

# FACULTY FOCUS

Winter 2006

The Teaching Learning Center of Borough of Manhattan Community College reflects the mission of the college to preserve academic excellence and extend educational opportunities to a diversified urban population. The center strives to improve the quality of teaching and learning by cultivating an institutional climate that strengthens and promotes professional excellence.

The Teaching Learning Center provides a forum for faculty to exchange ideas about teaching and learning, serves as a center for presentations, maintains a collection of educational resources, disseminates information through a newsletter, and provides a calendar of faculty development activities of the college.



Globalism, liberal arts, and diversity are covered in this issue of *Faculty Focus*. As shown by the participants of the Salzburg Seminar and Fall Faculty Development Day, BMCC continues to encourage faculty in promoting a larger world view in the classroom. From Title V Director, Dean Wong's interview, we learn of current innovations on campus toward serving the needs of liberal arts students. And diversity can be seen not only in the variety of talent shared and enjoyed by BMCC faculty at Creative Arts Day in November and in the variety of events provided by the TLC (reported by the co-directors), but also in our newest faculty members described below. Welcome new Faculty!

*Co-editors, Sherry Engle & Yibao Xu*

### **Felix Apfaltrer Valero**

*Assistant Professor, Mathematics*

Felix Apfaltrer obtained his PhD in Mathematics from the Courant Institute at New York University. His area of research is in computational neuroscience, but he is also interested in mathematical finance. Professor Apfaltrer has taught mathematics at vari-



ous levels at NYU from 1999 to 2005. While finishing his BSc in mathematics at the Universidad de las Americas in Puebla, Mexico, he taught German at the Universidad Nacional Autónoma in 1998 and 1999.

### **Robert Farrell**

*Information Literacy Librarian, BMCC Library*

Originally from Houston, Texas, Robert Farrell received his BA from Columbia College in New York and his MLS from the University at Buffalo. After completing library school, he took a position as Government Documents Librarian at Lehman College and taught expository writing and philosophy at Parsons School of Design. He joined BMCC this fall as Information Literacy Librarian and looks forward to continuing the library's tradition of educating students in the information-seeking skills needed for success in their continuing education and professional lives. His current research interests are in ethics and aesthetics from a broadly phenomenological perspective.

### **Dorothy Grasso**

*Assistant Professor, Nursing*

Dorothy Grasso came to BMCC after fifteen years of teaching at Long Island College Hospital, where she served as the Associate Dean for two years. Prior to working in the nursing school, she taught at Methodist Hospital in Staff Education for seven years. Professor Grasso's clinical expertise is critical care and she has held a critical care nurse certification for twenty-five years. She has a strong interest in Alternative Medicine and is currently a Reiki practitioner. As the



**Co-Director**, Nkechi Agwu  
**Co-Director**, Manawendra Roy  
**Part-time Coordinator**, Samuel Sackeyfio

### **Publications Committee**

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Leonid Khazanov  
Eva Kolbusz  
Joan Jeter-Moye  
Helen Mele Robinson  
Margie White

mother of two children, Professor Grasso serves on their school committees and participates in various school activities. At this time, she is teaching medical-surgical nursing in the clinical areas.

### **Kimberly D. Hearn**

*Assistant Professor, Health*

Kimberly Hearn earned her BS in Psychology from Howard University and her MA and PhD in Clinical Psychology from the University of Michigan. After her graduate studies, Professor Hearn received extensive training in sexuality research as a postdoctoral fellow at the HIV Center for Clinical and Behavioral Studies at the New York State Psychiatric Institute and Columbia University. Concurrently, she attended Columbia University's Mailman School of Public Health, where she earned an MS in Biostatistics. Professor Hearn's research has been in the areas of adolescent and adult sexuality, HIV prevention, exposure to community violence, and social and religious development. She has published her research in several professional journals. A unifying theme throughout her work is her commitment to the personal, social and health needs of minority populations.

### **Jenna Rachael Hirsch**

*Instructor, Mathematics*

Jenna Hirsch earned her BS in Mathematics and a minor degree in Jewish Studies at Pennsylvania State University. After graduation, she taught mathematics at numerous schools including elementary, middle and high schools in Philadelphia and New Jersey. During this time, opportunities arose for her to teach at Camden County College and Burlington County College. Her passion for teaching mathematics to college students led her to earn an MEd in Mathematics at Rutgers University, where she was a part-time lecturer for 4 years. Currently, Professor Hirsch is pursuing her PhD in Mathematics and Education at Teacher's College, Columbia University. Her current research lies in student understanding of abstractions as well as student epistemological beliefs in the nature of mathematics, both included in her dissertation-in-progress.

### **Jane M Johnston**

*Assistant Professor, Science*

Born and raised in the United Kingdom, Jane Johnston obtained her PhD in 1992 from Imperial College of Science, Technology and Medicine, University of London and then came to Bethesda in the United States as a Visiting Fellow at the National Institutes of Health. Her research in neural transplantation took her to the Albert Einstein College of Medicine, New York, the Institute for Basic Research in Developmental Disabilities at Staten Island and the University of Medicine and Dentistry of New Jersey (UMDNJ). She

has many years of research experience, including collaborations with industry, and has published seventeen peer-reviewed articles and twenty-eight abstracts. She has taught at Bloomfield College, NJ, and New Jersey Institute of Technology and coordinated a graduate course in cellular neuroscience at UMDNJ.

### **David A. Krauss**

*Assistant Professor, Science*

David Krauss earned his BS at Tufts University and then went on to earn an MSc and PhD in environmental biology at the University of Massachusetts. He has taught at a variety of institutions including Wellesley College and, for the past eight years, Boston College, where he has worked in both the Biology and Geology and Geophysics Departments. His studies traverse two distinct areas of biology. As an environmental biologist, Dr. Krauss has worked with the Urban Ecology Institute to establish new protocols for integrating field work into high school curricula in underrepresented urban communities and to evaluate the ecological function and value of urban green spaces. As a paleobiologist, he concentrates on the behavioral ecology of dinosaurs, especially on their feeding habits and the ecological separation between different species.



### **Yohance F. Murray**

*Assistant Professor/Counselor, Counseling and Student Life*

Yohance F. Murray earned his BA in Psychology from Morehouse College and his MA and PhD in Clinical Psychology from the University of Michigan, where he studied help-seeking and disclosure among African American men and women in their platonic friendships. He has provided mental health services at the University of Michigan Psychological Clinic and the Veterans Administration Hospital in Ann Arbor, MI. He also taught psychology at the University of Michigan and Virginia Medical Careers Institute. Most recently, Professor Murray worked in Urban Health Studies at Hostos Community College. He is presently working to serve the needs of our students as a Counselor in the Counseling/Student Life Department.



**Melissa A. Nashat***Assistant Professor, Science*

Melissa Nashat received her BS degree from the College of Agriculture and Life Sciences of Cornell University. As an undergraduate, she was interested in animal behavior and studied various species, including horses, Monk parakeets, mice and rats. She pursued a graduate degree at the Albert Einstein College of Medicine where she earned her PhD in Pathology and continued on as a postdoctoral fellow. Professor



Nashat's recent research focuses on the neuroimmunology and pathogenesis of HIV-associated dementia; she plans to pursue her investigation of the effects of HIV on glial cells in the central nervous system.

**Claire Pamplin***Assistant Professor, English*

Claire Pamplin received her PhD in English from the CUNY Graduate Center. Her dissertation, "The Strange Career of Uncle Remus," explored how Joel Chandler Harris expressed his evaluation of Southern society through animal fables and the character of Uncle Remus. Professor Pamplin worked as a business-to-business journalist for 11 years, as writer, online editor and editor-in-chief of a trade magazine. She brings this experience into the classroom as she teaches feature writing. One of her current research projects analyzes the roots of the contemporary phenomenon of television makeover shows in nineteenth-century culture, specifically performativity.

**Antoine E. Pezon***Assistant Professor, Science*

Antoine Pezon was born and primarily educated in France. He earned his BA in Biology in 1996 from Carleton College (MN); his Licence in Organismal Biology in 1998; his Maîtrise in Population and Ecosystem Biology in 1999 from the Université Pierre et Marie Curie (Paris, France); and his MS in Animal Behavior in 2000 from the Université Paris Nord (Villetaneuse, France). He completed his PhD in Animal Behavior in 2004 from the Université Paris Nord (France), where he received a doctoral fellowship from the French Department of Education and Research. Professor Pezon's research includes social insect behavior, evolutionary biology, behavioral ecology, and sociobiology.

**Lucio M.G. Prado***Assistant Professor, Mathematics*

Lucio M.G. Prado received his PhD in Pure Mathematics in 2004 from CUNY Graduate Center. His doctoral thesis was "p-Potential Theory on Graphs, p-Parabolicity and p-Hyperbolicity" (2004). Professor Prado earned his BS and MS summa cum laude from the University of Sao Paulo in Brazil where he held a tenured position from 1992 to 2000. In the United States he also held teaching positions at Hunter and LaGuardia from 1998 to 2005. Professor Prado specializes in areas of research of geometric analysis, graphs, and applications of computer algebra systems on mathematical education.

**Elizabeth Primamore***Assistant Professor, English*

Elizabeth Primamore spent a number of years as a musician/songwriter in New York's downtown arts scene before returning to academia to pursue her PhD in English literature at the CUNY Graduate Center. She received her MA in English Studies from the University of London. She has taught composition, English, American, African American, and world literatures, and gender theory at BMCC, Hunter College, and St. John's University. Her research interests include modern British and American literatures, women's literature, and post-structuralist theory. She wrote her dissertation on "Michael Field," the shared pseudonym for poets, Katherine Bradley and Edith Cooper, an aunt and niece who wrote volumes of poetry, plays, and prose in the late nineteenth century in England. An active scholar, writer, and journalist, she has published on subjects as diverse as Virginia Woolf, Michael Field, and Sopranos' creator David Chase.

**Rifat A. Salam***Instructor, Social Sciences*

Rifat Salam earned her BA from Marymount Manhattan College and is currently completing her PhD in Sociology at New York University. Her doctoral dissertation, "Second Generation South Asians: Dating, Mating and Becoming American," explores the link between dating and marriage choices and the assimilation process. Her research interests include sociology of the family, immigration and ethnicity in American life. Prior to coming to BMCC, she taught a variety of sociology courses at New York University and Marymount Manhattan College, where she also served as an academic advisor. She is a member of the American Sociological Association and frequently presents her research findings at their annual conferences.



**Issa I. Salame***Assistant Professor, Science*

Issa Salame holds a PhD in environmental analytical chemistry from CUNY where he studied adsorption of organic molecules onto activated carbons and the removal of toxins from the environment. After graduate school, he became interested in science education and the understanding of how students learn chemistry through the various methods of teaching. Over the past four years, Professor Salame has been involved in the teacher preparation program at CCNY that attracts students to science and mathematics and guides and facilitates their teacher certification process. He is passionate about teaching and believes that his job is to reach each student, relate the subject to the student, and make the concepts, not only comprehensible, but also meaningful.

**Jason Samuels***Instructor, Mathematics*

Jason Samuels has four years of full-time teaching experience at various colleges in New York, Illinois and New Jersey. He earned his BS in Mathematics from Duke University, where he graduated magna cum laude. He earned his MS in Mathematics from SUNY-Stony Brook and is currently pursuing his PhD in Math Education at Teachers College, Columbia University. Research interests include optimal use of technology in education. Other interests include theater (actor/director/writer) and music (singing/song writing).

**Abdramane Serme***Instructor, Mathematics*

Abdramane Serme earned his BA and MA in Mathematics and his MPhil in Pure Mathematics with a concentration in differential geometry from the University of Cocody in Abidjan, Ivory Coast. He also graduated from the School of Education of the University of Ivory Coast with a Certificate for teaching in high school. He is currently a PhD candidate in Mathematics at the CUNY Graduate School and University Center. His research interests are in Probability and Stochastic Processes with a concentration in Econometrics and Macro Econometrics. Previously, his teaching experience ranged from high school



to undergraduates majoring in economics and science in his native country. Prior to coming to BMCC, he was an adjunct at Hostos Community College.

**Paulette Veronica Starling***Assistant Professor/Counselor, Student Life*

Paulette Starling earned an AA in General Business from Florida Community College, a BA in Psychology from University of North Florida, an MA and EdM in Counseling Psychology from Teachers College, Columbia University and a PhD in Counseling Psychology from Penn State University. She was invited to present a poster session at the American Psychological Association Convention in Toronto, Canada, which was followed by the publication of her dissertation, "Structured Peer Group Practicum Supervision: Supervisors' Perceptions of Supervision Theory, Counselor Education and Supervision" (2000). Professor Starling brings experience as a psychologist and as a New York City manager. She is most proud of her last position at the New York City Department of Homeless Services (DHS), where she was the Director of a 200-bed, men's programmed homeless shelter in Brooklyn, NY. Her research interests lie in examining the efficacy of structured peer group supervision and examining the effects of depression and substance abuse on community college students' development and retention.

**Elizabeth Wissinger***Assistant Professor, Social Science*

Elizabeth Wissinger earned her BA from Middlebury College in Vermont. After a brief career as an arts administrator, she decided higher education was the place for her. She eventually completed her MPhil and PhD in Sociology with a certificate in Women's Studies from the CUNY Graduate Center where she specialized in cultural studies and technoscientific feminism. In 2004, she was the first recipient of the Monroe Carrel Jr. Dissertation Fellowship Award, which allowed her to work on her dissertation full time. Her dissertation, "The Value of Attention: Affective Labor in the Fashion Modeling Industry," uses fashion models as a case study to theorize the relationship between affective labor, (e.g. labor aimed at acting, engaging, and connecting with people in order to stimulate and project a feeling of vitality or aliveness), and the growing influence of technologies such as television and the internet on social life. Professor Wissinger currently teaches Introduction to Sociology and looks forward to developing a course on gender, media, and culture.



## BMCC Represented at the SALZBURG SEMINAR

by Yibao Xu and Sherry Engle

### *International Study Program for College Faculty and Administrators*

*Colleges and universities are vital institutions for addressing political, social, and economic concerns, be they at a local, national, or global level. While embedded in their communities, they contribute substantially to a nation's competitiveness and operate within an increasingly international environment that links people and institutions together across borders. Colleges and universities are arguably the most resilient and the most sustainable institutions not only for advancing modernization and prosperity but also for ensuring the foundation and continuance of civil society. As such, they are gateways into a future that is in our own hands.*

*The goal of the ISP Program for College Faculty and Administrators is to explore the factors that may either support or restrain a comprehensive approach to global education within community colleges and to jointly develop strategies for those teaching within community college systems on how they can incorporate a more comprehensive approach to global education. The three main areas of focus are: Institutional Policies, Curriculum Enhancement, and Faculty Development.*

—Salzburg Seminar website

Between July 16-23, 2005, representatives of BMCC faculty participated in the Salzburg Seminar under the theme "Global Education." About 70 from U.S. colleges participated, with BMCC having the largest delegation. Under the leadership of Senior Vice President Bragg, ten faculty members from Business, Developmental Skills, English, Modern Languages, Music and Art, and Nursing participated in the Seminar.

The Salzburg Seminar participants shared their lively experience on October 20, 2005, in a presentation at the Teaching and Learning Center.

After a brief introduction by **Professor Alister E. Ramírez (Modern Languages)**, facilitator of the presentation, **Professor Steven Belluscio (English)** described the daily schedule of the Salzburg Seminar: "One thing you are going to notice is that people who are accepted for the Salzburg Seminar embark upon quite an undertaking. Besides all of the fun and enjoyment of going to a country as beautiful and historically rich as Austria, there was a great deal of work to be done on a daily basis. Every day started with a delicious breakfast. After we 'filled up,' there was a lecture on some sort of general theme pertaining to globalism. For example, the first day's lecture was entitled 'Developing Global Citizenship, Leadership for the Twenty-first Century,' delivered by systems analyst Bill Reckmeyer. Another lecture we heard at one point during the week was 'European Answers to Globalization' by Bernd Baumgartl, a researcher and consultant regarding multicultural and international education. The lectures went on for an hour or so. After that, there would be a brief question-answer session in which the lecturer would answer basic questions. Once this was over, we had a short break for coffee and tea.

"At 11 a.m., we were divided into small groups to discuss the general lectures and make them more relevant to education, particularly two-year colleges. After that, we would have a very elaborate lunch. Once the lunch was over, it would be followed by what was known as a 'Thematic Group Action.' Earlier in the week," explained Professor Belluscio, "each of us selected a theme group we wanted to belong to that takes an issue on globalism, link it to education, and then present on it to all seminar participants at the end of the week

"I was a part of the thematic group Curriculum Development and Classroom Approaches, but there were others you will hear about after I am done. The group meeting would go on for about an hour and a half. This was where solid work got done and presentations were put together—handouts, and Power Point presentations, etc. Basically, they were plans for the future of our respective institutions.

"We would break again for coffee and tea. This would be followed by a short reading and reflection. Readings were made available to us in the common area and in the library. After that, we would participate in Focus Meetings; in these meetings, we were organized as groups by disciplines, and we would informally discuss what relevance these materials had for our discipline. I was in the English and Composition Group.

"At 6:30 p.m. we had our dinner, which was just as elaborate as lunch. After the dinner, there would be a plenary discussion in which the entire group would get back together, along with the presenter from earlier in the day. Here we would have room for a broader question-and-answer session. That would last about an hour or two. Finally, sometime around 10 at night, we would break and get ready to do all this again the next day starting at 9 a.m. That was a day in the life of the Salzburg Seminar."

About the thematic groups of the Seminar, **Professor Eda Henao (Modern Languages)** provided more details. “There were several thematic groups such as Faculty Development, Installation Initiatives, Travel Abroad, and Instruction by the Curriculum Development, and Classroom Approaches. I was in the Faculty Development group. Participants in this group exchanged information on what their own colleges had done in terms of faculty development and discussed new ideas for embracing globalization of education. For instance, some of the ideas we came up with included publishing a newsletter dedicated only to the topic of globalizing education. The newsletter would not only cover philosophies and theories of globalization of education, but also, case studies of faculty/staff who have actually been able to incorporate globalization ideas, practices, methodologies, etc., into their own teaching. The publication of these case studies would serve as an example of how to connect theory with practice and would also stimulate curriculum development/modification/revision and teaching practices among other interested faculty.

Other ideas were to develop a website exclusively devoted to globalization of education, which both faculty and students could access, or mentoring junior faculty interested in global education, but who are not able to go to Salzburg personally. Also discussed were suggestions to create a central college office devoted to global education and initiatives in general, to get corporate involvement, and to create a weblog for Salzburg Seminar participants to discuss what they are doing or to ask questions from one another. Yet another valuable suggestion was to minimize cost and involve more faculty in conferences and seminars on globalization by means of teleconferencing. Faculty on campus could “attend” seminars and conferences from a teleconferencing room equipped for such purposes. Lastly, members of the Faculty Development Thematic Group suggested that rather than to try “converting” faculty with no interest in this approach to education, colleges and universities should offer incentives as well as promote, sponsor, and support the commitment of those who would like to further this approach to teaching and learning.

**Professor Mabel Asante (Development Skills)** was also involved with the Faculty Development group. She supplemented what Professor Henao described by focusing on the process of how her group got the work done. In addition, she shared her experience as a member of the ESL focus group. “We discussed how to apply the new ideas we learned at the Seminar into ESL teaching. The seminar helped me to understand the broader meanings of globalization of education.”

Professor Belluscio then added to the discussion by expanding on activities of the Curriculum Development and Classroom Approaches group. “One thing all of us in the group could agree on was that it was important to have at the disposal of interested instructors a compilation of ‘best practices’ to incorporate globalism into the classroom. Here for you today is a list of about fifteen best practices that worked in a number of different kinds of classes throughout the country. For instance, one is a show-and-tell presentation in which teachers and students share items that represent a particular culture; another is a culture treasure hunt in which one goes out into the community and experiences something culturally new and reports on it in some way; another talks about using literature to lead to self-awareness and understanding global cultures and societies.

“Music was something that was also discussed: one instructor spoke of having students imitate, listen to, or play music from other cultures and thereby learn to appreciate the cultural significance of this music. Still another instructor spoke of using personal narratives in which students simply share about an international experience, whatever that may be. There is also the model United Nations’ simulation, which is not that different from what you may find in the secondary classroom across the United States. On the list, you will also see classroom debate, in which students argue international issues. These are some best practices we discussed and presented at the end of the Salzburg Seminar week. We also discussed how to get people to actually do these things. On that, there is wide range of opinions: providing sample syllabi; making available these best practices; providing some means of classroom assessment—especially exit evaluations in which students are required to give substantive and anonymous answers about their experience in a particular class (that would lend some insight into whether or not the international component had any effect at all); and observing instructors in order to make sure they comply. These are some of the innovations and tools we discussed.”

**Professor Marguerite Rivas (English)**, also a member at the Curriculum Development and Classroom Approaches group at Salzburg, talked about how to get the best results from available resources. Among the techniques Professor Rivas mentioned are “Having a departmental or program report that might some way dovetail with an institutional report; the best practice portfolio; an information guide for faculty members; and “holding professional development seminars and/or workshops dealing with certain aspects of integrating globalization into pedagogical practices.”

**Professor Carmen Martínez-López (Business Management)**, in the Strategic Management Team, also spoke about what she had learned from the Salzburg Seminar. One of the things she mentioned was that the seminar had helped her to understand that “globalization has more political connotations than internationalization.”

**Professor Eugenia Oi Yan Yau (Music & Art)** revealed how she implements globalization into her chorus classes. “Music is an international language, and perhaps it is the easiest subject to teach in terms of globalization. The songs I have used in my chorus class are in many different languages. But amazingly I can always find someone in the class whose native tongue is that language and who can provide correct pronunciations and cultural background for the songs.” Professor Yau also mentioned that she had a rewarding time in Salzburg and was especially happy (as a new BMCC faculty) for having the opportunity to become acquainted with other participants from BMCC.

As for the Focus Groups, **Professor Maria Enrico (Modern Languages)** introduced her experience in the Cross Curriculum Development Group. “We had people from all different fields in the group. Basically, we tried to find ways in which people would not be entrenched. We came up with various solutions. One would be that a requisite or required elective in every major would have a cross curriculum global awareness component. A student should not be allowed to graduate without taking at least one such course. We believe there is no single subject where this cannot be done. I taught Italian 200 this past semester. One day I listened to the radio and heard the Iraqi new constitution. Some articles of the Constitution, I believe, are borrowed from the Italian Constitution. I then got a copy of the Italian Constitution (in Italian) and copied it for my students. I asked them to identify which articles would fit into the Constitution of the United States. I also asked my students who are from foreign countries to tell which articles in their mother country’s constitution should be ideal ones. We did these all in Italian. I am not a political science professor. If I saw that this class was really working, I could then go to ask a political science professor to come and talk. I believe team-teaching is valuable. Like reading and writing across the curriculum, we also should tap into our campus resources to enlighten our courses. At Salzburg, meeting professors from other institutions and discussing globalization of education from other perspectives were really valuable experiences.”

**Professor Margie White (Nursing)** shared her experience in the Focus Group for Science. While she was the only participant whose specialty was nursing and there was little

discussion devoted directly to that subject, Professor White noted that she profited a great deal from the Salzburg Seminar. Already she has begun taking steps to integrate globalization into nursing courses at BMCC.

As for the speakers of the Salzburg Seminar, **Professor Maria Enrico (Modern Languages)** reported: “They are not academic. One who lectured us about oil production was from the Organization of the Petroleum Exporting Countries (OPEC), another was a supreme justice from Canada, while another one was head of the United Nations Program in Kosovo. They spoke from actual hands-on experience, and the aspects they provided for us were quite different. In that sense, I thought it was very valuable. This way of incorporating new knowledge gives you a new perspective to take into your classroom.”

Professor Ramírez informed the audience that the Salzburg Seminar had a five-year plan to create a fictional global college in every aspect and that the seminar held in July 2005 initiated the plan. “The participants at the Seminar,” said Professor Ramírez, “had to produce a concrete proposal to present to the fictional president of the global college.”

Following the presentations by the participants of the Salzburg Seminar was a lively discussion on the meanings of global education and ways to achieve that goal. Professors Giammarella, Rafael Corbalán, Mike Vozick and others offered their own personal views.

Dean Michael Gillespie thanked all faculty members who participated in the presentation for their specific suggestions on globalization of education. He also provided the main reasons as to why BMCC is involved in the Salzburg Seminar. “It is really for students. If we are graduating students from BMCC who do not understand they are global citizens, we have failed. It is very important to have that perspective for ourselves. It is critical for us to be able to impart that respect to our students. That is really why our faculty are going to Salzburg and why we continue to send our students.”

With the global perspective in mind, Dean Gillespie pointed out that “Our students should also learn about America. Some of them think Mexico is a state and some do not know where Colorado is located. America is very much a foundation to what we want to do. It does not matter where our students were born, they have to have some knowledge about this country in which they now live. Then we move on to other countries and to other perspectives.” He stated that BMCC will continue to participate in the Salzburg Seminar.

## Fall Faculty Development Day

“Multicultural/Global, What’s the Difference?” marked the theme for Fall Faculty Development Day on December 6th in the Richard Harris Terrace. After opening remarks from President Antonio Perez, Senior Vice President Sadie Bragg and Dean of Academic Affairs Michael Gillespie, five BMCC faculty spoke on the above theme: Yuichiro Onishi, Ethnic Studies; Steve Belluscio, English; Mabel Asante, Developmental Skills; Carmen Martinez, Business Management; and Margie White, Nursing.

Yuichiro Onishi, Ethnic Studies, began by stating that “‘multicultural’ refers to conditions and complexities created by peoples of different racial and ethnic backgrounds; ‘global,’ on the other hand, refers to the interconnectedness of peoples, societies, economies, and cultures, as well as realities of unevenness across myriad geographical areas, nations, and groups.”

Steven J. Belluscio’s presentation involved the difference between the terms “multicultural” and “global” and the significance each has for English and Composition Studies. He defined multiculturalism as the “recognition and explication of difference within a national context,” and defined “internationalism as the recognition of the interconnectedness of difference within and without national borders.”

Mabel Asante asserted that the difference between multiculturalism and global citizenship lies in motivation and scope of concerns. According to her, multiculturalism aims at bringing parity in certain aspects of a nation, including diversity,

gender, sexism, and religion. Global citizenship, on the other hand, addresses issues that pertain to the survival of the human race, including diversity, fairness in international trade, global warming, war, and diseases, such as HIV/AIDS.

Carmen Lenor Martinez-López maintained in her presentation that even though globalization and multiculturalism are discussed everywhere, there are no accepted definitions for all disciplines. She cited several authorities, giving various views of the topics. From a business perspective, Prof. Martinez-López pointed out that globalism was important for trade agreements among countries such as the North American Free Trade Agreement (NAFTA) and the Southern Common Market (MERCOSUR). She concluded by stating that globalization and multiculturalism complement each other.

Margie White, on the other hand, noted that in the nursing field, multicultural basically looks at the individual aspects of people of different cultures holistically in order to administer care. Extending and broadening assessment of people would also be to view them globally, focusing on issues that are universal needs of human kind such as health care that is affordable and accessible and clean water and air, etc. For nursing, a major goal is to produce leaders who will be involved in global health issues of the world, using information technology to promote health by teaching primary prevention of disease worldwide.

Professors Patricia Mathews-Salazar and James Tolan served as moderators during this event.

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## Historian’s Report by Dolores DeLuise

Now that the TLC has bylaws and a committee to keep them up to date, it was decided to create the position of TLC Historian, and that honor has fallen upon me. In addition to leadership of the Bylaws Committee, I am collecting and safeguarding all TLC documents. Records of the years 2003-2005 are in the process of being bound and will be placed in Room S501B. If you were to leaf through them, you would learn a wonderful story of an energetic organization that underwent exponential growth under the leadership of Nkechi Agwu (Mathematics), Nidia Pulles-Linares (Modern Languages), and Robert Blumenthal (English).

As the oral tradition became codified into a written one, we have all attempted to preserve the spirit and intention of all those who preceded us, and, in addition, we instilled a particular essence of our own.

In order to facilitate this work, I am requesting that all records be forwarded to me—committee minutes, reports, fliers, etc. When you arrive at a TLC meeting with a handout, please be sure that I, as well as the Secretary, Nicolas Agrait, each have a copy. Thanks for all your assistance.

# Faculty Creative Arts Day

by Rochelle Holland

The 2005 Faculty and Staff Creative Arts and Crafts Day was a complete success. It was a day of aesthetic expression and entertainment for all who attended. On November 30th twenty-seven faculty members displayed their multi-talents. Dean Michael Gillespie and TLC Co-Director Manawendra Roy gave opening remarks and praise for participating faculty members.

There was a continuum of work that entailed a karate demonstration (Leslie Craigo), photographs (Sandra Boer, Helen Mele Robinson, Maria de Vasconcelos), paintings (Margaret Barrow, Pat Genova, Michael Langenstein, Hilario Barrero), drawings (Yohance Murray), a professional press (Jack Estes), video (Cynthia Karasek), classical guitar (Alan Wallis), original vocal compositions (Joyce Solomon Moorman and Eugenia Yau), and performances from the BMCC select chorus (Eugenia Yau, conductor). Faculty also read original poems and essays (Dolores DeLuise, Jan King, Sue Horowitz, Sam Patterson, Ingrid Hughes and Jason Samuels). Additionally, there was decoupage art (Rochelle Holland),

exotic hand-made jewelry (Amanda Bielskas), crochet blankets and attire (Leslie Craigo, Maria de Vasconcelos), a lively and interactive food demonstration on “how to make guacamole” (Joe Bisz and Susan Horowitz), several tantalizing international dishes (Dolores DeLuise, Nidia Pulles-Linares, Chigurupati R. Rani). TLC Co-Director Agwu provided closing remarks, encouraging on-going interaction of faculty and staff via the Teaching-Learning Center.

Special recognition and thanks go to the Creative Arts Day committee: co-chairs Rochelle Holland and Joyce Solomon Moorman (pictured above) and committee members Sherry Engle, Lalitha Jayant, Leonid Khazanov, Eva Kolbusz, Joan Jeter-Moye, Helen Robinson, Margie White and Eugenia Yau.



## Interview with Erwin J. Wong, Dean of Academic Affairs and Title V Project Director

by Brahmadeo Dewprashad

*FACULTY FOCUS: In what ways does the Title V project seek to change the advisement process for liberal arts students?*

DEAN WONG: At the last Middle States site visit, the college was criticized for the way advisement was provided for liberal arts students. The current process for liberal arts advisement is very arbitrary. Students are assigned to a liberal arts department based on the alphabet that their surname begins with; for example, if a student's surname name starts with B, the student might be arbitrarily assigned to English whether or not they are interested in English. This may change from semester to semester; one semester that student may be assigned to the English department, but the next, wind up in a different department, depending on the number of students. There is no continuity or real occasion for the student to develop any sort of rapport with the faculty advisor.

The Title V grant provides us with an opportunity, first of all, to train faculty in Developmental Academic Advisement; this is a process whereby the faculty can actually get to know the whole student— find out his/her interests, career plans, and what types of issues may be involved in terms of work, home, responsibilities, etc. The idea is to really get to know the students and what kind of workload they can handle, what courses interest them, and what students want to do when they complete the associate degree and, ultimately, the baccalaureate degree.

Part of the problem with the current liberal arts advising process is that it is often an “assembly line process.” When a student shows up, a faculty person says: “Sit. What is it you want? Okay, here it is,” and signs the advisement sheet. Many faculty members have gone through occasions where a student shows up and says: “these are the courses I want,” and the faculty member simply signs off on it. It is a

**“Part of the problem with the current liberal arts advising process is that it is often an ‘assembly line process.’”**

situation that is inviting bad advisement, creating misinformation, and perhaps even pointing students in the wrong direction.

Under Title V, the faculty advisor will continuously see the same students, being assigned a “cohort” of liberal arts majors whom they will advise throughout the students' academic careers, hopefully until the point of graduation. That way, students will see the same person each semester. For example, if you were participating in it, you may see the same student for several semesters. You would be able to ad-

vise that student in terms of what he or she needs to do in liberal arts. Perhaps he/she has an interest in science. You can then recommend which kinds of science courses he or she should take—a one semester course vs. the two semester course sequence or the merits of choosing a particular chemistry or biology elective. Such discussions are especially important, since most liberal arts



students transfer to senior colleges. Which senior college they plan to go to will also have an impact on the courses they take. We want to ensure that the courses they take at BMCC will also count towards the baccalaureate degree. This way, students will not have to do additional courses at a senior college because they did not take care of it at the Associate level.

Faculty will be trained in this process. Workshops are being offered as part of the training so that faculty are well aware of not only academic advisement issues, but some of the most frequently asked advisement questions. Faculty will also become familiar with articulation agreement issues, and be aware of a whole myriad of topics to advise their students appropriately.

*FF: What has been the feedback from faculty participating in the project?*

WONG: From what I have heard, the feedback is primarily positive. Faculty fill out surveys after their training, and I think, for the most part, it has been very good. They have indicated that they have learned things about

the process that are very, very helpful to their students. One of the issues with advisement is that our faculty are very multi-task oriented. They have to teach, they have to do research and they have to do college service. Consequently, preparation for advisement is often not as strong as it should be. The workshops provide faculty with helpful information on topics that many have already dealt with, such as those pertaining to students with disabilities.

*FF: How did the project start? How many faculty are involved?*

The project started a year ago with a cohort of eighteen faculty. Interest has grown, and for the second year the cohort is likely well over 25. [In the January Title V Workshop, 27 faculty participated to form Cohort B.] This shows great interest on our faculty's part and their desire to want to pro-

**“If this project is as successful as we hope it will be, it will become a model for us to use for liberal arts advisement and also for career advisement.”**

vide really good academic advisement to students. An added plus is that we try to assign students to faculty with whom they share common interests. For example, if a student indicates an interest in psychology, we try to have that student assigned to a psychology faculty participating in the project. Such mutual interests will help to develop a good relationship between advisor and advisee.

*FF: How can faculty not currently involved in the project help support the project?*

WONG: Hopefully, word will spread and more faculty from liberal arts will participate. If this project is as successful as we hope it will be, it will become a model for us to use for liberal arts advisement and also for career advisement. In many ways, career advisement follows this path already because students will always go to the department of their major—accounting, business, etc. In general, this is a stable situation for the student, as they will likely see the same faculty each semester. If more faculty participate, that would be great. We are hoping that some of the faculty participating now will become mentors and provide helpful guidance to other faculty who cannot participate in the training themselves.

*FF: What has been the feedback from students?*

WONG: Student feedback, so far, has been generally good. Students have just started seeing their faculty advisors and working with them. We will probably have better information by the end of spring semester. As part of the program requirement, faculty will also document what is discussed. When the students return, there will be a chart that indicates their advising history, which helps in providing guidance.

*FF: Are there plans to institutionalize and disseminate the project?*

WONG: Hopefully this will become a model program. I cannot say for sure that it will be institutionalized; part of it is a question of success. We have to wait to see data that indi-

cates the retention of students participating in the program is better than that of students who are not participating and also that the graduation rate over time is better. Obviously, we will want to look at institutionalizing it. Part of the understanding is that Title V is a planning grant. If it is not working as anticipated, you tweak it or revise it and see if you can find something better. The idea is that we do not have a preset notion of what is going to happen.

In terms of benchmarking, prior to the grant's submission, a number of the members of the Title V Faculty Planning Committee, established during the fall term of 2002 and expanded in the fall of 2003, had gone to other institutions to look at their models of advisement. I know that they went to Monroe Community College and the University of Pennsylvania. They visited different colleges, looked at their advisement models, and took from them the best practices, using them to create BMCC's own Title V advisement model. Underlying it, of course, are core values of our college. We have a notion of how academic advisors should proceed with students and we have developed a mission for the Title V project. The goal is that students will be provided with quality advisement and form a strong bond with their advisor. That will certainly benefit the student in terms of persistence, of making informed choices about the kinds of

**“The goal is that students will be provided with quality advisement and form a strong bond with their advisor.”**

courses they take, and about their workload. Should a student go part time (fewer than 12 credits) or full time (12 to 18 credits)? Should a student consider going beyond the 18 credits if he/she is up to it?

*FF: I have noticed that technology will play an important role in the project.*

WONG: Right now, CUNY has identified a software program, DegreeWorks, which will serve as an advisement model and a graduation audit tool; it will be used to track student advisement sessions and to follow their progress towards their degree. We are working diligently to implement DegreeWorks and to replace current models. In the meantime, we are using Blackboard to connect faculty advisors to one another and to members of their own student cohorts. Discussion Board is used so that students can keep in touch electronically and not be restricted to the constraints of face to face meetings. Glenn Miller, one of the Co-Activity Coordinators, is responsible for the technological support for advising activities. He will oversee the technical aspects, set

up and manage the BlackBoard and DegreeWorks sites for Title V, and train the faculty. The other Title V Co-Activity Coordinator, Rhea Parsons, is responsible for Faculty Training. Nidia Pullés-Linares is the Title V Activity Director, responsible for the day-to-day management of the project.

*FF: Any final words on the Title V project?*

WONG: I think that Title V's goal is a wonderful one. If successful, it will be of great benefit to both faculty and students. It will create a more meaningful relationship between advisor and advisee. In many ways, it is going to make our faculty's work a lot easier, because, for one, faculty will have

technology at their fingertips. More importantly, because a faculty advisor will have a particular cohort, no additional time will have to be spent getting to know the students again. He/she will have a track record of previous discussions on Blackboard. Time spent with an advisee will be quality time. And it is hoped that it will be an enjoyable experience. Just as faculty enjoy good classroom relationships with students over a semester, I hope that the same kind of relationships will be developed in advising. The Title V advisement process aims at helping liberal arts majors achieve their academic goals, graduate and hopefully go on to a senior college. Ultimately, it is gratifying to know that you are really helping students.

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## BMCC International Committee (BMCC IC)

The BMCC International Committee (BMCC IC) is spearheading our college's initiative to create an umbrella for myriad programs, activities and services that seek to foster and broaden global education, awareness and citizenship to the campus community. The goals of the committee include, among other things, the formation of global educational programs and services such as the International Speaker Series, International Coffee Hour, Globalizing the

Curriculum Faculty Development Initiatives that meet the needs and mission of the college. Currently, the BMCC IC currently is made up of ten members and is eagerly looking for more volunteers to help and organize campus events. If you would like to participate, please check the TLC calendar for the BMCC IC meeting/International Coffee Hour dates.



BMCC faculty and staff generously contributed \$1,526 to the Tsunami Relief fund organized by Manawendra Roy, TLC Co-Director. Pictured above are participants in the campaign: Prof. Abdramane Serme, Prof. Roy, who is presenting the check to Melissa Kilkuskie from Mercy Corps, along with TLC Co-Director, Nkechi Agwu, Prof. Brenda Wyatt and Prof. Hyacinth Martin.

## Project Kaleidoscope (PKAL) Leadership Program

BMCC participates as a leadership institution in the “Science for all” Project Kaleidoscope (PKAL) leadership program. The goal of PKAL is to encourage the design and development of an intellectual, physical and organizational infrastructure that supports strong learning in science, technology, engineering and mathematics (STEM) fields. The programs and activities of the BMCC PKAL leadership group is geared towards developing an informed cadre of leaders taking advantage of new opportunities facing our

campus community and providing opportunities to learn from those, having documented success in transforming the culture and arriving at policies and practices that succeed—over the long-term—in supporting strong undergraduate STEM programs. Please check the TLC calendar for the BMCC PKAL leadership team meeting/seminar dates and times. Volunteers are always welcome. For more information about PKAL, visit the website with url address: [www.pkal.org](http://www.pkal.org).

## TLC Co-Directors Report for Fall 2005 – Celebrating 15 years of growth

Nkechi Agwu and Manawendra Roy

Greetings. Welcome to the Teaching Learning Center (TLC) for the 2005-2006 academic year – the 15th year anniversary of the TLC. We would also like to encourage you to serve and enrich the college through your participation at the TLC.

The TLC hosts numerous teaching and learning activities, such as the TLC Open House, Recognition of TLC Service, Recognition of College Service, Honoring Faculty Mentors, Coffee With the President, Small Group Discussions with the Senior Vice President, Publications/Creative Arts Day, Technology Day, Food for Thought Seminars, Balancing the Curriculum for Race, Ethnicity, Gender and Class, Writing Across the Curriculum Workshops, Faculty Development Grant Presentations and a variety of faculty panel discussions and presentations. Please consider serving as a departmental liaison or as a volunteer in the various TLC committees, viz., Bylaws, Correspondence, Grants, Programming, Publications, Publicity, Resource and Technology.

We have a challenging year ahead of us with the implementation of our newly constituted Bylaws developed to ensure continuity, growth and sustainability of TLC programs and activities and our upcoming 15th year anniversary celebrations on May 3, 2006. You are invited to visit the TLC during regularly scheduled weekly library hours to review our Bylaws and other TLC informational and historical materials, borrow books from the library and discover the world of the TLC - your institutional home for faculty development. With our constituted Bylaws, we now have Nominations and Evaluations Sub-committees of the Bylaws Committee, a Web Sub-committee of the Technology Committee, and newly created leadership positions of Treasurer, Web Coordinator and Historian.

Over the past year, TLC programming has expanded to include regularly scheduled meetings/seminars of cluster groups, viz., International Committee (IC) (Chair – Nkechi Agwu, Mathematics), Project Kaleidoscope (PKAL) Leadership Team (Team Leader – Brahmadeo Dewprashad,

Science), Publishing Group (Group Leader – Maria De Vasconcelos, English) and New Faculty Pedagogical Series (Facilitator - Dean Michael Gillespie). If you would like to find out more details about these clusters or are interested in attending the meetings/seminars of these clusters, please contact the persons indicated above or review the TLC monthly calendar for their meeting dates and times or review their descriptions in the Faculty Focus.

Unfortunately, we started the semester with two significant drawbacks, viz., no Part-time Faculty Coordinator for the entire semester and no administrative secretary for an entire month. It is our pleasure to announce that the college administration has selected Mr. Samuel Sackeyfio (Mathematics) to fill the position of Part-time Faculty Coordinator effective Spring 2006. The Part-time Faculty Coordinator plays a crucial role in terms of outreach to part-time faculty and communication to them that the TLC is also a place for them to serve the college in leadership capacities. The issue of active participation of part-time faculty in the TLC programs and events continues to be a challenge.

Several TLC members and other college faculty and staff contributed generously for Tsunami victims. The total amount of \$1,526.00 was presented to Mercy Corp prior to the TLC Board meeting on Wednesday November 16th, 2005 at 4:15 pm (see picture on page 12).

We have had a semester full of programs and activities, including the Salzburg Seminar Series, the International Coffee Hour featuring global initiatives at the college, among others. The celebration to honor Bill Friedheim for faculty development was rescheduled to after the Board meeting on February 15, 2006 due to cancellation of the holiday party in December as a consequence of the TWU strike. We are looking forward to an equally rewarding spring semester.

Best wishes for the New Year.

Borough of Manhattan Community College  
**TEACHING LEARNING CENTER 2005-2006**

Nkechi Agwu & Manawendra Roy, Co-Directors  
Samuel Sackevfio, Adjunct Coordinator

**TLC BOARD MEMBERS**

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Mabel Asante, Developmental Skills  
Margaret Barrow, English  
Joe Bisz, English  
Robert Blumenthal, English  
Anthony Creaco, Science  
Brahmadeo Dewprasad, Science  
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Zhanna Yablokova, English

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Susan Brillhart, Nursing  
Simon Carr, Music and Art  
Wilbert Donnay, Accounting  
Dolores DeLuise, English  
Pat Boyle Eglund, Nursing  
Sherry Engle, Speech  
Maria Enrico, Modern Languages  
Louise Greene, Nursing  
Nidia Pullés Linares, Modern Languages  
Alister Ramírez Marquez, Modern Languages  
Helen Mele Robinson, Teacher Education  
Patricia Matthews Salazar, Social Science  
Margie White, Nursing  
Bill Wright, English

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Dolores DeLuise, English  
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Rebecca Hill, Social Science  
Rochelle Holland, Paulette Starling, Counseling  
Joan Jeter-Moye, Cooperative Education  
Eva Kolbuz, Speech, Communications, Theatre  
Lin Leung, CIS  
Harvey Man, Accounting  
Joyce Moorman, Music and Art  
Helen Mele Robinson, Teacher Education  
Abdramane Serme, Mathematics  
Alan Wallis, Modern Languages

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Nicolas Agrait  
Nkechi Agwu  
Robert Blumenthal  
Jack Estes  
Lin Leung  
Chigurupati S. Rani  
Sarah Salm

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Mabel Asante, Co-Chair  
Nicolas Agrait  
Rolando Jorif  
Lauren Goodwyn  
Margie White

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Nicolas Agrait

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Wilbert Donnay

**Web Coordinators**

Wilbert Donnay  
Colin Persaud

**Historian**

Dolores DeLuise