



BRIGHTNESS OF NOON

FAITH AND SOCIAL JUSTICE: AN INTERVIEW WITH DR. DEBRA GONSHER



in this issue

History always favors kindness. Yet it sometimes seems that the atrocities, and those that perpetrated them, dominate the telling of a story. And while we should certainly learn about history's atrocities, the everyday stories of humanity and heroism should not be overlooked or forgotten. They are what inspire and motivate. Dr. Debra Gonsher's latest documentary, *Brightness of Noon: The Intersect of Faith, Immigration and Refugees*, is concurrently a vital piece of history and timely work of inspiration for a truly volatile time.

Brightness of Noon, which is narrated by *Black Panther* actor and DACA recipient, Bambadjan Bamba, explores the work of individuals of various faiths who defend and protect undocumented immigrants and refugees. To simply say it is powerful is an understatement. *Brightness of Noon* is profoundly emotional, heartfelt, shocking, educational and most of all, inspirational.

Dr. Gonsher has a long history of producing formidable and wide-ranging documentaries that explore faith and social justice. She has explored topics such as hunger (*A Peace of Bread*), domestic violence (*I BELIEVE YOU: Faiths' Response to Intimate Partner Violence*), disability (*A Place for All: Faith and Community for Persons with Disabilities*) and gender equality in education (*Beauty of Their Dreams*). She has, to date, earned five Emmy Awards and numerous nominations for her work, which are produced in partnership with her husband, David Vinik, via their company, Diva Communications. *Nota Bene* caught up with Dr. Gonsher and discussed her work on *Brightness of Noon*.



DR. GONSHER AT WORK
WITH HER HUSBAND,
DAVID VINIK, IN UGANDA

As I was watching *Brightness of Noon* I remembered something you said in *Yearning to Belong* about losing your great grandparents and other relatives in the Holocaust. How much did that guide and inform your work on this very emotional documentary?

I don't know if that was an overwhelming guide. It's with me in the sense of being Jewish. I think about it in terms of history and the Jews on the St. Louis who were not accepted into this country during World War Two --- there's no doubt that many were sent back and murdered. I don't personalize from that much, but from a historical and from a Jewish background I think that it affected aspects of this documentary.

One of the most effective aspects about this documentary was when you explored how individuals are just seen as statistics, but then you put a face on those statistics by telling Hilda Ramirez's story. What was the most shocking thing you learned about her experience?

There were many shocking things. But the one that resonated and upset me was the line from the judge who said that Hilda was not a truthful witness to her life.

I understand that cynical people can say, "Well, people will lie to get whatever they want." We have a president who's doing that. But this tiny woman has come here with her son, who was the result of a rape? Discussing rape is not something that is comfortable for women anywhere, much less for those who are fleeing a rapist. That's not information that people are forthcoming about. So, if you're coming in and you have a fear that the father of your child, your rapist in this case, is going to kill you, opening up to about your rape to a person you do not know, and revealing that your son is the product of that rape is not something that is going to be immediately told. When it comes up later and the idea that a judge would say, "Well why didn't you tell me that earlier..." that seems to deny the reality of any woman who is uncomfortable discussing this because rape is a trauma inducing experience, and in certain cultures, the cause of much shame.

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Watching that footage of the workers providing drinking water and discussing those who died of dehydration while crossing the border was quite sad. It got me to thinking about the geography of this documentary. Did the urgency of this humanitarian crisis feel different in the borderland states, as opposed to New York City?

First of all, the government has done its job of erecting obstacles to funnel people into the most unforgiving land--- the desert, which has all sorts of knife-like cacti and no water. There's no doubt that for border states this is an ongoing issue. And for many people of faith who live in these states, the death of people fleeing violence and looking for safety is an undeniable tragedy and one that is omnipresent.

What's really fascinating is that there are hundreds of thousands of undocumented immigrants that are living in the U.S. having full and productive lives, but they fly under the radar. They never "register" in any way, they're not on the books, they're never known. And when people come forward and do the right thing, such as apply for DACA, or register, or apply for asylum--it winds up being the worst decision they could have made. Like in the case of Sujitno Sajuti (a Fulbright Scholar in sanctuary at the Unitarian Universalist Church in Meriden, Connecticut, who has not seen his homeland of Indonesia in 40 years). Then there are other people who came here, overstayed their visa, set up life and nobody is coming out after them. And then one day you just basically take the entire game and say, "Hey no matter what you did we can come get you." On what basis? What would be the reason other than bigotry? I understand that people want individuals who committed crimes out. That's reasonable. But it cannot include the idea that they are criminals just because they crossed the border. Moreover, it is actually US LAW codified in 1980, that a person reaching this country, and fleeing persecution, be given shelter and granted asylum.



**SUJITNO SAJUTI IN SANCTUARY
AT THE UNITARIAN
UNIVERSALIST CHURCH**

I don't know if you've seen it in the *New York Times*, the test that Steven Miller proposed?

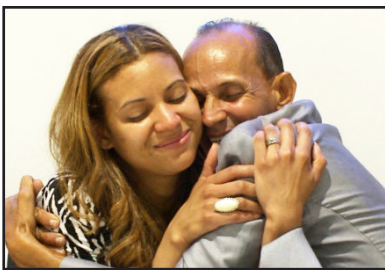
According to that test, I just barely would be accepted into this country. Everyone else who didn't have a Ph.D. would not have been able to immigrate here. What is that? It's something almost primal and childlike: I got mine, so now forget about you. As was noted in *Brightness of Noon*, previously there were none of the restrictions we have today other than being crazy or a prostitute or, for a period of time, Chinese. People are now vetted for years. In the upcoming second part of the documentary, we look at how you have to be out of your home country, living in another country, for a certain amount of years to even be considered a refugee. We were in Las Vegas and we shot the whole story of refugee women from Africa, some who have been in the refugee camp for 20 years.

Why is *Brightness of Noon* in two parts?

I did it in two parts because there was so much information. And I think the issues affecting undocumented immigrants, though similar in some respects to refugees and asylum seekers, are still very much different. I think the virulent lack of education people have about who undocumented immigrants and refugees are and the fear that they are going to take our jobs---is ridiculous. From a factual perspective ---and I know facts seem to be not in right now--- there is ample evidence regarding how much they contribute to our economy and society.

What advice would you give to a student aspiring to make documentaries on challenging subjects?

There is a phrase in Hebrew--- Tikkun Olam---which means to repair the world. The only people who should go into documentary filmmaking ---and I'm talking about social justice filmmaking---are those people who feel that the only way they can repair the world is through film. It's a difficult career choice. Because you wind up spending so much of your time looking for funding. For every Michael Moore or Ken Burns, who get millions to complete their work, there are hundreds of thousands other documentarians who can't find the funds to make their film.



**KIRSSY MARTINEZ REUNITED
WITH HER FATHER**

The other reason to go into documentary filmmaking is for the people you meet. I met a woman named Sister Judith and she's a little bit of a woman who heads up a 5-billion-dollar health care system in Indiana. We just hit it off. And when we were finished with the shoot and ready to leave, she gave everyone a hug goodbye. I was last and she hugged me for a really long time. And as weird as it may sound, coming from a strong Jewish woman, I felt blessed. We have maintained a friendship and became pen pals. She has always been supportive of each of my subsequent documentaries -- I always send them to her first to view.

And then there's Kirssy Martinez, who's highlighted in *Brightness of Noon* and who I met here at BCC. I helped her get the academic recognition she had earned; her father here for commencement; and now, after completing her B.A. she works in NY Assemblywoman Latoya Joyner's office. And I consider her one of my dearest friends.

For me, the true reward in making these documentaries, has been meeting and developing friendships with these wonderful, transformational people.

PHOTOGRAPHS FURNISHED BY DIVA COMMUNICATIONS, INC.



SIGNATURE PROJECTS

Every year Writing Across the Curriculum (WAC) Fellows culminate their yearlong fellowship with Signature Projects, where fellows take the initiative to build an artifact or take an idea to the next development for the WAC program. Fellows are encouraged to match their talents, skills, and interests to the needs of the program. Signature Projects have played an instrumental role in rebuilding the WAC program in the past few years through developing faculty handbooks, new websites, promotional videos, and assessment programs. This year's WAC fellows have been particularly productive in creating discipline-specific pedagogical resources for faculty.



Parfait Kouacou (PhD candidate in French) has been the first in CUNY to create an online archive for Writing Intensive faculty in Modern Languages. He consulted Modern Language faculty from different CUNY campuses to collect Writing Intensive syllabi and assignments to create a pedagogical toolbox for faculty teaching Writing Intensive Modern Language classes. The ePortfolio includes sample syllabi, class activities, and assignments for French, Italian, and Spanish Writing Intensive classes.



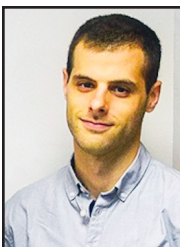
Kate Pendoley (PhD candidate in Philosophy) has also been the first in CUNY to create an online pedagogical resource for STEM Writing Intensive courses. She has consulted faculty from Biological Sciences, Chemistry and Chemical Technology, Engineering, Physics & Technology, as well as conducting a research on her own to showcase best practices in teaching Writing Intensive STEM classes.



Helen Panagiotopoulos (PhD candidate in Anthropology) has created an annotated bibliographical research for Writing Intensive faculty in Social Sciences using key articles from sociologists, anthropologists, and psychologists. The research provides a concise summary of WAC research by leading scholars in the social sciences as well as examples of assignments by scholars who have successfully integrated WAC pedagogy into their courses.

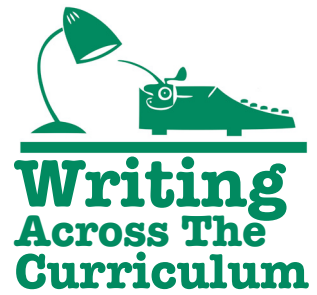


Scott Ackerman (PhD candidate in History) built on and filled an important gap in the resources currently offered by the "Writing History" ePortfolio by creating sample assignments devoted to teaching the analysis of visual and material culture as primary sources. To complete the project, he consulted multiple faculty and resources including Dr. Alisa Wade of Queens College, Dr. James Oakes and Dr. Josh Brown of the CUNY Graduate Center, a wide range of visual and material culture items from digital repositories at the Library of Congress, the University of North Carolina, Duke University, and the National Archives.

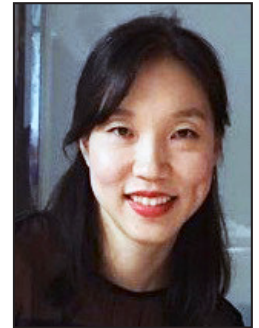


Finally, **Philip Zigman** (PhD candidate in Philosophy) wrote up a faculty survey report after conducting a faculty survey on the communication effectiveness of the BCC WAC program. Based on the survey results, he came up with recommendations for the program to best communicate with the Writing Intensive faculty. These recommendations will be incorporated for the WAC program so that more faculty members can take advantage of the program resources.

You can find all of these resources on our website (cuny.is/bccwac). All of these pedagogical resources were created with busy faculty members in mind so that the faculty preparing to teach a Writing Intensive course can maximize their teaching effectiveness.



Dr. Swan Kim



"This year's WAC fellows have been particularly productive in creating discipline-specific pedagogical resources for faculty."

IF YOU HAVE ANY QUESTIONS ON WORKING WITH WRITING FELLOWS, PLEASE DO NOT HESITATE TO CONTACT THE WAC COORDINATOR, SWAN KIM AT SWAN.KIM@BCC.CUNY.EDU



PROXIMITY IS NOT INTERACTION: TRUE DIVERSITY AT FACULTY DAY

DR. GRISEL Y. ACOSTA

The theme of this year's Faculty Day was "Reflections on Diversity: Sharing Scholarship, Teaching, and Creative Works," and after a week of rain, the sun came out to shine a light on this imperative for the Sixth Annual Faculty Day, April 20, 2018. Classrooms of the North Hall Library were cheerfully alive with chatter among faculty, staff, and guests as they gathered over breakfast in anticipation of the panels, roundtables, and performances set for the day. Keynote Speaker Dr. Arlene Torres, Director of the Chancellor's Latino Faculty Initiative in Academic Affairs at CUNY, happily mingled with members of the Committee on Instruction and Professional Development, the organization that plans Faculty Day. Before the keynote address, participants checked in at registration and were welcomed by a scrolling slideshow of faculty and staff publications, which played continuously.

CIPD Vice Chair Joël Magloire announced that the keynote was about to begin and participants walked over to the Hall of Fame Playhouse to be greeted with introductions by BCC President Isekenegbe, Dean Luis Montenegro, and CIPD Chair Bob Lupo, before Dr. Torres began her testimonio, or personal account: "Diversity, Inclusion, and Social Connectedness in Higher Education: A 21st Century Imperative." It is an understatement to say that her well-researched, creative account was moving to everyone in attendance. She used her personal history to explain the necessity of getting to know our colleagues and understanding the value that diverse backgrounds bring to the work that we accomplish together. When she conducted interviews with countless Latina professors and administrators she discovered that, "people are erasing our histories," and she sees sharing one's experience as a direct response to that tendency. She continued, recalling academic environments where students of color attended predominantly white institutions, by saying, "Our presence was not seen as beneficial to our white peers, who assumed to have all the social capital they needed." She then described several initiatives she is involved in that counteract these experiences, such as RACE: Are We So Different?, a project of the American Anthropological Association. However, the standout quote that several faculty recalled throughout the day was, "Proximity is not the same as interaction." There were few dry eyes when she mentioned the working class African American women who made her bussed-to-school experience less difficult when they told her, "Honey, you are there to represent us," demonstrating the need for solidarity and support to create that important interaction.

There were several sessions that continued the diversity theme, such as "Decolonizing the Library: The Importance of Building a Library Collection that Reflects the Diversity of the Student Body," and "Supporting Diversity through the Bronx Reads Initiative at BCC." A highlight of the day was the lightning-speed Poster Session, featuring posters developed in the New Faculty Seminar, which included a literal round table. Speakers explained their research in less than five minutes each on three different screens, and the result was both informative and exhilarating.

Highlights of the afternoon sessions included a stunningly beautiful panel titled, "The Art of the BCC Art Department Faculty," featuring stunning works by BCC's own world-renowned visual artists. Many of the works can be seen throughout the city, including the glass murals on the 2/5 train line stations in the Bronx. Art Department faculty hope the presentation will be the first step in making sure their work is featured permanently in key locations on the campus to help beautify our space.

The final Plenary Session on BCC Faculty Governance and Inclusion echoed many of the sentiments Dr. Torres expressed at the start of the day and, as a nod to her talk, the panelists shared their own diverse backgrounds, which originated in various locales in the Middle East, South America, and Asia. Dr. Roni Ben-Nun provided some statistics to show current diversity in BCC governance, but acknowledged that in terms of gender, our governance is not diverse, being predominantly white and male. This led to a lively discussion about possible solutions looking forward. It was a testament to the excellence of the day that even when the last session was over, faculty members talked and lingered, and, as Dr. Torres suggested, via a paraphrased quote by George Lamming, got to know each other via "the you that's hidden somewhere in the castle [of each other's] skin."

PHOTOGRAPHS BY DELWAR SAYEED





"THERE WERE FEW DRY EYES WHEN SHE MENTIONED THE WORKING CLASS AFRICAN AMERICAN WOMEN WHO MADE HER BUSSED-TO-SCHOOL EXPERIENCE LESS DIFFICULT WHEN THEY TOLD HER, 'HONEY, YOU ARE THERE TO REPRESENT US,' DEMONSTRATING THE NEED FOR SOLIDARITY AND SUPPORT TO CREATE THAT IMPORTANT INTERACTION."



GRANTS, AWARDS, SCHOLARLY & CREATIVE WORKS

Carl R. Andrews (Library) and **Dickens Saint Hilaire** (Chemistry) were recipients of a 2018 Presidential Grant for their proposal, "Chemistry 12 Redesign Project." Bronx Community College, Bronx, NY. January 2018.

Ted N. Ingram (General Counseling) was selected to participate in Diversifying CUNY's Leadership: A CUNY-Harvard Consortium, a professional development program for faculty and staff committed to diversity and inclusion at CUNY. January 2018.

Elise Langan (Education and Academic Literacy)-along with colleagues from Medgar Evers and the Gotham Center for NY History- was the recipient of a Library of Congress grant for her project, "New York City as a Living Museum: Exploring How Educators Use Local Resources to Enhance the Social Studies Curriculum." March 2018.

Eugene Mananga (Engineering, Physics and Technology) will participate in the 2018 PKAL STEM Leadership Institute II, at the Claggett Center in Adamstown, Maryland. The STEM Leadership Institute offers a distinct opportunity to develop leadership capacity in acting as an agent of change and transformation of STEM higher education. April 2018. Mananga was also the recipient of the 2018 Distinguished Scientist Award, awarded by the ACS: Chemistry For Life. ACS New York Section's Westchester Chemical Society, Westchester, NY. April 2018.

Carlos Manuel Rivera (Modern Languages) performed, "La Regla" at the 7th season of Monologues Festival "Ando Monologando" in the William Musto Cultural Center, Union City, NJ. February 2018. Moreover, he performed with "La Bori Bori de Mink" in the VII Colloquium ¿Del otro la'o? Queer Perspective and Debates: Trans, Inter and Other Emerging Routes at the University of Puerto Rico Mayagüez, PR. March 2018. Lastly, he was a lecture participant at the, "Popular Theater: The Marginal Theater in Puerto Rico" in the Biennale of Performing the Storytelling Barriocuentos 2018, Teatro Cimarrón, Havana Cuba, March, 2018.

Monika Sikand, (Engineering, Physics and Technology) has received Princeton University's Cooperative Institute for Climate Science (CICS) Visiting Faculty Exchange Fellowship. During summer 2018, Dr. Sikand will collaborate with host scientists at AOS and GFDL, a world-leading center of earth system modeling, climate science research and prediction, with the aim of establishing continuing research links between AOS/GFDL scientists and Bronx Community College.

Kaemanje S. Thomas (Education and Academic Literacy) presented, "Integrating Technological Instruction for Pre-service Teacher and the 21st Century Learner," at the NCBAE-NE 2016 Spring Conference. Bronx Community College. Bronx, NY. 2018

Kevin Martillo Viner (Modern Languages) presented, "Optional Spanish Subjunctive Mood Grammar of New York City Bilinguals" at the Spanish Linguistics in North Carolina [SLINKI]. Wake Forest University, Brookstown Campus, NC. February 2018.

Marie Varghese (CUNY Start) co-presented, "Poetry of Praise: Reclaiming Religion and Spirituality for the Resistance (Reading)" at the 2018 Split this Rock Poetry Festival: Poems of Provocation & Witness 2018, Washington, DC. April 2018. She also shared her works at the "Autoethnographies of CUNY: The Power of Storytelling" as part of her participation in the "2 Truths and A Lie Writing Workshop" led by Bushra Rehman at the Asian American Writers Workshop, April 2018.

- PUBLICATIONS -

Andrews, Carl R. and D. Saint Hilaire, "Libraries and College Readiness: The Bronx Community College Library High School Collaborative." *UPDATE on Research and Leadership*, Vol. 28, No. 2. Office of Community College Research and Leadership. (2017).

McCall, R.C. K. Padron, C. Andrews (Library), "Evidence-Based Instructional Strategies for Adult Learners: A Review of the Literature. *Codex* (2150-086X), 4(4), 29-47. 2018.

Coaxum, J., Ingram Ted. N., "Engaging African American Males in Community College" A volume in the series: Contemporary Perspectives on Access, Equity and Achievement. Editor: Chance W. Lewis, University of North Carolina at Charlotte, 2018.

Lewis-Katz, Jon, "Shopping." *The Common*, 10 Mar. 2018, www.thecommononline.org/shopping.

Sikand, Monika, "Online Learning For Higher Education Enhancing Access, Student Experiences and Course Outcomes." *HETS Online Journal*, Volume VIII, Fall Issue. 2017.

Thomas, Kaemanje S., "Using Mims to Foster Critical Literacy Skills with the Adult Linguistic Diverse Learner," *Social Science and Humanities Journal*, vol. 2, No. 01, pp. 322-334. 2018.

Thomas. Kaemanje, "Teaching Strategies: A Guide to Effective Instruction", edited by Donald C. Orlich, Robert J. Harder, Michael S. Trevisan, Abbie H. Brown, Darcy E. Miller. *Ethos: A Digital Review of Arts, Humanities, and Public Ethics*. Vol.3, No.2.pps.46 48. 2017.

Viner, Kevin Martillo, "Spanish Subjunctive Instruction in the L2 Classroom: Do Textbooks Reflect Reality?" *Journal of Second and Multiple Language Acquisition - JSMULA*, 6(1), 1-18. 2018.



Staff Profile

AFFIRMATIVE ACTION, COMPLIANCE AND DIVERSITY

A PRODUCTIVE AND HEALTHY ENVIRONMENT

Jessenia Paoli

Jessenia Paoli was born in Washington Heights. She is first generation Dominican American and first in her family to attend college. She graduated from NYU and went on to Brooklyn Law where she obtained her Juris Doctorate. She joined the Banking & Institutional Investment Group of Skadden, Arps, Slate, Meagher, & Flom LLP, where she practiced for seven years.

Ms. Paoli joined BCC in 2011 as advisor/adjunct professor for College Discovery and later served as Academic Support Specialist. In 2014, she assumed the role of Associate Director of Judicial Affairs where she was responsible for all student conduct matters, oversaw student behavioral issues, and chaired the College's Behavioral Intervention Team.

This past April, Ms. Paoli took on the role of Chief Diversity Officer and Title IX Coordinator. She is responsible for overseeing the College's compliance with Title VII, Title IX, ADA/Section 504, Employment and Age Discrimination laws, as well as training and programming related to these areas. She is married and has two children, Isabella (9) and Gregory (5). *Nota Bene* caught up with Ms. Paoli and discussed her position at BCC.

Tell us about your position as Chief Diversity Officer.

As Chief Diversity Officer, I work with all areas of the College to ensure a healthy and productive learning and working environment. To this end, I investigate claims of hostile work environment, discrimination, and sexual misconduct. I also work closely with the search process to ensure equity in hiring. As the Director of the Office of Affirmative Action, Compliance, and Diversity, I work with administration, faculty, and staff to establish and oversee policies and procedures designed to meet the diversity and inclusion goals of the College and the University at large.

Have changes taken place since you first began working at BCC?

BCC has changed a lot in the six years since I started working here. We have seen changes in administration and with that, the vision for the College. Now that we are past that transitional stage, I can say that BCC is more focused and positioned for success with each passing semester. With important institutional initiatives such as the ASAP expansion, 35 by 65, the creation of an academic master plan, and the current Middle States self study, BCC is doing great things that will fundamentally change the way we educate and provide services to students. It is a very exciting time in the life of BCC.

What do you see going forward for BCC?

I am excited to work closely with the administration, faculty, and staff to design a plan that will move the ball on diversity and inclusion at BCC. It is my hope that this plan will not only include the institutionalization of policies and procedures designed to enhance diversity and inclusion at BCC, but also training and professional development opportunities to increase cultural competency for the institution. This important work became a focus with the creation of the COACHE taskforce in 2017 and I look forward to building upon those efforts to create a plan that will result in marked improvement in recruitment and hiring, promotion and tenure, and campus climate.



"This important work became a focus with the creation of the COACHE taskforce in 2017 and I look forward to building upon those efforts to create a plan that will result in marked improvement in recruitment and hiring, promotion and tenure, and campus climate."



**ACADEMIC AFFAIRS AND
STUDENT SUCCESS**

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BCC'S ANNUAL MATH & SCIENCE FAIR



Katherine Acevedo-Coppa, Division of Academic and Student Success

Professor Quanlei Shelley Fang (Mathematics & Computer Science) organized this year's Annual Math & Science Fair, a two-day event that showcased the works of BCC student researchers from Louis Stokes Alliances for Minority Participation (LSAMP) and the CUNY Research Scholars Program (CRSP). More than eighteen student researchers participated in the two-day event.

On April 19, 2018, the Math & Science Fair Oral Presentations were held in the Department of Mathematics and Computer Science. Fourteen students shared and presented their STEM research projects in Mathematics, Chemistry, Biology, Physics and other STEM fields.

On April 26, 2018, students shared their STEM posters with invited guests, mentors, faculty, staff and students. Prizes funded by the Student Government Association were awarded to the researchers. President Thomas A. Isekenegbe attended the fair and spoke with a number of student presenters about their research.

Professor Fang not only organized the Math & Science Fair but she has been instrumental in promoting undergraduate research at BCC. Student researchers are mentored by BCC's STEM faculty: Nikolaos Apostolakis, Quanlei Fang, Medhi Lejmi, Joel C. Naglo, Soosairaj Therese, Ivan Horozov (Mathematics & Computer Science); Yasmin Edwards, Diane Price Banks, Rujin Tian (Biological Sciences); Sunej Hans, Sheldon Skaggs, Dickens St. Hilaire (Chemistry & Chemical Technology), and Eugene Mananga (Engineering, Physics & Technology).

BCC Blazing New *Literary TRAILS* in the BRONX



During an exciting two-week period the English department, *Thesis* editors (the literary magazine of BCC) and BCC students and alumni participated in several exciting literary ventures in the Bronx and sponsored a visiting author, Tiffany Papageorge, and her book *My Yellow Balloon*, from California. On April 27th BCC and Lehman College Creative writing faculty held the first joint campus fiction and poetry reading. It took place at Lehman College, and was organized by Dr. Melissa Coss Aquino from BCC and Associate Professor Robert Farrell from Lehman College. It included the participation of Lehman faculty and students: Professor Allison Amend and Kimberley Aguirre (student), Professor Jennifer Mackenzie and Jwendlen Nivens (Student) and Dr. Salita Bryant and Tana Cambrelen (student). From BCC the participants were: Dr. Grisel Acosta and Joanmaris Cuello (student), Professor Jonathan Katz and Siha Sidbie (alumna) and Dr. Melissa Coss Aquino and Alcy Leyva (alumn). The next event was the visit to BCC on Thursday, May 3 by author Tiffany Papageorge who did a special reading for our Childhood Center under the direction of Jitinder Wali and a presentation for FYS. Her visit was sponsored by *Thesis* and the Creative Writing Club. Finally, the literary highlight came with the participation of BCC faculty and Alumn at The Bronx Book Festival on Saturday May 5th. The 6th annual event took place at the Bronx Center Library and was attended by over 700 people. Dr. Melissa Coss Aquino facilitated a workshop, alumna Aisha Sidibie offered literary speed coaching and alumn Alcy Leyva facilitated a workshop and reading from his new novel *And Then There Were Crows*, which is being published this summer by Blackspot Books. The Bronx reads and writes and BCC students and faculty are active participants in the literary landscape taking shape around us. Join us Saturday May 12th to celebrate the 7th annual publication of *Thesis* from 1:30 to 3:30 in NL314. The event will include students published this year reading from their work and visiting authors including alumn Alcy Leyva.

SUBMISSION DUE DATE AND GUIDELINES

Submissions for the next issue are due no later than September 12, 2018 and should be sent to notabene@bcc.cuny.edu.

- All text should be submitted in Microsoft Word;
- Photographs as separate attachments
- Telephone and email should be included with content
- Accuracy is key: names, dates, awards, locations, titles should be clearly and accurately represented
- All submissions are subject to approval and editing