

SPRING 2006

Faculty Focus

15TH ANNIVERSARY

The Teaching and 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 and 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.

Co-Director, Nkechi Agwu
Co-Director, Manawendra Roy
Adjunct Coordinator, Samuel Sackeyfio

Publications Committee
Co-Editor, Sherry Engle
Co-Editor, Yibao Xu

Members

Brahmadeo Dewprashad
Lauren Goodwyn
Lalitha Jayant
Eva Kolbusz
Laura Weingarten



We are proud to present this special edition of *Faculty Focus*, celebrating the 15th Anniversary of the Teaching and Learning Center. First you will see a “virtual” interview with six past directors and co-directors, provided by Joe Bisz and Jack Estes, which offers reminiscences of earlier years. Secondly, we can gain an understanding of the administrative perspective of the TLC through Mabel Asante’s interviews with Senior Vice-President Sadie Bragg and Associate Dean Michael Gillespie. But this edition would not be complete without the interview provided by Eva Kolbusz which gives the views of current Co-Directors, Nkechi Agwu and Manawendra Roy, as well as Adjunct Faculty Coordinator, Samuel Sackeyfio. Together, all three articles reflect the various dynamics of the Teaching and Learning Center, giving an historical overview and celebrating its accomplishments.

A Conversation among Former TLC Directors and Co-Directors

Conducted by Joe Bisz and Jack Estes for Faculty Focus

FACULTY FOCUS: Thank you for agreeing to talk about the history of the Teaching and Learning Center. Why or how did you initially become involved in the TLC?

PROF. JUNE GASTON (Math): I attended some of the events scheduled when Stephanie Mazur was the TLC director and I became a board member. I had already received honors for creative pedagogy in mathematics and organizing special educational programs. When Sadie Bragg and Jean Withrow approached me about serving as the next TLC director, I was ready and willing.

PROF. DAVID KNIGHT (Accounting): June, the director at the time, was outstanding and her performance encour-

In addition, three feature articles focus on teaching in various ways: Technology Day, as reported by Joe Ugoretz; three short pieces on using technology in the classroom by Lalitha Jayant, Helen Mele Robinson, and Cynthia Karasek; and a report on the Joe Doctor Colloquium by Jim Tolan. Special thanks to Rob Gizis from the Office of Publications for the new formatting and the touch of color in this issue; each semester Rob patiently labors to help put together the *Faculty Focus* and we would be lost without him. Lastly, for his careful editing and skillful advice, we thank Dean Gillespie for his input on all the *Faculty Focuses*.

Here’s wishing the TLC another event-filled, prosperous 15 years!

Sherry Engle and Yibao Xu,
co-editors

aged me to continue my active involvement in the Center. Plus the parties at Christmas and for the adjuncts were fabulous.

PROF. SUSANA POWELL (Speech): Immediately upon being hired in February of 1994, I became a volunteer because I was so thrilled to be a full-timer instead of an adjunct and I wanted to be involved with everything as soon as possible.

PROF. MARIA DE VASCONCELOS (English): Because I had been involved with the TLC from the beginning of my tenure-track position at BMCC in 1994, and because of the work developed throughout the years, a few board members of the TLC invited me to become the director of the TLC after the

tenure of Professor David Knight. I declined the invitation twice. After this, Susana Powell approached me and suggested that we could become the co-directors of the TLC. I was easily convinced, and the board members voted unanimously for our position; we started our collaborative, fruitful tenure in 1999. Interestingly enough, when our tenure ended, our TLC Board asked us to continue as co-directors, but we both declined the invitation because we felt this important and visible position in the college should be given to other junior faculty.

PROF. JOYCE HARTE (English): I was a volunteer at the TLC under the tenure of Maria De Vasconcelos and Susana Powell and they invited me to submit my name for director.



Joyce Harte, 2001-03

I began to attend the regular TLC meetings assiduously.

FF: What do you remember about the TLC when you first became active, and about your particular “era” of involvement?

PROF. GASTON: The main goal was to continue faculty development in across-the-curriculum efforts: reading, writing, speaking, listening, and integrating computer technology. I think the level of involvement was steadily growing, especially with the reorganization of the TLC Board and the increased participation of more faculty members.

PROF. POWELL: I was a little apprehensive about the challenges, but I was lured into staying as a volunteer and eventually became an Advisory Board member and later a co-director. I was editor of *Faculty Focus* and initiated the interview format.

PROF. DE VASCONCELOS: We worked very hard because for a while we did not have a secretary and there was a conflict of schedule with our TLC assistant, so she could not attend our Board meetings and give full support to so many initiatives.

One change that Susana and I cherish is that we opened the TLC to students. Students could not only attend all presentations, but present as well. For example, the members of the Literature Club presented their creative work there. It was so beautiful; they acted so professionally and with

so much passion. Professors, students and staff attended these presentations. Moreover, students from Science who were doing extended research presented at the TLC. I feel that we both contributed to a climate of great cooperation at BMCC at that time.

Another initiative I have cherished is the Open House Hours—time offered to faculty and staff to come to the TLC, for them to read the materials in the TLC or just talk about any issue or problem in their professional and private lives. It was fantastic. Colleagues just came and we spoke about everything and developed this support group. We were all mentoring each other. It was a time of new friendships and wonderful collegiality. We shared styles of teaching, problems in the classroom, conference themes, books, etc.

PROF. HARTE: I became director of the TLC the semester that the World Trade Center was attacked. I was a new director with a new board just trying to find our way when the attack occurred. You can imagine what that did to us, as it did to everyone. After we returned to the college, we all worked to try to bring a semblance of peace to our lives and the TLC became one of the forums where people read their pieces and talked our way towards healing.

PROF. PULLÉS-LINARES: The TLC was a place where you could connect with faculty from various disciplines (not just your own department), discuss teaching and learning issues, and find out about opportunities at BMCC, such as the Faculty Development grants.

FF: What do you recall as particular challenges in taking on the (co-) director position?

PROF. GASTON: My main challenges involved working with individual faculty and, later on, committees to market and advertise TLC events. The paperwork was often overwhelming.

PROF. KNIGHT: None. I had a super board, including Susana and Maria.

PROF. POWELL: Time! Never enough time for everything. Wanting to do more than was humanly possible.

PROF. DE VASCONCELOS: I feel that my work was tremendously facilitated because I had a wonderful, hardworking collaborator. Because we have different temperaments, we divided the work in agreement with our interests and abilities. We happily had the same ethical vision as to teaching and learning at BMCC and this facilitated our work. However, with a full calendar and so many interesting activities going on at the time, and because we wanted to attend all of them, we lacked time (we only had 3 hours of released time each) and because of it we felt so tired at times. There were times that we were overworked and, consequently,

nervous. But we loved our function. It was a festive time.

PROF. HARTE: Well, even though I had the strong support of the board, I did the directorship alone. When I began, I had no secretary and often did the fliers and the TLC Calendar myself. This was no mean feat since I am completely computer challenged. I also had to schedule my classes for evening hours in order to free up my time during the day for different events. Sometimes there were several events in the same day, so that made my day especially long.

PROF. PULLÉS-LINARES: Balancing my teaching duties and the TLC's responsibilities, of which there were many, resulting in very long days.

FF: Reflecting on the years of your leadership as (co-) director, what would you describe as your particular contributions/changes to the TLC?

PROF. GASTON: My contributions involved a focus on more collaborative activities. When my tenure ended, I recommended that the TLC be more actively involved in efforts to mentor new faculty, and to increase faculty development in such areas as instructional technology and effective teaching and learning on a multicultural campus. By highlighting TLC technology initiatives, I received a National Council of Instructional Administrators (NCIA) Honorable Mention for "A Program of Faculty & Staff Development Centered on the Application of Technology at Borough of Manhattan Community College."

PROF. KNIGHT: My main contribution was encouraging Susana and Maria to become the co-directors.

PROF. POWELL: We suggested and succeeded in changing the name from Teaching Center to Teaching and Learning Center to emphasize that we, as teachers, are still learning, and to involve students more in the process. We had been dismayed to see students turned away from presentations in previous years when they had seen flyers and taken time to attend. We also initiated the Balancing the Curriculum seminar because we had both participated in the CUNY-wide seminar at



Susana Powell, 1999-2001

Hunter and thought BMCC would benefit from a mini-version. It's gratifying to see that it's still going strong!

PROF. DE VASCONCELOS: We contributed to a collegial atmosphere in the TLC. We also formally and informally started the mentoring of junior faculty. And Susana and I

implemented the Seminar on Gender, Race, Ethnicity, etc. at BMCC; this seminar was a mini version of the CUNY seminar. And it had a large attendance. We feel proud that the seminar is still taking place. (A special thank you to all the facilitators over the years.)

PROF. HARTE: I think that we had several [changes] that were especially good. I particularly like the "Food For Thought" series that we introduced. This was Alberta Grossman's name for it. We had some wonderful conversations about teaching over our bag lunches. During my tenure, students were also a part of the events and there were some especially good student presentations of poetry, of honors projects. I am also proud of the collaborations that we had with various other committees such as the Faculty Development Committee and the Women Studies Project.

PROF. PULLÉS-LINARES: I think Nkechi Agwu, my co-director, and Robert Blumenthal, our adjunct coordinator, would agree that we expanded the offerings and activities, such as the Food For Thought series. We worked in conjunction with Ms. Paizis and TLC members to create the TLC website to provide information on upcoming events and provide an official e-mail address to facilitate communication with the



Nidia Pullés-Linares, 2003-04

TLC. We also began postings on college-wide Lotus Notes. We helped initiate special *Faculty Focus* newsletters to profile new faculty members and to introduce them to the college community. We were able to spearhead, with the support of the administration and Dean Gillespie, the acquisition of a PC to accompany the LCD projector at the TLC for activities that require electronic presentations. We established several new committees and subcommittees (Web, Bylaws, and Assessment) and got TLC Library Hours scheduled on our calendar. Last but not least, our group really added to the beautification of the TLC room.

FF: Do you feel the TLC has benefited you personally as a teacher?

PROF. GASTON: I believe I personally benefited from the opportunities to collaborate on presentations with faculty from many departments. I was especially impressed with the tremendous level of pedagogical creativity that so many of our faculty exhibited.

PROF. KNIGHT: I learned a lot about teaching different types of learners and improved my sensitivity to cultural differences.

PROF. POWELL: Yes. It made me more open to other styles of teaching and class management. I remember being astonished when a Math professor told us about “group testing.” I didn’t think it was possible. Since then I’ve practiced it and often used it in midterm and final exams. Maria also told us about her students’ self-assessment. I use that too.

PROF. DE VASCONCELOS: Yes, I feel by attending so many presentations, workshops, and Food for Thought gatherings, that I reflected on numerous pedagogical topics and on my own teaching techniques and course outcomes. Many minds at work in freedom, without any type of oppression, always work better than one.

PROF. HARTE: Generally, any scholarship of teaching event is important to me as a teacher, but I think that becoming director of the TLC and doing it by myself, enhanced my belief in myself and in my potential. It was truly an opportunity for personal growth.



Stephanie Mazur, 1991-93

PROF. PULLÉS-LINARES: Definitely. Just by attending the various faculty presentations and seminars I learned tremendously from colleagues from various disciplines.

FF: What was one of the most exciting or fun moments during your time as TLC Director?

PROF. GASTON: One of my most memorable moments was working with Bill Friedheim to schedule a presenta-

tion highlighting powerful new software for a social science course. I think I was almost as excited about the simulations as he was, and certainly a little envious that we did not yet have anything comparable for mathematics.

PROF. KNIGHT: Dean Janis Jones held a blowout luncheon in Richard Harris Terrace at the end of my two-year term as director, and, as we all used to say at the time, “the Teaching Center really rocked.”

PROF. POWELL: I’m a party animal, so I always enjoyed the receptions of recognition of faculty for scholarship and long service to the college. I have lots of pictures, too. I think BMCC is very good at celebrating our accomplishments-better than any other college where I’ve taught.

PROF. DE VASCONCELOS: The “Open House Hours” brought me moments of great warmth and joy. Also, the Seminar on Gender, Race, Ethnicity, etc., produced not only great discussions and food for thought but also many humorous stories.

PROF. HARTE: I found the Publications Day event given at the end of my tenure an especially exciting one. I had never seen the TLC so transformed. There was just a lot of excitement in the air. The members of that committee did an especially great job.

PROF. PULLÉS-LINARES: The most exciting moments are difficult to pinpoint. There were many. I would say that the most satisfying was the camaraderie and good times that we, Nkechi and I, were able to develop with board members and faculty in general.

FF: This certainly paints a broad historical picture of the TLC. Thanks everyone for your responses and for your service to us!

Past TLC Directors and Co-Directors			
Names			Years of service
Co-Directors	Manawendra Roy	Computer Information Systems	2005-2007
	Nkechi Agwu	Math	2005-2006
Co-Directors	Nkechi Agwu	Math	2003-2005
	Nidia Pulles-Linares	Modern Languages	2003-2004
Director	Joyce Harte	English	2001-2003
Co-Directors	Susana Powell	Speech, Communications and Theatre Arts	1999-2001
	Maria Devasconcelos	English	1999-2001
Director	David Knight	Accounting	1997-1999
Director	Barbara Kole	Continuing Education	1995-1997
Director	June Gaston	Math	1993-1995
Director	Stephanie Mazur	Science	1991-1993

History of the TLC from the Perspective of Senior Vice President Sadie Bragg and Associate Dean of Academic Affairs, Michael Gillespie

by Mabel Asante

For Faculty Focus, Mabel Asante, Developmental Skills, interviewed Dr. Sadie Bragg, Senior Vice-President, who was a key figure in establishing the Teaching and Learning Center in 1991.

FACULTY FOCUS: *On behalf of the Board of Directors of the Teaching and Learning Center, thank you for providing this opportunity for us to reflect on the history and role of the TLC.*

VP BRAGG: My pleasure to do so.

FF: *What are your recollections on the founding of the TLC?*

VP BRAGG: The Teaching and Learning Center, originally called the Teaching Center, was born out of a grant which was intended to have us examine ourselves in terms of who we were as a college, our role as educators, and what our students needed in order to be more successful, and—in line with those things—what we could do for faculty to be better prepared to make our students more successful. Hence, the Teaching Center was a place where faculty could go and exchange ideas about teaching and the kinds of strategies necessary to help students become more successful. The grant included writing across the curriculum, speaking across the curriculum, listening across the curriculum, and computing across the curriculum. The faculty development piece was about all those aspects of the curriculum. What we had hoped from this grant was a requirement for our students to do extensive work related to writing, speaking, listening, and computing across the curriculum. At the end of this grant, we decided that we wanted to continue because our experiences had been so productive.

“...the Teaching Center was a place where faculty could go and exchange ideas about teaching and the kinds of strategies necessary to help students become more successful.”

The first director of the Teaching Center was Stephanie Mazur. Later, there were co-directors and then co-directors with an adjunct coordinator. The adjuncts felt that they needed to be a part of the decision process in the Teaching Center. And when Susana Powell and Maria DeVasconcelos became co-chairs, they suggested the idea that learning should be part of the Teaching Center, for there cannot be teaching without learning taking place. So it was renamed the Teaching and Learning Center.

FF: *That provides a good historical background of the TLC. What were the goals at the time it was founded?*

VP BRAGG: The initial goals of the TLC were not as lofty and detailed as current ones. It was simply a place where faculty could go to discuss issues relating to their teaching. At that time, there was



no place in the college other than the cafeteria for faculty members to have a conversation among themselves. There were conversations in the departments, but not among faculty in the college. The Teaching Center allowed us to do that. So the initial purpose was rather focused.

FF: *How have the goals changed over the years?*

VP BRAGG: The goals have changed tremendously. It's far more inclusive. We've grown and we've changed as a college. The TLC was born under Dr. Curtis, and since then we've had several presidents. Under our current president, Dr. Perez, we have many more initiatives in the college. There are many more faculty members in the college. We have over a hundred and fifty new faculty in the college of which you're one. So that allows the TLC to be a very different place. We now have Coffee with the President; we have Small Group Discussion with the Senior Vice-President; we hold meetings about different pedagogical styles with lec-

tures; we have brown bag group meetings to talk about different things; we have discussions on balancing the curriculum. It has just grown. Now, it

has become a vibrant place where we can go and talk about teaching and learning.

FF: *What are the administration's visions for the TLC? Do you foresee any dramatic changes?*

VP BRAGG: No. The administration does not foresee any changes. Last week at a meeting with some members of the Steering Committee, there were several questions about issues relating to money and who is in control of what. I

tried to explain to the board that the Teaching and Learning Center reports to the Office of the Academic Affairs under the leadership of Dean Gillespie. He is the person who reports back to me and also makes some of the decisions about what happens in the Center, with the assistance of the co-directors. So the TLC Board has an advisory role. It's not a policy-making board.

FF: Is there any other information you would like to share with us?

VP BRAGG: I would say that there are different models that the TLC could follow. I told the board that the administration is happy with the way it is. We think that you're doing a great job with the many activities in the center. However, at a recent meeting with the board, it was my understanding from some of the members that the TLC was far more intricate with a great deal of work. Faculty felt that they were working very hard and there was too much work. But this is based on the faculty's role in the TLC. They created a different TLC with its own by-laws and a self-imposed structure. The board must decide how it will work, but it must be within the constraints of the college.

The TLC plays a very important role in the life of the college in as much as it allows faculty to engage in conversations about the very things that they are trying to do; that is, improve student learning and be better teachers to enhance learning. Having discussion groups in the TLC provides an opportunity to hear different points of view. For instance,

“It is an academy where faculty can have a good solid refreshing conversation and where they can agree to disagree.”

recently, I had a wonderful Small Group Discussion in the TLC about assessing student learning. It was a very healthy discussion about why it's important to assess student learning. We want the TLC to be a little carefree, a place where faculty can go and relax. It is an academy where faculty can have a good solid refreshing conversation and where they can agree to disagree.

FF: Thank you. I think faculty will appreciate this reflection on the TLC.

For Faculty Focus, Mabel Asante also interviewed Dr. Michael Gillespie, Associate Dean of Academic Affairs, advisor for the Teaching and Learning Center.

FACULTY FOCUS:
Can you explain the role of the TLC in the college?

DEAN GILLESPIE: The Teaching and Learning Center is the main vehicle for professional development opportunities for full-time and part-time faculty. The TLC sponsors a plethora of colloquia, workshops, and food for thought seminars throughout the academic year on a wide variety of subjects ranging from scholarly research to pedagogical issues dealing with teaching community college students, promotion, tenure, and grantmanship. Each year the TLC ensures a systematic and comprehensive approach to offering professional development to faculty.



FF: Looking back at the initial objectives when it was founded, do you think that the TLC is serving its original purpose?

DEAN GILLESPIE: I believe the TLC is serving its purpose. A wide variety of topics are introduced and discussed through several programs sponsored by the Teaching and Learning Center. An example is the President's Coffee Hour, where President Perez engages in discussions relating to teaching and learning at BMCC; also, the President's Coffee Hour represents a unique opportunity for faculty to engage in sound pedagogical discussions with our CEO. Another example is the Senior Vice-President's Small Group Discussion where faculty talk at length about their passion for teaching, pedagogical issues, and best practices.

Each year the Faculty Development Committee of the Faculty Council, under the auspices of the President's Office, presents eight awards to BMCC faculty to develop their own scholarly research. In the following year, the recipients of the award present their findings to their colleagues through TLC symposia. Also, the TLC sponsors a seminar series entitled "Food for Thought," which in the past has focused on instructional methodology for the community

college classroom, globalizing the curriculum, and teaching and learning technology. These represent ongoing opportunities for faculty to engage each other in discussions of issues that help hone their craft as educators.

The TLC also sponsors ongoing seminars, such as Balancing the Curriculum for Race, Gender, Ethnicity, and Social Class. These discussions bring together a wide range

for faculty to serve their community as true leaders by using their skills in organizing, implementing, managing, and assessing the TLC's programs for their colleagues. I cannot speak for all teaching and learning centers in CUNY, but I can say that the TLC at BMCC serves a multifaceted purpose in the total development of faculty leaders.

FF: As Dean of Faculty Development, what is your vision for the TLC?

“...the TLC is unique not only for scholarly, intellectual, pedagogical exchange, but also it provides an ongoing opportunity to develop faculty leaders.”

of faculty and provide invaluable opportunities for open discussion on designing curricular changes, which ultimately affect the BMCC student body. Furthermore, the TLC sponsors several activities for new faculty, including an orientation to the college, mentoring by veteran faculty, and a professional writing support group. Last but not least, the TLC publishes a periodic newsletter, *Faculty Focus*, which serves as a major communication vehicle for faculty achievements, activities, and accomplishments. So, you can see that the TLC is serving its purpose.

FF: In view of the numerous activities and programs offered here at BMCC, would you say that our Teaching and Learning Center is unique when compared to similar centers within CUNY?

DEAN GILLESPIE: I do believe our Teaching and Learning Center is unique among other centers in CUNY. The reason I say this is that BMCC's TLC is faculty driven, run by and for faculty. Faculty set their yearly agenda, as well as individual agendas for the numerous symposia and workshops offered there. Faculty also occupy a stable infrastructure that ensures efficient operation of the TLC, starting with the co-directors and the adjunct coordinator, the steering committee, the board of directors, and various committees that perform delineated functions, such as the Resources Committee, Grants Committee, and the Correspondence Committee etc. Faculty occupy all the positions and are chosen by lottery to serve in these positions. Those members who are not chosen can volunteer to serve on any of the committees and bring their individual expertise to share with their colleagues.

Moreover, the TLC is unique not only for scholarly, intellectual, pedagogical exchange, but also it provides an ongoing opportunity to develop faculty leaders. Often, we think of leaders as those serving as department chairs, deans, vice-presidents, and president. The TLC provides opportunities

DEAN GILLESPIE: I have two major visions. First, I want to ensure that the TLC provides differentiated faculty development programs that focus on the needs of faculty in the various stages in their careers. Naturally, some activities will overlap, but I believe it is important to offer targeted activities for new faculty, for those in intermediate years of experience, and for veteran or seasoned faculty. By differentiation, I mean there is the need to target the focus so that various segments of faculty can get what they need. To realize this vision, I plan to work with the TLC leaders, beginning fall 2006, to develop appropriate activities. My second vision is to see that the TLC become a catalyst for substantive changes in the college and thereby initiate institutional transformations such as in teaching and learning. One such transformation is already underway, i.e., the International Committee on Instructional Practices, which aims to globalize the curriculum and the institution.

FF: Are there any other thoughts you'd care to share with us about the TLC?

DEAN GILLESPIE: I want to say that one reason why I enjoy what I do at BMCC is that the TLC is part of my responsibilities. I believe that educators should be provided with opportunities for life-long learning in and out of the classroom. The TLC offers an extensive array of such opportunities. I am extremely proud to be associated with the Teaching and Learning Center at BMCC. In my eyes, it is

“First, I want to ensure that the TLC provides differentiated faculty development programs that focus on the needs of faculty in the various stages in their careers.”

the best teaching and learning center there is!

FF: Dean Gillespie, we appreciate this enthusiastic and informative conversation about the TLC.

Leading the Teaching and Learning Center: Co-Directors, Nkechi Agwu and Manawendra Roy, and Part-time Faculty Coordinator, Samuel Sackeyfio

Interviewed by Eva Kolbusz for Faculty Focus

FACULTY FOCUS: Please tell us a little about yourselves: your country, your professional goals, and your immigration to the US.

PROFESSOR MANAWENDRA ROY: I was born in Bihar in central India, in a small village called Govindpur, which in my language Bhojपुरi stands for “God’s place.” I finished my secondary education with honors and received the National Merit Scholarship, which allowed me to continue my education at the Bihar Institute of Technology, in Sindri, Bihar’s main city, where I received my bachelors degree in electronics and telecommunications engineering, also with honors. Like many immigrants to the US, I had a dream of coming here, but due to heavy expenses, it was not an easy task. For several years I taught engineering, first in India and then in Kenya and Nigeria before coming to the US. I hold a few IT professional certificates, such as CISSP, CCNP, CCNA, MCSE+I, and CCAI, and I can honestly say that the US is a land of opportunity for a hard worker. Later, I received my master’s degree in computer engineering from the New Jersey Institute of Technology.

PROFESSOR SAMUEL SACKEFIO: I am from Ghana, where I was working as an executive officer for the government and I decided to study computer science in the US. My plan was to study for two years and go back home, but financial problems prevented me from going back. Eventually, I got a job at the United Nations, which allowed me to visit Ghana 10 years after I had left it. I had then finished my degree in mathematics at CCNY (earlier, I had received my associate’s degree in data processing at BMCC).

PROFESSOR NKECHI AGWU: I have a dual nationality: my mother is Sierra-Leonean, and my father is Nigerian. I did my preschool in Nigeria, primary and secondary education in Sierra Leone, and undergraduate education again in Nigeria. I have been through two civil wars: one that took me from Nigeria to Sierra Leone and the other that prevented me from coming back to Sierra Leone after my graduation from Syracuse University.

My professional career was pretty much a given right from my childhood years. I wanted to do mathematics. My mom is a retired math teacher and school principal; seeing her work made me passionate about teaching and helping others. I had a college professor who mentored me about college teaching. So Mom and Dad were unable to dissuade me from the teaching profession even though they had different hopes for me. I got my master’s in mathematics from the University of Connecticut, and actually started a PhD program in mathematics there. Then, thinking about what would be more useful if I were to apply my education back home, I decided that the field of mathematics

education, rather than pure mathematics, was a better choice. It was clear to me at that time that the available jobs were in applied mathematics or in mathematics education. I left the University of Connecticut since they did not offer a PhD program in mathematics education and moved to Syracuse University where I found great mentors. The mathematics education graduate program was housed in the mathematics department, so mathematics education students had to demonstrate very good mathematics skills. I progressed quickly through the program. I did a minor in cultural foundations with a concentration in gender studies and multicultural education, in addition to my mathematics education degree. Also, within mathematics education, I was able to do a concentration in statistics, which is another area I love because earlier in Nigeria I had worked for one year as a statistician.

FF: What initially led you to become involved in the TLC?

PROF. ROY: When I was appointed Assistant Professor in September of 2000, I wanted to learn more about BMCC, its departments and the process for tenure and promotion, and I thought of the TLC as the main source of information. I attended a Coffee with the President event, which was my first meeting in the TLC room. I found it very interesting and informative, so I started attending TLC meetings regularly. Since 2001, I have served as a volunteer, alternate Board member, and Board member. To me the main function of the TLC is training and teaching. Here we share valuable ideas. Also, the ideas of the TLC have been generated for us, the faculty and staff, and by us.

PROF. SACKEFIO: I was taking part in the TLC activities before I knew what the TLC was about. When I worked as a tutor, I attended a TLC event and met Prof. Dewprashad. I helped him with something, and he invited me to attend other events. When I became an adjunct faculty, I met Dr. Agwu, who saw me at several activities of the TLC and asked if I was interested in becoming the adjunct faculty coordinator. I asked what it entailed, she explained, and I asked myself, “Why not?” I believe that the TLC is a fertile ground where a successful academic career can be planted. The activities are well designed and managed, not too long and not too short. I have had a chance to meet senior colleagues and learn from them. With my present assignment as Adjunct Faculty Coordinator, my main goal is to invite part-time faculty to join the TLC, share ideas, present their work, and learn from each other about what education is and how we can make BMCC an even better school for our students.

PROF. AGWU: I have been involved in TLC activities ever since I came to BMCC as an adjunct eleven years ago. The first activity I attended was the Coffee with the President. I was nicely surprised when I realized that the college President, Dr. Antonio Perez, was the same man I had met a few days earlier who had chatted with me in the hallway about some issues related to teaching mathematics. I was delighted to find out he was the President because it is rare to find presidents who are accessible to their faculty and students. This really impressed me, and that event fostered my interest in the TLC. After the event I talked with Barbara Kole, the TLC Director at that time, who told me a few things about the TLC and its activities and encouraged me to attend events and volunteer on a TLC Committee.

When I became a full-time faculty member, Barbara invited me to be a liaison for the mathematics department. So, my leadership activities at the TLC began in this capacity. After that, I was picked in the lottery to be a Board member. Then I went back to being a volunteer, and then I was picked out of the hat again as a Board member, and finally I was recommended by the Board to be a Co-Director. In short, my TLC activities started with my initiation as a faculty member at BMCC.

FF: How do you see your role as a leader of the TLC? What do you want to contribute?

PROF. AGWU: The Co-Directors serve as liaisons between the TLC and the Administration and as an advocate for the things that are necessary to enhance the programs and activities of the TLC. It is important to share the perspectives of the Board members, departmental liaisons, and

volunteers on issues related to the work of the TLC with the Administration.

The role of a Co-Director is also one of a facilitator who gets the committees to work together with the departmental liaisons and volunteers to fulfill the objectives of the committees with regards to programming, services, and activities. A Co-Director helps facilitate special functions that fall under the purview of specific committees, such as the Open House, recognition of TLC Service, and Coffee with the President.

The Co-Directors serve as spokespersons for the TLC to the BMCC community about the mission of the TLC and why it is important to participate in the TLC activities. Other functions are facilitating faculty presentations and Board meetings, and helping to groom future leadership of the TLC.

The Co-Directors also serve as administrators (to assure that the supplies and resources needed for the activities of the TLC are gotten) and overseers to ensure that programs are taking place as they should and that the committees are doing what they should, and to give the committee chairs a nudge to get the ball rolling when necessary.

The Co-Directors wear these four hats as well as one other hat, the one of leading by example. That means that they have to reflect on their own teaching, research, and scholarship since these are the things the TLC is all about. That requires that occasionally they present at the TLC or facilitate a session or two.



The positive side of being a Co-Director is that one is a leader, and that comes with a certain amount of visibility. One is in a position, hopefully, to advocate for positive change that will really enhance the college, making it a better place for the future. Another positive thing is that one can develop friendships with people outside one's department. For instance, as a consequence of my working together with Nidia, our friendship has continued even though she is no longer a Co-Director. We occasionally meet for coffee and talk, and she provided crucial help to my collaborative grant project by serving as a translator.

As the same time, working with other people may be challenging, especially with people whose viewpoints you might not share or believe in. Serving as a liaison between the Board and Administration is not always easy, especially when their positions differ or you must convey a message in a diplomatic fashion, whether to the TLC Board or to Administration. Sometimes the first time you ask for something you may not get it. However, if it is really something that you believe in and you keep pushing and hoping for it, and showing the different perspectives of why it is necessary, eventually, somewhere down the line, you may get what you want or there may be some compromise that might pave the way for the future.

Another challenge that I faced was the fact the TLC did not have its own presentation equipment; that caused people to be hesitant about serving on the programming committee. In the Spring 2005 semester, the Administration recognized our request for our own equipment. We now have a computer and the overhead projector, and the presentations at the TLC are no longer interrupted by equipment being wheeled in. We now also have our own e-mail address, so my faculty e-mail box does not get overloaded any more. And another improvement is our website, which is not yet what we want it to be, but it is a start, and we are getting there.

I am a historian by professional training, so what I really wanted to contribute to the TLC was a document that would communicate to new people at the Center the important things they need to know about the governance, organizational structure, operations, policies, protocols and history to encourage their active participation and facilitate their leadership involvement. This is partly why I accepted the nomination for the Co-Director position. I think that our bylaws and historical archives (which include this *Faculty Focus*) are the most significant contributions during my tenure.

The other crucial contribution that I think was made during our leadership was the creation of the formal report that assessed the strengths and weaknesses of everything about the TLC over a period of three years. It could serve as

a guideline for the future leadership in terms of what needs to be done. In the absence of such documents, it is hard for the directors to pass the message to the college administration in a convincing manner. I learned from experience that tracking a pattern of weaknesses through documentation serves as a more convincing argument in making a case when it comes to something that is really important.

PROF. ROY: Being a Co-Director is exciting and challenging. I have learned a lot from my colleagues, and I continue to learn. For me the TLC is a nurturing center. We have several very experienced mentors in our TLC, and they are of great help to our new faculty and staff. I would like to provide more interesting workshops. I invite the senior faculty to give the new faculty a hand through the TLC. I would like to make the TLC an even more exciting, friendly, and cooperative environment. We want the TLC to be a place for open interaction between faculty and administration, and that is why we requested to have more meetings such as the Coffee with the President, and the Administration agreed to hold them. Additionally, we now have a permanent TLC administrative assistant. Also, as a result of my personal e-mails and calls to new faculty members, their involvement has increased. Our plan is to double it.

PROF. SACKYFIO: At the TLC I get to meet President Perez, Senior Vice President Sadie Bragg, and Dean Michael Gillespie. It gives me an opportunity to think on a higher level about what one must do in a leadership position. Our students are watching us; our colleagues are watching us; and we have to present ourselves in a proper, professional way. As far as the challenges are concerned, I see that constantly stopping the faculty in the hallways, asking them if they have time to attend a particular activity on the TLC program and asking them if they have anything they would like to share at the TLC in a presentation is a delicate matter. I do not make one approach, I make a few; and the one difficulty that I face is that I have to be careful not to do it too much nor too often. I believe that the TLC is the Commons; it is a place for the faculty to come and relax from teaching in the classroom. If they have ten or twenty minutes, and there is a program at the TLC, they can come and see what the program is about. I want to see the TLC as our second home on the campus and bring more faculty members to the TLC because I have benefited from it tremendously.

FF: Share your views on teaching and education.

PROF. ROY: The main goal of teaching is delivering the learning material to the students in such ways that they can understand it. What matters is how much students understand. A teacher and the students should be "tuned to the same channel."

PROF. SACKKEYFIO: Education, to me, is an investment and a family affair. We here at the TLC want to bring this family forward as faculty members. When I look back on my education, I see my parents were not educating me alone. They were educating every child in the family—there were eleven of us. And I see my colleagues as my extended family. When I was growing up in Ghana, education was thought of as the key to a higher standard of living and the improvement of the whole society. My seventeen years at the United Nations' Department of Economic and Social Affairs, especially my work in war-devastated Angola in 1994-1997, where I came face to face with poverty, woke me up and also prepared me to understand education in this context. So, here at BMCC I think of education in terms similar to those of my parents and educators in Ghana. Every student is looked upon as a child being educated with the goal of advancing the society. I remember Dean Craig embracing every student on the stage at the College Discovery Program because he or she was on the Dean's List, and her comment was, "These kids are my children!" We had Dr. Sanford, the Vice Chancellor of the New York Board of Regents, present at the College Discovery convocation, and she spoke warmly about our students. She echoed, "Every student is dear to me!" I believe that if we look upon our students as our children, the relationship becomes different. We have warm feelings towards our children, and that is what we hope for them to reciprocate. I enjoy teaching very much. As a student, I have been helped by many people. I struggled, and people helped me. I just want to pay back. I strive to get the best angle, the best approach to teach whomever I teach, and that has been the strategy that gives me energy to want to teach. I can always find a way to get through to the student. It also gives me a great deal of satisfaction.

PROF. AGWU: I believe in life-long education. I am always trying to learn new things, also from my students in my classroom. I believe everybody has something he or she can teach me ... I think that a good teacher is one who not only teaches but also is a reflective practitioner, one who thinks about what could be improved in his/her teaching and who engages in research in teaching. Teaching and research are intertwined in a sense that part of one's teaching may become a research idea and the results of the research can improve one's teaching.

FF: How has the TLC contributed to your personal academic career?

PROF. AGWU: Let me first say what role the TLC should play for the faculty. It is a place for faculty development, where members can enhance their teaching pedagogies; where they can find out what others are doing that is innovative, creative, or worthwhile for them to use in their classroom; where they can reflect upon their own teach-

ing and on how to become better practitioners; where they can meet with others to start research collaborations that might lead to scholarship, presentations, and publications; where they might learn about different types of grants that are available and about how to write a successful grant proposal; where they might also learn about leadership, different ways of leading, and things that are important for being an effective leader. Through the TLC, faculty members become better practitioners, and learn about the college, CUNY, and higher education in general. They become visible outside of their departments and meet other people, which can lead to scholarly collaboration and make a change in their lives.

In terms of my teaching, the TLC has helped me to become a more reflective practitioner. Through attending sessions, I find out what ideas people in other areas of concentration have to offer and how these ideas could be transferable or adaptable to what I do. Through the TLC I have met some people with whom I developed my scholarship. Also, thanks to the votes of the faculty members I met through the TLC, I was elected to serve as a BMCC Senator to the CUNY Senate. As far as leadership is concerned, the TLC has taught me that it requires passion for what I do; it has taught me how to say no, how to manage my time more efficiently, and how to juggle my obligations. Additionally, I have learned more about the college and higher education in general.

PROF. ROY: At the TLC I have learned from the experienced members; their experience, ways of teaching, culture, behavior, and values have played an important role in my academic and personal career. I am very grateful to them.

PROF. SACKKEYFIO: I attended Dean Gillespie's workshop for the new faculty. The key element in the workshop was that as a teacher one has to adjust to reach every student. Every student is different, so a good teacher cannot use just one approach to reach all students. I learned a lot in those sessions with Dean Gillespie, and I have had an opportunity to use it in my teaching.

FF: Thank you very much for sharing your thoughts about the TLC.

Technology Day – March 29th

Reported by Joseph Ugoretz

More than just Powerpoint and Blackboard, this year's Technology Day was a celebration, an exploration, and a roadmap for the future of innovation in learning at BMCC. Co-sponsored by the TLC, the offices of Instructional Technology, Teaching and Learning with Technology, Academic Affairs, and the Media Center and Distance Learning program, Technology Day was a chance for faculty to show one another what they've been doing with technology in their classes and to go beyond observation into implementation.

This year, with the theme "Making Choices, Shaping Changes," the Technology Day committee wanted to add a new element to the day's plan and its long-term effects. Beyond display and inspiration, this year's Technology Day was a chance for faculty to get hands-on experience, and to have real input by providing specific recommendations for BMCC's use of technology in teaching over the coming year.

The day began with traditional roundtable sessions, in which faculty from all disciplines presented their own ideas, techniques, and advances in the use of technology. This year, in addition to these presentations, Technology Day included a new feature: "Walk Up and Learn" stations. At these stations, the day's attendees could learn right on the spot how to find and use educational technology tools, with step-by-step, practical instructions.

Our keynote speaker, Lisa Neal of *eLearn Magazine*, continued the practical and forward-looking theme of the day with her address, "The Future of Learning." Dr. Neal explored several innovative online teaching strategies—some successful and some much less so. She warned of the dangers (or irritations!) of poorly-planned or overly-intrusive technology, and demonstrated the possibilities of well-designed interactive educational materials. After the address, Dr. Neal commented that the questions and new ideas she



got from the BMCC audience made her feel that she actually derived more benefit from talking to us than we did from listening to her.

Following the keynote, the group split into a new feature of Technology Day for this year, the discipline-specific caucuses. In these caucuses, faculty from the different disciplines, led by volunteers from their own fields, developed lists of recommendations, ideas, problems, questions and suggestions—to shape the future of technology at the college.

These lists, reported out at a closing plenary session, included recommendations about problems of access to technology, communication and information, as well as increasing opportunities for collaboration and consultation among faculty. The recommendations, and the steps for adopting and implementing them, will be posted soon on BMCC's Teaching with Technology website (<http://socrates.bmcc.cuny.edu/twt/>).

Over 140 people attended Technology Day this year, and as the committee follows up and begins planning for next year, we look forward to reporting back to the faculty (and hearing from the faculty) that the recommendations have been fulfilled, the problems solved, the choices made and the changes shaped, all through the active collaboration of everyone who joined us this year, and who will continue to join us in the years to come.

For a look at the program, including specifics of the Roundtables and Walkup and Learn stations, please see the Technology Day website (<http://perseus.bmcc.cuny.edu/it/techday.htm>). And don't forget to join us next year!



Integrating Technology In Classrooms

By Helen Mele Robinson, Lalitha Jayant, and Cynthia Karasek

Helen Mele Robinson, Teacher Education

Technology tools in the classroom setting may range from the use of an overhead projector for instructor lecture notes, to laptop computers for student use, or a digital camera as a teaching tool. During the past ten years, incorporating technology into my education classes has served two purposes. The first reason I include technology is that I want to prepare students with general technology skills to succeed as college students. The second reason is that education students will someday be teachers. I want my students to have hands-on experience with technology tools so as educators they will be comfortable including technology into their own classroom practices.

An example of my trying to enhance students' general technology skills is the use of laptops in my 200-level class, ECE 202. During the semester the laptop cart for the Teacher Education Department was brought into class on three occasions. By using laptops in the classroom, students learned about how to utilize software programs such as Microsoft Word and Power Point. As a result of their learning experience students presented their final class projects using Power Point. Their presentations were loaded onto jump drives or burned onto CD ROMs. Students were very successful creating and presenting Power Point slide shows.

In most of the education classes I teach there is some assignment that requires students to use digital cameras. The rationale for having students learn about using a digital camera is to prepare for their role as a teacher. Educators regularly document children's work, take pictures of classroom activities, or gather photographs of special events. The use of a digital camera allows teachers to transfer picture to page easily. Students are being prepared for the skills needed as an early childhood educator by learning how to operate a digital camera, take photographs, and use pictures as a teaching tool.

As an instructor I try to be a positive role model for my students. By incorporating technology tools into my own classroom practice with BMCC education students, I am "walking-the-talk." I am demonstrating how incorporating technology into classroom activities enhances lessons being learned. Technology as part of classroom practice does not always go smoothly, but the learning experience is an adventure for both student and instructor. Students who have finished my class and have come back to visit have shared how their technology learning experience has helped them in other college courses. I find the educational gain of incorporating technology tools into students' learning experiences is worth the effort.

Lalitha Jayant, Science

Teaching with technology can be both exciting and challenging. It is exciting because a wide array of technological resources are available that make complex concepts easy to explain and teach. While the available resources are enormous, keeping up with the latest technology and being able to impart this newly acquired knowledge to the students can be challenging and overwhelming. The key to success lies in using technology as a learning tool, rather than allowing technology to drive the curriculum. I strongly believe that integrating technology in classrooms should be used to support, supplement and enhance current traditional teaching.

In the study of biology, we discuss cells, living organisms, and processes of life. Text-based or verbal explanations often make it difficult for students to visualize and understand the concepts. In short, "a picture is worth a thousand words." In the past decade the field of molecular biology and genetics has seen a renaissance. While computer technology has been soaring, so has biotechnology. The explosion of information makes it difficult for students to understand and remember all these concepts and techniques. Many CD/ DVDs, animation software and interactive internet sites are currently available that help students to understand and visualize the concepts with more ease.

Software that simulate inquiry-based learning are also currently available. These software simulate a lab, giving students a general knowledge of the equipment and procedures involved and in many of the latest molecular biology and genetic techniques. These virtual labs provide an interactive environment to explore and learn modern biology. Most of these software can be used with other multi-media technology. For example, the student can use software to run and analyze a gel and then present the simulated results to the class in the form of a Power Point presentation or web poster. I am currently learning the use of one such software (CaseIt) so that I can use it in the coming semesters.

Integrating technology in the classroom is more like Darwin's evolution. There is no perfect way to do it. By trial and error, the teacher (nature) chooses the fittest technology that he or she believes is best adapted to his or her classroom. The process will be a work in progress as long as new technology is available everyday.

Cynthia Karasek, Multimedia/Speech, Communication and Theatre Arts

I teach in both the Multimedia Program (MMP) and the Video Arts and Technology Program (VAT), so my days are spent using technology to teach technology. I am always a little surprised to notice how many freshmen start BMCC knowing almost nothing about using computers and the Internet. They may know how to find a favorite site online but they do not know how to move a file to a new directory or how to attach a file to email. Many students are shy about asking for help.

I think it is essential that all students leave our college feeling very comfortable and empowered performing basic computer operations online and offline. They need to be familiar with the appropriate vocabulary and jargon so they are comfortable asking questions, and they need to be capable of learning new skills as technology evolves and changes. If they are unable to catch up during college, they will be terrified when confronted by new challenges in the workplace.

When I began to draw and design on an Apple II computer, I did not know a single individual who owned a personal computer. Since then the world has gone digital and I have used computers, networks, scanners, digital cameras (from small hand-held to large studio cameras) microphones, digital projectors, DVDs, CD ROMs, and various online resources. At BMCC I have taught more than a dozen different software applications. I have taught some classes with the help of Blackboard and I now teach MMP students to make websites they maintain on an MMP student/faculty server. I can draw two lessons from my experience.

1. Sometimes it is hard to make the tools work for me and for my students; the technology breaks down and portions of the communications system remain outside of my control in the classroom. It is cumbersome to get each and every student, from the most motivated to the most distracted, to master the technology so that teaching of the lesson content can go forward. But mastering the tools may be the most important experience that the weaker students take away from the class. For them the medium does truly become the message. The time it takes to show a student how to do basic tasks like copy a file, or upload a file, or sign on to Blackboard is absolutely worth the effort.
2. Finding the right technology for the class and the lesson is ongoing and takes time. Five years ago, I used digital projectors to display all my lessons in front of my classes. The projectors were weaker then, and the classroom had to be so dark that students could not read from a book or see their notes. I was disheartened to see some students

were not able to follow a lesson or began to nod off after several hours. Then Professor Kok showed me how he used a simple MicroSoft application called Net-meeting to share his desktop on his students' desktops. When the lesson was not very graphics-intensive, Net-meeting worked effectively, and the lights could be on! Just when I got used to Net-Meeting, the next generation of digital projectors arrived, with lamps so powerful that they can be used on top of ambient light, and the projectors became my best solution once again. I have had similar experiences combining online and offline components of courses that worked and did not work in the classroom.

Using technology in the classroom should be an asset for an instructor, not a burden. We each need to find a custom solution that helps us reach our goals without creating additional problems.

Computer literacy is now an essential skill, on a par with reading and writing. It is worthwhile to model good attitudes and successful use of technology in the classroom. I let my students watch me struggle through some of the difficult moments with equipment or software so they see that my perseverance brings about a solution. Of course this is my area of study, and I do not recommend that my colleagues stop a lesson to fix a projector or teach a student how to format a disk. I do encourage colleagues to maintain a positive attitude about our ever-changing technology and to avoid attitudes that demonize technology or encourage feelings of hopelessness in the face of computers. Professors should encourage students who do not have basic skills on the computer to take CIS100. This is a very well-designed course that gives students a sense of mastery over the components of MicroSoft Office.



Joe Doctor Colloquium, April 27th

Reported by James Tolan

The annual Joe Doctor Colloquium, named in honor of the beloved former BMCC faculty member and administrator, was held on April 27th in the Richard Harris Terrace and attended by upwards of one hundred faculty, staff, and students. This year's theme, "Globalization: Prospects and Concerns," continued to focus on the college-wide interest in globalization. The event began with opening remarks by Faculty Development Co-chair, Professor James Tolan, English Department, and was followed by greetings from President Antonio Perez and Associate Dean Michael Gillespie.

President Perez renewed his vision of BMCC's commitment to globalizing our students' education, and Dean Gillespie stressed the importance of students realizing they are citizens of the world and not just this country or their home countries. Panelists included Professors Samuel Aymer from Human Services; Cynthia Wiseman from Developmental Skills; philosophy professor Roger Foster from Social Sciences; business professor Jeff Seungmo Hong also from Business Management; and Deborah Parker, Director of BMCC's Women's Resource Center.

Professor Aymer was the first of the panelists to speak, and he focused on impressing the importance of globalization as a potential source of empowerment for our students as well as the need to do so through greater self awareness and consideration of their worldview. Professor Wiseman spoke about her sense of making BMCC a site for global citizenship and the responsibility of the college to provide our

students with the skills to compete in a globalized world. Professor Foster pointed out in his talk that globalization is driven by political choices that determine in many ways the structure of political interactions; globalization does not create intimacy but only the appearance of it and often fails to be concerned with genuine understanding of cultural differences. Further, he pointed out the concern that globalization can be seen to coalesce education into business with students as human capital.

Deborah Parker spoke of her hope that globalization embrace the needs and interests of immigrants, women, and youth and the need for women to speak on global levels. Professor Hong closed the panel with a discussion of globalization from an economic perspective in which it was an idea dating back at least to the nineteenth century which sought a borderless and seamless pursuit of production, distribution, and consumption. Professor Hong suggested that as a college BMCC could apply this idea in terms of pursuing global articulation agreements for our students and the opportunity for faculty to teach at international institutions.

Faculty Development Committee Co-chair, Patricia Mathews-Salazar, provided closing remarks. The range and depth of discussion and capacity attendance of the colloquium were stimulating and heartening, as the college turned out to consider ideas and issues that continue to inform the community's thinking and approaches to the education of BMCC students.



Pictured above are former and present TLC Co-Directors with Dean Gillespie and Sr. Vice-President Sadie Bragg at the 15th Anniversary event on May 3rd.

Many thanks to the 15th Anniversary committee members who made the event such a resounding success: Manawendra Roy, Dolores DeLuise, Louise Greene, Rebecca Hill, Mabel Asante, Margie White, Joseph L. Bisz, Maria DeVasconcelos, Joyce Harte, Brahmadeo Dewprashad, Margaret Barrow, Brenda L. Wyatt, Colin Persaud, Yibao Xu, Chigurupati Rani, Nicolas Agrait, Zhana Yablokova, Samuel C Sackeyfio, and Chris Stien.

TLC Directors' Corner

*Co-Directors, Nkechi Agwu and Manawendra Roy,
Adjunct Faculty Coordinator, Samuel Sackeyfio*

Greetings from the Teaching and Learning Center (TLC). Congratulations to our newly elected Board Members and Co-Director, Sherry Engle, for the 2006-2007 academic year. This semester we celebrate the 15th year anniversary of the TLC. On May 3rd, 4-6pm, in the TLC, we will commemorate the tremendous historical growth of the TLC through reflections of our college administration and past and present TLC Directors/Co-Directors and Adjunct Faculty Coordinators, and by recognizing faculty members for their valuable service as officers, board members, departmental liaisons and volunteers.

We hope you will join us for this special event and consider serving as a TLC officer or volunteer on the various TLC committees and sub-committees, viz., Bylaws, Correspondence, Grants, Programming, Publications, Publicity, Resource, Technology, Nomination, Assessment, Exhibition and Web.

The TLC hosts numerous teaching and learning activities throughout the year. Among these are 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, Faculty Publications, Creative Arts Day, Technology Day, Food for Thought Seminars, Faculty Development Grant/Sabbatical Presentations, and grant-writing workshops. A variety of faculty panel discussions and presentations include New Faculty Pedagogical Seminar; Balancing the Curriculum for Race, Ethnicity, Gender and Class Seminar; Writing Across the Curriculum Workshops; Project Kaleidoscope "Science for All" Leadership Group; Publishing Support Group; International Committee Global Speaker Series/International Coffee Hour. If you would like to find out more details about TLC programs and services, please review the TLC bulletin boards at the TLC (S501B), the TLC monthly calendar, the TLC website (<http://www.bmcc.cuny.edu/tlc>), or the *Faculty Focus*.

We have had a year full of programs and activities. We look forward to an equally rewarding Fall 2006 semester and to at least one additional "Coffee With the President" in the future, as recently committed to by the Administration. We also have had a challenging year with preparations for our 15th year anniversary celebration in conjunction with the implementation of policies and procedures in our newly-constituted Bylaws; in addition, we are implementing some of the recommendations of the 2003-2005 TLC Assessment Report to enhance the work of the TLC and to ensure continuity, growth and sustainability of TLC programs and activities.

You are invited to visit the TLC during regularly scheduled 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.

We continue to grapple with the issue of adjunct faculty participation at the TLC. Adjunct Faculty Coordinator, Samuel Sackeyfio, urges fellow part-time colleagues to participate in TLC programs and activities:

The TLC provides a fertile ground where one can plant a successful academic career. I am learning a lot from my senior colleagues. The TLC has been the Commons for faculty—full-time and part-time alike. "What is the TLC?" you may ask. The TLC could stand for: "To Learn your Craft." Here, it stands for, "Teaching and Learning Center," and it is for adjunct faculty, as well as for full-timers. We come together and talk about making BMCC a better place for our students and for us. Please accept my invitation to come and share in the activities of the TLC.

Lastly, out-going Co-Director, Nkechi Agwu, expresses her sincere gratitude and thanks for the support of TLC board members, departmental liaisons, and volunteers throughout her three-year period of leadership (2003-2006). "It has been a pleasure working with everyone to enhance the TLC and to continue the legacy of my predecessors. I will continue to support the work of the TLC from a nurturing and mentoring capacity as Past Director/Co-Director."

We wish everyone a wonderful summer recess. Thank you.

Borough of Manhattan Community College
TEACHING LEARNING CENTER 2005-2006

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

TLC BOARD MEMBERS

Nicholas Agrait, Social Science
Mabel Asante, Developmental Skills
Margaret Barrow, English
Joe Bisz, English
Robert Blumenthal, English
Anthony Creaco, Science
Brahmadeo Dewprashad, Science
Janet Douglas-Pryce, Speech,
Communications, & Theatre Arts
Jack Estes, Social Science
Lauren Goodwyn, Science
Lalitha Jayant, Science
Rolando L. Jorif, English
Lin Leung, Computer Information
Systems
Carmen Leonor Martínez-López,
Business Management
Peter Nguyen, Science
Colin Persaud, Computer Information
Systems
Fred Peskoff, Mathematics
Chigurupati S. Rani, Computer
Information Systems
Sarah Salm, Science

Brenda Wyatt, Nursing
Yibao Xu, Mathematics

TLC VOLUNTEERS, 2005-06

María Acevedo, Modern Languages
Patricia Boyle-Egland, Nursing
Susan Brillhart, Nursing
Yan Chen, Computer Information
Systems
Rawle Chichester, Allied Health
Dolores DeLuise, English
Wilbert Donnay, Accounting
Chinazo Echezona-Johnson, Nursing
Sherry Engle, Speech, Communications,
& Theatre Arts
María Enrico, Modern Languages
Eugenia Oi Yan Yau, Music & Art
Yakov Genis, Computer Information
Systems
Sung Gwak, Nursing
Joyce Harte, English
Leonid Khazanov, Mathematics
Nadarajah Kirupaharan, Mathematics
Hyacinth Martin, Nursing
Patricia Mathews-Salazar, Social Science
Holly Messitt, English

Nidia Pullés-Linares, Modern Languages
Lucio Prado, Mathematics
Elizabeth Primamore, English
Alister E. Ramírez, Modern Languages
Samuel Sackeyfio, Mathematics
Precious Sellars-Mulhern, Counseling
Ching Song Wei, Computer Information
Systems
Margie White, Nursing
William Wright, English
Zhanna Yablakova, English

DEPARTMENTAL LIAISONS

Paul Camhi, Developmental Skills
Louise Greene, Nursing
Rebecca Hill, Social Science
Rochelle Holland, Counseling
Joan Jeter-Moye, Cooperative Education
Louise Greene, Nursing
Eva Kolbusz, Speech, Communications,
& Theatre
Harvey Man, Accounting
Joyce Moorman, Music & Art
Helen Mele Robinson, Teacher Education
Abdramane Serme, Mathematics
Alan Wallis, Modern Languages

STANDING COMMITTEES

Bylaws

Dolores DeLuise, Co-Chair
Anthony Creaco, Co-Chair
Nicolas Agrait
Nkechi Agwu
Robert Blumenthal
Jack Estes
Lin Leung
Chigurupati S. Rani
Sarah Salm

Correspondence

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

Grants Committee

Brenda Wyatt, Co-Chair
Margaret Barrow, Co-Chair
Matthew Ally
Carmen Martinez Lopez
Chigurupati S. Rani
Margie White
Yibao Xu

Programming Committee

Jack Estes, Co-Chair
Lin Leung, Co-Chair
Mabel Asante
Robert Blumenthal
Chigurupati S. Rani
Samuel Sackeyfio
Bill Wright

Publications Committee

Sherry Engle, Co-Chair
Yibao Xu, Co-Chair
Brahmadeo Dewprashad
Lauren Goodwyn
Eva Kolbusz
Lilitha Jayent

Publicity Committee

Sarah Salm, Co-Chair
Rebecca Hill, Co-Chair
Nicolas Agrait
Janet Douglas-Pryce
Manawendra Roy
Brenda Wyatt

Resources Committee

Zhanna Yablakova, Co-Chair
Simon Carr, Co-Chair
Susan Brillhart
Patricia Egland Boyle
Nidia Pullés Linares
Patricia Matthews Salazar

Technology Committee

Fred Peskoff, Co-Chair
Brahmadeo Dewprashad,
Co-Chair
Carmen Martínez Lopez
Colin Persaud
Chigurupati S. Rani
Helen Mele Robinson
Manawendra Roy
Samuel Sackeyfio

Secretary

Nicolas Agrait

Treasurer

Wilbert Donnay

Web Coordinators

Wilbert Donnay
Colin Persaud

Historian

Dolores DeLuise