

# Lehman

TODAY

SPRING 2010

## Entering a New Era of Multimedia

Preparing the Teacher of the  
Twenty-First Century

The President's Report, 2009

THE MAGAZINE OF LEHMAN COLLEGE  
For Alumni and Friends

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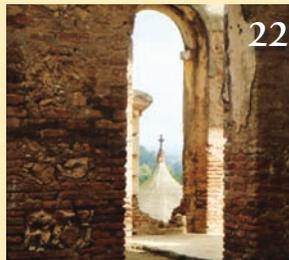
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*On the Cover:* Students in Lehman's broadcasting studio—part of the College's new Multimedia Center—learn all aspects of television production, both in front of the camera and behind it. See the story on page 16. Photo by Joshua Bright.

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A message from

## President Ricardo R. Fernández



This issue of *Lehman Today* demonstrates how Lehman College, as well as our alumni, are working to help key areas of our society move forward—among them, schools, the media, the economy, and energy.

“**Preparing the Teacher of the Twenty-First Century**” looks at the K-12 experience from the perspective of alumni and current students who are classroom teachers. It discusses what Lehman’s Division of Education is doing to both sharpen their pedagogical skills, especially in math and science, and shape their leadership abilities—helping them to qualify for positions as assistant principals, principals, district leaders, and even as chancellors of entire systems. It’s a riveting story, especially for the many thousands of alumni working in this field.

No field is undergoing more rapid change than the media, with a ripple effect on the programs that seek to prepare future journalists. “**Entering a New Era of Multimedia**” highlights how Lehman’s \$16 million Multimedia Center—the most advanced academic facility of its kind in the region—is giving students the range of professional skills they need to tackle this new media landscape. At the same time, Lehman, as an institution, can look ahead to providing more local news coverage and charting our own creative direction in the production of new media.

Throughout our borough and region, no issue is more pressing than the economy. “**The Job Incubator**” focuses on our Division of Adult and Continuing Education and its work in creating new career paths, from entry-level to advanced, for scores of unemployed and underemployed workers. Recognition this spring from the New York City Employment and Training Coalition underscores the real difference these programs are making in the lives of our fellow New Yorkers.

In the profile of Michael Yackira (’72), who “**Watches Over Nevada’s Energy—and its Environment**,” we learn with pride of the leadership he is exerting in this critical field, about the strides he is making in energy conservation, and why he expects the smart grid/smart meter his firm is developing to be “a game-changer.”

The annual **President’s Report**, also contained in this issue, tells more about the people and events at Lehman and the important research being conducted by students as well as faculty. As you can tell, the story of this College is still unfolding, not just on the campus but in the contributions our alumni are making to their professions, families, and communities. Tell us your stories and concerns. Drop by for a visit, or for a lecture or show, or email us at [lehmantoday@lehman.cuny.edu](mailto:lehmantoday@lehman.cuny.edu). We’d be delighted to include your voice in the growing Lehman chorus.



# campus walk

## Lehman Named to President's Honor Roll— For the Second Year in a Row

Lehman was named in March to the President's Higher Education Community Service Honor Roll, a distinction for the second consecutive year. This is the highest recognition an institution of higher learning can receive from the Federal Government for its commitment to volunteering, community service, and civic engagement.

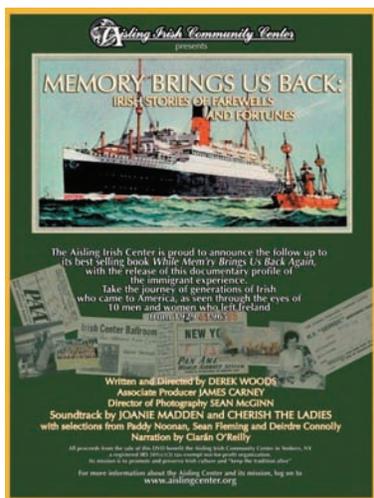
Schools are selected for recognition each year based on the scope and innovation of their service projects; the number of students participating in service activities; incentives for such service; and the extent to which the academic institution offers service-learning courses. Lehman students work with local organizations like Abbott House, a center for abused children and their families, and regularly organize drives that benefit the American Cancer Society and other groups. They also have traveled to various locations to lend a hand, from New Orleans to Kenya, and this year, they organized a campus-wide effort to raise funds and aid for earthquake victims in Haiti (see the story on page 23).

## Speaking of Awards ...

Lehman faculty this year are continuing to win prestigious recognition in their fields. Mathematics and Computer Science Professor Jason Behrstock (right), an expert on geometric group theory and low-dimensional topology, received a prestigious Alfred P. Sloan Research Fellowship, providing \$50,000 for a two-year period to support his research. The award is given each year to 118 researchers in recognition of their distinguished performance and unique potential to make substantial contributions to their field.



Meanwhile, in the Department of Journalism, Communication, and Theatre, two faculty members earned New York Emmy Award nods for their television programs. *Nueva York*, the biweekly magazine show that Professor Patricia Lerzundi (middle, right) co-hosts over CUNY-TV, was nominated in four categories. This is the second year in a row the program has received an award, winning again in the category of "Magazine Program" for "Best of Season 4" and capturing a second prize for its program on "Hispanic Woman's First Time Voting."



In addition, *Memory Brings Us Back: Irish Stories of Farewells and Fortunes* (poster, below left), coproduced by Professor James Carney for BronxNet, was nominated in the category of "Historical/Cultural Program Special." The program details the lives of ten Irish immigrants who came to America between 1929 and 1965.

## Superman's Journey to Lehman

Ever wonder why a portrait of Superman is hanging discreetly on the first floor of the Library? A recent visit to the College this spring by Amy Donenfeld, granddaughter of former president and



co-owner of DC Comics Harry Donenfeld, helped to shed light on the painting's colorful history, and how it found its way to Lehman.

The Superman Radio Show debuted in 1940. "The original idea was to use the painting in promotions for the show, such as advertising and a signed 'fan photo' as a radio premium," she explains, "but it was eventually framed and hung up on the wall

behind my grandfather's desk, where it remained until his retirement in 1957"

In time, after her grandfather died and the company went public, the portrait was moved to her father's New York City townhouse. The painting was later given to Lehman because of a family friendship with the chair of the College's Art Department. After several years on private display in the offices of senior administrators, it was installed in the Leonard Lief Library, where it has hung for the past fifteen years.



Amy Donenfeld, whose grandfather commissioned and owned the illustration, visited Lehman this spring.

The painting's creator was Hugh J. Ward (1909-1945), a talented artist who created most of Donenfeld's sensational pulp magazine covers from 1934 until 1944, when he entered military service and died during World War II.

## The Winter of Our (Political) Discontent

As the nation was heatedly arguing the pros and cons of healthcare reform, a politically minded student exhibit revealed a wide range of displeasure with the status quo. Held in the Fine Arts Building, *Rage Against the Machine: An Exhibition Born of Agitation and Frustration* featured more than a dozen works created in various media.

"We wanted to use the arts to express the discontent or concern for social issues that artists have always been the first to voice," said Steven Dana (top, right), the show's curator and a student in the Master's of Fine Art (M.F.A.) program. Dana, a veteran graphic artist who teaches at the School of the Visual Arts, had three works in the show, including the mixed-media NAMETK, combining elements of painting, illustration, and graffiti art. "It's about expectations and being told that you're getting something and what you're really getting is actually something much, much less," he explained.

In "Merchandising Maya," Roberto De Jesús (second from top), also an M.F.A. student, makes a poignant observation about how traditional cultures are monetized. Taking a photograph of a traditional idol, he digitally altered the photo, made a silk-screen image of it on canvas, and then superimposed the familiar logo from the Target stores, giving the final creation a Pop Art sensibility. "I wanted to make a statement about the way that ancient idols are sold as souvenirs in Hawaii and other places," said De Jesús, "the way people merchandize culture."

In her oil painting called "Clear," senior Angela Vennuchi (second from bottom) showed a bleeding heart hooked up to medical equipment that she hopes makes a vivid statement about the lack of quality healthcare for millions of Americans. "Here in America we still have a system that says if you're rich you can get everything you need," she says. "But if you're a veteran coming home from war, you may not get the care you need."

Two of the show's bleakest works were black-and-white photos taken by senior Janice Peña (below). At first glance, the photos look like slightly overexposed images of garbage dumps, but actually they were grimy recycling plants in Westchester County. "It puts recycling into perspective," she says. "We live in a consumer culture, and this is what people throw out."



### 'My Life as a Machine': A Memoir-in-Progress

Machines also play an important role in Adjunct English Professor Rene Vasicek's memoir, which he's writing thanks to a grant from the New York Foundation for the Arts. *My Life as a Machine* explores what it means to be the son of hard-working immigrants. Professor Vasicek's father emigrated to New York from Moravia in what was then Soviet-occupied Czechoslovakia and opened a machine shop in the two-car garage of their Long Island home, erasing forever the boundary between work and home. Professor Vasicek's work has appeared in several literary journals, most recently in the April edition of *Camera Obscura* ("Borsig's Machine Factory"), and his essay "Confessions of a Pilsner Drinker" was nominated for a Pushcart Prize.



## campus walk

### The Craft: October 6 – December 16

At one point the question of art vs. craft may have been hotly debated, but these days, craft makes an appearance alongside every other discipline, facet, and mode in contemporary art. The Lehman College Art Gallery will present an exhibit on *The Craft: Handmade Aesthetics in Contemporary Art* this fall, from October 6 through December 16.

Each artist included in the exhibition has adopted vernacular craft in service of making fine art. The craft aesthetic in contemporary art signals an appreciation for the handmade and provides an interesting contrast to work that celebrates commercial production. One common element among the artists in the exhibition may be nostalgia for a slower time. Whether aided by sewing machine, router, or computer, the overall sensation is tactile and humanized. With works by artists Marc Swanson, Andy Coolquit, Michael Mahalchick, Daniel Brodo, Jim Drain, Siebren Versteeg, Marie Lorenz, Josh Faught, Joel Kyack, and Ruth Laskey. Curated by Melissa Brown.

### New Environmental Science and Nursing Programs

Two new programs are attracting students. The **B.S. in environmental science** will accept its first students this fall. As a major societal, economic, and health focus, environmental science is one of the country's fastest-growing employment sectors. This interdisciplinary program—with a curricula that's unique in CUNY—will be based in the Department of Environmental, Geographic, and Geological Sciences and draw faculty from Biological Sciences, Chemistry, Physics and Astronomy, Philosophy, and Political Science. Also a first within CUNY is the new **Family Nurse Practitioner Master's Program**. The program will prepare nurses to address the pressing health disparities in the Bronx, work across the life continuum—treating patients ranging in age from children to the elderly—and focus on the assessment and management of chronic disease. Its first clinical course will be offered in the fall.

### 'Jazz for Lehman' 2010: A Festive Evening in Old San Juan for Student Scholarships

Hosted by Myrna M. Rivera ('75, M.A.), managing director of Consultiva Internacional, Inc., the Lehman College Foundation held its fourth successful "Jazz for Lehman College" event in Puerto Rico this April. Taking place in Old San Juan, at La Casa Olimpica, the event was established to raise scholarship funds for Puerto Rican and other Latino students attending Lehman. This year's raised close to \$40,000.



Above, right: host Myrna Rivera and corporate sponsor Raúl Busó of Holsum Bakers of Puerto Rico. Far right: Music and dancing filled the night.



One of the works in *The Craft* exhibit, by artist Marie Lorenz.

### Lehman Around the World

More Lehman students are venturing out into the world—while still in school. Forty students were in short-term programs this spring in China, Ecuador, England, France, Greece, Japan, India, Italy, and Spain. Another twelve were in semester- or year-long programs, five of them in Paris on the CUNY/Paris Exchange, and another five in Seoul, South Korea, on the Lehman/Sungshin Exchange. The campus also is a destination for visiting students from abroad. Twelve students from France and Korea studied in the Bronx this past semester in the College's exchange programs. Over the summer, Lehman launches a new program in Crete, led by Lehman faculty members Marie Marianetti (History) and Yuri Gorokhovich (Environmental, Geographic, and Geological Sciences).



Lehman student Luke McCaffrey during his studies in Egypt.



## Gabourey Sidibe's Lehman Connection

You might remember Gabourey Sidibe from her role as Precious in the recent film by the same name. You might not know, though, that the Oscar-nominated actress auditioned for her starring role at Lehman, where she had performed in a number of musicals and dramas, from *The Wiz* to *The Vagina Monologues*.

Sidibe became involved with Lehman through her best friend, theatre major Crystal Hawthorne (B.A., '06), and was urged to audition for the Precious role by another friend, Henry Ovalles (B.A., '06), assistant director of Lehman Stages. She returned to Lehman last fall for a profile by Katie Couric that aired November 1 on CBS *Sunday Morning* ("The Unlikely Journey of Precious"). "Lehman's wonderful," Sidibe said in an interview at that time. "It's almost like a family atmosphere. Everyone's friends, everyone's so talented, and everyone loves the talent that other people bring." She also was scheduled to return this spring to perform in a fund-raiser to benefit Lehman Stages.



Gabourey Sidibe and her friend Henry Ovalles.

## Where Is the Old Gym Building?

Remember arriving on campus and feeling lost and bewildered? That may be largely a thing of the past, thanks to a new "way-finding" system. Clear, color-coded signs are now installed along walkways and intersections throughout the campus, thirteen of them with maps and fifteen with building names and directional arrows.



Students Sioshanna Arias (left) and Erin Whitson use the new "wayfinding" system to figure out where they need to go.

## Rise and Shine

Students who are part of Lehman's Peer Educator program braved the cold late last fall to appear on *The Early Show* on CBS—airing at 7 a.m.—and help promote CUNY Month. Holding the banner, from left, are Valerie Verdejo, Miguelina Rosa, and Katherine Gómez.



## Trophy Magic

Lehman students, faculty, and staff were thrilled to view the New York Yankees' 2009 World Series Trophy on February 16 as it made a stop in the East Dining Room. The trophy was returning to the Bronx from something of a whirlwind global tour, after traveling to the Dominican Republic, Tokyo, Beijing, and Hong Kong. After making other stops in the Bronx, it went on to the Connecticut State Capitol and then to the Yankees' training camp in Tampa, Fla. ■





## 'Beyond Tolerance': Ambassador Loeb Delivers Annual Lehman Lecture

Ambassador John L. Loeb, Jr. delivered the annual Herbert H. Lehman Memorial Lecture this March, marking the first time in the event's forty-one-year history that the talk has been given by a descendant of Governor Lehman. Ambassador Loeb—who represented the U.S. in Denmark from 1981-83—is the late governor's grand-nephew and founder of the George Washington Institute for Religious Freedom. He recently produced a book about the contribution of early Jewish families to the United States and is championing educational projects regarding Washington's early efforts to establish religious freedom in this country.



Ambassador Loeb at the Lehman Lecture.

Speaking on the topic "Beyond Tolerance," he recalled an incident that occurred in 1945, near the end of World War II.

*The boarding school is large, and has an all American white-male student body whose families are well-to-do and well-educated. There are few minorities in this school—only five foreigners (refugees from Europe) and two American Jews, one of whom was this boy. Saturday night is movie night, which the whole student body attends.*

*The first newsreel pictures of the German concentration camps appear on the screen—horrible, disturbing images of the dead and the emaciated near-dead—men, women, and children in degrading striped uniforms. The pictures take that boy's breath away. What happens next completely knocks the wind out of him—the entire student body cheers and hoots. And afterwards a group of the boys approach him and say, 'Well, we don't like Hitler, but at least he's killed the Jews.'*

*That boy was me.*

As he explained, that incident inspired his lifelong quest "to find the basis for such hatred of the Jews, to find peace in my own heart, and to teach young people about living with others with more than tolerance—I call it 'beyond tolerance.'"

Ambassador Loeb went on to discuss an exchange of letters that took place in 1790 between George Washington and Moses Seixas, head of the Hebrew congregation in Newport, R.I., where the first Jewish synagogue had been established in the colonies. Expressing his gratitude for what Washington had accomplished and for establishing a new government, Seixas said he hoped this new country would give all its citizens respect and tolerance, regardless of their religion or background.

In answering him, President Washington wrote that in the United States toleration would no longer be considered an "indulgence"

granted by one class of people to another, but rather as "the exercise of their inherent natural rights."

"Happily," Washington continued, "the Government of the United States, which gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens in giving it on all occasions their effectual support."

As a gift to those attending the lecture, Ambassador Loeb distributed copies of his recent book, *An American Experience: Adeline Moses Loeb (1876-1953) and Her Early American Jewish*

*Ancestors*, along with information on the Ambassador John L. Loeb, Jr. Visitors Center at Touro Synagogue and *Lots of Lehmans*, a family history published in 2007.

## Need Far Exceeds Available Funding for Student Housing Stipends

"Solomon-like" decisions were required for dispensing the grant Lehman received this year from the LCU Foundation for student housing, says Vice President of Student Affairs Jose Magdaleno. The need is so great among the College's female students that only about twenty percent—or one in five—of the applications received this year could be approved. Altogether, twenty-one awards were provided to thirteen students from the \$25,000 grant, which was given to the College for the 2009-10 academic year. The maximum award to each student was \$1,388 per semester.

The LCU Foundation serves women attending schools, colleges, and universities in New York City by providing funds for housing in a place where academic institutions provide very few dormitories. Lehman does have a small residence hall—a leased brownstone on Bedford Park Boulevard—and a number of the grants this year helped to support students' rent there. For others, who are single mothers, the stipend helped to pay to house their family.

"Financially it is hard for me," explained one social work major. "I reside in a two-bedroom apartment with my three children, and it is a challenge because economically I am struggling to keep up with my expenses. Sometimes this gets so hectic for me that I just want to give up, but my faith always keeps me on track."

Applicants must be full-time students, with a GPA of 3.0 or higher, who have applied for (or are already receiving) financial assistance for their tuition and educational expenses—plus, preference is given to those who are financially independent. "We have students who want to become independent because of circumstances at home," Vice President Magdaleno noted, "but we're not able to help them with that process." The situation will improve next year, he adds, because the LCU Foundation is doubling the size of the grant in 2010-11, to \$50,000. ■



## bookshelf

### *Guadalupe in New York: Devotion and the Struggle for Citizenship Rights Among Mexican Immigrants*

(New York University Press, 2009). Alyshia Gálvez.

Dressed in the robes and sandals of the First Century C.E., devout Mexican immigrants and Mexican-Americans from the New York area descend on Wall Street every Good Friday. There, in a centuries-old ritual, they act out the prayer service known as the Stations of the Cross. A man is dressed as Jesus, a cross is carried—and then a twist: As the actor portraying Jesus is flogged and booed, he suffers that most modern of insults—“Illegal!”—screamed at him, not by bankers and brokers, but by his fellow pilgrims.

It is their way of drawing attention to the plight of many Mexican immigrants in this country, and it's that combination of the devotional and the political that inspired *Guadalupe in New York: Devotion and the Struggle for Citizenship Rights Among Mexican Immigrants*, written by Dr. Alyshia Gálvez, assistant professor of Latin American and Puerto Rican studies at Lehman College.

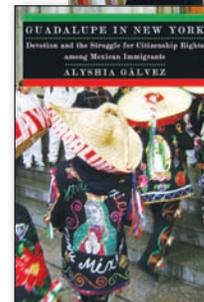
*Guadalupe*, available in both hardcover (\$70) and paperback (\$23), examines the way New York's Mexican immigrants combine devotion to the Virgin of Guadalupe, Mexico's patron saint, with political activism aimed at immigration reform. “I grew up in California, and to work on Mexican migration in New York takes full circle my lifelong interest in Latin America, Latin American migration—and human rights,” says Dr. Gálvez. The book started out as research

for her doctoral dissertation in cultural anthropology from NYU. She finished it after beginning to teach at Lehman in 2007.

As part of that research, she worked with two Bronx parish-based Guadalupean Committees and with Asociación Tepeyac, the umbrella organization that links them with similar groups around the city. Along the way, she discovered devotional/political practices hidden to many New Yorkers. For instance, she says, “Because so many illegal immigrants are unable to attend meetings or become involved in the process—sometimes because they're just working too hard to take the time—paintings of the Virgin are taken from house to house in a parish. It's a way of recruiting new members and of carrying news.”

In addition to the Good Friday devotions, a large Mass is held in St. Patrick's Cathedral every December 12, the feast day for the Virgin of Guadalupe. Thousands of immigrants show up, but even here, the message is a dual one: The worshippers kiss images of the Virgin and kneel for a blessing, but they also carry signs supporting immigration reform.

This duality, Dr. Gálvez believes, is at the heart of the immigrants' case for reform. “Whatever the economic arguments may be,” she says, “the Guadalupans make a different argument—that people, regardless of which side of the border they come from, deserve to be treated properly because they are all God's creations, that God grants us special status as human beings, and the Virgin vouchsafes that. Immigration reform is a human issue.” ■



### *Lehman Mourns Founding Administrator Dr. Glen T. Nygreen*

The campus paid tribute in a memorial service on May 6 to Senior Vice President and Professor Emeritus Glen T. Nygreen, who died on February 16 at the age of 91. He was one of Lehman's founding administrators.

A frequent welcomed guest at campus events for many years after his retirement in 1988, Dr. Nygreen was instrumental in establishing policies and approaches that still guide the College in its work with students. He saw his goal as one of helping students achieve their goals, rather than simply enforcing the rules, and he was untiring in his commitment. “Being the first in my family to go to college helps me understand the problems that confront Lehman students,” he explained.

In March 2008, at a Founders Recognition Luncheon, Lehman alumnus and former CASA President Paco Padin-San Martín (B.A., '73) presented his personal recollections of Dr. Nygreen. He reminded the audience that during those particular years, the campus was active politically in resisting the Vietnam War.



*At Lehman we had had a couple of building takeovers, not very serious, but handled with minimal police intervention. I think this was so, in great part, thanks to the prevailing cool head of our Dean of Students. There was a depth of understanding that Glen brought to most situations. This wisdom arose from being able to take a long view of things, and not giving in to the impulse to react immediately or to overreact....*

*Dean Nygreen ... was the ultimate diplomat. He knew not to push too far. His approach was not the “zero sum game.” He made sure there was always a win/win in the midst of all the posturing and speechifying. He managed to give people the feeling that their actions had somehow paid off. We might not have gotten everything we set out to get, but we got enough to make our efforts seem worthwhile. And in the process, if we were willing, we could also discover and learn from a master of the art of dialogue.*



## A Wrap-up of Fall and Winter Sports

**Women's Cross Country.** The team competed in five regular season meets and placed sixth overall at the CUNY Championship. Michaelle Garcon was named a CUNYAC All-Star.

**Men's Cross Country.** The team competed in five regular season meets and placed eighth overall at the CUNY Championship. Following the season's conclusion, Oscar Kamalu was named a CUNYAC All-Star.

**Women's Tennis.** The team finished 12-7 overall and 5-4 in CUNY conference matches, including a 5-0 victory over the College of Staten Island in the quarterfinal round of the CUNYAC tournament. Evauna Neville was named a CUNYAC First-Team All Star, Gabrela Harewood became a Second-Team All Star, and Head Coach Zack Davis earned Coach of the Year.

**Men's Soccer.** Competing as a varsity club for the first time since the late 90s, the team dropped its first nine games, but turned things around after its first victory against New York College of Technology, going on to win five of the next eight games. Daniel Brentuo and Olavo De Paula were both named CUNYAC Second-Team All Stars.

**Women's Volleyball.** The team made a strong effort with a 12-18 overall record and 6-3 in conference matches. Its signature triumph came with a 3-0 victory over the College of Staten Island in a CUNYAC quarterfinal-round contest, played at the APEX. Libero Jillian Acevedo and Gerri-Ann Martin were named CUNYAC First Team All-Stars.

**Women's Swimming and Diving.** The team turned the corner, establishing itself as a championship contender by capturing four out of its five conference meets and claiming third place in the CUNYAC championship. Leading the way were Yudelka Espinal, Luisa García, and Tanaka Nyemba.

**Men's Swimming and Diving.** The team hoped to capture its fifth consecutive CUNYAC crown, but fell short of that goal. During the regular season, the Lightning produced 1-2 in conference competition and a record of 3-8 overall, before finishing as runner-up in the CUNYAC championship meet.

**Women's Basketball.** The team ended its regular season with a record of 11-16, but put forth an 8-5 record in conference competition before pulling off an upset in the quarterfinal round of the CUNYAC tournament. The Lightning—who entered the tourney as the No. 6 seed—defeated the No. 3 seeded Bulldogs of Brooklyn College, 73-56. Lehman then came within minutes of making a fourth consecutive appearance in the title game, but were up-ended by the No. 2 seeded Hawks of Hunter College in the semifinals. Leslie Mencia, who joined the team at the season's mid-point, played in 14 games and ended up first in scoring and rebounding. Tiana Rosa shared CUNYAC Rookie of the Year honors.

**Men's Basketball.** The team ended with an 8-18 overall record, while going 5-8 in conference games, but lost twelve games by eight points or less. Jonathan De Jesús and Xavier Garvin were named CUNYAC Second Team All-Stars.

**Women's Indoor Track and Field.** The team, looking for its third conference title in the last four years and eighth since 2000, fought hard, but ultimately finished as runner-up to York College at the CUNYAC championship. There, however, Dorothy Jean-Pierre took home a medal in the 1500-meter dash, finishing in 5:12.80. Teammate Michaelle Garcon was right behind, with 5:14.86. Veteran Janina Browne won the weight throw with a toss totaling 13.80 meters, and Simonie Moore won the long jump with a leap of 5.02 meters.

**Men's Indoor Track and Field.** The team was hoping for its third consecutive CUNYAC title and came extremely close, but finished as the runner-up to York College. Irfan Anwar and Philip Akogu paced the Lightning, with Akogu saving his best for the championship meet, where he was voted Most Valuable Performer. ■

— Stephen Spagnoli



Evauna Neville (women's tennis), Jonathan De Jesús (men's basketball), Irfan Anwar (men's indoor track and field), Jillian Acevedo (women's swimming and diving), Gerri-Ann Martin (women's volleyball), and Daniel Brentuo (men's soccer).

# Preparing the Teacher of the Twenty-First Century

by Anne Perryman ('93, M.A.)

Something amazing is happening in American public education. Teaching has become one of the most exciting careers imaginable. Schools are preparing kids for a fast-changing world unlike one we've ever known. Research on how the mind works and how we learn has given us tremendous insights. Washington, at last, has put education where it belongs: at the forefront of our nation's agenda. And teacher education programs at places like Lehman College are a growing force in driving the change.



Lehman alumni, in fact, are the backbone of many of the region's school districts. Idealistic and dedicated to their profession, believing in education as the road out of poverty, many are devoting their lives to urban communities and achieving laudable measures of success, despite continuing struggles with inadequate budgets and bureaucratic-riddled systems. Those who are retiring or close to retiring leave in their place a younger generation that entered the profession with those same ideals but needs support and guidance to make the leap into this new environment.

Anticipating this generational transition, two new programs in educational leadership at Lehman are working to transform schools—one leader at a time. “An effective principal can inspire and unite an entire educational community to turn around a failing school and ensure that every student learns,” said Professor Janet DeSimone, who heads the programs.

***Our graduates will use their expertise and knowledge in math and science to shape America's future. They will motivate their students to dream what they can be—and to become what they dream.***

***Professor Gaoyin Qian***

As she explained, urban schools face a double whammy. “The current climate is one of high-stakes testing and accountability, but many of our schools suffer from underfunding, overcrowding, and inexperienced or poorly prepared administrators.”

The good news is that the leaders who will transform these schools for the twenty-first century are, in many cases, already there. They

are the classroom teachers—and Lehman's educational leadership programs are designed for precisely those active teachers. The programs lead to State certification as a school or school district leader.

“The most exciting part of our work is our students,” said Professor DeSimone (Counseling, Leadership, Literacy, and Special Education). “I am in awe of their passion and commitment to be change agents. Our reward is seeing them assume leadership positions and start to make real differences in our schools.”

For more than a decade, Lehman also has been part of a nationwide movement to transform school counseling. “At first it was an uphill battle, but the landscape has changed,” said Professor Stuart Chen-Hayes, who leads the counseling education and school counseling programs. “Our graduates today are playing a

critical role in closing achievement and opportunity gaps in urban schools.”

Systemic change occurs gradually, not overnight. Earlier efforts by Lehman to achieve better student outcomes—often by entering into direct collaborations with schools and teachers—are also bearing fruit. One of the first proponents of the “small school” movement,

Lehman became a lead partner in 2002 in three of New York City's first small schools—a number that's now grown to eleven and includes the High School of

American Studies at Lehman College, ranked by *U.S. News and World Report* for the second year in a row as the Number 2 school in both New York City and New York State. In 2002, the Division of Education also became the first within CUNY to earn national accreditation for its programs—from NCATE (National Council for the Accreditation of Teacher Education), which was reaffirmed in 2007.

Much of the change at Lehman College's Division of Education is initiated by talented faculty who have a passion for education, a mission to make a difference, and a vision for the future of educator preparation. In addition, a variety of successful Federal grant applications are spurring new directions in science and mathematics education.

Through a major award from the Fund for Improvement of Post-Secondary Education,

***Our graduates today are playing a critical role in closing achievement and opportunity gaps in urban schools.***

***Professor Stuart Chen-Hayes***

Lehman now offers a joint graduate program, focused on geology, with the Department of Environmental, Geographic, and Geological Sciences, to increase the science-content knowledge of elementary teachers.

And in collaboration with the Educational Testing Service and Research for Better Schools, the Division received major recognition this spring from the U.S. Department of Education—becoming one of only twelve schools nationwide, and the only one in New York State, to receive a five-year Teacher Quality Partnership grant. Totalling more than \$7.6 million, the grant will be used to launch another new master's program—this one for preservice teachers of Grades 1–6 who will be prepared to address student achievement in mathematics instruction, including the needs of English Language Learners and students with special needs.

Lehman's Noyce Scholarship Program has already attracted a group of talented undergraduates to careers as math and science teachers in middle schools. Funded by the National Science Foundation and named for Intel founder Robert Noyce, the Lehman program represents a partnership among the Division of Education, the Division of Natural and Social Sciences, and School District 10 in the Bronx.

"In a few years, these young, energetic new teachers will help to increase the talent pool of hundreds, even thousands of young minds," said Professor Gaoyin Qian, who is associate dean of education and also leads the Noyce Program. "Our graduates will use their expertise and knowledge in math and science to shape America's future. They will motivate their students to dream what they can be—and to become what they dream."

Indeed, the exciting story of teacher education today can best be told by the Lehman students and alumni who are at the front lines of the field of action in public, parochial, and charter schools—like Matt, Jaivelle, Kaitlin, Julissa, and Vern in the Bronx, Vanessa in Yonkers, Michelle and Lisa in Manhattan, and Jon in Chappaqua.

***The most exciting part of our work is our students. I am in awe of their passion and commitment to be change agents.***

***Professor Janet DeSimone***

## The View from the Classroom

**Matthew Mazzaroppi ('09, M.S.Ed.)** teaches tenth grade English Language Arts at the health-themed Marie Curie High School in the Bronx, in which Lehman is a lead partner. "The most important thing for me as a teacher is to create a safe haven where students can learn," he said.

Many of his students are struggling in their personal lives. They loved reading stories and writing as young children, but they became turned off by too many "you're doing it wrong" messages at school. "My job is to reignite their interest—to show them how self-expression through reading and writing will allow them to achieve their full potential as productive students and citizens," Mazzaroppi said.

The digital age has given young people the expectation that everything comes quickly. "There's a lot of sitting back, watching images, letting information wash over them," Mazzaroppi said. He bucks that trend. For example, his classes read the Arthur Miller play, *A View from the Bridge*, and saw it performed on stage at Lehman.



***I start by introducing a story, and I let my students be a little confused. I want to hear their ideas.***

***Matthew Mazzaroppi***

"I start by introducing a story, and I let my students be a little confused," he said. "I want to hear their ideas about what's going on with the characters. When students find their own lines of inquiry about literature, they remember it. They develop skills more easily. They own it."

Mazzaroppi is in the educational leadership graduate program, and one day would like to be principal of a school that emphasizes the arts and music.

**Vanessa Vásquez ('08, M.S.Ed.)** has thirty children in her third-grade class in a Yonkers public school. "Some days it can be overwhelming," she said. "But I'm optimistic by nature, and I love teaching. We're here for the kids, and we have to make the best of things in hard times. We have to learn how to be more resourceful. So, we ran out of white paper—there's nothing wrong with blue."

Vásquez's school has grown rapidly in recent years. Ten of her students are new to the district. "Some parents have taken their kids out of private and parochial schools because of the economy," she said. "Others have lost their homes in more affluent communities. The families have downsized, and their kids are adjusting to schools that may not have all the extras they were used to in Somers or Chappaqua."



*We're here for the kids, and we have to make the best of things in hard times. We have to learn how to be more resourceful.*

**Vanessa Vásquez**

With one master's already in elementary education, the second graduate degree she's working on—in educational leadership—

will help her reach her next career goal. In her words: "Assistant principal right here, where I am now, God willing and the school budget allows."

**Kaitlin Hanson ('10, B.A.)** received a scholarship from the Noyce Foundation for her senior year of undergraduate studies and for her graduate education to become a middle-school math teacher. She interned at MS 45 in the Bronx and hopes to work there full-time in the fall.

Hanson is part of a nationwide cohort of teachers committed to making math and science more creative, exciting, and fun. Their approach is based on a growing body of brain research about how children learn.

"People's minds work very differently," said Hanson. "So we give kids a chance to solve math problems in different ways. The results are amazing."



*It's tough. But on a good day, when I see that light bulb go on in a student's head, it's a powerful adrenaline rush.*

**Kaitlin Hanson**

New teaching strategies don't come easily, though. "It's tough," she said. "But on a good day,

when I see that light bulb go on in a student's head, it's a powerful adrenaline rush. I feel like I can do anything."

To make this approach work, teachers also need to understand what's going on in kids' lives. "A lot of 12-year-olds shop for groceries and take care of siblings while their parents are working," Hanson said. "They have grown-up responsibilities, and they want to have a voice at school. We need to be open to that."

Hanson grew up in a home where academic achievement was expected, and math came easily to her. She's bowled over by Lehman's math faculty. "The work Professor Christina Sormani puts in to get ideas across inspires me to do this for my students."

**Julissa Soriano ('10, B.A.)**, also a Noyce Fellow, teaches sixth-grade math and science at Christ the King, a parochial school in the Bronx. "Sixth graders start out like fifth graders, and by January they're different. They're more interested in how they look, less compliant. They love something one day, hate it the next"

As a teacher, you don't get on that roller coaster with them, Soriano said. "But when they are not learning, you have to step back and ask 'why?'"

During the turbulent middle school years, many kids get discouraged with math and science. "I saw it in their faces, and at some point realized the problem was me," she said. "I learned to step back and take some time to find out what my students like and what they're good at. I tap into their talents as the starting point of my lessons. I can match anything they are good at with something in my curriculum."

*I've found that if you can engage your students in learning, you will have fewer discipline problems.*

**Julissa Soriano**



For example, to teach a lesson on ordered pairs, she might use a version of the old Battleship game. Kids create drawings on graph paper and describe what they've drawn to another student: 'Go four squares up, two spaces to the right!' They are graphing and they understand it."

A bonus for Soriano is that her approach has made for a happier classroom. "In a Catholic school, there's a big emphasis on discipline," she said. "I've found that if you can engage your students in learning, you will have fewer discipline problems."

**Michelle Green** is a reading specialist at Promise Academy 2, a high-profile charter school in the acclaimed Harlem Children's Zone. Green, a graduate of Temple University, helps kids who are struggling with reading from kindergarten through second grade. She works with them individually and in small groups.

"When I came here for my interview, I was encouraged to walk around, talk to staff, and ask questions," Green said. "Everyone

was so open and honest, I could see the morale was high. I said to myself, 'This is where I want to be'.

Admission to the school is by lottery, and parents have access to health care, counseling, and assistance obtaining housing or relocating. The school day starts at 8, and after-school programs run from 4 to 6. The kids wear uniforms and do extremely well on tests.

*Everyone was so open and honest, I could see the morale was high. I said to myself, 'This is where I want to be'.*

*Michelle Green*

Many parents are in their twenties. "They want the best for their kids, but may not know how to provide it," said Green. "We give them book 'baggies' and encourage them to read to their children every day."

Green already has one master's degree, in literacy from Queens College, and is now in Lehman's educational leadership program. One day, she would like to direct her own charter school.

**Lisa deMauro ('09, M.S.Ed.)** is a counselor at The Computer School, a popular middle school on the Upper West Side of Manhattan. "We take advantage of the cultural opportunities around us," she said. "We're across from the Museum of Natural History, a few blocks from the Hudson River. Our students and teachers work with artists and performers through the Lincoln Center Institute. We do lots of field trips."

School counselors collaborate with teachers. They consult on school guidance issues, provide developmental lessons, lead advisory groups, work on curricular issues, and use assessment

tools to analyze strengths and weaknesses in a school's programs. In a New York City middle school, they spend a lot of time on the high school application process. Indeed, the reality at deMauro's school is that everyone is busy—students, teachers, counselors, administrators.



*Our students look like a little United Nations. They're more tolerant than previous generations.*

*Lisa deMauro*

"Our students look like a little United Nations," deMauro said. "They're more tolerant than previous generations. They form very mixed groups of friends. Of course, bullying still happens, and we have to respond to that. But for the most part, they are pretty sophisticated."

After she finished her graduate program in counseling, a hiring freeze was on in New York City public schools. "I was lucky to find a half-time job," she said. "My dream is a full-time position. The Computer School is wonderful and a satisfying place to work."

A former writer and editor who has done extensive research on bullying, deMauro works part-time at a drop-in center for LGBT youth in White Plains.

## Scholarships Endowed for Division of Education

A new scholarship endowment was established this spring at Lehman, focusing in particular on graduate education students. The scholarships are available to selected applicants entering the master's degree programs in education and also to undergraduates in any major, effective September 2010. The donation of \$100,000 was contributed by philanthropist Mark Pigott, chairman and CEO of PACCAR Inc. He is the fourth generation of his family to lead PACCAR, a global technology leader in the design and manufacture of Kenworth, Peterbilt, and DAF trucks.

"My family has supported education for 100 years," he said. "We are proud of the men and women at Lehman College who are studying to be teachers. They are dedicating their lives to develop the future leaders of this country." The funds will be used to assist undergraduates in pursuing their degrees, as well as to establish an endowment for graduate scholarships in education.

In addition to establishing this named scholarship fund at Lehman, he helped to create and fund the St. George's Society of New York's scholarships for British and Commonwealth students attending Lehman. To recognize his leadership in education, the College nominated him to receive an honorary Doctorate in Humane Letters at Commencement ceremonies this spring.

"We are pleased to establish the Pigott Scholarships to support the College and its Division of Education," said Lehman President Ricardo R. Fernández. "Many of our outstanding undergraduates are in need of scholarship support, and the same is true for our growing graduate education enrollment. More than 1,300 students pursue their master's degrees in education at Lehman every year, and the Pigott Scholarships will provide an important benefit to them."

**Jaivelle Reed ('09, M.S.Ed.)** is assistant principal for Career and Technical Education at Samuel Gompers High School in the Bronx and an alumnus of Lehman's master's program in educational leadership.

"Our students were born into a digital age, and they love technology," Reed said. "It's a tremendous motivating factor in their learning. We infuse it into everything they do. The possibilities are endless: from a language-lab conversation via Skype with a student in another country to an on-screen lesson in an after-school program. They're twittering, and they're on Facebook. And, for better or worse, that's how we stay on top of what's going on in their lives."

Through a collaborative career program with Cisco Systems, ambitious Gompers students receive training and certification in Cisco networking—and a good-paying job. Or students who complete the A+ program in computer maintenance can join a Geek Squad at Best Buy. The school also has academic programs for the college-bound.



*Our students were born into a digital age, and they love technology. We infuse it into everything they do.*  
**Jaivelle Reed**

"We encourage every student to pursue postsecondary education," Reed said. "We have articulation agreements with some colleges that allow our graduates who have obtained certifications to receive credit for their work."

**Vern Ram ('05, B.A.; '09, M.S.Ed.)** is a counselor at Celia Cruz Bronx High School of Music, a Lehman-affiliated school with 375 students located on the Walton Education Campus. He's an alumnus of the counseling graduate program.

"Our students take their music classes at Lehman, and many of them are also enrolled in the College Now program," Ram said. "It's a good introduction to college life."

The discipline that goes into musical training helps students stay focused on graduating from high school. "Most of our kids come from families that are struggling to keep their heads above water," Ram said. "They need a lot of help and support to deal with difficult personal and social issues. So we're very proud of our projected June graduation rate of 85 percent. We're shooting for 90 and would love to hit 100 some day."

There's no typical day in the life of a school counselor. Emergencies happen, and they can be serious. "But from the top down, we have a supportive team going at our school," Ram said. "And the work is never boring!"

*Most of our kids come from families that are struggling to keep their heads above water. So we're very proud of our projected June graduation rate of 85 percent.*

**Vern Ram**



**Jon Hirsch** directs a lab school at Horace Greeley High School in Chappaqua and is a master's candidate in educational leadership. His school-within-a-school attracts a lively, diverse, and interesting group of students—fifty-one in all. They are kids who got turned off by a test-driven culture or by the competitiveness at this nationally ranked high school.



*We're in trouble on planet Earth. It's scary, but incredibly exciting. Generations come along when they are needed—and these kids can save the world.*

**Jon Hirsch**

As Hirsch sees it, the world that public schools once assumed for their graduates is gone. "Our kids may never see the inside of a traditional office or decorate a cubicle," he said. "They will be working with people from places they've never heard of. They'll meet in a virtual workspace."

Students need to become entrepreneurs, problem-solvers, literate in terms of information. To that end, the lab school encourages collaborative partnerships, group work, experiential learning, and courses that are relevant to the world—and working opportunities—around us.

Hirsch is convinced that young people today can handle the fast-changing new world they have inherited. They are freer in their thinking and better able to figure out what's going on around them and how to make their way.

"We're in trouble on planet Earth," he said. "It's scary, but incredibly exciting. Generations come along when they are needed—and these kids can save the world."

Hirsch would like to be principal of a small public school in five years. In ten he would like to create the ideal public school—a place of wonder, rigor, and partnerships where integrity, community, responsibility, and kindness are valued. ■

## Writing Doesn't Stop in Retirement for Professor Albert Bermel

### Life is good for Professor Emeritus Albert Bermel.

He and his wife, Joyce, live in New Rochelle where they raised their sons Neil, now a professor of Russian and Slavonic studies at the University of Sheffield, and Derek, a clarinetist, composer, and rising star in the music world.

Old friends stay in touch—like the former CUNY Graduate Center student who sent a press clipping from Chicago's *Daily Variety Gotham* of an interview with the Australian actor Geoffrey Rush. Asked to name three books that meant a lot to him, Rush replied: *The Act of Creation* by Arthur Koestler, *The Collected Works of William Shakespeare*, and *Farce* by Albert Bermel.

These days Bermel is finishing up a memoir of his childhood as an evacuee in England during World War II, a musical version of Moliere's *The Miser*, and *Give & Grab*, a tragicomedy about prejudice, set in contemporary midlands, England. "One powerhouse woman takes on an entire village in a struggle to halt the persecution of gypsies," he said. "By extension, it's about the way people anywhere respond when 'the norm' comes face to face with 'the other.'"

When Professor Bermel joined Lehman's Speech and Theatre Department in 1970, he was already well known as a theater critic for the *New Leader* and a published playwright, author, and translator of classical works for the modern theater.

"The undergrads at Lehman had lots of other responsibilities—jobs, family obligations, sometimes contributing income to their children and parents," he said. "I tried to work with them, as one of them, not over them in an authoritarian manner."

His classes emphasized close readings of plays, and they attended live performances together. Students learned to carefully observe the lighting, stage design, movement, costumes—and to write about what they saw. In class discussions, Professor Bermel encouraged them to question and challenge the "experts."

An example that stays with him to this day involved George Bernard Shaw's play *Mrs. Warren's Profession*, about the relationship between a prostitute and her daughter. "In that play, the identity of the young girl's father is never revealed. My observation was that it was a character with the peculiar name of Praed, but I had no proof," he said. "One of my students, Sarah Velez, pointed out that Praed was an exact anagram for the Spanish word *padre*—father. Brilliant!"



Professor Bermel's teaching philosophy is that every student has the ability to think creatively and independently. His advice: "Be wide open. Don't go into any experience with opinions held fast. Accept at first what teachers tell you, but think it over. See if you agree. Is it an opinion? Is it true? What good is it for me to know that? If things seem unprovable, challenge them. Don't be afraid of the value of your own opinions and thoughts."

Professor Bermel's path to Lehman was unique. He attended the London School of Economics, where he earned a degree in economics and geography and performed in plays and musicals with a collaborative troupe whose members went on to fame and fortune.

"We used improv as a way of expounding our views about artistic madness and similar subjects," he explained. "The give-and-take between performers and audience—and the need to improvise on the spot—resembled conditions in a classroom. It required a 'go with the flow' approach that I brought with me as a teacher."

After graduating, he took a job in London in advertising. He came to New York to "visit" and stayed to work as editor. During this time, the Royal Court Theater in London produced his first original play, *One Leg Over the Wrong Wall*, about Charlemagne.

His work at the *New Leader* caught the eye of Columbia University's Bernard Beckermann, who was creating a visionary new graduate theatre department. Professor Bermel taught at Columbia—until the department was dismantled in a budget crisis. Meanwhile, there was an opening in Speech and Theatre at Lehman, and he found a new academic home until he retired in 2000. Columbia's loss was Lehman's gain. ■

# Professor Charlotte Morgan-Cato: A Volunteer for Arts and Education in North Carolina

## Charlotte Morgan-Cato stood for eight hours

in the freezing cold on the National Mall to see Barack Obama sworn in as president of the United States and to hear his Inaugural address. "I had to be there," she said. "And it was like a love-in, with so much pent-up emotion and a desire—on the part of everyone, black and white, from all over the country and around the world—just to be there."

Professor Morgan-Cato has been a political activist for as long as she can remember, and politics played an important role in her academic life. She was an early faculty member in the newly formed Black Studies Department, instrumental in launching the Women's Studies Program, and one of the College's first black professors.

"I was very much aware that I was at Lehman because of student activism," she said.

When Professor Morgan-Cato joined the faculty in 1972, it was an exciting time for CUNY and for the nation. Black and Latino students at Lehman were part of a larger student movement across the country. They opposed the war in Vietnam and apartheid in South Africa. The civil rights movement had energized them, and they demanded a stronger voice in what was then a largely hierarchal academia.

"Our students had something to say, and we listened to them," she said.

Over the years, several thousand Lehman students have taken the Department's elective course, *Introduction to Black Studies*. "We tried to give them a better understanding of black culture and history that would be helpful to them in their lives as teachers, social workers, policemen, and entrepreneurs," she said.

Black Studies continues to have its place as an academic endeavor (at Lehman, the Department is now called African and African American Studies). "Race, class, and gender still need to be understood," she explained. "And that's what college should do—examine our society and the way we live."

Professor Morgan-Cato was born and raised in Chicago and this June is marking the fiftieth reunion of her graduating class at the University of Chicago. Her doctorate is from Columbia University, and she has a certificate from Haile Sellassie I University in Addis Ababa, Ethiopia.



Her teaching career began in the Chicago public schools. Through the U.S. Agency for International Development, she taught African history in Tanzania from 1967 to 1970. "The curriculum was changing from Eurocentric to Afrocentric. Our students were in rebellion against colonial regimes," she recalled. "I came back to New York with Africa in my blood, so to speak."

Even now, with our changing national demographics, greater social integration, and a black president in the White House, the country is not post-racial, she said—as the emerging Tea Party movement suggests.

Professor Morgan-Cato believes that any movement that is based on fear and ignorance can be overcome through education, starting with the lower grades. "That's why we need good teachers," she said. "Even in a rigid pedagogical system, teachers who live reflective lives and are aware of the world around them can lead their students to greater understanding and tolerance."

After retiring from Lehman in 2002, she and her husband, John, and their daughter, Theresa, moved to Hendersonville, N.C., in the scenic Blue Ridge mountains. Her activism now is as a volunteer in support of arts and education programs in her new community. Recently she and her husband started a mentoring project that focuses on entire families.

"Retirement's a good life, but I sometimes miss New York," she said. "I solve that problem by watching 'Law and Order' re-runs (catching glimpses of the Lehman campus) and rushing to one of the local grocers or gas stations to get a copy of *The New York Times*." ■

Entering a New Era of



# Multimedia



Auddy Matos (left) controls one of four cameras being used to tape a student-produced Public Service Announcement, while fellow classmates (above) control which camera is used for each portion of the production. Photos by Joshua Bright.

B-21 of Carman Hall has a habit of reinventing itself. Those who experienced one of its past lives and walk today through its wood-trimmed front doors, will rub their eyes, as though they've gone through the looking glass into another world.

Alumni of the 1970s will remember this section of Carman's lower level as a two-story periodicals room, a window-less reference space temporarily crammed with journals and magazines while the new Library building was being constructed.

Alumni of the 1980s and 90s remember, instead, the College's first Academic Computing Center. Initially filled with monochromatic, small-screen computers and a jumble of interconnected wires, it signaled the start of a bold new technological age. But a state-of-the-art Information Technology Center on the east and west levels of Carman Hall took its place in 1999.

Now, a decade later, B-21, as such, no longer exists. It has been transformed into a sleek \$16 million Multimedia Center that is the most advanced academic facility of its kind in the region. Here technology and creativity are coming together to produce the latest in animation, film scores, videos, news programs, and whatever else individual imagination can envision.

Officially dedicated on April 23, the Center took a decade to complete, starting with planning, then moving on to the process of obtaining funds for design and construction, actually building the facility over the course of two years, and then finally purchasing and installing all its many different types of sophisticated equipment. Its two levels, connected by a steel staircase that seems to float between the floors, feature conference, classroom, and office space on the upper level,

*It is exactly the right environment in which to experiment with approaches that help keep the humanities relevant in the digital age.*

*Professor Michael Ferraro*



and audio and video control rooms, a newsroom, an editing suite, and a broadcasting studio on the lower level. Besides that, there's a green room, dressing rooms, and a Media Conversion room where old media materials—cassettes or VHS tapes, for example—are transformed into CDs, MP3s, and other digital formats.

The Center is more, however, than the sum of its parts. What might have been a useful but cold and sterile environment has become, in the hands of architects FXFOWLE and artist Nade Haley, light-filled, cheerful, and inviting—a destination, as the architects intended, not just for students of the media but for everyone on campus.

Haley's new work of public art, "Outside In," sweeps along 900 square feet of the main wall, featuring digitized images of nature and technology encased in glass, and brings elements of the outside world into what would normally be the dark interior space of a basement and cellar.

"I knew there was all this glass in the Center," she says. "I really wanted to do something that had light coming through it and had some transparency. I'm actually taking something that's natural—trees and brambles—and having it morph into something that it's not, wire and cables."

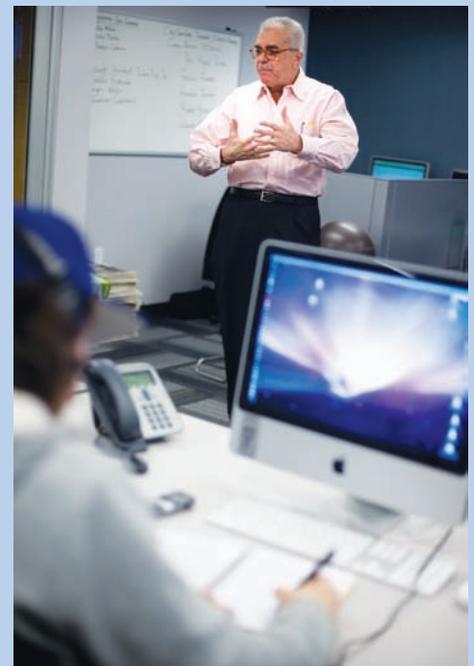
Glass pavers in the plaza bring in natural light to illuminate the wall. Reinforcing the inviting mood is a skylight that floods both levels with natural daylight, an element introduced by FXFOWLE to help give the area an open feeling.

"This forty-year-old building, fortunately, had embraced modernism," says Sudhir Jambhekar, senior partner at FXFOWLE Architects.

"Fortunately, also, this particular location was very close to an open



Clockwise from top: Marisa M. White (far right) teaches her television production class how to manage the video control board, while Spencer Firisen, the Center's technical director, checks on the equipment; students Sonia Amador (left) and Sonia Cea manage the shots being taken by other students across the corridor in the broadcasting studio; artist Nade Haley in her Brooklyn studio; Haley's work "Outside In"; and Professor Miguel Pérez teaching in the JCT newsroom. Photos by Joshua Bright and Jason Green.





Clockwise from top: Professor Michael Ferraro, alumnus Michael Bacon performing at the dedication ceremony, President Ricardo R. Fernández displaying the plaque that will adorn the Center's entrance, and Susan Masi and Sudhir Jambhekar of FXFLOWLE Architects.

courtyard space. We were able to introduce daylight all the way to the lowest level."

Another design element adding to that open feeling, notes FXFLOWLE associate Susan Masi, are large glass windows placed on the newsroom and control rooms that allow students to look into the instructional spaces and see what's going on.

"In architecture, particularly," explains Jambhekar, "we value the idea of people walking around, circulating, so to speak, because it animates the space."

The windows also draw attention to the Center's main purpose: a place of learning.

For Professor Miguel Pérez (Journalism, Communication, and Theatre), a nationally syndicated columnist and television news commentator, that means "teaching the journalism of the twenty-first century." When he was in college, he tells his students (who can't really imagine existence before the Internet), state-of-the-art "meant a really good darkroom."

Today, in the Center's all-digital, completely wireless newsroom, he talks to them about expanding both the print (web) version of the College's *Bronx Journal* and its version aired on Bronxnet to include more local news coverage of the borough. And about launching a "Lehman Live" radio station.

"When we train future journalists today," he explains, "we're training them in what's called cross-platform journalism. They need to know everything from taking photos to editing photos to editing video to standing behind the camera and in front of the camera, to twittering, using Facebook, and all means of communication. That's what the new media is about. And that's what we can now do out of this Multimedia Center."

For Associate Professor Michael Ferraro (Art), the Center is a place for students to create interactive, virtual-reality story worlds that combine the narrative thread of fiction with the popular game structure. Before coming to Lehman in 2005, Ferraro cofounded Blue Sky Studios (creators of the animated movie *Ice Age*), and he's collaborated with companies like Disney, Warner Brothers, and Nickelodeon, as well as with Steven Spielberg, Ron Howard, and others.

Lehman is alone among colleges, he says, in "exploring and defining the direction and idea of experimental media. There's a real opportunity here to cultivate the talents in New York and start to create a new Indie spirit. It is exactly the right environment in which to experiment with approaches that help keep the humanities relevant in the digital age."

Advances in technology, he believes, have "pushed aside" the intellect in most television and movie entertainment, and he sees the Multimedia Center as the perfect environment for producing original content and new creative directions. "We're not market driven. We don't have to sell plush toys or sheets and pillow-cases to children. This Center provides an unprecedented level of technology and the resources to start to really experiment with paradigms and models for how media could be used and how it will be produced in the future."

For alumnus ('95, B.A.) and award-winning composer Michael Bacon, the Center will usher in one of the only film-scoring programs on the East Coast. Using a sound-attenuated, computerized music classroom, students will learn how to use the latest software instrumentation programs to create memorable and marketable compositions.

"My teaching plan is going to be based on my own experiences," he says, "and I hope to bring a lot of my personality, and my talent and skills, and hopefully impart some of them to students in the same way as when I came here and studied with a lot of great teachers—John Corigliano and others. Music is a sharing experience."

The Center also will serve other purposes. A suite of self-contained editing rooms lends itself to post-production of commercials, movies, and television series. The custom-built broadcasting studio with its high-def Sony cameras doubles as a recording studio with its Steinway Grand Piano, Peavey guitar amps, and variable wall panels. Graphic workstations where students create story worlds become, in the hands of faculty, tools for developing new educational software.

As President Ricardo R. Fernández observed at the dedication ceremony, "We all know the movie *The Bronx Tale*. Over the coming years, this Center will see the creation of hundreds, even thousands, of Bronx tales, woven in this magnificent facility and inspired by the creativity of the Lehman community." ■



# Remember When?

## Childhood in the Bronx

**The innocence of childhood, shining through** the waves of migration to the Bronx, is captured in an online project called "Childhood in the Bronx," created by Lehman's Leonard Lief Library. From Jewish and Italian immigrants of the early twentieth century to Hispanic and African American families later on, the sixty-one vintage and contemporary photos depict not only generations but also layers of emotion. Idyllic, Huck-Finn types of scenes contrast sharply with ones both tender and tragic, such as a father kissing his beloved daughter at a homeless shelter.

The project has given new life to an exhibit originally shown at the Lehman College Art Gallery in 1986. Bronx children are shown in schools, playgrounds, community centers, and at play and amplified in some cases through sound clips that give background and context to the images.

"This exhibit gives visitors a chance to remember their own childhoods," says Special Collections Librarian Janet Munch, who directed the project. "They also can see the borough in a different light from the usual media and government reports."

Shown in top left corner: *Sledding Along the Grand Concourse*. 1916. At right: *Seventh Grade Class of a Future President*. 1930. In this photo from the Riverdale Country School Archive, John F. Kennedy is in the front row center. Below: *My Cousin*. 1900. The girl in the photo lived with her family on Boston Post Road in the vicinity of where Morris HS is now located.



Below: *Miss Mooney's Class*. 1905. A classroom in the old PS 8 building on Mosholu Parkway.



Above, center: *Little Bo Peep*. 1920. The costume was made of paper. Those children in costume marched at the front of a parade to French Charley's near Frisch Field for a day of races and cool drinks.



Above, right: *Listening to the Radio*. 1943. Serials like *The Lone Ranger* and *Buck Rogers* were popular.

The vintage photographs date from the early decades of the twentieth century and came to Lehman through a Bronx oral history project, housed in the Library's Bronx Institute Archives. The contemporary images were produced by photographer Georgeen Comerford and span 1983 to 1986. Comerford, who is currently an associate professor of art at Brooklyn College, reproduced eighteen vintage children's images that spanned the period 1895–1943. These images came largely from family photograph albums loaned by interviewees participating in the Institute's oral history project. Comerford also created forty of her own con-

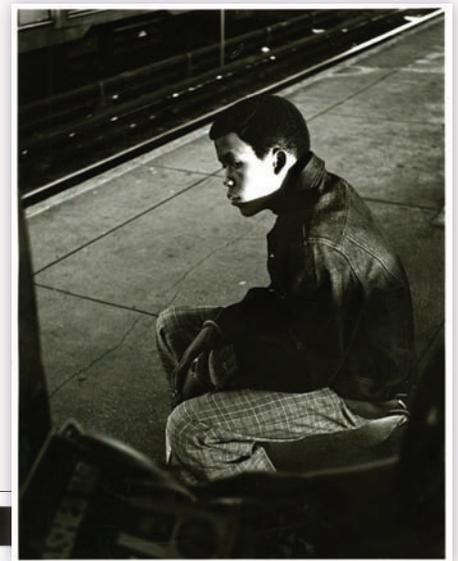
temporary photographs from 1971–1985. Working with some three dozen Bronx organizations, as well as directly with local parents she met in public places, she secured permission to photograph her subjects for inclusion in this project.

This project was funded by a \$10,000 grant from the Metropolitan New York Library Council (METRO) through the New York State Regional Bibliographic Databases Program. ■

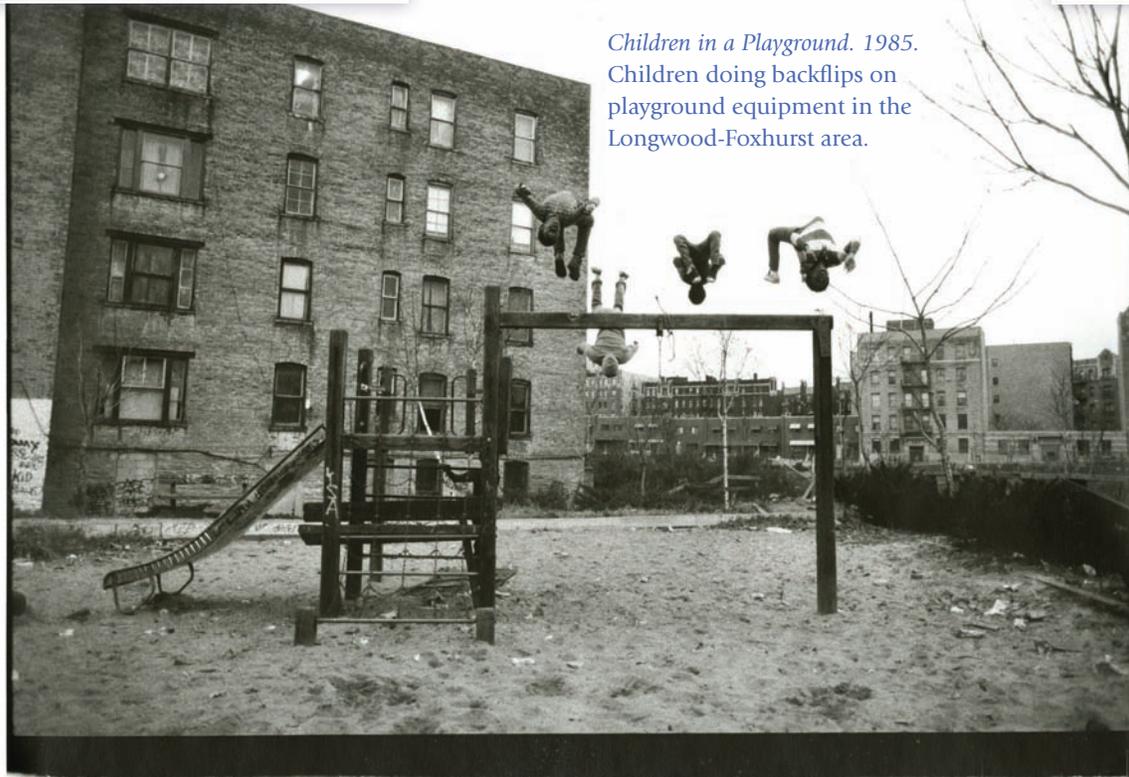
To view the complete project, visit [www.lehman.edu/library/childhood-bronx/background.htm](http://www.lehman.edu/library/childhood-bronx/background.htm)



Above left: *Children Playing*. 1971. At the corner of Shakespeare Avenue and 170th Street. Above center: *Boy on Sculpture*. 1983. Atop one of Adolph A. Weinman's four sculptures at the Bronx County Courthouse.

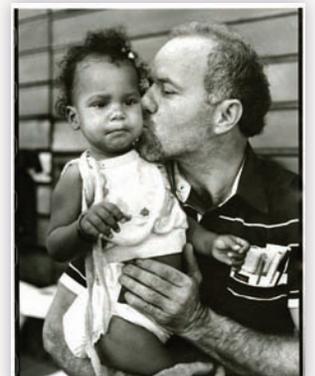


Above: *Waiting for the IRT*. 1982. Alone in his thoughts, a boy waits at the Yankee Stadium station.

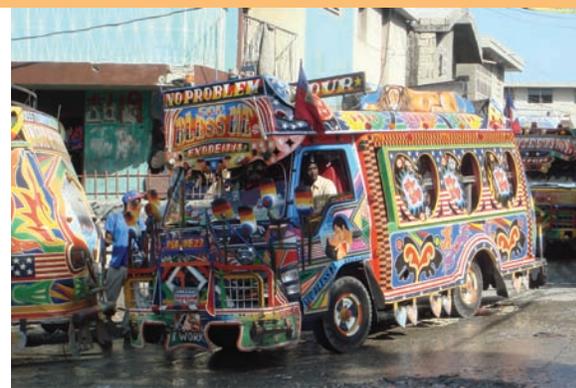
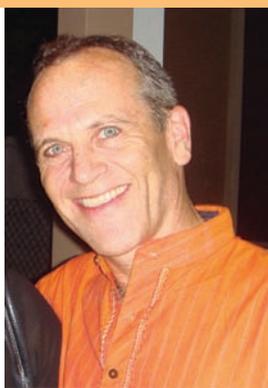


*Children in a Playground*. 1985. Children doing backflips on playground equipment in the Longwood-Foxhurst area.

Below: *A Kiss for the Baby*. 1985. A father kisses his toddler daughter in the homeless shelter at Roberto Clemente State Park.



# Eyewitness to an Earthquake



## Professor of French Thomas Spear was in Haiti

during the catastrophic earthquake in January. He had arrived the week before, between semesters at Lehman, to visit Cape Haitian and UNESCO World Heritage sites in the north, participate in an international festival in Port-au-Prince, and interview local writers for his acclaimed website [www.lehman.cuny.edu/ile.en.ile](http://www.lehman.cuny.edu/ile.en.ile).

Spear's unique *Île en île* online resource promotes the literatures and cultures of insular Francophone countries—from Haiti in the Caribbean to Madagascar in the Indian Ocean to New Caledonia in the South Pacific. It gives French-speaking writers and artists a huge international audience: the database includes biographies, bibliographies, photographs, audio, video, and samples of their work.

On his fourth trip to Haiti, Professor Spear was talking with friends Rodney Saint-Éloi and Dany Laferrière at a Port-au-Prince hotel when the quake hit. "It felt like a bomb—then and during the aftershocks. Everyone started running out, and I ran too. The earth was moving, and we were all falling down."

The hotel, unlike many others, did not collapse, and Professor Spear spent the night camped out on its tennis court. "The Haitians are a strong, proud people," he said. "They know how to live through coups, hurricanes, mud slides, and without electricity. They are used to real suffering. The enormity of what happened didn't sink in until the next day."

After the initial quake, Professor Spear was surprised by the eerie silence. "In a city, you expect to hear the sounds of emergency vehicles—fire trucks, ambulances, police cars," he said. "When there's a quake in Los Angeles, all the car alarms go off."

But there were no sirens, no car alarms in Port-au-Prince. "We heard screams often through that first night," he said. "Screams of joy or of pain. We didn't know what was going on, and we couldn't communicate with the outside world or even with our friends a mile away."

It took days for Professor Spear to get a message to his family and the Languages and Literatures Department at Lehman that he was safe. When his Haitian friends heard that U.S. citizens were being evacuated from the American Embassy, they urged him to leave. "I felt helpless," he said. "My friends had no gas in their cars. If their

Haiti in happier times: Photos captured by Professor Spear (above, center) show Cap-Haïtien (left), a city on Haiti's northern coast. Walking down the street is cinematographer Kendy Vèrilus. At right is a colorful "taptap" (collective bus) in downtown Port-au-Prince in 2009. Note its name: "No problem."

houses survived, relatives who had lost their homes moved in with them. I didn't want to be another mouth to feed."

The loss of life in Haiti has been devastating—more than 250,000 presumed dead in a nation of nine million. "Everyone has lost

## The earth was moving,

someone. Homes are gone. Schools fell on kids. All three of Haiti's universities were destroyed. People have terrible injuries."

Four days after the quake, Professor Spear flew out on a cargo plane bound for McGuire Air Force Base in New Jersey. He and his fellow passengers, mostly Haitian-Americans, were allowed one small bag each. His contained a camera and laptop computer.

These days, Professor Spear promotes Haitian relief efforts and cultural activities through *Île en île*, his Facebook pages, and a growing network of concerned friends and colleagues around the world. "There's a large Haitian population in New York, and CUNY has many Haitian students," he said. "We owe them our help and solidarity."

Haiti's richness is in its people and its culture—and there are still areas of tremendous beauty on the island for tourism potential as well, as Professor Spear's photos and films can attest. "There's no oil or gold in Haiti, and the vision that some people have of turning the island into a factory floor for Wal-Mart is not the answer Haitians are looking for," he said. "But I believe that good can come of this for the Haitian people."

Professor Spear teaches the LEH (core) course on Haiti. "We need to recognize the importance of Haiti in our hemisphere and the U.S. role in the island's history," he said. Haiti was the first black republic in the Americas—the scene of the only successful revolution by slaves. The United States withheld recognition of Haitian independence until 1862, lest its own slaves follow suit. During the

# Students Organize to Help Haiti

Members of the Lehman community came together to help Haiti in the weeks and months following the earthquake.

In a session organized by the Division of Student Affairs, more than forty students met the day after the quake and formed *Lehman Sauve Haiti* (Lehman Save Haiti). Attending this initial brainstorming session, Olu Onemola, a senior political science major and member of Golden Key Honor Society, remembered thinking that he had a choice: "Doing nothing, or doing something."

Onemola, who came to the U.S. from Nigeria less than four years ago, realized that students could galvanize attention around Haiti by compressing fundraising events into one week. That's how HAWK—Haiti Aid Week—came about. Many campus organizations participated in that week's events.

Jean Romulus, a double major in health services administration and economics, also attended that first planning meeting. "My parents are from Haiti," he said. "I feel it's every human's responsibility to help others in despair." Romulus's ambition is to pursue graduate work in public health—he interned this spring at Metropolitan Hospital—and ultimately "to have a positive impact on the health of as many people as possible."

While attending an informational public meeting on the Haitian emergency organized by State Senator Bill Perkins, he met and invited Dr. Georges Casimir of *Association des Medecins Haitiens a l'Etranger* (Association of Haitian Physicians Abroad) to speak at Lehman during Haiti Aid Week. He also raised \$170 by selling commemorative red-and-blue ribbons that honored the Haitian flag.

On February 24, a candlelight vigil was held during Haiti Aid Week to memorialize all those lost in the earthquake. Highlighting that ceremony was a performance of *La Dessalinienne*, the Haitian national anthem, by Manouche Jeanty, student service programmer in Lehman's Campus Association of Student Activities. Jeanty's parents were born in Haiti, and she was proud to sing the anthem because "it is part of my culture"; she learned it specifically for the vigil. The multiple activities of Haiti Aid Week generated more than \$1,100, including nearly \$500 from a four-day campaign conducted by the Minority Association for Pre-Health Students.

Additional individuals and groups also mounted assistance efforts. Eric Harrison, the women's basketball coach, collected \$650 for the Life Church of Allentown, Pa., whose Haitian orphanage was destroyed in the earthquake. A February 21 concert, cosponsored by the Lehman Department of Music and Lehman Stages, featured the Lehman College Community Band and raised more than \$800. And the Kreyol Students Association, a new Lehman club dedicated to the dissemination of Haitian culture at Lehman and other CUNY schools, added over \$300.

Altogether, in addition to clothing and supplies, more than \$2,850 was collected at Lehman and distributed to the Red Cross and other organizations assisting in Haitian relief and redevelopment efforts. ■



Jean Romulus (right), whose parents are from Haiti, raised \$170 selling red-and-blue ribbons during Haiti Aid Week.

American occupation of the island from 1915 to 1934, the U.S. government rewrote the Haitian Constitution to permit foreign investment, seized peasants' land, imposed martial law, and instituted a program of forced labor to build roads.

"We hear a lot about deforestation as a result of the poverty in Haiti," said Professor Spear. "But the U.S. enhanced the practice. The First World War was heating up, and Americans thought Haiti would be a good place for rubber plantations."

The United States also played a role in the coup against Jean-Bertrand Aristide in 1991, which resulted in several years of particularly harsh repression and a shutdown of Haitian industry.

and we were all  
falling down.

Professor Spear encourages donations to organizations with long-term experience on the ground in Haiti, such as Fonkoze.org, PIH.org, MSF.org, Aprosifa.ning.com (public health), the DNL (Direction Nationale du Livre), and fondam-haiti.org.

At the time of the earthquake, Professor Spear was visiting with the writer and editor Rodney Saint-Éloi and Dany Laferrière, a Haitian writer who has enjoyed enormous success with his latest novel (*The Enigma of Return*) and who published an account of the earthquake, *Tout bouge autour de moi*, in March 2010. Laferrière is pictured here with Emmelie Prophète, also a writer and director of the Direction Nationale du Livre, the day before the earthquake, in Prophète's office in Port-au-Prince. Laferrière's wife, Margaret Berrouët, is a Lehman nursing graduate.



## With the unemployment rate in the Bronx

hovering at close to fourteen percent, Lehman is helping scores of men and women gain the skills they need to upgrade their positions or qualify for new work. In fact, the College's Division of Adult and Continuing Education just received an award from the New York City Employment and Training Coalition (NYCETC), which praised Lehman for creating "a model pathway whereby the un/underemployed are trained and/or find work in industries with burgeoning opportunities and sustainable wages."

In the Bureau of Labor Statistics' list of professions having the greatest potential for job growth, healthcare accounts for twenty percent of all occupations. The program developed by Lehman, in collaboration with Local 1199 of the Service Employees International Union (SEIU), focuses on careers in that field, specifically in nursing, pharmacy, radiology, and health information management at all levels of responsibility. NYCTEC praised the program for offering "unemployed, dislocated, and incumbent workers multiple entry points to good jobs with career ladders."

A key reason for the program's success is its cohort model, in which small groups form, learn, and advance together, preventing students from getting lost. "The cohort model gives us built-in case management and enables us to better advise the students," says Dr. Marzie Jafari, acting dean of Adult and Continuing Education. "From the students' perspective, there is lots of peer-to-peer learning. Members of a cohort come with the same background. They share with each other and learn a lot from each other."

Denise Hazel, a student in the nursing program, agrees. "When I started the program," she says, "I was lost and felt I couldn't do it. I would call my counselor, and she always had a word of encouragement. She would tell me, 'Focus and work hard, and it will pay off in the end!' Once I started to believe it, I'd think to myself, 'These people are genuine and really care about me, and want me to do better.' I really felt like I could do it, and I should try to help myself because these people care."

The collaboration approach used in this particular program is found throughout the Division, which seeks, according to Dr. Jafari, "to bring important stakeholders around the table to develop curriculum that meets the needs of employers." Specialized certificate programs—in areas like business and finance, computer information technology, and child care—are created with partners that include community-based organizations, government agencies, employers, labor unions, and other colleges. It's a defining characteristic of Lehman's Professional Development program.

Altogether, the Division currently enrolls 12,000 students, ranging in age from young children to senior citizens. They choose from classes that prepare them for twenty-first century jobs; enroll in an Adult Degree Program (ADP) for students twenty-five or older,

featuring convenient scheduling, counseling, life-experience credit, and individualized majors; and register for non-credit courses exploring virtually every interest.

Retired Dean Michael Paull, who began ADP more than twenty-five years ago, cites it as one of his greatest accomplishments. The program makes it possible, he says, "for adults out of school for a long time—who haven't done well in school—to have a second chance and show they can outperform traditional students in earning their degrees." He continues: "It's the only place in CUNY right now that encourages students to return to school without looking at their previous academic records."

Consider how the ADP program helped Josefina Martínez-Terry.

As a young woman, she attended the University of Puerto Rico, where she majored in natural sciences with hopes of becoming a doctor. But in her third year of school, life, as she puts it, "threw a curve at me." She married, had children, and moved to New York City. By 2005, she had divorced, remarried, and worked as a postal employee for decades. She and her second husband also had founded Terry's Baseball Camp, a community-based non-profit organization dedicated to teaching children the fundamentals of baseball and the concepts of sportsmanship and teamwork, as well as social values.



At 49, after being out of school for more than twenty-five years, Martínez-Terry, heard about Lehman's flexible undergraduate program. She made inquiries, and her college reentry was facilitated with an exemption from qualifying examinations and the acceptance of forty-eight credits from Puerto Rico. It was critical to her that she "didn't have to start all over."

At her baseball camp, Martínez-Terry, discovered that many qualifying parents did not take advantage of government assistance programs because of a lack of both awareness and English language skills. So she decided to major in political science, with a concentration in public policy and administration. Her professional goal now is to assist people in obtaining key government services to which they are entitled.

Due to financial constraints and the demands of her job, she has been taking only one or two courses per term. She was selected,

# Job Incubator

however, as a 2009 Women's Forum Fellow, which provides a \$10,000 grant, so she is thinking of retiring from the Post Office and completing her remaining seven courses in one intensive year. ADP, she raves, has "worked fantastically for me."

Lehman also has created off-campus learning opportunities. At the Riverdale YMHA, a dozen continuing education courses are offered; in early summer, a similar program will open in Co-op City.

CUNY on the Concourse, located at the bustling intersection of Fordham Road and the Grand Concourse, is another cooperative undertaking with Local 1199 SEIU. Dr. Jafari believes that the program there is "a marvelous accomplishment in terms of bringing more jobs in an important sector: healthcare." But there's more to CUNY on the Concourse than healthcare; Terri Zapinsky's story is a good example of the diversity of educational opportunity available.

Zapinsky is a highly experienced information technology worker. At the Bank of New York, where she worked for twenty-five years,

become certified pharmacy technicians. Another partner, the Hispanic Information Telecommunications Network, will link students at four sites via audio and visual conferencing.

College graduates, on average, annually earn nearly \$27,000 more than high school graduates, and the more education a person has attained, the better off he or she will be. "We are in a knowledge economy," Dr. Jafari notes, "and college has a responsibility to prepare people." That is why Lehman has consciously designed "career pathways from entry-level through advanced." A student can start in an entry-level course and continue all the way through to the doctorate. ■

— Ken Handel (B.A., '70)

*For information on professional development, adult degree, or continuing education classes and programs at Lehman, call 718-960-8512 or e-mail [ceducate@lehman.cuny.edu](mailto:ceducate@lehman.cuny.edu).*



she was a senior analyst and project leader. To stay technologically current, she took individual computing courses at Lehman, but in September 2008 she decided that she needed to significantly broaden her portfolio of skills. While she was enrolled in the CISCO network certification program, as she was in the middle of her studies, the Bank of New York merged with Mellon Financial Corporation of Pittsburgh—a merger that cost her, and many of her colleagues, their jobs. This January, Zapinsky passed the Cisco Academy examination and is now seeking a new full-time position.

Her coursework, she said, was "more of a challenge than I expected. You had to work hard to do well." But she enjoyed the experience and hopes to "parlay it into something that will give me more leverage in getting a position."

The Continuing Education Division also is involved in online learning. With a grant from the New York State Department of Labor, Lehman will assist students in a geographically dispersed area to



Far left: Josefina Martínez-Terry and her husband, who created a baseball camp (center) that has grown since this photo was taken a few years ago and now includes ten-to-twelve different teams. Right: Sangeeta Bhojwani (left), assistant director for education, 1199 SEIU Training and Employment Funds, and Lehman's Acting Dean of Adult and Continuing Education Marzie Jafari accept an award from the New York City Employment and Training Coalition for the Collaborative Health Workforce Model that was developed by the union local and the Division. The ceremony was held this spring at Federal Hall in lower Manhattan.

# Michael Yackira '72

## Watches Over Nevada's Energy— and its Environment

Future historians may well cite October 5, 2009 as a turning point in American history. That's when President Obama issued Executive Order 13514, committing the Federal Government to a 28 percent cut in greenhouse gas emissions by 2020.

Private-sector chief executives—even in energy production—are also transforming the ways in which their corporations do business. That's especially true for Michael Yackira ('72, B.S.), president and CEO of NV Energy, which provides electricity to 2.4 million Nevada and California residents. He believes the three-part energy strategy he has developed will address the future needs of both his customers and the environment: increasing energy efficiency and conservation; expanding renewable energy initiatives and investments; and adding new, clean generation and transmission lines.

"Minimizing the impact on the environment is both a goal and a strategy that is changing the way we do business," he says. He takes pride in the fact that "our customers are now benefiting from twenty-seven renewable energy projects that total more than 500 megawatts of energy, or about 10 percent of the electric-generating capability within the state. We have an additional fourteen renewable projects either under construction or in development."

An accounting major at Lehman, Yackira grew up in the Bronx and still maintains his college friendships. One of his favorite Lehman professors, Itzhak Sharav, convinced him to enter public accounting, which he considers "the best advice I received." He credits his Lehman education for providing "the opportunity to understand the importance of business and how it fit within my career aspirations" and for providing a "great foundation for the future."

After graduation, Yackira joined the firm of Arthur Andersen, earned his CPA, and began working in the energy industry at corporations including GT&E and the FPL Group, the parent company of Florida Power and Light. As he gained experience, his management responsibilities grew. By 2003, when he left FPL, he was its president. He came to Sierra Pacific Resources—the corporation that evolved into NV Energy—as executive vice president and chief financial officer. Four years later, in 2007, he was named president and chief executive officer of NV Energy.

To achieve President Obama's goal, both consumer behavior and corporate practices will need to change significantly. This is a process Yackira already encourages; he points out that "the cheapest and cleanest kilowatt hour of electricity is the one that is never produced." NV Energy is implementing a new technology that he

says will enable customers "to take action to control their energy usage. Bigger changes in behavior will occur only when customers can directly see the impact of their actions on their bills."

NV Energy, facilitated by a \$138 million grant from the U.S. Department of Energy, is developing a smart grid/smart meter project called Advanced Service Delivery (ASD) that Yackira expects to be a "game-changer." Via in-home displays, ASD will enable customers to make decisions on their energy consumption by observing, in real time, just how much power they have used since receiving their last bill. That's why he thinks "smart-grid technology will provide breakthroughs in customer service similar to what banking experienced with the advent of ATMs and telecommunications experienced with cell phones."

The firm is also taking advantage of Nevada's abundant geothermal resources as well as developing new technologies. Yackira uses the word ground-breaking to describe the SolarReserve Crescent Dunes Solar Energy Project. "It will use molten salt for energy storage," he explains, "meaning it can provide electricity reliably during peak demand periods, whether the sun is shining or not. This new technology is exciting because it addresses the challenge of the intermittent nature of traditional solar projects."

Committed to improving the quality of life in Nevada, Yackira is a board member of organizations that include the United Way of Southern Nevada and the Nevada Development Authority. Now at home more than 2,500 miles from where he grew up, he has led NV Energy as the company has "invested approximately \$120 million on energy efficiency and conservation programs and achieved positive results. We reduced energy usage statewide by over 400 million kilowatt hours in 2009, which is equal to almost a 1.5 percent reduction in energy use in our state."

In the second decade of the twenty-first century, his goal is for NV Energy "to lead the nation in the development and integration of renewable energy."



Michael Yackira

# Jacqueline Bishop '94

## To Lehman, With Love: An Artist's Journey



Jacqueline Bishop

For Jacqueline Bishop ('94, B.A.), Lehman College holds more than fond memories of her early years in the United States, after emigrating from Jamaica. It is the place where the seeds of her fruitful literary career took root. Today, the New York University professor, who has received two Fulbright awards and authored five books, still feels a special connection to her alma mater.

"Lehman holds a big and important place in our family," says Bishop, who left Jamaica in 1989 to reunite with her mother, also a Lehman alumna, and to attend college. "The faculty,

students, and campus were all quite nurturing, and I got a good, solid education. It was the perfect place for me to be while I integrated into a new society and country."

Bishop entered as an undergraduate through the Lehman Scholars Program. Though her budding interest in human behavior led to a major in psychology, it was her experience studying abroad that allowed her to truly discover where her talents lay. While spending a year in France through the CUNY-Paris program, she began to think seriously about writing creatively, a pastime she thoroughly enjoyed in her youth.

"Perhaps it is true what people say, that there are no accidents," she says, "because that year, I was the *au pair* to the children of one of the foremost publishers in France, and they really encouraged me to start writing again. Perhaps all along, the life I am now living was calling out to me, but that time in Paris caused me to take a definite step in that direction."

Bishop was once again living in Paris this spring, but as a UNESCO/Fulbright scholar, working in the Creative Cities Network. Launched by UNESCO in 2004, the Network aims to enhance the creative, social, and economic potential of cultural industries, promoting UNESCO's goal of cultural diversity. "Of the twenty-one cities in the Network, there are no cities from Africa, only one from an Arab state, and two from Latin America and the Caribbean," says Bishop. "I am working on a proposal to better geographically balance the Network with countries from underrepresented regions."

This is her second Fulbright Award, the first having taken her to Morocco. There, Bishop, who is also a painter and quiltmaker, hosted an exhibition of her quilts at a local gallery while working on her writing and giving talks around the country about her work.

Bishop received both a master's in English and a Master of Fine Arts degree from NYU, where she began working as an instructor, teaching writing courses to undergraduates, and eventually became a full-time master teacher in its Liberal Studies Program. Her books include a novel, *The River's Song*, a coming-of-age story about a young girl living in a Kingston tenement yard, whose educational pursuits pull her away from her mother, friends, and ultimately, the island, but heighten her awareness of Jamaica's class divisions, endemic violence, and growing HIV-AIDS problem. Her other works include poetry collections *Fauna* and *Snapshots from Istanbul*; and non-fiction works *Writers Who Paint, Painters Who Write: Three Jamaican Artists* and *My Mother Who Is Me: Life Stories from Jamaican Women in New York*. She also founded *Calabash: A Journal of Caribbean Arts and Letters* as a multilingual forum for Caribbean writers, artists, and thinkers.

Bishop credits her experience at Lehman with teaching her new ways of thinking, being, and looking at the world. "As I ponder going for a Ph.D., I think about those classes a lot and how they inform what I do in my own classroom, as an instructor," she says.

Earlier this year, Bishop's quilts were exhibited at Camere Chiare Gallery, part of the Università Delgi Studi Di Trieste in Trieste, Italy. This "Triangular Series" consisted of quilts her great-grandmother made in Jamaica and those Bishop made in the U.S. and Morocco. In the near future, she hopes to continue work on a documentary about a group of untutored Jamaican artists called the Intuitives, who are integral to contemporary Jamaican art.

# Saida Pagán '75

## An Odyssey in Journalism, Acting, and Teaching

Saida Rodríguez Pagán ('75, B.A.) has criss-crossed the country, working as a television journalist in small markets and large. From Hartford to Fresno, viewers have turned to this award-winning reporter/anchor for the facts about local, national, and international stories. Some viewers may recognize Pagán instead for her acting. Since 1987, she has portrayed journalists in films—such as *Bruce Almighty* and *The People vs. Larry Flint*—and on such popular television shows as *The West Wing* and *CSI: Crime Scene Investigation*.

As a young woman, Pagán leaned toward a career in speech pathology, her Lehman major. A chance meeting, however, with the late WABC-TV anchor Bill Beutel changed her direction. When she confessed to an interest in broadcast journalism, he breezily replied, "Send me a resume," and eventually she was hired in an off-camera, entry-level position.

For a year, she did "a little bit of everything," from polishing her writing to working with the assignment editor. Reporter Gloria Rojas served as a mentor, and another colleague helped her create an audition tape that yielded two job offers. Choosing Colorado Springs over Corpus Christi (Texas), she spent three years doing on-camera reporting in the Rockies before switching to a station in Hartford for three years. Moving to Los Angeles, she nabbed a spot as a vacation fill-in and then moved on to full-time positions with KTTV, KCOP, and KCBS-TV.

Meanwhile, Pagán—the first in her family to earn a college degree—pursued a long-term ambition: teaching. She earned a

certificate in Teaching English as a Second Language—she's also completed thirty credits in a mass communication master's program—and over the years acquired tenure as a teacher and coordinator in the Division of Adult and Career Education in the Los Angeles Unified School District.

The daughter of Puerto Rican immigrants, Pagán has continually taken pride in her heritage. In high school she was a member of *Aspira*, a Hispanic youth leadership organization. At Lehman, she joined informal Latino support groups. While working in Los Angeles, she produced "The Color of Movies"—a three-part series exploring challenges faced by ethnic film actors. In Los Angeles, for *Nosotros*, a group devoted to changing the entertainment industry's perception of Latinos, she interviewed Raúl Juliá, Ricardo Montalbán, and Robert Redford. Many of her ESL students are of Hispanic heritage, and in addition to language skills she helps them learn about citizenship.

Today Pagán is an educator, actor, voice-over artist, coach for individuals on how to be comfortable on camera, and freelance newscaster on Channel 35 LA CityView. Her next challenge is to establish a career as a print journalist.



Saida Rodríguez Pagán

# Sari Dworkin '72, '76

## A Career Devoted to Helping Others

Dr. Sari H. Dworkin ('72, B.A.; '76, M.S.) received the 2009 Outstanding Achievement Award from the American Psychological Association (APA) Committee on Lesbian, Gay, Bisexual & Transgender Concerns "in recognition of her scholarship and leadership on the inclusion of lesbian, gay, bisexual, and transgender people in psychology, both as professionals and as consumers."

Dr. Dworkin co-edited the 1992 book *Counseling gay men and lesbians: Journey to the end of the rainbow*, one of the first comprehensive texts on working with gay men and lesbians, and has worked diligently for full inclusion of bisexuality in lesbian and gay psychology. In addition, she has been active in the Association of Lesbian and Gay Psychologists, the American Counseling Association, and several divisions of APA.

After earning her master's from Lehman, Dr. Dworkin joined VISTA as a volunteer on the Santee Sioux Indian Reservation, helping

to develop alcoholism and substance abuse prevention and recovery programs. Remaining in Nebraska, she worked at various counseling jobs and then returned to school in 1981 for her doctorate in counseling psychology, which she received in 1985 from the University of Nebraska.

Since then, she has been on the faculty of the counseling program at California State University, Fresno, where she developed her research, clinical, and professional interests in lesbian, gay, bisexual, and transgender issues. She is working on another co-edited book to be published by the American Counseling Association and plans on retiring this year. That will end her three-hour commute from Pismo Beach, where she lives with her wife, a retired music historian professor from CSU Fresno. Among Dr. Dworkin's many awards is the LUTE Award from Lehman (2000), which she cherishes.



Dr. Sari H. Dworkin



# alumni notes

## 1973

**Dr. Steven Ackerman (B.A.)** delivered the thirtieth annual Arthur Sweeny, Jr. Lecture last December on "Professor Sweeny, the Chemistry and Biology Departments, the Lehman Undergraduate Experience, and My Trek Through Thirty-Six Years of Science." After graduating from Lehman, he went on to earn his doctorate in molecular biochemistry from the Microbiology Graduate Group at the University of Pennsylvania and was a National Science Foundation post-graduate fellow at the Wistar Institute. He later joined the faculty at the University of Massachusetts, Boston, where he now directs the biochemistry program. His research involves the investigation of gene regulation in plants and animals, specifically the initiation event of RNA synthesis.

**Roseann Pignatelli Carotenuto (B.A., M.S.Ed.)**, is the Bronx superintendent of Catholic elementary schools. State Sen. Jeff Klein nominated her last year for a Women of Distinction Award, which she received from the New York State Senate. She holds a professional diploma in administration and supervision from Manhattan College and has been a teacher at St. Frances de Chantal School, a teacher and counselor at Villa Maria Academy, a counselor at the Academy of Mt. St. Ursula, principal of St. Mary School, and academic dean of Cardinal Spellman High School.

## 1975

**Joyce Dutka (M.A.)** is president of Joyce Dutka Arts Foundation, Inc., which aims to advance careers in the arts through competitions and also funds community arts organizations. She was inspired to start the foundation by her efforts to assist a cellist and flutist with their musical debuts. In addition to serving on the board of the Lehman College Art Gallery, she is president of the Riverdale Art Association and a member of both the Mamaroneck Artists' Guild and the Greenwich Art Society. She has won a number of competitions and awards for her photography.

## 1976

**Al Bragin (B.S.)** is the director of development for athletics at the University of Evansville (Ill.). Previously, he was the game announcer for the University's women's basketball, softball, and volleyball teams. He came to Evansville as a disc jockey for WJPS Radio and moved on to stints with 104.1 WIKY and News25 WEHT. He later began a career in

the pharmaceutical sales and medical equipment industries. He and his wife have twin sons.

**Andrea Lacedonia (B.A.)** was selected last summer as one of the artists for the Mendocino (Calif.) Art Center's annual fair and contributed several of her "miniature wearable sculptures." Many of her works, usually fashioned from silver or copper, are connected to jazz or inspired by nature. [www.MinatureWearableSculpture.com](http://www.MinatureWearableSculpture.com)

## 1977

**Marsha Hook Haygood (B.A.)** has founded StepWise Associates, LLC after more than twenty-five years as a human resources executive in the corporate world. She offers professional and personal guidance to individuals, corporations, and small business owners through coaching, facilitating self-exploration, and motivational speaking. A member of the Society of Human Resource Management, New York Women in Film and Television, and the National Association of Female Executives, Haygood has won numerous awards, including the prestigious YMCA Black Achievement Award, The Network Journal's Influential Black Women in Business Award, and The National Association of African Americans in Human Resources Trailblazer Award. She is a member of the Board of Directors for YouthBridge NY, a non-profit high school leadership development organization, and a senior advisory board member of the Black Public Relations Society-NY and National Association of African Americans in Human Resources of Greater New York. Haygood was featured in the book *Speaking of Success*, along with best-selling authors Steven Covey (*Seven Habits of Highly Effective People*), Ken Blanchard (*One Minute Manager*), and Jack Canfield (*Chicken Soup for the Soul*). She also coauthored *The Little Black Book of Success: Laws of Leadership for Black Women*, which was released by Random House in March.

**Peter Jelalian (M.S.)** has ended his career as director at Camp Haiastan in Franklin, Mass., where he spent thirty-three years in a variety of roles, including fifteen as director. Known to campers as "Baron Pete," he has been a special education teacher in New York City for nearly the same length of time. Camp Haiastan is a project of the Armenian Youth Federation. His story was reported in *The Armenian Weekly*.

**Kenneth Landau (B.A.)** is an attorney and celebrated the twentieth anniversary of his weekly radio show, "Law You Should Know," last fall. Over the years, he has covered a range of legal topics, such as admiralty law and torts and interviewed

hundreds of judges, lawyers, and law-related professionals. The show airs over 90.3 FM, WHPC every Monday at 4 p.m., Tuesday at noon, and Sunday at 7 a.m. He would be glad to interview other alumni with an interesting law-related topic and can be reached at 516-747-1100 or at [KLandau@ShayneDachs.com](mailto:KLandau@ShayneDachs.com)

**Dr. Carmen Rodríguez (B.A.)** is assistant superintendent for elementary education in Elgin, Ill. She previously was principal of Ontarioville Elementary School in Hanover Park, second language/bilingual assistant director for the district, and the bilingual divisional chair at Bartlett High School. Earlier she was the human resources manager at Casa Central in Chicago. Dr. Rodríguez earned her M.B.A. in human resources from Inter-American University and her doctorate in education from Loyola University.

## 1979

**Brian G. Andersson (B.A.)**, commissioner of the New York City Department of Records, received three honors in 2009: the first Annual "Annie Moore Award" from the Brooklyn Irish American Parade Committee (he was involved in uncovering the true story of Annie Moore, the first arrival through Ellis Island, which made international headlines); "2009 Sweden Day Man of the Year" at the Manhem Beach Club in the Bronx (did you know that "The Bronx" takes its name from Jonas Jonasson Bronck of Småland, Sweden?); and the William C. Beller Award of Excellence and Achievement, which is the most prestigious award given by the Bronx County Historical Society. As an historian and genealogist of note, Andersson specializes in nineteenth- and twentieth-century immigration, focusing on Castle Garden and Ellis Island arrivals.

## 1980

**Ehrich ("E") Van Lowe** has published his first Young Adult novel, *Never Slow Dance with a Zombie* (Macmillan, 2009). Now living in Los Angeles, he has written for award-winning television shows like *The Cosby Show*, *Knight Rider*, and *Even Stevens*. He also co-wrote the Academy Award-nominated film *Cadillac Dreams*.

**John P. Vasser, Sr. (B.S.)** received the 2010 Rockland County Buffalo Soldier Award this January. He served in the 3rd Infantry Division in the Korean War, as well as in the Army Reserve and the New York State National Guard. He has earned the Korean War Service Medal, with two bronze stars, a Purple Heart, and the United Nations Service Medal. Until 2000, he worked at the Veterans Affairs Hospital in Montrose, N.Y., where he currently helps returning vets from Iraq and Afghanistan.



# profile

## Joe Delli Carpini's Four Languages — Plus His Lehman Degree — Helped Fuel His Business Success

**Joseph Delli Carpini ('76, B.A.)** is president and CEO of Cargo Tours International, Inc., a freight-forwarding company that he launched in 1998. After graduating from Lehman with a double major in political science and history, he spent two years travelling the world and then began working with a small freight-forwarding company at JFK Airport. After that, he was recruited by Schenkers International, Inc., a major worldwide freight-forwarding concern—and he credits this opportunity in large part to his experiences at Lehman.

"Aside from the regular classes," he says, "the variety of the student population exposed me to speaking Spanish on a regular basis, becoming proficient in Portuguese, and with Italian as my native language, and 'some' English I learned along the way, I was able to honestly put on my resume that I spoke four languages!"

Hired by Schenkers to develop its South American market, he was lured away six years later, in 1986, by a major Italian freight-forwarding company, Jas Forwarding. He opened the company's U.S. offices and became a partner and president of its American operation. His current position at his own firm takes him on frequent trips to the West Coast, Europe, South America, and the Far East. "I am very proud of my 'public education,'" he notes, "and at every occasion that

arises anywhere in the world, I proudly speak of the virtues of my alma mater."

Cargo Tours initially prospered by shipping mostly clothing, shoes, and furniture from Italy to the U.S. But as the Euro gained strength, and the American economy turned downward, Delli Carpini took a different direction, both in destination and the material he shipped. Today the firm ships major appliances and industrial equipment to South America—resulting in a fifteen percent increase in its revenues last year.

Delli Carpini is married, with three children, all in college or graduate school. His younger son, Claudio, is an All-American in track and field. Recruited by many Division 1 colleges, he accepted a scholarship to Clemson University, where his hurdle times are in the top three in the ACC (Atlantic Coast Conference) for true freshmen.



Joseph Delli Carpini with his younger son, Claudio.



# alumni notes

## 1981

**Theresa (Commerton) Westcott (B.S.)** is vice president of finance and administration and treasurer at The Cooper Union, overseeing the College's finance, accounting, and real estate operations, as well as facilities, security, and information technology. Prior to this appointment, she was vice president of finance and administration at Polytechnic University of New York University. Earlier, she had been senior vice president and chief financial officer at Planned Parenthood of New York City and an executive for eleven years at Empire Blue Cross and Blue Shield in New York. At the start of her career, she held positions in nursing, which led to managerial positions in health services. She holds an M.B.A. from the Columbia University Graduate School of Business.

## 1982

**Wilfredo Morel (B.A.)** exhibited some of his metal sculptures last September at the Howland Cultural Center in Beacon, N.Y., as part of an event featuring twenty-one Latin-American artists from the Hudson Valley.

**Monica Chestnut Rauls (B.S.)** is vice president of human resources at Peconic Bay Medical Center in Riverhead, L.I. She has over twenty years of experience in employee and labor relations, having held positions as assistant executive director at Forest Hills Hospital, human resources business partner at North Shore Hospital in Manhasset, and key positions in the finance field.

**Gloria Sananes Stein (M.S.Ed.)** writes articles on subjects ranging from ballerinas, cattle contests, and church dinners to people who shelter the needy, comfort the elderly, and open their heart to others. She is the author of *Leaving Fingerprints*, *Country Legacy: Lancaster County One-Room Schools*, *Marguerite: Journey of a Sephardic Woman*, and *Civil War: Sutlers, Sex, and Scoundrels*. She is currently working on a travel guide to Florida's barrier islands. She is the mother of three children and lives in Holtwood, Pa., with her husband, a photographer.

## 1983

**Jay Heisler (M.S.Ed.)**, a teacher for twenty years, has published *A Lesson for the Teacher: A Plan from Above* (Xulon Press, 2009) with his wife, Paulette. The couple resides in Tampa, Fla.

## 1985

**Franklin McNeil (B.A.)** reports on boxing and mixed martial arts for ESPN.com, HBO, and *The Star-Ledger*. He also volunteers as a mentor/tutor to young people in Newark, N.J.

## 1987

**George L. Colón (M.A.)** has published *Confessions of a Rogue Teacher: A Novel* (iUniverse, 2008), using his observations from thirty years of teaching English in New York City schools.

**Juan Escalante (B.A.)** is executive director of the Orlando (Fla.) Ballet. He has held high-level positions with the New York City Ballet, the Miami City Ballet, and Ballet Florida.

## 1988

**Dr. Janet Evelyn-Dorsey (B.A.)** is dean of the School of Business for the East Central Regional of Ivy Tech Community College. She is responsible for all business degree programs and faculty at the Muncie, Anderson, and Marion (Ind.) campuses. Dr. Evelyn-Dorsey holds an M.B.A. from Long Island University and a doctorate in leadership for higher education from Capella University in Minneapolis. She also graduated from the Harvard Institute for Higher Education's Management Development Program. For sixteen years, she was affiliated with SUNY as a faculty member and administrator and rose to the position of associate dean of academic affairs for business and information technology.

## 1992

**Nail T. Castillo-Pacheco (B.A.)** teaches kindergarten through fourth-grade students at P.S. 90 (George Meany School) in the Bronx and has seventeen years of experience teaching English as a Second Language to elementary school students. She earned her master's degree in bilingual education from Fordham University.

**Kathleen Rutherford (B.A.)** earned a dual master's degree last year from Mercy College in mental health and school counseling.

## 1994

**Paavo Carey (M.A.)** is a saxophonist, jazz band director at Skowhegan Area High School and Skowhegan Middle School in Maine, and the leader of both the Paavo Carey Quartet and La Epoca, a Latin jazz group he formed.

## 1998

**Henry Vázquez (B.A.)** won his sixth Emmy last year. This marks his third consecutive win in the category of Outstanding Writer, Short Form, and his fourth win in five years. Henry and his wife, Joanna ('97), live in Drexel Hill, a suburb of Philadelphia. They both earned their master's degrees from St. Joseph's University.

## 1999

**Dr. Andrea Borghese Apolo (B.S.)** is Clinical Investigator Physician in the Medical Oncology Branch of the National Cancer Institute.

**Trish Jeffrey (B.A.)** was on the road last year, performing in *Rent: The Broadway Tour*. In 2006, she appeared in the role of Emmie in *Caroline, or Change* at Studio Theatre in Washington, D.C. She subsequently appeared in *Warrior* during the New York Musical Theatre Festival, presented a solo cabaret piece at The Triad, and performed as the featured singer in *Palazzo* in Stuttgart, Germany. After that, she returned to Manhattan to perform in three productions at the Classical Theatre of Harlem. She is a founding member of that company. Her Broadway debut was in July 2003 as Crystal in *Little Shop of Horrors*.

## 2000

**Jacqueline Glass (B.A.)** founded and held the first annual "At the Well" Women's Conference last October. The organization was established to promote the emotional, physical, financial, and spiritual health of women. She holds a Master of Divinity degree from Princeton Theological Seminary and has taught at the College of New Rochelle and at Columbia University's Project Impact.

**Eli Yamin (M.A.T.)** is artistic director of the Jazz Drama Program, a non-profit organization that he founded, and head of Jazz at Lincoln Center's Middle School Jazz Academy. After taking part in the first White House Jazz Studio last spring, hosted by First Lady Michelle Obama, he was invited back three times to perform music from his latest CD, *You Can't Buy Swing*, in the East Room. He has performed at top concert halls and festivals in Western Europe, the U.S., and in Mali, India, China, and the Balkans as a cultural ambassador, touring on behalf of the U.S. Department of State. In March, he recorded *Nora's Ark*, a jazz musical he wrote with Clifford Carlson that was first performed ten years ago at the Louis Armstrong Middle School in Queens.



## 2001

**Denise Cruz (B.A.)** is studying for her doctorate in speech pathology at the CUNY Graduate Center and was awarded the Enhanced Fellowship Award, which covers the cost of her tuition and also provides a stipend during her studies. She is continuing to work, part-time, at the New York Eye and Ear Infirmary.



**Jocelyn Olivares (B.A.)** received her real estate license in 2004 and recently joined Stout Associates in Muhlenberg Township, Pa.

## 2003

**Elizabeth O'Reilly (B.A.)** exhibited her collages at the George Billis Gallery in Chelsea last fall.

**Ruth Palapa (M.S.W.)** was featured in a *New York Times* front-page feature last December, describing her work as part of an outreach team for the New York City Department of Homeless Services. When the wind-chill drops below 20 degrees, the teams try to convince the homeless to move into a shelter overnight.

## 2004

**Dr. Sherifia Heron (B.A.)** was featured in a story in *The New York Daily News* in March 2009 about her decision to become a doctor. She is currently an intern in Montefiore Medical Center's family medicine program. She was part of a mentoring program at the hospital in 2001, while she was a sophomore at Lehman. Originally from Jamaica, Dr. Heron graduated from the Medical University of the Americas in the West Indies.

## 2005

**Altemis Martínez (B.A.)** finished her master's in health administration, became assistant director for Finance and Patient Accounts at Lincoln Hospital, and is now working on her second master's degree—in counseling—all as a single mother to her nine-year-old daughter, Destiny.

## 2006

**Rafael Gómez (B.A.)** has organized Reel on Pearl Street at the First Church in Albany. The free monthly series focuses on the creative

encounter of faith/spirituality and theological/ethical issues, as they occur in Hollywood films. He earned his master's degree in divinity from Princeton Theological Seminary and is enrolled in a graduate program in Latin American and Caribbean studies at the University at Albany.

## 2007

**Jennifer DiGaetano (M.S.Ed.)** is the Women's Cross Country coach at SUNY Maritime College in Throgs Neck.

## 2008

**Ashton Stewart (B.A.)** is executive director of the League of Women Voters of New York, a non-profit organization.

## 2009

**Frederick Agyiri (B.A.)** is working at Metropolitan Hospital of New York and has applied to medical school for Fall 2010.

**Caroline Bahora (B.S.)** is a full-time student in Lehman's master's program in nutrition.

**Daniel Firpo (B.A.)** was barely on the job, after graduating from the Police Academy a few minutes before, when he made his first arrest. As reported in *The New York Daily News*, he was leaving Madison Square Garden after the ceremony when he saw an elderly man being robbed and mugged. He chased after the mugger and caught him without incident.

**Elsa Joseph (B.A.)** is working full-time in banking and has applied for the speech pathology master's program at two graduate schools for Fall 2010.

**Samuel Michael (B.A.)** is working at Elmhurst Medical Center and has applied to a fast-track B.S.N./M.S. program in nursing for Fall 2010.

**Florence Punch (B.S.)** is attending graduate school at Brooklyn College in the Grief Counseling Advanced Certificate program. Eventually, she plans to earn her master's in community health—thanatology.

**Jason O'Connor (B.A.)** has been accepted into the sports administration graduate program at Northwestern University for Fall 2010.

**Tom Stoelker (B.A.)** is studying arts journalism at the Columbia University Graduate School of Journalism. Some of his recent photographs were on display last summer at the Compton-Goethals Gallery at City College, as part of an exhibit of work by the Northern Manhattan Photography Group, an affiliation of emerging and professional photographers.

## In Memoriam

**Justine Basoa ('70, B.A.)** died on Feb. 20, 2008. She was a resident of Moscow, Id.

**Sr. Mary Harrigan, O.S.U. ('82, M.A.)** died May 18, 2009. She earned a B.A. in history from the College of New Rochelle and an M.A. in education from Fordham University and taught in several schools, including Blessed Sacrament in New Rochelle and St. Jerome's, St. Philip Neri, and the Academy of Mt. St. Ursula, all in the Bronx. She was principal of Notre Dame in Malone, N.Y., and the Ursuline Academy in Bethesda, MD, and also served in administrative positions in Ursuline communities.

**Lynn Stockman Imergoot ('69, B.A.)** died last July after her car struck a tree in Glen Spey, N.Y. She was the athletic coordinator during the summer for the nearby Camp Brookwood in Port Jervis, N.Y. She earned a master's in physical education from the University of Illinois-Urbana and was working toward her doctorate in motor behavior and leadership at the University of Missouri-St. Louis at the time of the accident. She served for thirty-six years at Washington University in St. Louis, most recently as associate director of intramurals and club sports. Described as the "winningest coach in Washington University history," she was founding coach of its women's tennis program. Before that, she taught at White Plains High School, where she coached the girls' tennis team.

**Dr. Robert J. Panos**, former Dean of Student Affairs at Lehman from August 1994 through July 1996, died last August in Grand Rapids, MI. He also held positions at the American Council on Education, National Computer Systems, the National Scholarship Service and Fund for Negro Students, and Oberlin College.

**Professor Domenica Paterno**, a faculty member in the Department of Middle and High School Education for nearly thirty years, died on December 2, 2009. She developed the English Education graduate program with Professor Stanley Bank, served as the Divisional and College liaison with New York State, and also was the Division's certification officer. She retired in 1998.

## A Year for Progress Despite Economic Challenges

Lehman College moved ahead with plans and programs in 2009, fully aware of the uncertain economic climate that raised many challenges for the city and state, as well as for the College and its students. At the same time, encouraging signs reinforced the institution's long-term stability. Enrollment continued to climb, growing by more than a third since the start of the decade. The campus itself matched that pace. Construction continued in 2009 on a \$270 million science building, and state-of-the-art equipment was installed in the new \$16 million Multimedia Center. More than \$2 million was received from external funders for research and more than \$16.5 million for sponsored programs. The College moved forward in other ways as well—from the planting of an edible garden to the launch of new undergraduate and graduate programs, from one of the busiest seasons in the history of the Performing Arts Center to the College's first honors convocation for graduating seniors. All these developments, and many more throughout the year, demonstrated Lehman's commitment to finding new means of fulfilling and expressing its mission.

## January

The Mathematics Teacher Transformation Institutes are launched to provide training and leadership development for eighty Bronx-based middle and high school math teachers. The program is funded by a \$5 million grant from the National Science Foundation.

## February

New exercise science major is launched to train health and nutrition professionals and help make the borough, city, and nation healthier.

## March

Lehman establishes a program leading to the Master of Science in Business, with specializations in finance, marketing, and human resource management. Lehman becomes one of only two colleges in CUNY authorized to confer this degree.

## April

*New York Times* managing editor Jill Abramson (right) delivers the fortieth annual Herbert H. Lehman Memorial Lecture on "The Importance of Quality Journalism."



The Leonard Lief Library dedicates a permanent exhibit of artifacts (right) from the Gov. Herbert H. Lehman Ferry, which ran between Manhattan and Staten Island until its retirement in 2007.



The CUNY Institute for Health Equity opens at Lehman. Headed by Lehman Professor Marilyn Aguirre-Molina (Health Sciences), the institute is dedicated to expanding health equity throughout New York City.

## May

Lehman hosts CUNY's Fifth Annual Gen Ed Conference, with the theme "Teaching Millennial Learners."

Two new annual recognition events are initiated. A Faculty Recognition Luncheon recognizes full-time faculty in three areas: scholarship/research/creative endeavor; teaching; and service. An Honors Convocation (right) recognizes the



achievements of all students graduating with honors or with membership in an honors program or society.

New York Secretary of State Lorraine Cortés-Vázquez, the first Hispanic to hold the statewide office since its creation in 1778, delivers the keynote speech at Lehman's forty-first Commencement ceremony; 1,488 bachelor's degrees and 641 master's degrees are awarded.



Lehman holds a reunion (right) for all alumni to celebrate the College's fortieth anniversary.



Alumnus Rubén Díaz, Jr. ('05, B.A.) holds his inaugural ceremony as Bronx Borough President in Lehman's Performing Arts Ceremony.

## June

Dr. Timothy Alborn (right) of Lehman's Department of History is named new dean of Arts and Humanities, and Dr. Edward L. Jarroll (far right), a biologist from Northeastern University, is named new dean of Natural and Social Sciences.



Dr. Laird W. Bergad (right), whose landmark research on slave-based plantation societies has broadened historical understanding of Puerto Rico, Cuba, and Brazil, is named a Distinguished Professor of Latin American and Puerto Rican Studies. He becomes the seventh current member of the Lehman faculty to hold this rank.



## July

The Bronx Small Business Development Center (SBDC) at Lehman College, along with the Mosholu Preservation Corporation, hosts the North Bronx Economic Development Summit at Lehman to address the current and future economic profile of the North Bronx. Since starting at Lehman in 2000, the SBDC has counseled 6,919 clients, with an economic impact on the borough of \$75 million.

## September

Alumnus Steve Mirsky ('83, B.A.), science editor of *Scientific American*, delivers the keynote address at Lehman's Convocation to kick off the 2009-2010 academic year.



# October

For the second year in a row, the Center for Sustainable Energy at Bronx Community College holds its annual Alternative Vehicle Technology Conference at Lehman. It features leaders in the transportation industry and their latest in alternative fuels and emerging technologies.



The CUNY Institute of Irish-American Studies, located at Lehman, celebrates the Irish premiere of the opera *The Ghosts of Versailles*, with its composer, Distinguished Professor of Music John Corigliano, and librettist, Professor William M. Hoffman (Journalism, Communication, and Theatre). At the end of the month, Dr. David Barnwell of the Department of Spanish, National University of Ireland, Maynooth, visits Lehman for the U.S. launch of the world's first Irish-Spanish dictionary. The project is cosponsored by the CUNY Institute of Irish-American Studies and Lehman's Department of Languages and Literatures. Dr. Barnwell is coauthor of the publication.



For Campus Sustainability Day, one full day's worth of trash is collected and displayed to make everyone aware of the amount the College generates every day.



*The Rachel Ray Show* films *The New York Daily News*/FDNY "Five Alarm Cook-off" in Lehman's Foods Lab.



A new Alumni & Friends Walkway is dedicated in support of student scholarships.



Lehman students (below, from left) Kelvin Vasquez, Yamilka Hernandez, Katherine Gómez, Amanda Savinon, Fiordaliza Acosta, and Lloyd Assan attend the *iAdelante!* U.S. Education Leadership conference. The annual meeting brings together students from business and liberal arts colleges and universities to assist them in acquiring the skills needed for success in the professional world.



The Lehman College Art Gallery celebrates its 25th anniversary.



The Lehman College Foundation holds its annual recognition

dinner, honoring Perkins + Will, architects of the College's new science building; CUNY Trustee Rita Di Martino, executive vice-chair of the Bronx-Lebanon Hospital Center Board; and actor and alumnus Ron Perlman (B.A., '71).



# November

The Lehman College Art Gallery launches a new Bronx Architecture website ([www.lehman.edu/architecture](http://www.lehman.edu/architecture)) featuring some of the borough's striking and varied buildings.

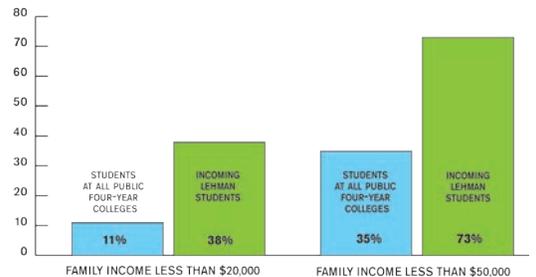
For the third year in a row, The High School of American Studies at Lehman College is selected by *U.S. News & World Report* as one of the top 100 high schools in the nation. It is ranked as #19 in the nation, #2 in both New York City and New York State, and #1 in the Bronx. The magazine looked at more than 21,000 public high schools in forty-eight states.



In testimony delivered to the New York City Council on Higher Education, Lehman President Ricardo R. Fernández says that higher education would be "out of reach" for many Lehman students without Federal and State financial aid. The hearing was held to examine how the State's proposed budget deficit reduction plan would impact CUNY. Because most Lehman students are from the Bronx, where the poverty rate is twice the national average, President Fernández explained, their situation is more dire than for most others.

At all public four-year colleges, he said, only eleven percent of students have a family income of less than \$20,000 a year—but at Lehman, a

**FAMILY INCOME OF INCOMING LEHMAN STUDENTS**  
COMPARED WITH THAT OF STUDENTS AT ALL PUBLIC FOUR-YEAR COLLEGES



recent study of incoming students showed that *thirty-eight percent* have a family income of less than \$20,000 a year. Similarly, he said, at all public four-year colleges, thirty-five percent of students have a family income of less than \$50,000 a year—but at Lehman that percentage again is significantly higher: *Seventy-three percent* of incoming Lehman students have a family income of less than \$50,000 a year.

# December

Lehman's Urban Male Leadership program hosts the Fourth Annual Conference of CUNY's Black Male Initiative, examining *Health Disparities in Male Populations: Focus on the Health of Urban Males*.

# EDIBLE GARDEN

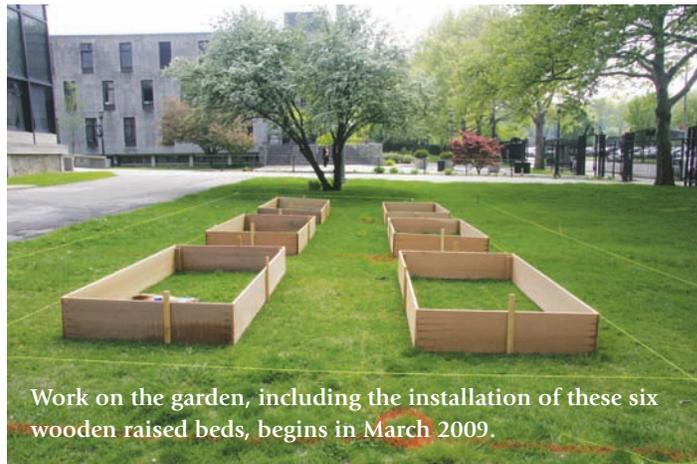
*...to enrich the entire Lehman community  
with a small taste of fresh produce.*

The Lehman campus got a little greener last year with the debut of its own Edible Garden. Located on a section of grass between the Fine Arts Building and the Goulden Avenue gate, the garden is under the direction of Dr. Andrea Boyar, chair of the Health Sciences Department, Paul Wasserman, director of the Adult Learning Center (ALC), and Karen Griswold, ALC director of special projects. Their goal was to enrich the entire Lehman community with a small taste of fresh produce.

Over the summer, volunteers from the Lehman community brought their enthusiasm—and gardening expertise—to the project, watering and tending to the produce, which included tomatoes, cucumbers, lettuce, beans, and herbs.

By July, students in Professor Griswold's summer nutrition class were using the garden's fresh produce—all grown organically without fertilizers or pesticides—in the Lehman Food Lab in Gillet Hall. "The idea was to use some of the things in the garden to learn about food and nutrition," she says.

The trio and corps of volunteers are repeating the process again this year and hope in the not-so-distant future to have enough produce to hold a farmer's market on campus. If you would like to volunteer, contact Julissa Cruz at [julissa.cruz@lehman.cuny.edu](mailto:julissa.cruz@lehman.cuny.edu)

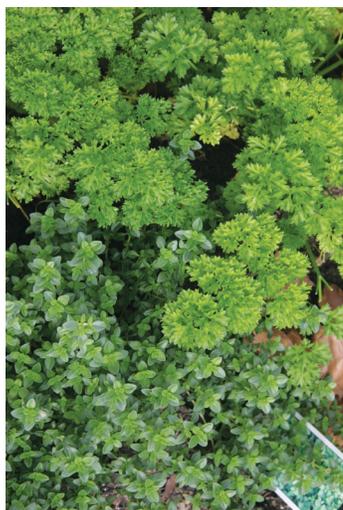


Work on the garden, including the installation of these six wooden raised beds, begins in March 2009.



Left: Volunteers from the Lehman Adult Learning Center and the campus community help plant the garden in May.

Below: Professor Wasserman plants a cucumber seedling.



Above: An uncharacteristically late summer delays the ripening of tomatoes until late in the season.

Left: The garden includes herbs like parsley and mint.



A cucumber grows along the trellis in the garden.

## Lehman faculty are...

### Revealing an unseen role of critical care nurses

The patients suffered from a range of ailments—caused by multiple gunshot wounds, hemorrhagic stroke, or emphysema complicated by drug use. What they had in common was where they all wound up: in Critical Care at St. Barnabas Hospital in the Bronx. That's where they encountered Dr. Brigitte Cypress (Nursing).

Over the course of almost six months in 2008, Professor Cypress ('04, M.S.) painstakingly interviewed the critical care nurses who looked after them, the patients' families and—when they were well enough—the patients themselves.

The results of her interviews—a paper called “The Meaning of Intensive Care Unit Experience as Perceived by the Nurses, Patients, and Family Members”—provides intriguing insights into the bedside dynamic of the nurses, the critically ill, and their families and has made quite a splash in the world of critical care nursing.

Dr. Cypress presented her work at last year's Roy Adaptation Association research workshop and conference in Boston, where she was awarded the New Scholar Award, and in February at the annual International Research Conference in Nursing and Midwifery, sponsored by the venerable Royal College of Surgeons in Dublin.

In March, she presented the paper again at the Eastern Nursing Research Society in Providence, R.I. And in May her peers at the American Association of Critical-Care Nurses Exposition in Washington, D.C., heard her findings. In fact, the group awarded her its \$10,000 Phillips Medical Outcomes Excellent Research Grant last year.

Dr. Cypress grew up in the Philippines and earned her bachelor's in nursing there before coming to the United States in 1991. For her, the study, which she categorizes as a qualitative—rather than quantitative—look at critical care issues, contained some surprises. When she broke down her questions into various categories, touching on subjects like physical care, psychological states, and the transformational possibilities of such a traumatic experience, she found that “patients, family members, nurses—they all said the same things.”

So similar were the responses that she was able to limit her sample, thanks to what's called “data saturation”—the happy tipping point where a researcher realizes that further effort will simply duplicate what's already been done. “For instance,” she says, “patients uniformly referred to their brush with death as ‘a wakeup call,’ or ‘the longest day of my life.’ And all of them said, in one way or another: ‘I'm just so thankful to be alive.’”



Professor Brigitte Cypress, right, with Martin LaVille.

Dr. Cypress found, too, that each and every nurse saw himself or herself first of all as an advocate for the ailing patient and the worried family.

Perhaps, most surprising, however, when Dr. Cypress interviewed family members, she found that, in the time their loved one spent in Critical Care, they very quickly ceased to look at the nurse as a detached giver of care. Instead, in their eyes, the nurse became, however briefly, one of them, a member of the family.

— Michael Neill

### Educating the public about nutrient supplements

Sales of nutritional supplements in the United States total \$23.7 billion. But often the consumers making those purchases are not really informed about what they're buying.

Dr. Andrea P. Boyar, chair of Health Sciences at Lehman and director of its Dietetics, Food, and Nutrition program, coauthored a national position paper last year about both the effectiveness of these supplements and their potential dangers if used to excess. Written with fellow registered dietician Melissa V. Marra, the article was published in the December issue of the *American Dietetic Association Journal* and represents the ADA's newly updated position on the subject.

According to the authors, while additional nutrients from supplements can help some people meet their nutrient needs, the best nutrition-based strategy for supporting optimal health and reducing the risk of chronic disease is to eat a wide variety of nutrient-rich foods.

Purchase of supplements, they said, is driven by “the aging of the population and consumer desire to maintain good health and prevent disease,” and can be helpful to some in filling dietary gaps. They remind the public, however, that registered dietitians are the ones with “the knowledge and experience to educate consumers on safe and appropriate selection and use of supplements.”

— Christina Dumitrescu

### Shattering accepted thinking about the ancient Maya

Dr. Cameron L. McNeil (Anthropology) shattered accepted scientific thinking last December when she argued in *Proceedings of the National Academy of Sciences* that large-scale deforestation did not cause the collapse of the ancient Maya city of Copan in Honduras, as many had believed.

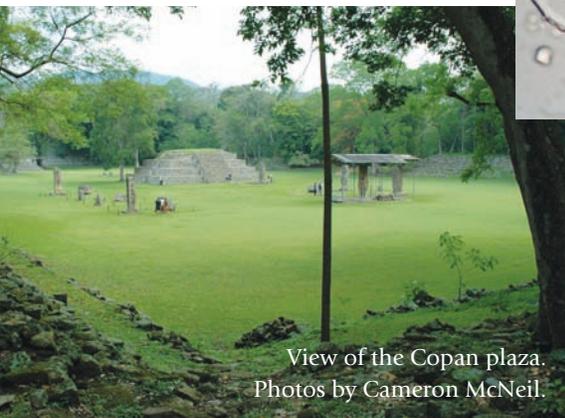
Copan has been widely used and promoted as the archeological “type site”—or model—for the deforestation hypothesis. After analyzing a longer sediment core than the one used to support that



Dr. Andrea Boyar

theory, Dr. McNeil and the two coauthors of her article concluded that the area's forest cover actually increased during the years when the society was collapsing.

The Classic Maya civilization was highly advanced and encompassed major portions of Mexico and Central America from about A.D. 200 until A.D. 900,



View of the Copan plaza.  
Photos by Cameron McNeil.

**Below: The tephra layer of the Ilopango eruption is composed of volcanic glass. This view of the tephra is magnified 400x.**



when it collapsed and many of its cities were abandoned. Anthropologists have advanced various theories about that collapse, including war and

drought, but until now deforestation has been viewed as an important factor. This hypothesis has been held up in both archaeological and high school textbooks, as well as in film and literature, as a lesson of the dangers of our own environmental abuses.

Dr. McNeil's finding refutes this popular view. Instead of responding to their growing population and larger urban centers by exhausting their natural resources, she suggests that these new data may signal that the Maya were implementing effective techniques of sustainable land use—even as serious problems were undermining the successful governance of Copan and the lives of its people.

## Addressing Vitamin A deficiency around the world

Vitamin A deficiency is the cause of eye disease in millions of children and places hundreds of millions at risk for other disorders. Maize is the most common crop grown in much of sub-Saharan Africa and the Americas, where substantial numbers are affected by this deficiency. Dr. Eleanore Wurtzel (Biological Sciences) received funding last year from the National Institutes of Health through the American Recovery and Reinvestment Act (ARRA) for her research on improving provitamin A carotenoid levels in food staples like corn.



Dr. Eleanore Wurtzel

Dr. Wurtzel heads a team of researchers that includes undergraduates, graduate students in the CUNY biology and biochemistry Ph.D. programs, postdoctoral students, and other visiting scientists. They work together to conduct research on corn grown on the Lehman campus to better understand the basis of the natural diversity found in this plant and how carotenoid content and composition are controlled.

"This ARRA funding has created new jobs and is contributing to the translation of basic research into solutions for combating vitamin A deficiency around the globe," Dr. Wurtzel said. Last year, she and two members of her team, Dr. Yu Chen and Dr. Faqiang Li, published their discovery that revises the biosynthetic pathway to provitamin A carotenoids.

## Finding a link between stress and certain ailments

Studies show that chronic stress is a possible culprit in ailments ranging from cancer to heart conditions. New research by Dr. Luisa N. Borrell (Health Sciences) indicates that Americans with high levels of stress are 55 percent more likely to suffer from periodontitis—a gum disease that weakens the bone supporting the teeth. Mexican Americans are the most susceptible, almost five times more likely to have this condition.



Dr. Luisa Borrell

In addition to Mexican Americans, striking differences emerged in the study among men, blacks, those with fewer than twelve years of schooling, those who never visited a dentist, and current smokers. According to Dr. Borrell, who was the report's lead coauthor, racial/ethnic minorities and low socioeconomic groups are more likely to be exposed to stress, which may explain their higher prevalence of periodontitis.

"Strong associations between stress and periodontitis were observed for Mexican Americans, who normally have a lower incidence of this disease," she notes. "This may mean they have not adopted coping responses to process chronic stressors that other groups may have historically been conditioned to handle." Mexican Americans constitute the largest Hispanic subgroup in the U.S.

Dr. Borrell conducted the study with her colleague, Professor Natalie D. Crawford of the Columbia University School of Public Health. It was published as an Online First in the December 2009 issue of the *Journal of Epidemiology and Community Health*.

## Learning more about the causes of mental retardation

Research by Professor Manfred Philipp (Chemistry) is shedding new light on the functioning of the gene historically associated with mental retardation.



Dr. Manfred Philipp

The research was conducted by Dr. Philipp and colleagues at the New York State Institute for Basic Research in Developmental Disabilities on Staten Island. They found that mutations in this gene disrupt its ability to maintain the correct balance of steroids, dooming the brain to neurological problems later in life. Until now, it has not been clear exactly how or why this gene is required for normal brain development.

The research was published in *Proceedings of the National Academy of Sciences*.

## Developing revolutionary computational tools

Dr. Nancy Griffeth (Mathematics and Computer Science) is part of a national team of mathematicians and computer scientists working on a \$10 million project that promises to advance science on many fronts, from developing new cancer treatments to designing safer aircraft.



Dr. Nancy Griffeth

She is working with colleagues from Carnegie Mellon University, Cornell University, New York University, and NASA's Jet Propulsion Laboratory to develop revolutionary computational tools to help scientists and engineers. The five-year project was funded last August by the National Science Foundation and is expected to be far-reaching in its impact.

The researchers plan to combine "Model Checking" and "Abstract Interpretation," two independently developed techniques that have found errors in systems used to control satellites, railway systems, and other computer circuitry and software. In related research, Dr. Griffeth has studied how to test and manage computer networks. For the new project, she will examine how computers can learn to create models of a system from observations of its behavior. The computer-generated models can then be used to help scientists determine the properties of the system.

The project team believes that combining the techniques of Model Checking and Abstract Interpretation can provide insights into other complex systems, regardless of whether they are biological or electronic. The team's findings could benefit pancreatic-cancer modeling, atrial-fibrillation detection, distributed automotive control, and aerospace control software, among other areas.

As part of the grant, Dr. Griffeth is organizing a yearly undergraduate workshop on modeling complex systems.

## Locating acres of unused land that could make our region greener

Even in densely populated New York City and its surrounding area, there are thousands of acres of vacant land that could be saved for conservation, according to a report by Dr. Yuri Gorokhovich (Environmental, Geographic, and Geological Sciences). He studied the counties bordering Long Island Sound for two years and published his findings in the December 2009 issue of *The Journal of Coastal Conservation*.

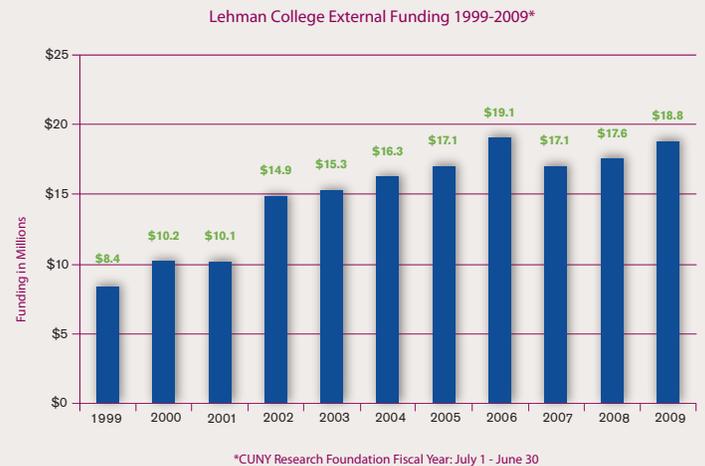


Dr. Yuri Gorokhovich

Dr. Gorokhovich identified 744 individual parcels of vacant land, at least five acres in size, that could be set aside for conservation. In addition, he mapped out 122 contiguous clusters of vacant land—some 14,661 acres in total—in five counties: Westchester (246 acres), the Bronx (247 acres), Queens (1,246 acres), Nassau (2,036 acres), and Suffolk (10,885). Each land cluster, he says, could be used to make New York City and Long Island greener.

The report has been submitted to both the New York State Department of Environmental Conservation and the Long Island Sound Study, a cooperative effort created by the U.S. Environmental Protection Agency and the states of Connecticut and New York to protect and improve the health of the Sound. ■

## External Funding in 2009



From 1999 to 2009, Lehman College received \$164.9 million in external funding for both research and sponsored programs. Here's a sampling of grants from various sources that Lehman received in Fiscal Year 2009 (July 1, 2008 - June 30, 2009).

*Bill and Melinda Gates Foundation:* Bronx Early College Academy (\$138,674)

*Hospital League, Local 1199:* MSN Program (\$237,818)

*National Institutes of Health*

- A Periplasmic Global Regulator, ExoR, for Bacterial Invasion of Host Cells (\$122,250);
- Active Antidiabetic Compounds of Dominican Medical Plant *Momordica charantia* (\$26,656);
- Mechanisms of Obesity-Induced Sympathetic Activation (\$241,310);
- Regulation of Provitamin A Carotenoid Biosynthesis in Maize-SCORE (\$335,250)
- Cognitive Flexibility and Parenting: Parent and Child Correlates (\$122,250)
- Efficacy of Language Treatment in Monolingual and Bilingual Chronic Aphasia (\$285,250)

*National Science Foundation*

- Justification Logic and Applications (\$107,313);
- Mathematics Teacher Transformation Institute (\$1,786,870);
- Theory of Nanomagnets (\$74,000)

*NYC Department of Education:*

- NYC Mathematics Project (\$381,953)
- Teaching Fellows Program (\$563,146)

*New York State Education Department:* Science and Technology Entry Program (\$212,049)

*Rockefeller Philanthropy Advisors:* Expanding Diversity Among the Nurse Workforce: A Collaborative (EDAN) (\$100,000)

*U.S. Department of Education*

- Gaining Early Awareness and Readiness for Undergraduate Programs: South Bronx GEAR-UP (\$2,378,084); Bronx Institute GEAR-UP Network (\$2,719,200)
- Upward Bound: Pathways to College Success (\$295,520);
- Lehman College Educational Talent Search-Pathways to College (\$500,000);
- Title V - Developing Hispanic Serving Institutions (\$575,000)

## Lehman students are...

### Winning awards for their math research

They're working on important research that could, for instance, help scientists select the optimal evolutionary history for a set of organisms, but Lehman computer science majors Diqan Moore and Alan Joseph Cáceres took time out to ace the math poster competition at the Florida-Georgia Louis Stokes Alliance for Minority Participation Expo held at the University of South Florida in Tampa. Moore took first prize; Cáceres came in second.

Both presented work they have done with Math and Computer Science Professor Katherine St. John's phylogenetic tree project. Working with a National Science Foundation grant (and twelve of her undergraduate students, including Moore and Cáceres), she is developing mathematical and computational tools to help scientists create phylogenetic trees. [Phylogenetic trees are branching diagrams or "trees" that plot evolutionary relationships that are inferred among biological species or other entities.]

Moore, a 24-year-old senior and lifelong South Bronx resident, plans to go on for a Ph.D. in the field of artificial intelligence. "Opening my own lab some day is my dream," he says. What does he think earned him first prize? "I believe my research is interesting, and it helped that I was able to explain it in a comfortable manner."

Cáceres, also 24, who grew up in the Bronx and graduated from DeWitt Clinton High School, is very aware of the real-life possibilities of the research he and the other members of Professor St. John's team are pursuing. "I'm enthusiastic about what will come about in the near future," he says.

### Using math to grapple with real-world problems

How are *your* summer plans shaping up? Lehman junior Michael Hintze has his all mapped out; he'll be spending nine weeks at UCLA, participating in the prestigious RIPS program.

RIPS (it stands for Research in Industrial Projects for Students) is a hard-to-get-into program run by UCLA's Institute for Pure and Applied Mathematics—with the emphasis on the "applied" part.



From left, Alan Joseph Cáceres, Dr. Katherine St. John, and Diqan Moore.



Michael Hintze

Sponsored by industry groups, RIPS allows teams of selected students, supervised by an academic mentor, to grapple with real-world problems while absorbing the analytical techniques needed to solve them. It's a great way for students to move beyond the purely academic—and for companies to pick some of the country's brightest young brains.

Hintze, 20, a member of the Macaulay Honors College at Lehman, certainly fits that description. A lifelong New Yorker, he graduated from Francis Lewis High School in Queens—where he was on the school's city champion track team. "My favorite subject in high school was history," he says, "but when I entered college I took part in a robotics competition—and immediately fell in love with engineering."

He decided to stay at Lehman (which doesn't have an engineering program) for a year and transfer. But, then, he says, he discovered something new. "I enjoyed the problem-solving aspect of mathematics. So I decided to take more math classes. One thing has led to another, and I am now a mathematics major."

### Investigating soil pollution in Colombia

Lehman senior Samsiya Ona spent last summer in the sweltering heat of Cartagena, on Colombia's Caribbean coast, pursuing the kind of unglamorous research that science sometimes demands. The title of her poster presentation at the Peach State LSAMP conference in Georgia last November tells it all: "The Effect of Septic Tanks on Soil Quality in Tierra Baja and Puerto Rey."

It was good enough to win first place in the environmental and life sciences category.

"The project consisted basically of going into the communities, surveying the residents in terms of household size, type of sewage system, and the bacterial diseases they most commonly suffer from," says Ona. "The samples were then taken to the lab where we measured their fecal coliforms and iron concentrations as well as their pH."

Ona, 22, came to New York in 2006 from Togo, where she graduated from College Protestant in Lomé, the capital of that West African nation. She started at Lehman in 2007, pursuing a dual degree in anthropology/biology/chemistry and biology and plans to go on for her M.D./Ph.D.

About her work in Colombia last summer, she says, "The best part of the experience was being in a different country, where such research has just begun—and most important, it was lab-based *and* community-based."



Samsiya Ona and Dr. Naphthali O'Connor (Chemistry).

## Exploring the use of plants to clean up contaminated sites

Here's a catchy title: "Phytotolerance to Toxic Heavy Metals by American and International Rice *Oryza Sativa* Cultivars L. in vitro: Implications on Remediation of Contaminated Sites."

Here's another: Mayor of New York City.

Francisca Villar was running for the second title (on the Party for Socialism and Liberation line) last year, around the same time she was presenting the first one—at the Peach State LSAMP Symposium and Research Conference. Her presentation was good enough to win second place in both poster and oral presentation in the life sciences and environmental biology category.



Francisca Villar and Dr. Ainsley Parkinson, coordinator of LSAMP (Louis Stokes Alliance for Minority Participation in the Sciences, Mathematics, Engineering, and Technology).

In non-scientist terms, her project examined the devastating effect that heavy metals like cadmium can have on rice—and the people who eat it—when they leach into the water in which the grain is grown. Specifically, her area of research is phytoremediation or the use of plants to clean these metals from the environment.

Villar, 26, grew up in both Geneva, N.Y., between Syracuse and Rochester, and Washington Heights. In 2000, after earning her GED, she enrolled in LaGuardia Community College—took time off for the birth of her children, Justin, 6, and Jana, 5—and returned to school in 2006. Now a junior at Lehman, majoring in anthropology/biology/chemistry, she has her sights set on med school or grad school.

"It's been tough," she says of her roundabout academic career, "but there are thousands of women out there like me who don't ever get to leave and start their lives again."

She also has no problem reconciling her political passions and her scientific ambitions. "I am a hard-core activist," she says, "but science is my life."

## Finding new uses for horseradish

Biochemistry major Doreen Aboagye has found an unusual use for an enzyme (Horseradish Peroxidase) extracted from horseradish. She used it to fabricate a biosensor that can detect contaminants in the environment in very small amounts, even down to traces.

Aboagye's poster detailing her research won second place at the New Mexico Alliance for Minority Participation Student Research Conference in October. The annual conference draws students and faculty from the state's colleges and universities, as well as students from the National Science Foundation's Louis Stokes

Alliance for Minority Participation (LSAMP) programs. Aboagye, an LSAMP student, worked on this project while interning last summer at Purdue University. There, she joined a team that was developing enzyme-based biosensors.



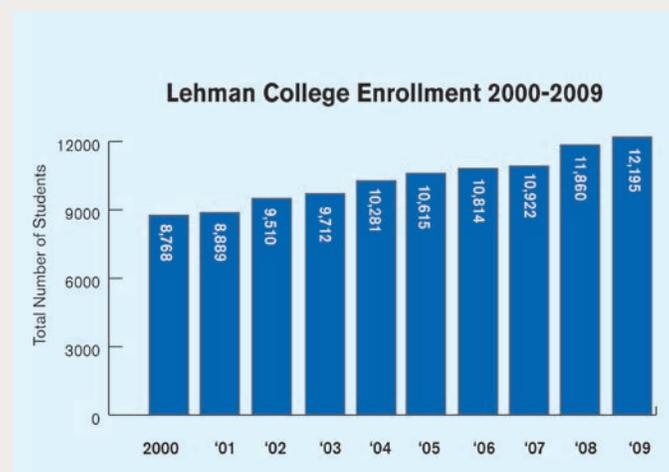
Doreen Aboagye and her mentor, Dr. Andrei Jitianu.

"The project was about fabricating biosensors to determine the presence of pesticides and toxic substances in places like clinics, homes, restaurants, and basically everywhere," she explains. Biosensors detect the contaminants based on a biochemical reaction, and the horseradish enzyme has natural properties that help the process along. Based on the results obtained, an article was submitted for publication in the *Journal of Materials Chemistry* edited by the Royal Society of Chemistry (UK).

Aboagye was encouraged by her professor and mentor, Dr. Andrei Jitianu of the Lehman Department of Chemistry, to pursue the Purdue internship. He has had a long collaboration with a colleague at the School of Materials Engineering, where Doreen studied and worked. That internship, in turn, has opened the door to new avenues of collaboration between the two institutions in coming years.

A native of Ghana, Aboagye was attracted to biochemistry because of its study of human body systems and its ability to broaden her overall understanding of the chemistry discipline. She plans to enter an M.D./Ph.D. program after graduation and pursue a career in medicine and biomedical research. ■

## Charting Enrollment Growth



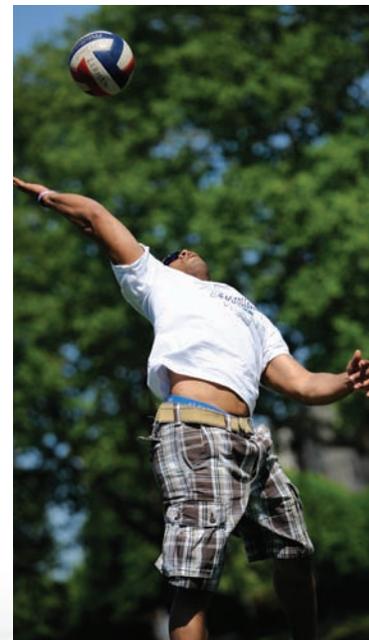
Enrollment grew at Lehman by thirty-nine percent in the last decade.



### Lehman students agree that May is a great time for a fair.

Organized by the Office of Campus Life on the South Field, the traditional Spring Club Fair offers students a last burst of fun before finals. Organizations encourage the wearing of traditional dress, like those modeled by members of the Caribbean Club, and host a variety of events. They jump and fall on a trampoline, strap themselves into a bungee swing to fly through the air, and even try scaling the heights with rock-climbing. There's always time for a quick game of volleyball—or a swirly stick of cotton candy.

## Spring Means Fairtime at Lehman



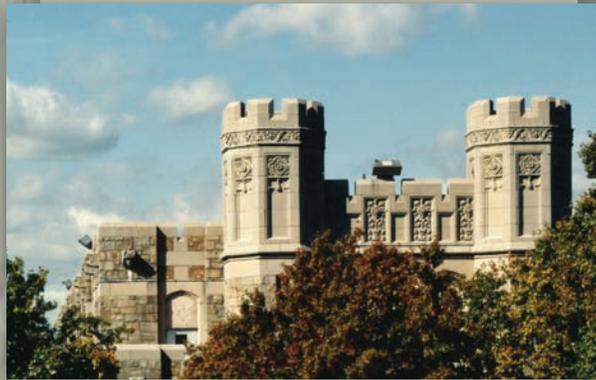
Photos by Joshua Bright







past, present, future



## Lehman Today Creates Lehman Tomorrow

Our college, its campus, programs, faculty, students—in essence, its future, is a guaranteed success as long we help keep the vision alive.

When Lehman was established forty-one years ago, CUNY was a tuition-free institution, but since 1976, with the establishment of tuition requirements, the cost of attending Lehman has consistently risen. Today, New York State funding contributes only about thirty percent of the College's annual operating budget. Tuition, external grants for research and sponsored programs, and gifts from alumni and friends make up the difference. These gifts expand Lehman's academic programs, establish endowed chairs and professorships, and upgrade facilities, instrumentation, and equipment—which all increase the value of a Lehman education as well as a Lehman degree. Most important, these private dollars make scholarship support available for many students who otherwise could not afford to attend Lehman. Please consider making a gift to help Lehman College fulfill its mission and build both its future and that of its students. *Contact Bruce Epps, Director of Development, Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468. 718-960-8350 / [bruce.epps@lehman.cuny.edu](mailto:bruce.epps@lehman.cuny.edu)*