaching and Learning Center. An historian by training, Dr. Mondelli compared the current fiscal crisis to that of the 1970s in order to emphasize how access and excellence take on greater importance during periods of crisis. She drew on archival material from the BMCC library in order to show how administrators, faculty, and students successfully responded to the even more dire fiscal crisis of the 1970s. At that time, BMCC was under the leadership of President Edgar D. Draper, who sent an open letter to the students encouraging them “not to lose faith” in the face of “moral and economic decadence.” Dr. Santosh Jain, then a professor at BMCC, described access as “empowerment, engagement, relief, and progress,” and told the students, “Our needs are global in nature and you will be the people to solve them on a worldwide basis.” Students from that era responded optimistically in a 1975 yearbook article entitled, “Education: A Social Revolution.”

Following Dr. Mondelli, five faculty speakers presented on a range of topics related to the theme of access and excellence. The speakers were drawn from full-time and part-time faculty in order to represent the range of faculty contributions to student excellence.

A Range of Skills and Needs
Prof. Cynthia Wiseman, Developmental Skills, talked about open access and entry-level students. She presented research showing that entering BMCC students have a range of language skills and needs. These needs can be grouped into three categories: ESL, Generation 1.5 (native speakers whose first language is not English), and English speakers.

Prof. Joanne Zak, Developmental Skills and English, talked about achieving success in entry-level courses. She emphasized three obstacles that faculty must overcome in order to help students succeed: creeping passivity, the traumatic effects of off-campus violence, and an obsession with distracting mobile technology.

Game Time
Prof. Joe Bisz, English, talked about how to use games and game principles to improve pedagogy and facilitate student success. He emphasized several valuable learning principles embodied by games—competition, identification, participation, well-ordered problems, just-in-time delivery of information, and situated meaning—and described sample assignments that utilize these principles. Prof. Bisz is a member of the CUNY Games Network, which hosts a website on the CUNY Academic Commons that provides resources for faculty interested in game-based learning (go to http://games.commons.gc.cuny.edu/).

Our Contributions
Prof. Jean-Yves Plaisir, Teacher Education, talked about the contributions of full-time faculty to student success. He explained that students need a “support
system” and full-time faculty are specially situated to fill this need because they have more classroom contact hours with students, hold regular office hours, and perform advisement.

Prof. Fred Peskoff, Mathematics, drew upon his experiences as a former adjunct professor at Kingsborough Community College to discuss the contributions of part-time faculty to student success. He explained that students do not see a difference between part- and full-time faculty, and that students expect the same level of support from each. Prof. Peskoff noted that even though some of the best professors are part-timers, they often do not feel a sense of belonging in their departments. As a former chair of the Mathematics Department, Prof. Peskoff urged part-timers to get to know their department chair, seek out mentors, and volunteer to mentor others.

Faculty Development Day was organized by the Academic Senate’s Faculty Development Committee, chaired by June Soto, Nursing, with support from the office of the President and the Office of Academic Affairs. Members of the Faculty Development Committee are Francesco Crocco, English; Alex Derizans, Social Science; Jeff Hong, Business Management; Jaewoo Lee, Mathematics; Carmen Martinez-Lopez, Business Management; Susana Powell, Speech, Communications, and Theatre Arts; Oneida M. Sanchez, Modern Languages; and Mike Vozick, Science.

Facility Presentations
Edited by Jan Stahl and Jill Richardson

Editors’ Note: Welcome to our new section of Faculty Focus! “Faculty Presentations” provides an overview of some of the exciting and informative talks, workshops, and roundtable discussions occurring at the TLC. “Faculty Presentations” showcases the scholarly and creative achievements, and talents of the BMCC faculty and staff. The TLC provides a vibrant, collegial, and supportive environment for sharing our ideas. Want to present at the TLC? Contact Dr. Victoria Mondelli, TLC Director at vmondelli@bmcc.cuny.edu or 212 220-8328.

Moving Image as a Teaching Tool
Presented by Dorothea Coiffe, Library, on October 21, 2010 and November 8, 2010

Contact information: dcoiffe@bmcc.cuny.edu or 212-220-1444

TLC attendees learned how to enhance their teaching with online video sources in presentations given by Prof. Dorothea J. Coiffe, BMCC’s media librarian. Prof. Coiffe demonstrated how to use video clips and film to address various learning and teaching styles in sessions in the TLC in October and November this year.

BMCC subscribes to a number of databases incorporating film clips, in-class and homework features, with on- and off-campus access, like Films on Demand. The BMCC librarians’ goals include serving as an integral part of student learning and demonstrating the newest information technologies, according to Prof. Coiffe.

Using Rubrics in the Classroom: A Hands-on Approach to Creating Rubrics
Presented by Ms. Kimberly A. Gargiulo, Institutional Research and Assessment, Coordinator of Assessment on October 14, 2010

Contact information: kgargiulo@bmcc.cuny.edu or 212-220-8331

Designing rubrics was the focus of an interactive workshop given by Ms. Kimberly A. Gargiulo, Coordinator of Assessment. Ms. Gargiulo divided the workshop into two parts. An introduction to rubrics, steps in creating rubrics, and examples of rubrics for various
disciplines were offered in the first part. TLC attendees participated in a hands-on rubrics creation activity in the second part of Ms. Gargiulo's workshop. Rubrics were then tested against an artifact.

Collaboration was fostered among participants along with an understanding of the challenges involved in creating effective rubrics.

Ms. Gargiulo suggested when creating a rubric for an assignment that faculty think back to the reason the assignment was given in the first place. What are students expected to do and why? Answering this helps tailor the traits to be used for assessment.

**Teaching with Collaborative Technology**  
*Presented by Prof. Racquel Goodison, English, on November 17, 2010*  
*Contact information: rgoodison@bmcc.cuny.edu*

Prof. Goodison's experience at the Faculty Resource Network (FRN) summer seminar at New York University was the subject of her TLC presentation. The seminar, “Learning through Collaborative Technologies,” focused on ways to use technology to enhance collaboration in “real-time” and online classes.

Prof. Goodison shared with TLC attendees the lessons she gleaned during the seminar including: ways to use general learning management systems, such as Moodle, Blackboard and Angel; generic document sharing systems, such as Google docs and Piratepad; chat tools, such as Gchat, Skype, and MSN/ Yahoo/ AOL’s Instant Messenger; and other technological formats for fostering and supporting collaboration online, including wikis and blogs.

**Leadership and Banking Crises in the United States and its Seven Top Trading Partner Countries in Latin America**  
*Presented by Prof. Carmen L. Martínez-López, Business Management, on October 26, 2010*  
*Contact Information: cmartinezlopez@bmcc.cuny.edu*

Business leaders and government officials’ strategies of addressing the current banking crisis were examined by Prof. Carmen L. Martínez-López and TLC attendees. Prof. Martínez-López discussed similarities between strategies utilized by business leaders and government officials to confront banking crises in the U.S. and its seven trading partners in Latin America. The seven top U.S. trading partners in Latin America are Argentina, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, and Mexico, Prof. Martínez-López noted.

Prof. Martínez-López’s presentation evolved from her participation at the Financial Crises – Past and Present Seminar at the Faculty Resource Network at New York University in the summer of 2010.

**Forgiveness: The Origin of a Moral Idea**  
*Presented by Prof. Wambui Mbugua, Library, on November 15, 2010*  
*Contact information: wmbugua@bmcc.cuny.edu*

The nature of forgiveness and its relationship to community, law, social class and crime were philosophical topics pondered by Prof. Wambui Mbugua and TLC attendees recently. Prof. Mbugua spoke about the community’s role in the act of forgiving and discussed the relationship between victim and victimizer.

Forgiveness should be part of a mutual relationship; the victim forgives and the offender is repentant, she said. To illustrate, Prof. Mbugua cited the example of the Pennsylvania Amish community where a man killed children in a school. The whole community granted unconditional forgiveness to the killer.

**The Psychology of Belonging: Ownership and Liberty in The Secret Garden**  
*Presented by Prof. Tali Noimann, English, on October 22, 2010*  
*Contact Information: cnoimann@bmcc.cuny.edu*

Prof. Tali Noimann spoke about the idea of ownership in Frances H. Burnett’s novel, *The Secret Garden*, at a TLC Children’s Studies Interdisciplinary Faculty Group presentation. Prof. Noimann explained how the novel defines and examines the implications of ownership of ideas, land, people, family, and one’s self.
The novel tells the story of Mary Lennox, a sickly, obnoxious and sour-faced girl, born in India to rich British parents. When an outbreak of cholera leaves Mary orphaned, she is sent to England to live with her widower uncle. With the help of a robin, Mary finds the key to the locked secret garden that had belonged to her uncle’s wife. Mary decides to tend the garden. The garden and the robin give Mary a new sense of belonging that heals her body and soul.

In a discussion following the talk, comments and questions were raised regarding the historical importance of land ownership in 19th century England and the role of a father in his child’s socialization. Prof. Joyce Harte, English, questioned Burnett’s views on the British occupation in India. Prof. Robert Masterson, English, raised a point regarding the role of the robin in the novel. Prof. Noimann’s talk illuminated previously unacknowledged aspects of the novel regarding family, gender, and imperialism.

CUNY Research Integrity Policy and Student Research Training
Presented by Diane Simmons, English, on October 27, 2010
Contact information: dsimmons@bmcc.cuny.edu or 212-220-8296
Prof. Diane Simmons, BMCC Research Integrity Officer (RIO) discussed the CUNY Research Misconduct Policy. She noted that the policy is narrowly drawn to cover only acts of plagiarism, fabrication, and falsification, and only those committed knowingly. Any charge of misconduct must be backed up with evidence. A specific aim of the policy is to protect the college and the university from the serious loss of funding that can occur if research is conducted improperly.

Prof. Simmons explained the multiple hearing processes that would take place if an allegation of research misconduct were to be brought. She noted that any allegations of misconduct are to be kept strictly confidential as due process unfolds.

While the misconduct policy pertains only to faculty and staff, Prof. Simmons discussed the new requirement that students participating in funded research be given integrity training. Students are required to work through a set of on-line modules, to discuss integrity issues with their Principal Investigator, and to attend a training session on campus.

‘Then I am not a gentleman’: Treating the Child in the Clinic of Adult and Adolescent Psychoses
Presented by Prof. Manya Steinkoler, English, on November 19, 2010
Contact information: msteinke@bmcc.cuny.edu
At a TLC Children’s Studies Interdisciplinary Faculty Group presentation, Prof. Steinkoler spoke about her experiences working during the summer of 2010 as an intern in the service of Dr. Guy Dana, physician department head (“medecin chef”) at the Hopital Barthélémy Durand, a psychiatric clinic outside of Paris. Prof. Steinkoler’s tasks included attending patient interviews with psychiatrists and psychoanalysts, and running workshops.

Prof. Steinkoler discussed childhood as the wellspring of mental illness, referring to the psychoanalyst and psychiatrist Jacques Lacan’s concept of the “the absence of semblance” in psychosis. All children, in their imaginary games, invent solutions to problems of conscious and unconscious origin, according to Lacan.

Prof. Steinkoler focused on two cases and how the issues of childhood and filiation were particularly significant in treatment. She discussed the work of the delusion in one case, and the function of the image for another, in “inventing” a “solution” to their problem in being.

Tips & Strategies for Writing and Publishing Op-Eds for NYC Newspapers
Presented by Prof. Kate Walter, Developmental Skills, on October 25, 2010
Contact information: kwalter@bmcc.cuny.edu
Would you like to publish an editorial in a newspaper, including The New York Times?
Both Sides of the Desk: Teaching and Pursuing a Doctoral Degree

By Elizabeth Berlinger, English

Last December, I ran into one of my former English 101 students exiting the subway — not the MTA, but the Philadelphia SEPTA. She gave me a hug and happily told me she had graduated from BMCC and transferred to Temple University in Philadelphia. “What are you doing here?” she asked. “I’m a Temple student too!” I said, to her surprise.

Since 2009, I have been riding the Megabus once or twice a week from Penn Station to Philadelphia to finish my coursework for the doctoral program in English Literature. I take advantage of the free WiFi the bus provides to read for my courses and do research in my major field, contemporary poetry and poetics. Last Spring, I became a full-time Lecturer in the English Department at BMCC, and since then I have been on the road, balancing my two major responsibilities: teaching nine courses a year at BMCC and pursuing my Ph.D.

I am lucky to belong to two first-rate English departments, and with a dose of ingenuity, a measure of luck and some much appreciated consideration on the part of both my institutions, I have been able to juggle the interlinked commitments of my life. But as I follow my path on I-95, I have discovered both the advantages and disadvantages of having two demanding, simultaneous pursuits.

Timing is All

When I started taking classes at Temple, the timing was perfect: Megabus had just begun sending its $1 buses between New York and Philadelphia from right near my apartment, and I was able to take all my Temple classes on my non-teaching days. In my second semester, however, when I became a full-time Lecturer, my schedules collided. Unable at first to find a compromise, I had to search outside my department at Temple for courses that fit both my graduate studies and my full-time BMCC schedule.

Fortunately, that dilemma became a boon, as I discovered an excellent sociolinguistics course on “Language and the Immigrant Experience” that was extremely relevant to our BMCC students’ experiences. I can always count on my...
English classes at Temple to enrich my BMCC courses, but it was an unexpected pleasure to find valuable interdisciplinary connections as well. There were serendipitous surprises on the road too; a late night bus conversation with a fellow sociolinguistics student about process analysis in composition led to one of my best English 101 lessons that semester.

Working and studying in two different cities is exciting to someone like me who loves urban culture, but there are undeniable difficulties and disconnects that come with this arrangement: while my literary studies and teaching clearly inform and enrich each other, it is sometimes hard for me to relate to the concerns of my Temple classmates who are not both studying and teaching in a contemporary community college or sharing my peripatetic bus commute. Most daunting of all, coordinating my schedule requires the skill of a master juggler.

Here are several lessons I’ve learned from this demanding process:

Both Sides Now
Being on both sides of the desk at the same time continually yields insights into the art and craft of teaching — what works and what doesn’t in the classroom. It is fascinating to observe engaging pedagogical techniques from my professors. From firsthand observation, I’ve learned to structure my syllabi more clearly, include more self-reflective exercises in my courses, and engage students in group work more skillfully. One of the greatest lessons I’ve learned: to ask each of my professors often about their teaching experiences and changing pedagogical trends, especially those in technology.

Look Off-Campus
Balancing a dual schedule and workload may be challenging but is teaching me time management and efficiency. Another valuable lesson: being creative about finding off-campus courses. This past summer, I was fortunate to take part in an interdisciplinary month-long English graduate seminar in Aesthetics and Cultural Studies at Temple’s campus in Rome. I lived and studied with students from several other departments, and visited incredible cultural sites in Rome and beyond that contributed to my dissertation research.

Uniting Two Sides
I’ve learned to try to connect my two pursuits by looking for opportunities that can bring students and faculty from my two institutions together. Resources from each can inform and nourish the other. Joint panels, for example, can be created for conference presentations and other events. At the 2009 MLA Convention, I was able to present a paper on teaching journalism with a fellow BMCC colleague that was engaged with the research of several Temple students.

Student Pressure
Although it may sometimes be difficult to connect with the lifestyle of full-time students in my Ph.D. program, I’ve also learned to allow my current experiences as a student – the joys and problems – to remind me of the same pressures that my students confront in the BMCC classroom as well.

My grandfather used to say that if you have many things to accomplish, take a break from one job by doing another. He was right – two different responsibilities can fuel each other. My two pursuits have made me appreciate the double demands of work and college that so many BMCC students face. Since I have been on both sides of the desk, I have gained a greater awareness of the support our students need to travel the path to their futures with a BMCC education.

FACULTY FOCUS FALL/WINTER 2010–2011
Meet the New TLC Director
A conversation with Dr. Victoria Mondelli
By Jan Stahl, English

Prof. Jan Stahl, English, spoke with Dr. Victoria Mondelli, Director of the TLC, about her research interests, her background as an educator and administrator, her teaching philosophy, and her recreational pursuits. What emerges is a portrait of a scholar, a teacher, and a colleague, eager and excited about collaborating with and learning from the BMCC faculty and staff.

JS: I understand that you’re a historian. Tell us about your dissertation.
VM: My dissertation, “Female Learning in Early Modern Europe: Advocates and Institutions,” explores both the intellectual tradition of the fourteenth through seventeenth centuries which opens the way to the schooling of secular girls and women, and the emergence of the first schools in the sixteenth and seventeenth centuries. So, Part One functions as an intellectual history and Part Two, as an institutional history.

During the late medieval period and early modern period, the querelle de femmes, the woman question, was fiercely debated. Scholars and religious leaders were asking: are women inferior to men? What role should women play in society? Is it appropriate for women to receive an education? Some few male intellectuals believed that education would benefit a genteel woman’s station as wife and mother. Initially, men were writing about this issue; by the seventeenth century, many women writers had entered the discussion. Attitudes about women’s intellectual capacities were changing to acknowledge that education was indeed appropriate and fitting for women of all classes.

My study investigates the social, political, and religious contexts in which many of the first girls’ schools emerged in the sixteenth and seventeenth centuries.

JS: So these male humanists paved the way for female education?
VM: Among others, Sir Thomas More, Erasmus of Rotterdam, and Juan Luis Vives provided the argumentation that persuaded the people in power in both church and state. By the seventeenth and eighteenth centuries, schools for girls exploded on the scene. Religious leaders of nearly every sect were advocating women’s learning and some justified their arguments by hearkening back to the writings of More, Erasmus, and Vives. These three men were risk-takers in their era. By defending women’s ability to learn, and women’s inherent worth, they helped grant women access to education, which is, essentially, access to a fuller life.

JS: What are your current research interests?
VM: I’m working on an article for an Oxford University Press online resource for the Renaissance/Reformation period. I’m concerned with Mary Ward, a religious leader in early modern Europe. For those interested in Ward, I’ll be hosting a film screening during Herstory Month with discussion to follow the documentary.

JS: Describe your teaching experience. Where have you taught and for how long have you been teaching?
VM: I began teaching undergraduates in 2001... so I guess its coming on ten years now! My first courses were concurrent, here at BMCC and at Brooklyn College. From 2001-2008, I taught at Baruch and Brooklyn College as an adjunct. I was at Cooper Union from 2008-2009. Then, after defending my dissertation, I joined the History Department and Children’s Studies Department as a full-time assistant professor (on a sub-line).
JS: What are some of the courses you taught?

JS: Share something interesting about your teaching experience, something you found particularly rewarding.
VM: Some of my students came to class with an expectation that they would create historical knowledge. This was great because I shared this expectation. My best days in the classroom, however, were those days when the other students who didn’t share this expectation at the outset of the semester crossed the great divide between absorbing information to creating knowledge.

JS: How did you motivate students to become active rather than passive learners?
VM: I encouraged students to evaluate the source material, to interpret and weigh other historians’ arguments so that they could create their own interpretation about a historical event. When students realized there’s not such a great divide between their own interpretations and that of the published historians, when students went from being absorbers of knowledge to practitioners, those were the most satisfying moments for me. It’s what critical thinking requires in all fields of study.

JS: What made you decide to pursue an administrative career?
VM: When I enrolled in graduate school, back in 1997, I wanted a job on-campus. I landed a rewarding administrative position at Fordham University within Student Affairs. I worked at Fordham from 1997 until 2002, and have always enjoyed the administrative side of the house.

JS: What excites you the most about working at BMCC?
VM: Learning from the faculty … the possibilities and the topics seem endless because of the dazzling array of talents and skills of our faculty and staff.

JS: What are some activities that you enjoy when you’re not working?
VM: I’m a family-oriented person. My husband, my four-year-old son, and I are always taking advantage of New York City activities. Most recently, we have been enjoying the Tribeca Performing Arts Center (TPAC) Children’s Series, taking in the puppet shows and musical performances. I’m also devoted to fitness and exercise. I enjoy jogging and outdoor activities such as hiking and kayaking.

JS: How’s it going at the TLC so far?
VM: I’ve been working closely with active members of the TLC to enhance the type of support in teaching, learning, and scholarship that faculty need. I’m encouraged by how welcoming and positive my colleagues have been, and what a joy it’s been to meet all these wonderful people. I’m excited about this collaboration. I believe it’s going to be a great year at the TLC!

Call for TLC Participants!
• Seminars • Roundtable Discussions • Presentations

Share your research with other faculty. Present readings of in-progress writing. Engage in discussions on classroom issues, teaching, or tenure/promotion questions.

Contact the TLC Director
Dr. Victoria Mondelli
vmondelli@bmcc.cuny.edu

The Teaching Learning Center is for all Faculty and Staff!
E-books or electronic books have made great strides in higher education over the last few years. They are not merely electronic versions of printed textbooks. They often come with additional interactive features and customization features with online learning tools which enhance learning and simulation of concepts.

E-books make available many features which are not available with printed books, such as searching within the book text, online quizzes, and exercises selected and designed by faculty for specific needs of courses instead of static exercises in print books. They have features that promote collaborative and enhanced learning.

E-books often cost less compared to print books. Users don’t necessarily buy electronic book readers to read e-books. They can be read on computer or handheld devices.

**Types of E-books**
The following is a classification of type of e-books (Carden, 2008) available:

1. **E-books as Searchable Databases:** Dictionaries, encyclopedias and similar reference materials are available and searchable in this type of e-book.

2. **E-books as Learning Objects with Customization Features:** Many publishers and vendors make their books available online in an enhanced format. They embed the book content in an application that supports searching, highlighting, annotation and many similar features along with integration of book content with homework management, assessment tools, and online labs.

3. **E-books as viewable entity:** This model provides electronic access to academic monographs via publisher or aggregator repositories. The content is available in a page by page format with limited copy, download, and print capabilities and with additional features like quizzes and exercises.

4. **E-books as Imagery:** The e-book as imagery is for understanding of elementary concepts of learning, for example, children’s picture books with animations and interactive features.

5. **Custom E-books or Custom E-textbooks:** It is an e-book model (Lindoo, 2009) where multiple books from multiple authors are put together online to create specific content for a course by choosing from thousands of resources. The custom books are cost effective and save user effort in going to multiple books. Some publishers who deal with e-textbook technology are Course Smart, Pearson, Wiley, Routledge, Mor-
gan Kaufmann, and McGraw-Hill.

McGraw Hill, custom e-books for example, enable you to combine chapters from different McGraw-Hill textbooks, delete unwanted chapters and include other readings and assignments to use in combination with textbook content. Also, instructors can change the order of chapters to match the syllabus sequence. One such site to build custom books is http://create.mcgraw-hill.com/createonline where you can create e-textbooks matching your particular course needs.

6. The Integration of E-books with E-learning Course Management: E-books can be connected to course management systems like Blackboard as per course requirements by embedding links in it to allow students to get everything for their course on one place.


8. E-books for free download or on publisher/vendor website: E-books and some audio books are available for free download from some web sites like Project Gutenberg. Paid e-books are available for purchase on publisher platform as well as devices which support PDF documents. Springer e-books include Math, Science, and Technology e-books and allow users to annotate, highlight and use interactive features with download of complete book. It contains over 34,000 e-books and can easily be linked into course management system.

- Ovid Nursing E-books: has 340 e-books which cover nursing books published by Lippincott and Spring House and can easily be linked into blackboard.
- Net Library: contains over 5600 e-books which covers several subject areas. It has customization features that include e-content search, favorites, and adding notes. The account needs to be created while on campus to use customization feature.

Patron initiated e-books
These e-books are available in the Library’s CUNY plus catalog. When patrons have clicked these e-books for a predefined number of times then the BMCC library may decide to purchase those e-books.

E-books with Journal databases
We have many e-books which are available in combination with journal databases like Opposing View Points, Master File premier, Making of Modern World, and Literary reference center.

Free E-books
BMCC library website has links to free e-books and audio books. The project Gutenberg, and Alex catalog of electronic texts, are some of those web links.

E-books in BMCC Library
BMCC Library collection includes approximately 185,000 e-books covering all subject areas, and these e-books are available 24/7. The Library’s e-book collection is bigger than print book collection (120,000 books). Patrons do not need to check out these e-books from the library in order to access the book. The e-books are easily linked into blackboard platform and help students get all the course material at one place.

BMCC Library provides help for use and implementation of e-books in courses.

Some available offerings include:

E-books as Searchable Database
- Oxford English Dictionary
- Encyclopedia Britannica with workspace feature
- Credo Reference
- Gale Virtual Reference Library (with collection of many reference books in all subject areas)
- Funk and Wagnalls New World Encyclopedia
- Short Story Criticism

E-books as Learning Objects with Customization Features:
- Ebrary Academic Complete: allows you to choose between two available readers in their platform for people with disabilities or people without disabilities. It has interactive features with customization capability to personalize and share e-book with others and on Blackboard Platform. It covers several subject areas and has about 50,000 e-books.
- Springer E-books: enables you to download e-books in PDF format to read on computers, Sony readers, and devices which support PDF documents.
book selling websites such as Amazon, and Google books.

**E-books Provide Opportunities to Address Multiple Learning Styles**

Diverse learning styles and their influence on students' performance in courses have received much attention (Ross & Schulz, 1999). Some of the well recognized learning styles (Reese, 2002) include, but are not limited to, these categories:

- **Visual/Verbal Learners:** Individuals learn from text, writing out information from diagrams, charts and visual materials in sentences or phrases.

- **Visual/Non Verbal Learners:** learn from visual aids like videos, pictures, maps, charts and transform learning into drawings or diagrams to get the picture.

- **Auditory/Verbal Learners:** learn through oral language, lectures, discussion, and recorded lectures. They might talk out loud to learn.

- **Tactile/Kinesthetic Learners:** learn by active learning such as hands-on training for any task, conducting experiments with learning tools, quizzes, or working in laboratory settings.

Other categories may include: learners who are Tech savvy, learners who have high motivation for structured learning but low persistence, field dependent and field independent learners.

When it comes to teaching students in the present digital age, it is beneficial to consider how technology might be incorporated to engage students for learning, understanding and simulating concepts. Most e-books come with features to personalize e-books with ability to share personalized content with others through email or stable links. The personalized features include making annotations, highlighting text, adding notes, creating diagrams, embedding related website links based on requirements, embedding documents and defining words through available dictionary within e-book. Visual learners are aided in the learning process by these features.

E-books can provide a text to speech feature which enables students with visual disabilities, as well as auditory and field independent learners to listen at their own convenience. Some e-book providers provide multiple platform readers for people with visual impairments.

Tactile learners are well served through the active learning environment of e-books. The **e-book** features provide: online quizzes with looping to explanation of right answers, online tutorials and exercise feature which enhance learning as compared to printed books’ static exercises.

**References**


Editors’ Note: The Wellness Column, a new feature of Faculty Focus, offers exciting and inspirational information relating to personal health, fitness, and nutrition. Below, Prof. Joyce Zonana, a certified yoga instructor, discusses the function of yoga in her life and her plans to offer to BMCC faculty and staff this exciting practice that refreshes body, mind, and spirit. If you have a fitness routine, health or nutritional practices that you would like to share with our readers, contact Dr. Victoria Mondelli, TLC Director at vmondelli@bmcc.cuny.edu or 212 220-8328.

Yoga is the simple practice of coming into alignment with what the yoga masters call our “true self,” the peace that is within all of us. Although it may look like an outward physical activity – back bends and forward bends and twists and maybe even inversions – it is really an inward experience of peaceful, calm alignment.

I was lucky enough to discover yoga in 1975, at the Integral Yoga Institute in New York. The founder of Integral Yoga, Sri Swami Satchidananda, was one of the first to bring yoga from India, where it has been practiced for centuries, to the West. Amidst the chaos that was my life back then, yoga brought me peace. Since then, I have found myself coming back to it, again and again, wherever I might be and whatever I am doing. In 2001 I spent a month at the Integral Yoga center in Virginia, where I became certified to teach a basic level one class.

That is what I will be offering to BMCC faculty and staff in February. My hope is to create a small space where we can step out of our busy, noisy days and return to the calm quiet that is our core. The class requires no previous experience of yoga, and is open to people at all levels of physical fitness. It is a gentle, non-judgmental, non-competitive, open experience that will bring us together in a spirit of discovery and self-acceptance. It will be our oasis, and my hope is that we will bring the “water” we find there back into our interactions with students, colleagues, and friends.

Om Shanti
Directors’ Corner
Dr. Victoria Mondelli

In the coming weeks, faculty and staff members, in conjunction with the TLC, will be launching several Faculty/Staff Interest Groups (FIGs) around common research and pedagogical topics. While the concept and practice of forming interdisciplinary interest groups is not new to BMCC, I do believe it is a propitious time to promote them, enlarge them, and see what we shall reap in the form of engaging dialogue, future publications, on-campus activities, and ideas for future grants. Please consider joining one of the existing groups if the topic is of interest to you, and/or begin to imagine a new group in which colleagues can learn and grow together, professionally.

What is a Faculty/Staff Interest Group?
Sponsored by the TLC, FIGs are interdisciplinary groups of faculty/staff members coming together to explore a common research interest and/or to embark on other types of creative projects. For example: The Children’s Studies FIG meets monthly in the TLC to discuss members’ scholarly writing, practice conference paper delivery, and to hear guest speakers. They have members from the Speech, Communications and Theatre Arts Department, the English Department, and the Administration, among others.

Who can join a FIG?
Part-time and full-time members of the BMCC faculty and staff are welcome to join an active FIG.

What is the level of commitment?
Joining a FIG is a voluntary action; you may opt out at any time. Generally, FIGs will run for one semester; those maintaining faculty/staff interest may continue from semester to semester.

How is the FIG structured?
Each FIG has one or two Faculty Facilitators who try to accommodate members’ schedules and set the calendar for the semester. The Facilitator(s) works with Dr. Victoria Mondelli, the TLC Director, to reserve space in S501B or other locations on campus and in the process of identifying and securing other needed resources. The Facilitator(s) collaborates with the FIG members to set the agenda for the semesters’ sessions.

Current FIGs for Spring 2011

Children’s Studies (T. Noimann & E. Kolbusz)

STEM (Science, Technology, Engineering, Mathematics) (B. Dewprashad)

Wellness (L. Carlson)

Cross Cultural Approaches to Latino/a Studies (C. Martinez-Lopez & R. Torres)

Technology & Learning: Blessing or Curse? (Z. Yablokova & J. Flanagan)

Game-Based Teaching & Learning (F. Crocco, J. Bisz, & C. Hernandez)

Faculty/Staff Publication Support (C. Wiseman)

Mathematics Across the Curriculum (Brett Sims)

Pedagogies for Effective Learning Environments (M. Hutmaker & E. Seidel)

Language, Society & Culture (M. Sepp & M. Matarese)

Women’s Studies Project (C. Baiada & M. Brown)