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Deadline!

All items for the **September/October 2016** issue of **Academic Affairs Update** should be submitted to Cynthia Haller (challer@york.cuny.edu) or Marcia Comrie (mcomrie@york.cuny.edu) by **September 30, 2016**. Text should be sent in MS Word. Photos should be sent as separate hi-res files (preferably not less than 1MB).

MS Degree in Pharmaceutical Science and Business to be Offered at York in Fall 2016

By **CINDY HICKS**, York Journalism Major

York College has announced plans to launch its first stand-alone master's (MS) program in Pharmaceutical Science and Business beginning in the Fall of 2016. The program, housed in the Chemistry Department, is poised to build on its already effective bachelor's degree in Pharmaceutical Science.

Dr. Deb N. Chakravarti, director of the Pharmaceutical Sciences Program explained how the program was created.

"[York] had a very successful undergraduate program [in Pharmaceutical Science] that started in 2010. It was the brainchild of then-Dean, now Provost, Dr. Panayiotis Meleties, who had launched a Pharmaceutical Manufacturing Technology program at the Bronx Community College. Because of our success, we began working on a master's program," said Chakravarti. "I had previously been involved in another program elsewhere, which was a mixture of science and business, so I proposed the program here be called Pharmaceutical Science and Business. This will allow the students to attain careers in management [positions] as well."

The pharmaceutical sciences contain a group of interdisciplinary areas. These areas of study deal with the design, action, delivery, and dispensation of drugs. Pharmaceutical scientists can work as pharmacists and researchers, who often discover and develop innovative drugs.

They are qualified to work as professors at universities or agencies, such as the U.S. Food and Drug Administration (FDA). The master's degree will allow the students to access careers in pharmaceutical and biotechnology industry management.

The MS program was first proposed because of the accomplishments of the Bachelor of Science (BS) program. As York is the only CUNY College to offer the discipline, the BS in Pharmaceutical Science did unexpectedly well and grew quickly, leading to plans for the MS program.

York has lately begun building its reputation in Health Sciences overall by creating MS programs in other disciplines such as Physician Assistant Studies, which will also be launched in the Fall of 2016.

"York is making its own identity in Health Sciences," said Chakravarti. "We are creating a niche for ourselves compared to other universities."

The proposal for the MS in Pharmaceutical Science and Business program was approved by the college's Curriculum Committee and the Faculty Senate in May of 2014. Following approval by The City University on New York, it was sent to the New York State Education



Dr. Deb N. Chakravarti

New MS Degree Program

Continued from previous page

Department (NYSED). The NYSED took only seven working days to approve the proposal, which Chakravarti believes to be quite remarkable.

Chakravarti explains why he assumes students will gravitate towards the MS program.

“They know the standards of teaching [are] high and plus it’s the most economical [Pharmaceutical Science program] around,” said Chakravarti.

Kristen McCoy, 19, a York student who is currently enrolled in Chemistry courses for a Nursing degree, agrees that the program was a good idea. “I think it’s a terrific opportunity for students looking to explore that field,” said McCoy.

“Plus, it’s a lot more convenient compared to other schools.”

The MS program will act as a stand-alone program, operating separately from the BS program, which allows anyone qualified in and outside of York College to apply. According to York’s website, students will complete a total of 36 credits toward the degree, of which 24 will be from the common core courses and 12 from the optional elective courses based on their career goals.

To be considered for the MS program, applicants are required to have a minimum grade-point average (GPA) of 3.0 and a bachelor’s degree in Pharmaceutical Science, Biotechnology, Biology, Chemistry, Clinical Laboratory Science/Medical Technology or other closely related disciplines from an accredited institution. Admission decisions are made

by the Graduate Advisory Committee of the department.

The Pharmaceutical Sciences program has been collaborating actively with the FDA’s Northeast Regional Laboratory. The FDA site has been housed on York’s campus since the York College FDA Partnership was established in 2000 and has assisted in creating the program. Undergraduate students work as scholars and interns at the FDA or at a pharmacy. The MS students will have to complete a capstone project which can be thesis-based or internship-based. They will produce a substantial paper that reflects a deep understanding of their topic.

Classes for the MS in Pharmaceutical Science and Business will begin in Fall 2016. Applications are currently being accepted and enrollment is continuing. ■

College Launches Master’s-level Physician Assistant Program

By **CINDY HICKS**, York journalism major

York College has announced plans to offer a Physician Assistant (PA) master’s program beginning in the fall of 2016. The college has already offered a successful BS program in the discipline for the past few years but created this program with hopes of increasing students’ access to medical professions in health and behavioral science.

Professor Robert Brugna, the director of the Physician Assistant program at York, explained why this graduate degree has been developed.

“For PA [Physician Assistant] we had to go to a master’s degree because all PA programs are now required to be at a master’s level by 2020,” said Brugna. “That was a decision made by our organization which controls all PA programs.”

Physician Assistants (PAs) are medical professionals authorized to work with

physicians and other medical providers to examine, test, and treat patients. They are certified and licensed to practice medicine and surgery under supervision in many settings, such as in clinics, doctor offices, and hospitals.

The application process for the master’s program was set up differently from the BS procedures. Students must now go through a Central Application Service for Physician Assistants (CASPA), which has been designed as a web-based

application service. It is expected to be more convenient for students to submit required and supporting documents, also allowing them to apply for more than one program at a time. For faculty members, this new admissions process is easier as well, as it permits them to review applications more thoroughly.

Applicants for the MS program are required to obtain a bachelor’s degree beforehand, with a cumulative GPA of 3.0 or higher. Students with any grades below a “C” in prerequisite courses will not be considered for the program. Particular courses such as Statistics will not be accepted if taken more than

10 years prior to application. If need be, this course must then be repeated or students will be offered an opportunity to complete the CLEP (College Level Equivalency Placement) exam to prove adequate knowledge.

Along with meeting these prerequisite criteria, applicants have been asked to provide a current resume, three reference letters, a personal statement, official transcript(s), and graduate record



examination (GRE) scores. Most importantly, if chosen for the program, they must have completed at least 500 hours of work experience in a direct patient health care environment by time of enrollment.



Dr. Brugna

York is allowed by the Physician Assistant accrediting organization (the Accreditation Review Commission on Education for the Physician Assistant) to take up to 30 students for the master's program. However, with new requirements and a new application process, the program doesn't know exactly what to expect.

"Every year the application pool is different," said Brugna. "This is our first year using this process so we [don't] know how that will affect our application pool."

York graduates wanting to enter the program were given special consider-

ation in the admissions process. Other CUNY students and veterans were also promised a close look.

"We would like to see a majority of our students to be of course from York," said Brugna. "However, our mission is to serve the surrounding communities and those who live in the surrounding communities."

Students who have graduated with their BS in Physician Assistant Studies from York are not allowed to join due to the program offering many of the same PA courses. However, students who hope to apply are encouraged to complete a bachelor's degree in a related field and to include the master's degree prerequisites in the major. Some majors encouraged and welcomed are the Health Science BS, Clinical Laboratory Science BS, Biology BA or BS, and Psychology BA.

Students will enter as a cohort and stay together for the whole duration of the 28-month full-time degree. They will be provided with advisors to help

support and guide them through the program, making sure no one gets left behind. The faculty, currently consisting of six professors, will do double duty and act as these advisors. At the end of the program, students must complete a fieldwork placement at a designated medical establishment in the surrounding Queens area. They will be given hands-on experience, with the possibility of some even landing permanent jobs.

"As a faculty member, I know we would like to see the college grow," said Brugna. "We're a senior college and we would like to see more graduate programs offered, so students can have more options."

Although the application process has already closed for those wanting to attend in Fall 2016, students who are still interested and want more information for future application can contact the Physician Assistant program, located in the science building, or visit the York College website. ■

Panel on Domestic Violence Held at York

By **ROSANNA ABREU DE LEON**,
York Journalism Student

On April 14, the Student Health Services Center, in collaboration with the Women's and Men's Centers, hosted "Love Doesn't Hurt," an event addressing the topic of domestic violence. This panel discussion has been held twice per semester since 2008. The purpose of the event is to make York students more aware of the type of behavior that often drives a toxic relationship. The panel included Brett Scudder, president and chairman of Scudder Intervention Services Foundation, Inc. and The Suicide Prevention Institute; Lalkia Morris, representative of Safe Horizon; and Sharon Hawkins from the York College Health Services Department.

Scudder noted that some cultures allow men to have more control over

women. In these cultures, women often see domestic violence as more commonplace and acceptable. He also noted that men now sometimes face domestic abuse by their female partners. He said men are embarrassed about reporting abuse by women.

According to Safe Horizon, some signs of domestic violence and abuse are more obvious than others. Some common signs of domestic abuse include accusing the partner of cheating and being disloyal or making the partner feel worthless. Hitting, choking or kicking a partner is obvious abuse, but intimidation or threats to do damage qualify as abuse as well. Many abusive relationships center on control issues. Partners often look to pressure or isolate the other member of the relationship.

"It's all about power and control," said Morris. "It could be by using physical abuse, sexual abuse, economic abuse, psychological abuse or emotional abuse."

Morris said that stalking was a pattern of behavior that can be very dan-

gerous. New technology makes stalking easier and more pervasive.

"Children are taking those bad behaviors to school," said Scudder, who added that what children witness at home is what they bring to a relationship.

Hawkins said people have to make tough decisions to protect themselves.

"You can't change anybody; you can barely change yourself," said Hawkins. "Imagine you changing somebody else. Not everybody can pack their things and move on, especially when there are children involved." The experts said it is important to find someone to talk to about these relationships. Many people think that going to a psychologist is a sign of weakness. The reality is that everybody needs someone to serve as a sounding board.

If signs of domestic violence appear in a relationship, seek help immediately. Contact Lmorris@safehorizon.org or ask@sisfi.org. York College students can also receive help at the Counseling Center located in the Academic Core Building, Room 1G03. ■

Center for Students with Disabilities Celebrate Students with Art Exhibition

By **CINDY HICKS**, York journalism major

York College's Center for Students with Disabilities (CSD) will celebrate their students with an art exhibition in the College library in Fall 2016. The "See Us" project aims to bring awareness through combining writing and photos taken by students from the Performing and Fine Arts Department and the Journalism Program.

Professor Truett Vaigneur, a CUNY LEADS Specialist and creator of "See Us" explained why the project was created.

"The See Us project was created to bring awareness to the disabled population at York College," said Vaigneur. "With the gallery exhibition we can also create a unity with many departments, [such as] Fine Arts and Journalism."

Vaigneur went on to explain that the goal of the project is "to celebrate the talents and skills of the up-and-coming artists York College is producing." The project will showcase York's students who continue to excel in many areas both in the classroom and within the campus culture, despite certain challenges.

CSD provides services and accommodations for students with special needs

and learning disabilities. The office acts as a platform by providing students with counselling and support. The program also offers student auxiliary aids, such as note takers, readers, and sign language interpreter services. The art exhibition was planned to show how important and necessary these aspects of the program are to some students.

The project was set up to include students across disciplines with special needs. Studio Art major, Diana Partap, 19, deals with a hearing impairment in her right ear. She hopes to someday become an art professor and paint murals like Diego Rivera. CSD has helped Partap with her testing by giving her extended time and special accommodation seating in the front of her classrooms. Partap explained why she decided to share her story and participate in the See Us project.

"I would like to [show] others who may not be aware that students like me are the same as them," said Partap. "We have potential and dreams just like [they do], which we will achieve."



Damaris Orellana, a psychology major

The project also includes 25 year-old Social Work major Diana Hernandez. Diagnosed with dyslexia, Hernandez has dealt with this learning challenge since the age of six. Dyslexia affects reading and language-based processing skills, such as writing, spelling, and reading comprehension. This disability affects every individual differently and can exist along with other disorders. For example, Hernandez also deals with anxiety.

Disability sources and services are required in every CUNY college to provide equal access and learning, but students sometimes gain even more from the program.

"It brings people who have learning disabilities together by having more interactions with each other," said Hernandez. "You don't feel alone."

Hernandez, a transfer student from LaGuardia Community College, found that York's program exceeded her expectations. It was better than any disability program she took part in from the past. She found the staff and her peers to be like family and role models. With the program's support, she saw a change within herself.

"In school, the disability program helped me build my confidence," said Hernandez. "Before, I didn't have a lot of confidence because of my learning disability, but now I do. I'm [no longer] ashamed to tell other people in my class I have a learning disability."

Following her graduation from York, Hernandez plans to attend graduate school at Hunter College to obtain a mas-



Social Work major Diana Hernandez at the Center for Students with Disabilities bulletin board

ter's degree in counseling. She hopes to one day become a counselor in the public school system and help students who have learning disabilities similar to hers.

Damaris Orellana, 22, has dealt with hearing loss in addition to mobility issues due to spina bifida and scoliosis. These conditions make it difficult to get around, but she was determined to not let her disabilities stop her from achieving her goals. With help from CSD, Orellana got accommodations to meet

her needs while attending school, which made it easier to achieve her goals. As a psychology major, Orellana hopes to one day become a child-care specialist. She wants to work with children and families in medical settings to help them cope with the challenges of hospitalization, illness, and disabilities.

Orellana acknowledges the CSD has been crucial in her education. She then encouraged students with disabilities to visit the office and explained why they should.

"The disability program gives students the opportunity to improve themselves with services accommodated to their needs, which is important for us in order to succeed," said Orellana. "I can perform at the same capacity as any other student. I just need a little help."

The "See Us" project hopes to bring more advocacy and unity to York College through the event. It is planned as a salute to students who never gave up on their dreams. ■

Dr. Acker Invited as Panel Presenter at the ESS Annual Meeting

Dr. Gila Acker was invited by the Eastern Sociological Society's (ESS) Committee on the Status of Women (CSW) to participate in a workshop panel entitled, "Strategies for Successfully Assuming the Role of Academic Department Chairperson" at ESS's Annual Meeting in Boston, Massachusetts on March 17-20, 2016. The title of Dr. Acker's presentation was, "My Day Job: Politics and Pedagogy in Academia." The workshop focused on the challenges and rewards associated with the position of an academic department chairperson. It highlighted the challenges when assuming a new chairperson's position, such as the struggles to successfully negotiate the work/family balance and the emotional stress that is often associated with the position. The panel also addressed the challenges of being able to continue working on one's scholarship, such as research, publications, and presentations. The chairperson's position can take an enormous toll, leaving the person with no time and energy to focus on their scholarship. This workshop outlined the steps faculty members can take when contemplating this type of leadership position in their department, such as advice on how to survive the first academic year as department chairperson, and strategies for balancing work, family life, and their own scholarship.

Specifically, Dr. Acker's panel presentation covered some of the common reservations that faculty associate with taking on the position of department chairper-



Dr. Gila Acker

son, including the complex and multi-dimensional quasi-administrative and managerial role that requires knowledge and skills for which most faculty are unprepared. In academic institutions where the department chairperson is elected for a term of several years, faculty are aware of the challenging tasks of this position, and thus, commonly resist and even refuse it. Leadership in the academic culture of shared governance often presents challenges that require skill preparation and a level of confidence that many faculty do not possess. The department chairperson needs to find the balance between leading the department in a direction consistent with regard to the mission of the university, the expectations of the administra-

tion, budgetary constraints, and the input of his/her faculty in the decision-making process. Dr. Acker further pointed out that department chairpersons often find themselves conflicted between their obligation to their faculty members, who are also their colleagues, and their loyalty to the administrative side of academia. Thus, this may eventually result in chairpersons having to confront their own feelings of physical and emotional stress.

On a positive note Dr. Acker presented the rewards associated with being a department chairperson, such as the positive impact that the chairperson can make on the department by leading the department to achieve important objectives, such as accreditations for professional programs; improving the climate of the department with regard to collegiality, team building, and productivity among colleagues; obtaining high student enrollment, retention, graduation and employment rates; encouraging graduates' pursuit of advanced degree programs; and improving relationships with the administration to increase their support and loyalty to the department and its major(s). The additional benefits may include more diverse and multi-challenging tasks and roles (i.e., teaching, scholarship, managerial, and administrative) and exposure to the larger college community. Also the chairperson's position may serve as a career ladder for those individuals interested in future higher education administration positions. ■

York Faculty on the CUNY Academic Commons

by **KELLY JOSEPHS**, Department of English



Several York College faculty members are visible and active on the CUNY Academic Commons, a digital network “built by and for CUNY faculty, graduate students, administrators, staff, postdocs, and alumni to foster community and promote scholarship across our twenty-four campuses.” Begun in 2009 and now with almost 8,000 members, the Commons continues to evolve as a vibrant space where members connect, create, collaborate, and explore.

York Faculty on the CUNY Academic Commons represent a cross-section of academic disciplines, from Dr. Debra Swoboda (Psychology/Behavioral Sciences), to Dr. Nazrul Khandaker (Geology/Earth and Physical Sciences), and Dr. Timothy Amrhein, (Theatre/Performing and Fine Arts). Newcomers to York faculty ranks, like Dr. Andie Silva, (English) and Dr. Kiran Jayaram, (Anthropology/Behavioral Sciences) have also turned to the Commons to discover more of the CUNYverse. This article spotlights some Commons early adopters from York College to showcase some of the ways our faculty members use the Commons to share research, build cross-campus partnerships, teach courses, and plan conferences.

ROBERT DUNCAN,

Associate Professor, Behavioral Sciences
Profile: cuny.is/alreet

Professor Duncan runs *Transformative Games: Learning by Design*, a single-authored blog housed on the CUNY Academic Commons. The site provides up-to-date information about game-based learning and is geared toward a public audience with interest in the field. It also connects to the York College Transformative Games Initiative and the York College Summer Research program.

Professor Duncan is also a member of the *CUNY Games Network*, a multi-

thored blog site supported by a CUNY-wide group on the Commons. The CUNY Games Network site and group serve as a great example of the way in which the Commons facilitates cross-campus collaboration. Professor Duncan, along with upwards of 160 other group members across CUNY, can communicate easily, share and archive files, and keep track of group events using the various tools available to groups on the Commons. Members may also author posts for the public site. Groups such as this also make planning cross-campus events and conferences much easier than long, confusing, email threads. The CUNY Games Network recently held their third annual conference, The CUNY Games Festival 2016, at which Professor Duncan presented work of his own and in collaboration with York College students.

Sites:

Transformative Games: robertoduncan.commons.gc.cuny.edu/

CUNY Games Network: games.commons.gc.cuny.edu/

CUNY Games Festival conference: gamesfest2016.commons.gc.cuny.edu/

KELLY BAKER JOSEPHS,

Associate Professor, English
Profile: cuny.is/kbj

Like Professor Duncan, Professor Josephs writes for both a single-authored and a multi-authored site on the CUNY Academic Commons. Her work on the former, *The Caribbean Commons*, serves primarily the Northeastern Caribbean Studies community, providing information about events, publications, and calls for papers.

Professor Josephs’ multi-authored site, *The Digital Caribbean*, grows from two semesters of a graduate class of the same name. The site features posts from students in her Spring 2014 and Fall 2015 courses at the Graduate Center. The Commons is well-situated for graduate cours-

es because students already have (or have access to) an account. With Commons groups (which may be public, private, or hidden) students can communicate with each other and the professor behind the scenes and share their work on the public blog site. Social Paper, a new Commons feature linked to groups and individual profiles, now allows for line-level commenting on student work in progress (this too may be private or public).

Sites:

The Caribbean Commons: caribbean.commons.gc.cuny.edu/

The Digital Caribbean: digitalcaribbean.commons.gc.cuny.edu/

MICHAEL BRANSON SMITH,

Assistant Professor, Communications
Technology

Profile: cuny.is/mbransons

Professor Smith is more active behind the scenes with his position with the CUNY Academic Commons Special Projects. He is an integral participant in several initiatives, but of special note here is his work with *CUNY.is/LIVE*, a live-stream channel available free of cost to members of the CUNY Academic Commons. With minimal technology access and know-how, Commons members may use this live-stream to share lectures, events, programs, research, etc. with the CUNY community and the world-wide web at large. Professor Smith leads the team that manages requests for the *CUNY.is/LIVE* stream.

Sites:

CUNY.is/LIVE: live.commons.gc.cuny.edu/

Professors Duncan, Josephs, and Smith serve as just a few examples of York faculty members who are utilizing the CUNY Academic Commons for research and teaching. To learn more about how the CUNY Academic Commons can help faculty connect and collaborate, visit commons.gc.cuny.edu/ and/or contact Professor Kelly Josephs, kjosephs@york.cuny.edu. ■

York Alumnus Appointed Graduate Dean at Brown University

Andrew G. Campbell, Ph.D., a member of the York College, CUNY Class of 1981 and long-term professor of Medical Science at the Medical Science/Warren Alpert Medical School at Brown University, was recently appointed Dean of the Graduate School at the Providence, Rhode Island-based Ivy League college.

Dr. Campbell, who graduated from York with a major in Biology and minor in French, grew up in the vicinity of York's campus in Jamaica, Queens. Asked how York helped him achieve his goals, Campbell noted the outstanding mentorship as having been crucial to his development.

"York was my academic birthplace, said Campbell. "I got research experience that set me on the course to launching my career. It started with my training as an undergraduate, thinking about what I wanted to do, and the expert training I received at York. What I learned at York made me realize opportunities for myself. There were very supportive people at York College. I had research experience there that set me on the course to launch my future."

For many years Campbell has been director of the Graduate Program in Pathobiology in the Division of Biology and Medicine at Brown, where he oversees the training of Ph.D. and MD/Ph.D. candidates. His research interest focuses on Tropical Medicine and Parasitology. His research has been funded by a number of agencies, including the National Science Foundation and the American Foundation for AIDS Research (AmFAR).

Among the York faculty who mentored Campbell, then a Minority Biomedical Research Support (MBRS) program participant, were Dr. Leslie A. Lewis and Dr. Paul Young. The training led to his acceptance into a Ph.D. program at the University of California, Los Angeles (UCLA), where he also excelled.

"The MBRS program was designed to enable young, bright minority students to attain leadership positions in Biomedical Research in the United States, said Dr. Lewis. "Andrew's appointment as Dean of the Graduate School at Brown University

is clearly one of several pieces of evidence that at York, that goal is being fulfilled."

Dr. Campbell is a believer in "paying it forward."

"I want make sure that gateways to education remain open to everyone," said Campbell of his plans as Dean of the Graduate School. "I want to increase the gateway to make sure that students like me...from my background have opportunities available to them. I will maintain excellence while broadening participation by all groups."

He has already been doing just that.

Over the years he has recruited students from minority communities to his PhD program, including several from York. In fact, three more of his York recruits recently defended their dissertations: Anika Toorie (York '10) Adeola Adebayo (York '10) and Kirk Haltaufderhyde (York '11) are all graduating, while Bianca Brown (York '15), a current student at the university, is also thriving.

"They have the same means and desires as anyone else," said Campbell, the first African-American to hold a senior cabinet position at Brown. "It's one of a number of things I've done at the institution. It demonstrates my ability to support graduate students regardless of who they are and where they come from."

"I'm proud of York," said the award-winning professor, who has served on York's Foundation Board. "I'm



Andrew G. Campbell

what you call 'first of the first' to attend college. I am the son of an immigrant. That is York's strength. York is a great proving ground for young black minds."

Dr. Marcia V. Keizs, president of York College, is pleased with the Campbell news.

"Dr. Campbell's latest accomplishment speaks volumes not only for his outstanding career trajectory," said Dr. Keizs. "It also accrues to York College as the place where his talents were recognized and supported. I am honored that Dr. Campbell has in turn provided opportunities for a growing list of York's young scholars and served on our Foundation Board. He continues to prove the value of a York College education." ■

York on the Radar at Honda All-Star Game

Four York College students recently participated in the Honda All-Star Challenge National Championship in Los Angeles, California. The 2016 academic quiz event, in which York has participated for the past several years, provides opportunities for participating students to earn scholarship funds for their respective campuses. This year York was one of 48 institutions participating in the event. ■



(left to right) Coach Marlenis Alvidrez, Kyle Bethel, Adebayo Fayemi, Team Captain Daniel Lashley-Smith, Brittney Williams

York Students Present at Society for Personality and Social Psychology Conference

IAN HANSEN, PH.D.

In January 2016, four York College psychology majors presented research at the prestigious Annual Meeting of the Society for Personality and Social Psychology (SPSP) in San Diego, CA. Thousands of personality and social psychologists go to SPSP every year to share the cutting edge of research in their field. All four students, who were or are taking an independent study with Dr. Ian Hansen (Behavioral Sciences), were among only 58 individuals from around the world who received SPSP Undergraduate Travel Awards waiving the cost of conference registration (\$120). Two students also received scholarships from York College to partially reimburse them for travel and expenses. Three students had never previously presented at any conference, and none had ever been to the West Coast. For copies of the posters students presented, please contact Dr. Hansen at ihansen@york.cuny.edu.

Senior Denae Stallings presented the poster, “Does Punitiveness or Concern for Truth More Strongly Motivate Torture?” The work drew on data from four studies showing that study participants were more opposed to torturing a non-violent detainee withholding important information than they were to torturing a detainee unlikely to have any information but who had a history of violence. Bennett Callaghan, a graduate student at Yale University, was a co-author. The poster’s results suggest that human emotional architecture may ready us to inflict violence (like torture) primarily as vengeance, while truth goals may actually diminish our inclination to torture. It is thus likely that many detainees have been tortured as an extra-judicial means of giving interrogators a feeling of justice being done, rather than for obtaining actionable life-saving intelligence.

Recent graduate Karen Longmore (Class of 2015) presented the poster, “Narcissism and Inter-Religious Hostility.” The

results of this research study suggest that narcissism predicts hostility—including potentially violent hostility—towards people of other religions. Narcissism remains a predictor of such hostility even when controlling for other predictors like authoritarianism, dogmatism, and religious fundamentalism. The poster also made reference to presidential candidate Donald Trump, whom many clinical psychologists claim is a classic case of the narcissistic personality. The poster noted that in spite of being neither very religious nor even conservative in a traditional sense, candidate Trump has been more outspoken than his rivals in his calls for religiously and culturally intolerant policies. Thus Trump’s demeanor offers a concrete illustration of the findings. The poster’s analyses also showed that dogmatism mediates the relationship between narcissism and inter-religious hostility.

Senior Mariame Soukoule presented the poster, “How Liberal vs. Conservative Framing Affects Ideological Prediction

of Torture Attitudes.” The poster drew on three studies showing that religiosity was a negative independent predictor of support for torture, while right wing authoritarianism (correlated positively with religiosity) was a positive predictor. However, this result was only found when participants first imagined a society divided between generally moral and amoral people. If instead participants were assigned to imagine a society where people mix moral concern and moral indifference in either liberal or conservative ways, then both religiosity and authoritarianism lost their relationships to support for torture. This work was designed to be an experimental replication of group-level comparison work by Ariel Malka of Yeshiva University and Christopher Soto of Colby College. The results in the poster corroborated Malka and Soto’s (2011) findings that in the absence of exposure to “religious conservative vs. nonreligious liberal” political discourse, religiosity was negatively related to support for torture. Mariame had to be reminded to take her poster down when the session was finished, as she was having so much fun sharing the findings with other conference-goers.

Senior Nicole James presented the poster, “The Ambivalent Relationship



York College students presenting at a social psychology conference in San Diego. (left to right, Mariame Soukoule, Nicole James, Karen Longmore, and Denae Stallings).

of Ideology to Life Satisfaction.” Her presentation detailed several findings from a large online dataset about how satisfaction with life correlated with various values and practices potentially suggestive of liberalism or conservatism. A number of analyses, including the poster’s, have found self-reported “conservatives” reporting slightly but significantly more life satisfaction than self-reported “liberals”. Yet the poster reported that the values most strongly predicting life satisfaction—embrace of helpful, honest values (Benevolence) and rejection of money and dominance values (Power)—were not clearly either liberal or conservative. They were rather more about self-transcendence vs. self-enhancement. In fact both the embrace of Benevolence and the rejection of Power were correlated either weakly or moderately negatively with self-reported conservatism.

There were some relatively conservative values, inclinations and practices that indeed correlated significantly and positively with life satisfaction. These included attendance at religious services, valuing devoutness and respect for tradition (Tradition), valuing politeness and obedience (Conformity), moral concern for respecting legitimate authority (Authority), moral concern for loyalty to one’s ingroup (Ingroup) and rejecting the valuation of pleasure and self-indulgence (Hedonism).

Most interestingly, when all values, practices and inclinations that significantly predicted life satisfaction were included together as simultaneous predictors, values that otherwise went together (like Power and Achievement) predicted life satisfaction in opposing directions (Power negatively, Achievement positively). This suggests that life satisfaction involves a bit of a tightrope walk between values, as one value predicting satisfaction may be quite close to a value that predicts dissatisfaction. It also appeared that values and inclinations focused on pursuing relatively controllable outcomes (like being benevolent, attending religious services, achieving something) were positively related to life satisfaction; values and inclinations that involved pur-



STUDENT ACHIEVEMENTS

English Students Publish Creative Works

English Department senior Paul Y.J. Kim and recent English major graduate Patricia Leonard have been selected for inclusion in the Three Rooms Press international anthology, *Maintenance 10(0): A Journal of Contemporary Dada Writing and Art*. It is the latest edition of this acclaimed annual collection and will be published this June. Mr. Kim and Ms. Leonard’s prose were



Paul Y. J. Kim



Patricia Leonard

chosen from among over 1,000 submissions. Last semester both writers participated in York’s first Creative Nonfiction Workshop, English 389, led by Prof. Mark Blickley, who joins them as a contributor to this centennial celebration of the DADA art movement. The book will be archived in the Museum of Modern Art’s permanent collection. ■

suing less controllable outcomes (like getting rich, staying pure, achieving societal justice and fairness) were negatively related to life satisfaction.

Certainly, for the student researchers, there was something satisfying about be-

ing in San Diego, California in late January, and having a chance to represent York College while exchanging findings and ideas with social and personality psychologists from around the country and around the world. ■

Recent Geology Graduate to Participate in Summer Research Program

Barbara Barnett, a recent geology graduate (Fall 2015), has been awarded a summer 2016 internship by the Ecosystem



Barbara Barnett

Services Research Experience Program, administered through the University of Arkansas. The program is highly competitive and numerous students applied for this opportunity. Barbara, a recipient of the Louis Stokes Alliance for Minority Participation (LSAMP) scholarship in 2014-2015, recently attended the GSA Annual Meeting, held in Baltimore, where she presented her research on Hurricane Sandy-induced Beach Deposits in Far Rockaway (Queens, NY). Several representative faculty from the University of Arkansas attended her poster presentation and encouraged Barbara to apply for this opportunity. It was quite gratifying to notice their attention to York’s field-based undergraduate geological research and to student attendees at the annual meeting. ■



Professor Leslie Keiler

Many faculty members at York College take advantage of fellowship leaves to focus on their research agendas, explore new teaching possibilities, and gain a fresh perspective on their work. The following article from Professor Leslie Keiler (Department of Education) details how her fellowship leave in AY 14-15 enhanced the pursuit of her scholarly goals.

My research agenda currently focuses on the STEM teaching and learning experiences of teachers and students in the Peer Enabled Restructured Classroom (PERC) Program. The PERC Program is an instructional model that is proven to change the trajectory of urban youth—mostly minority students living in poverty—from barely graduating from high school and failing in STEM to college success and STEM achievement. Through supporting student success by leveraging peer leadership, altering classroom roles and responsibilities, and shifting the attitudes and expectations of students and teachers, the PERC Program develops an academic school culture that improves outcomes for individual students and the school as a whole.

PERC students experience positive impacts including improved performance and interest in STEM, advanced self-efficacy and academic self-regulation, and increased college readiness and awareness. The PERC Program achieves this through a transformative instructional model—the Peer Enabled Restructured Classroom—in which high school students who are not on track to be college ready become academic leaders and role models in STEM classes. These peer leaders, called Teaching Assistant Scholars (TAS), enter the TAS-to-College Pipeline through the TAS class, implemented by PERC teachers using a research-based curriculum focusing on learning-to-teach, learning-to-learn, STEM content, and college knowledge. PERC teachers, supported by a research-based professional development program, transform their practice through teaching TAS. The TAS continue through the Pipeline participating in pre-college and college-level classes, summer academic experiences and internships, and STEM research opportunities. The TAS graduate from high school much more likely to be college and career ready than their matched peers.

Soon after my Fellowship Leave commenced, I was invited by the National Science Foundation to apply for a new



Professor Keiler (left) with New York City Schools Chancellor Carmen Farina (right)

grant based on my being a Co-PI on the MSPinNYC2 grant that created the PERC Program. The NSF invited STEM education scholars who had developed an innovation that the Foundation was interested in seeing scaled nationally to be a part of this new program. The NSF selected my team to receive the \$50,000 of funding and participate in the intensive entrepreneurship training that comprised the inaugural I-Corps-L grant program. The training included two conferences in San Francisco, travel to interview 100 potential participants across the country, meetings with superintendents and principals across the New York City Department of Education (NYC DOE), and weekly NSF-led webinars. Through the I-Corps L: Scaling the PERC Program project we identified ways to transition from a federally grant-funded educational research program to a self-sustaining, research-based educational entity that can meet a documented need of schools and school systems.

While participating in a new grant program was not a part of my original Fellowship Leave plans, this opportunity to collaborate with leading STEM educational scholars from across the country and introduce them to the high quality work being done at York College was too good to be missed. Although the substantial time commitment of partic-



The Peer-Enabled Restructured Classroom (PERC) Program leverages peer leadership to move urban youth toward success in college and STEM achievement.

ipating in I-Corps-L reduced the time I could spend writing for publication, the work has laid the groundwork for my scholarship for years to come. For example, the I-Corps findings contributed to the MSPinNYC2 group being awarded an additional \$1.7 million by the NSF for our work on the PERC Program. This includes creating education research internships in which CUNY students, including a current York freshman, develop skills needed to be admitted to and succeed in graduate school. Most importantly, the work on the I-Corps project brought us to the attention of critical power brokers in the NYC DOE.

A major NYC funder has committed to tripling the number of schools participating in PERC over the next two years. We regularly present our findings to groups across the city including the New York Council on High Schools, the NYC DOE science education leadership team, and principals' groups gathered by borough superintendents.

In addition to the I-Corps work, I presented four papers at three conferences based upon my research about the PERC Program. With a colleague from Hunter College, I presented at the national conference of the American Association for Teaching and Curriculum

about the college preparedness of students in our program. At the American Education Research Association national conference I presented two papers, one with colleagues about the academic performance of students in the PERC program and another independently about the identities of teachers who teach in these student-centered classes. I took three York College Noyce Program MaST Scholars to the Northeast Regional Noyce Scholars Conference where we presented about what MaST Scholars have learned by being interns in the PERC Summer Institute. I have submitted these papers to journals. ■

York College's CUNY-Wide Conference: Aging and End of Life Issues

York College's CUNY-Wide Conference held on March 23, 2016, Interdisciplinary Perspectives on Aging and Long Term Care, highlighted issues and concerns related to aging, chronic and palliative care, advance directives and caregiver fatigue. The conference was offered on behalf of the SHSPP's Comprehensive Faculty Professional Development Committee, chaired by Bernadette Amicucci (Nursing), and supported by Dean Lynne Clark's Distinguished Lecture Series.

Approximately 100 practitioners, administrators, academics and health profession students gathered for the day to learn more about the current relevant topics related to aging and end-of-life, and to discuss issues related to this very important public health concern. Greg Olsen, Executive Deputy Director, New York State Office for the Ag-



Bernadette Amicucci chaired the CUNY-wide conference

ing, was the keynote and opening speaker for the day, and offered an enriching lecture that outlined the political and social impact of the aging population. He stressed the importance of focusing on quality of life issues for the aging population given that we all one day will be part of this ever-growing demographic population. His insights served as a catalyst to fruitful conversation on the public and political issues that shadow conversations on aging and end of life. York College faculty members, Beverly Horowitz (Occupational Therapy) and Fern Baudo (Nursing) offered clinical perspectives on long-term care and advanced directive planning, respectively. Nadya Dimitrov (Stony Brook University) provided an overview of palliative care, and Vidette Todaro-Franchesci (Hunter College) ended the day with a presentation and discussion on compassion and caregiver fatigue, as they apply to aging and end-of-life issues. Collectively, the conference was a friendly reminder of the significance of issues related to aging and end-of-life topics, providing a forum for professionals and students across the various health spectrums to gather and discuss these im-



Beverly Horowitz (Occupational Therapy) and Fern Baudo (Nursing) presented on long-term care and advanced directive planning

portant topics. Attendees all provided very positive feedback in their evaluations of this event, and expressed interest in continuing the discussion about the topics in the future.

This conference was part of a series of inter-professional health conferences and works that over the past three years have been developed through the work of the SHSPP Comprehensive Faculty Development Committee and its subcommittee, Enhancing Faculty's Professional Education and Research/Scholarship Writing and Grants, chaired by Shawn Williams (Health Science). ■

Women's History Month Celebrated with Film Festival

By **CINDY HICKS**,
York Journalism Major

The York College Performing Arts Center held a film festival titled "Women in Film" dedicated to increasing the awareness of ethnic and gender diversity in film production on March 3, 2016. The event featured eight films produced and directed by women, followed by a panel discussion between audience and the directors and other guests. Held in the Small Theatre of the Milton G. Bassin Performing Arts Center, the festival was open to the college and public and lasted three hours. Its goal was to show the importance of having women in film by celebrating their creative voices and showcasing their talent. Audience members got to see personal points of view and engage with other women. Although each film came from a different perspective, the films were blocked together in different groups based on their topic and connection and later analyzed. The films varied in topics, but focused on sexuality, depression, trauma, and even redemption.

Before presenting the first film, Dr. Fabiola Salek, moderator and chair of the Foreign Language Department and coordinator of Women's studies, spoke to the group about why the event was important. "This event is about women making film, women in front of the camera, and speaking to the camera talking about various issues they face," said Salek, an expert in Contemporary Spanish-American Literature and Culture Humanities: Human Rights, Gender, and Film.

"Heart Sisters," the first film aired, aimed to show a global perception of how women live in a world dominated by men. A group of women from different experiences, cultures, and religions were brought together for the documentary. Produced and directed by Kajsa Olsson and Anton Klepke, this documentary was a collective narrative story about how these women survived in situations such as prostitution and many others. These women brought solidarity to the forefront by telling their own stories. By

sharing how they overcame their problems, they hope to help women deal with these same issues in the future.

One audience member thought this particular film was inspiring and enjoyed the concept.

"I thought this film was great because it stepped out of the usual [comfort] zone but still proved [helpful] to women [who] deal with the same problems all over the world," said Elines Perez, a York College student. "It shows women that were from Africa and Europe dealing with the same issues we think only happens to us here in America."

Stigmas attached to race and gender roles were also spoken about during the festival. The documentary and narrative produced and directed by Keyera Williams tells the story of people of color dealing with depression. "Made with Magic" showed what a young African-American girl had to experience when she publicly shared her problem of mental health with family and friends. The film offers viewers an inside look at how Riley dealt with this illness differently from how a person from a different background might have done. "Being a black girl with depression is looked at by the church the same way they look at sin and considered drama," says the film's narrator. Data from a study published by The Centers for Disease Control found that women (4%) and African-Americans (4%) are significantly more likely to report major depression than whites (3.1%). However,

only (7.6%) of African-Americans sought treatment for depression, compared to the (13.6%) of whites who did.

Religion and church were pushed upon the film's narrator to solve her problems, but she was then judged by these same institutions. Among the black community, depression often goes untreated or these women never receive adequate treatment because of the taboo of having to address and claim the illness. Religion, family, and the community are used as personal support systems. Regarding this film, Dr. Salek noted:

"The spirituality aspect was really interesting in that we see with "Made with Magic" how religion could have an oppressive effect. Although, in this documentary she doesn't abandon prayer, she just modifies it to meet her needs."

This group of leading women used the film festival as a platform to bring light to often unspoken and over-looked subjects. Feeling as though she accomplished her mission of taking her own experience and doing something positive with it, Lanna Leite, the producer and writer of "Graduation Speech," a film dealing with self-image and eating disorders, described why making this film was important to her:

"After this project I've connected to many others whose parents are immigrants," said Leite. They ask, 'Can I show this to my parents?' That's been a big thing for me, because I showed this to my parents and this is how I talk to my parents." ■



Kudos!



Scott Sheidlower (Associate Professor, Library) published an article in a peer-reviewed journal: “Love, Sex, Disability, Coming Out and John Travolta in New York and Jerusalem: A Twenty-Year Journey,” *Graduate Journal of Social Science* 12.1 (Feb. 2016): 118-124 (<http://gjss.org/content/volume-12-issue-1>).



Dr. Shawn Williams of the Health Professions Department, who coordinates the BS Health Science Program, has a new 2016 publication, “Chiropractors #8217: Perception of Occupational Stress and Its Influencing Factors: A Qualitative Study Using Responses to Open Ended Questions”, *Journal of Chiropractic Manual Therapies*, 2016, 24:2.

Health Professions and Nursing Departments Present an Interdisciplinary Student Workshop

HELENE DEPALMA, Health Professions

On April 6, the Health Professions and Nursing Departments presented an event for students of the Physician Assistant, Clinical Laboratory Science and Nursing programs to introduce students to patient safety issues and error management in healthcare settings. Over eighty students from the three programs attended the three-hour workshop. The event, titled “Setting the Stage for Patient Safety: An Interdisciplinary Student Workshop” was funded by a York College Auxiliary Enterprises grant. The interdisciplinary program was designed for York College’s future health professionals by Dr. Bernadette Amicucci, Associate Professor in the Department of Nursing; Dr. Robert Brugna, Director of the Physician Assistant Program; and Helene DePalma, Associate Professor in the Clinical Laboratory Science Program. The three workshop coordinators opened the pro-

gram with an overview of the roles and responsibilities of health professionals. Invited speakers provided insight and clinical examples of patient safety issues from their respective disciplines. Judith Sapione, MS, RN, Quality Improvement Coordinator for New York Presbyterian Lawrence Hospital in Bronxville, gave a presentation titled “Quality Improvement and Patient Safety in an Acute Care Setting”. The next presentation, “Causal Analysis and Safety Culture” was presented by Barbara Rabin, MHA, MT(ASCP) SC, BB, Associate Director of Research Operations for Collaboration for Advancing Pediatric Quality Measures (CAPQuaM) and Assistant Professor, Population Health Science and Policy, Icahn School of Medicine at Mount Sinai. The final speaker, Dr. Robert Brugna, presented on the Team STEPPS program (Strategies and Tools to Enhance Perfor-

mance and Patient Safety). The common theme of the three presentations was the improvement in patient safety and reduction in medical errors facilitated by improved teamwork skills among health care professionals.

During the workshop, students collaborated in interdisciplinary teams to gain a better understanding of the role each discipline can have in improving health care delivery. The group activities included the investigation of scenarios involving clinical errors through the development of fishbone diagrams and determination of root cause analyses from an interdisciplinary perspective. The program concluded with each student team presenting the findings of their discussion, the likely root cause of the medical error in the assigned scenario, and proposed strategies to prevent a possible recurrence. The workshop sought to advance inter-professional practice and mutual respect resulting in quality improvement and increased patient safety during health care delivery. ■



Bernadette Amicucci, Robert Brugna, Helene DePalma, Judith Sapione, Barbara Rabin



Guest speaker Judith Sapione

Langston Hughes in Harlem Performed at York College

By **CINDY HICKS**,
York Journalism Major

In celebration of Black History Month, York College's Department of Performing and Fine Arts presented a tribute to the poet Langston Hughes through live jazz and his unforgettable words. Throughout the 55-minute program in the Milton G. Bassin Performing Arts Center, performers read and/or dramatized more than 50 poems from the Hughes canon.

"Langston Hughes in Harlem" is a play that takes audience members back to a time when Harlem was thriving culturally and artistically. It was the era known as The Harlem Renaissance, and Hughes was an integral part of the movement. The neighborhood drew attention with its unique clothing, art, plays, novels and music, creating a unique black cultural identity, and the play effortlessly captured the essence of that era.

The project was directed by York College Assistant Professor, Tom Marion, a member of the theatre department. Memorable music was provided by outside composers Neal Kirkwood and Harry Mann. They opened the presentation with a short piano piece from Duke

Ellington, reminiscent of the jazz age in Harlem. Music continued to accompany the poetry and set the mood all the way through.

Hughes, born February 1, 1902 in Joplin, Missouri, became one of the most famous black writers of his time. He contributed to the Harlem Renaissance with insightful poems, plays and short stories that reflected the changes in African-American culture. With his creation of jazz poetry, Hughes brought something new and hip to the art form. He wrote poetry about real life in black communities. Although many African Americans didn't agree with his brutal honesty, his work importantly captured the changes of the time. His themes focused on the dreams of African Americans and brought much-needed attention to previously hidden issues.

One Queens resident found the presentation to be both creative and smart.

"I love the way they put it together," said Angie Mendez. "It made Hughes' work seem more modern, as if he wrote those poems yesterday."

The general public joined York students, faculty and staff for the play. For many, this would be the first time hearing poems like "Dream Boogie," "Night

Funeral in Harlem" and Hughes's famous question, "What happens to a dream deferred?" Poems were grouped together in special categories for the play. They included Hughes' dream series, love, religion and Harlem's night life.

York alumnus Peter Jones, who majored in Black Studies, came to see the play after discovering it on the Performing Arts Center's website. Jones, like other audience members, smiled and laughed throughout the play when Hughes' poems were acted out, but turned serious when touchy subjects like poverty were brought up.

Most of the cast members were highly talented, professional actors and singers. The cast included outside pros like Danielle Aziza, Adrian Kiser, Phil John, Russell John, and Noel Boone. York graduates such as Shakeerah Fredericks and Solomon Peck also had key roles. Each actor played a specific role, where they recited a poem, danced, or sang. Perhaps one of the best moments of the play was Fredericks belting out a Hughes poem, as she sat center stage in a darkened theatre with just a spotlight beaming down on her.

There have been some recent questions about whether Black History Month should still even be celebrated. This project seems to show exactly why these celebrations are necessary. They often bring back forgotten works of crucial black Americans.

Elizabeth Dennis, a York College Health Education junior who attended the play, immediately saw its value.

"Although this is not my first time hearing Hughes' poems, this play reminded me why he played such a big part in black culture," said Dennis. "It is sometimes necessary to revisit the past to remind us [of] why this part of black culture should still be celebrated and appreciated, and I think this is what the presentation did for me."

The play was uplifting, encouraging and seemed truly essential for those who value black culture and for those who need to know. ■



Phil John and Shakeerah Fredericks

Landmark Chief Information Officer Summit— Social Media Ambassadors

Three York College students and members of the Information Systems (ISM) Club, Mohini Ramlakhan, Vandevika Chattergoon, and Andrew Narine, were selected from numerous applicants for the position of Social Media Ambassador. These students had the pleasure of attending the Landmark Chief Information Officer (CIO) summit, held at the Time Warner Center in Manhattan, on Tuesday, April 19, 2016. This summit is a particular gathering of the top Global CIOs, Chief Technology Officers (CTOs), Chief Development Officers (CDOs), Chief Information Security Officers (CISOs), Corporate Technology Leaders, and Venture Capital executives, who are constantly searching to examine the information revolution through pre-meditated advances as ventures become more data-driven, on-demand, resilient, connected and global. This year, approximately three hundred participants were



Andrew Narine (back), Mohini Ramlakhan (right), Tania Katan (center), Vandevika Chattergoon (left)

in attendance. The private invitation-only summit granted corporate leaders a distinctive opportunity to converse on

specific technology, trends, and innovations that are shaping the future. The topics considered included big data, cyber security, machine learning, natural language processing, cloud computing, and many more.

As social media ambassadors, the students were assigned the roles of providing live feed of the event through Twitter posts (tweets) and other social media outlets. By doing this job, the students were responsible for making this event visible on social media and more fun for some of the attendees to have the chance to re-tweet as well as liking their twitter posts. The summit was very inspiring and greatly informative. A few outstanding presenters had some memorable quotes:

“Innovation is about simplifying. It is about making the good things good.”

– ANDREW DIGGLE (Manchester United)

“Listen to the needs of the world and make tech spaces that honor all of those that inhabit it”

– TANIA KATAN (#ItWasNeverADress)

“Respond very quickly but surgically to threats that are occurring rapidly!”

– SUNIL KHANDEKAR (Nokia)

The students found the event to be not only educational but inspirational. In the words of Vandevika Chattergoon:

“Having the opportunity to be a Social Media Ambassador was such a delight. In addition to speaking with Elena Kvochko, Head of the Global Information Security Strategy and Implementation of Barclays Bank, Anil Varghese, CISO of Service King and Tania Katan, Creator of #ItWasNeverADress Axo-soft, my colleagues and I were offered internships with some famous companies: Microsoft, Telstra, Simple web, Service King, and Finch, which was a great privilege. Hearing the testimonies of each of these hardworking leaders gave me hope in knowing that anyone can achieve their goals in life. We hope to attend future Landmark Summits, and it was an honor to stand in the presence of individuals who have shared exceptional knowledge and insight as well as to represent York College.”

School of Health Sciences and Professional Programs Appreciates Its Adjunct Instructors

On March 16th, the School of Health Sciences and Professional Programs held its first Adjunct Appreciation Breakfast. This breakfast was sponsored by Dean Clark and the School's Department Chairs: Professors Acker (Social Work), Ajuluchukwu (Health & Physical Education), Kaplan (Occupational Therapy), Taylor-Haslip (Nursing) and Graffeo (Physician Assistant).

Provost Meleties provided words of welcome, stating that he thanked Dean Clark and the Department Chairs for recognizing the School's adjuncts. Then Dean Clark recognized the School's adjunct instructors and clinical/field supervisors as leaders and experts in each of their disciplines, bringing their highly

relevant real-world practice knowledge to the educational classroom and clinical/field settings.

During the second half of the breakfast's program, each Department Chair recognized one of their adjunct faculty members as their 2015-2016 Department's Distinguished Adjunct, presenting the adjunct with a framed certificate. The Distinguish Adjuncts include: Ken Maccoll (Health & Physical Education), Harrynauth Persaud (Health & Physical Education) Stephanie Store (Nursing), Michael P. Gillespie (Occupational Therapy) and Crystal L. George-Moses (Social Work). All who attended the event enjoyed themselves and agreed this event should become an annual School event. ■



ISM Interviewing Skills Workshop

On October 8, 2015 Ms. Barbara Manuel, Executive Director of Human Resources and Ms. Qiana Watson, Interim Executive Director, Office of Legal Affairs and Labor Relations at York College held a workshop with the Information Systems Management (ISM) club members, addressing interview, resume and cover letter writing skills. The discussion was very informative and interactive as Ms. Manuel engaged the students in the discussion.

RESUME BUILDING AND COVER LETTERS

- When applying to jobs, write the cover letter based on the company and job description.
- Arrange your resume in sequence. Place your work experience and education in order of completion.

INTERVIEW SKILLS—DOS AND DON'TS

- Answer all questions
- Do not apply for a job if you do not meet the requirements



ISM club members along with Ms. Barbara Manuel, Ms. Qiana Watson and Dr. Annansingh-Jamieson

- Do not show up too early nor too late to an interview.
- Every employer is different
 - If serious, have a serious attitude.
 - Walk in to the interview relaxed. Do not be nervous.
- Dress appropriately for the event.
- Relax during the interview.
- Try contacting an employee in the company to determine the qualities the employer is looking
- Be honest—when you are being asked questions during an interview, answer truthfully and ethically.
 - Employers might trick you by pitching you an unethical scenario. In this case, ALWAYS answer truthfully.
- Do not use the same resume for every job you apply to:
 - Employers want to know that you are interested in their company
 - Do some research about their company before you apply for the job
- If applying to many jobs, write down the names of the employer and contact number.
 - Never answer the phone saying “Who are you ?” or “Which job is this one, I’ve applied to so many”
- If you do not get the job, there will be plenty of other opportunities. ■

Second Annual Computer Security and Hacking Seminar

The Information Systems Management Society launched its second annual seminar on November 12th, 2015. The guest speaker was York College alumni, Mr. Omar McKenzie. Mr. McKenzie holds the position as Chief Information Security Officer at Gravitas. He is responsible for strategic planning, oversight and accountability for the information assurance programs, which include information security, cybersecurity and privacy.

In his presentation the speaker differentiated between ethical and unethical hacking. Ethical hacking is done with the intention of not causing harm but to identify breaches in security and provid-

ing ways to fortify these systems. Unethical hacking on the other hand is done with the intention of causing harm. He discussed the significance of securing personal information online and identified five ways to protect it. These are:

1. Assess Your Online Activities

What private and personal information are you storing, sharing and posting on your computer, mobile devices, emails, Facebook or other social networking sites, or even cloud storage sites such as Dropbox? How safe are these places and who may be able to access them? What are the consequences if your personal information falls into the wrong hands?



York College alumni, Mr. Omar McKenzie, Chief Information Security Officer at Gravitas

2. Do Not Overshare on Social Networking Sites

Facebook, Twitter and LinkedIn business models are based on leveraging your personal information for advertising and marketing purposes.

3. Delete Suspicious Looking Emails

Exercise caution when opening emails, clicking on links, or downloading attachments. One of the cyber criminals' favorite tricks is to pretend to be your bank or other legitimate businesses and ask you to provide your private and personal information, or ask you to click a link to a site where it will ask you to enter your bank user name and password. When you see these types of emails, it is best to delete them. Do not download any attachments if the email seems suspicious, even if the email is from the person that you know. That person's email may have been hacked.

4. Make Sure Sites You Visit are Secure

If you are doing any online transactions, make sure the site uses SSL, which is a security protocol that encrypts all your data. You can tell if a site is using SSL by the presence of the "HTTPS" at the beginning of the website address and the presence of the padlock icon on the status bar.

5. Use Strong Passwords, Keep Them Safe, Change Them Frequently

Use strong passwords with your laptop, credit cards and bank accounts. Be creative: think of a special phrase and use the first letter of each word as your password. Substitute numbers for some words or letters. For example, "I want to see the Pacific Ocean" could become 1W2CtPo.

Specific reference was made to phishing, whaling and hacking where a number of examples were provided. Mr. McKenzie identified the reasons why hackers are interested in stealing, as it is a multi-million dollar industry. He informed students to be vigilant on safeguarding their personal information. He cautioned against placing personal information on 'Clouds' as well as social media sites. He also advised students that their information could be engineered through third parties without their knowledge. A friend or relative may inadvertently place personal information



A full-house audience attended the seminar, which focused on current issues in information security, cybersecurity and privacy

online that allows unscrupulous hackers to social engineer the individual. The attained information could then be placed on the Dark Web for sale. It is therefore also important for students to be mindful of what information others post about them. The students were advised to utilize strong passwords and use different passwords for each account as well as changing the passwords regularly; typically this would be every 3 or 6 months.

Mr. McKenzie also spoke about the Dark or Deep Web, the section of the Web which is not indexed by search engines like Google. Its contents exist on Dark Nets, or overlay networks which use the public Internet but which require specific software, configurations or authorization to access. On the Dark Web illegal transactions such as child pornography, illegal drugs and stolen properties are traded. The unit of trade in these environments is the bitcoin. Bitcoin is a form of digital currency, created and held electronically. They are not printed currency, like dollars or euros – they're produced by people, and increasingly businesses, running computers all around the world.

Mr. McKenzie also took the time to demonstrate an initial phase of hacking and phishing. Mr. McKenzie presented this with the use of an application that collects data from different Internet sources to build a profile of an individual. He entered an email address into this application, and information such as phone numbers and addresses that were linked to this individual were displayed on the screen. The audience was intrigued by this experience, and left this seminar, noting that they need to be mindful of what they upload on the Internet. ■

York College ISM Student Finishes Paid Internship

Information Systems Management (ISM) club member Mr. Brandon Baburam will soon be completing his paid internship at Gravitas LLC. Mr. Baburam is currently the Security Support Analysis. He is working alongside Mr. Omar McKenzie, who is the Chief Information Security Officer at Gravitas LLC. Gravitas is a leading collaborative outsourcing platform for the alternative investment space. Founded in 1996, Gravitas helps hedge funds smartly scale their businesses through its people, process, and technology offering. Gravitas experts provide front- to middle-office workflow support on a fully serviced and configurable investment platform that caters to a particular business's controls.

Mr. Baburam's responsibilities include software development, documentation of new programs and software implementation. The internship program lasts for six months and is a vacancy for full-time employment. ■



Mr. Brandon Baburam and Dr. Fenio Anansingh-Jamieson

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ISM Society Update

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ISM Society Seminar: “Information Systems in Aviation Industry”

On May 12th, the Information System Management Society hosted an event titled “Information System Management in the Aviation Industry.” The guest speaker—Sharon Hester-Koontz, IT System Manager, Technical Operation, and Safety & Security at JetBlue—gave her presentation on the role of Information Systems (IS) in the Aviation Industry. Ms. Hester-Koontz spoke on the use of numerous applications such as SQL Server Express, TPS/OLTP, Decision support systems, Geographical Information Systems, and Business Intelligence.

The students were reminded that information systems are necessary to support other departments, improve applications, as well as replace the next generation applications. Technology is constantly changing, and the aviation

industry needs to keep up to date with these changes. Consequently, during the past decade, JetBlue has made substantial investments in information technology (IT) solutions. These solutions extend throughout the airline’s environment and contribute to improved operational efficiency, safety, and customer satisfaction. Securing these investments and protecting the information requires knowledge, leadership, and an effective information security strategy.

The introduction of advanced e-enabled airplanes provides an increased level of operational efficiency to the airlines, which means increased interaction with many information systems that are outside the traditionally defined aviation security perimeter. The e-enabled systems change the flow of information and create a new level of situational awareness that airlines can use to improve operations. At the same time, they increase the need for network connectivity, hardware and software improvements, and systems management practices

JetBlue will have to keep up to date with today’s technology to improve customer experience. Moreover, “Many of the technology-centric improvements are being driven by [JetBlue’s] new subsidiary, JetBlue Technology Ventures,



Sharon Hester-Koontz, IT System Manager, JetBlue

which invests in, incubates and partners with early stage start-ups at the intersection of technology, travel, and hospitality.” The airline is keeping up with the latest travel experience with new innovative ideas that improve customer and crew member experiences. In other words, these systems are driven by business needs. The business department and IT department, along with the aviation department, all work together as a team to fix anything that abruptly happens in everyday operations.

In the future, the company hopes to provide tools to its employees to help them provide better customer service, to optimize the use of resources and maximize revenues. They will also use this information to decide on fares and schedules, and to plan everything from the assignment of the crew on board the aircraft to fleet maintenance. Information and communication systems also allow airlines to respond efficiently to change.

Lakshmi Ramdeen, a second-semester freshman and accounting major, noted the event “... was helpful to students who are interested in both aviation and IS. Moreover, even though there were other students with different majors, we gained knowledge about the field and other helpful information for...applying for job opportunities.” ■



Seminar content was relevant for York students from a variety of majors

York Professor Speaks at Queensborough on Vaccines

Chemistry Professor Deb Chakravarti spoke on “Vaccines: How They Save Lives” at the Queensborough Community College (QCC), CUNY, on February 26, 2016. He has been a vaccine researcher in both academia and industry. At Wyeth (now Pfizer) Vaccines he was involved with characterization of some of the most successful modern-day conjugate vaccines, such as HibTITER, Meningitec and the blockbuster product Prevnar.

“You have contributed to the cordial relationship between our *campi* [campuses] and [we] look forward to more such communication” wrote Professor Paris Svoronos of the Department of Chemistry at QCC in a thank you note. Professors Svoronos, Moni Chauhan and Sasan Karimi, the Chair of Chemistry, organized the event. It was sponsored by QCC’s Chemistry Club, Science Research Alliance Club, Biology Club, STEM Research Club, Environmental Sustainability Club, Student Affiliates of the ACS, PTK, ASAP, Health Club, CSTEP Club, and the Haitian Club.

This is the third time Professor Chakravarti has been invited to speak at QCC. The first one was in November of 2012 with then-Dean Panayiotis Meleties, and again in October of 2015. The QCC/York Dual/Joint A.S. in Chemistry/B.S. in Pharmaceutical Sciences Program was recently approved by the New York State Education Department. The seminar began with a brief presentation on “Transfer Admission Process” by Nicholas Jones of York’s Admission Office, who guided students on transitioning from QCC to York. The seminar talk was followed by an informal session with the students to help solidify the Pharmaceutical Sciences transfer degree.

One of the initial QCC alumni to graduate from York with a B.S. in Pharmaceutical Science is Mobolaji Giwa from Lagos, Nigeria. He is currently working as a Quality Control Chemist at Cyclotope, a pharmaceutical company in Houston, Texas, which produces radiopharmaceuticals used extensively in cancer diagnosis and research. Professor



QCC students at Dr. Chakravarti’s seminar

Chakravarti makes sure that one or two QCC alumni who are in York’s Pharmaceutical Sciences Program attend each of these talks. QCC students like that; this time was no exception! ■

York Continues as a Leader in CUNY Campaign

The CUNY Campaign Celebration luncheon was the final activity of four months of successful fundraising at

York College. Thanks to the leadership of the CUNY Campaign captains and the generosity of York faculty and staff,

the college exceeded its goal of \$35,000 and raised \$37,961. When the final results are sent by Earthshare, York stands to receive the “Highest Achiever” award among the CUNY Senior Colleges for the third consecutive year. Our thanks to the many faculty and staff who supported the 2015-16 CUNY Campaign for Voluntary Charitable Giving, and fulfilled the campaign theme, “The Power of One, the Strength of Many.” ■



From Left to right: Catherine Rosario, Rajendra Persaud, Mary Wigfall, Sharon Hawkins, Vicitoy Meyers, Martha Hernandez-Rahilly, Helene DePalma, Kim Glickman, Leteria Scott, Dwon Campbell, President Marcia V. Keizs, Diana Sutherland, Tom Moore, Mondell Sealy

<http://www.york.cuny.edu/academics/academic-affairs>

York Nursing Students and Faculty in March of Dimes Annual Walk 2016

On April 24th 2016, the March of Dimes held its annual March for Babies. York College, CUNY nursing students as well as faculty with friends and family participated in the walk.

The March for Babies annual fund-raising event aims at decreasing premature births, birth defects and infant mortality rates. The walk kicked off at 10:00 am at Lincoln Center, Manhattan and finished at Bryant Park. ■



Professor Valerie Taylor-Haslip (center) and the York College cohort at the March for Babies.