

THE COMMUNICATOR

April 2018

The Student Newspaper of Bronx Community College

Issue 4, Spring 2018

A Renaissance Man Here at BCC

By Aziza Ingram (Liberal Arts), Alumna Editor

You have seen this man all around campus. He is always impeccably dressed in jewel tones, there is no doubt a smile on his face, and he always has something going on. His name is Bright Igbiginu, and it truly suits him. He has been a student at Bronx Community College for two years and has taken every advantage of his time here. He is a Senator in SGA and also serves as the Vice Chairperson under Professor Franklin Moore on the BCC Senate. His most valiant effort in SGA was the creation of a campus Ombudsperson. He fought hard for this as “students here need an advocate,” he said. The administration wanted to close the position, but Bright thought better of that. The position was filled by Dr. Stephen Powers from the Education and Reading Department. He has held the position for only a few months, but has met with many students already and is happy to help.

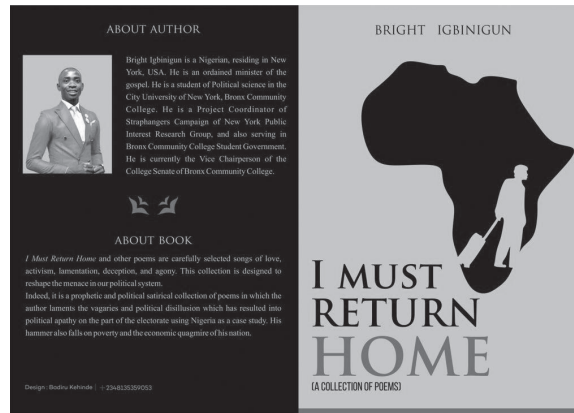
More recently, Igbiginu was prominently featured in the NY/Region section of *The New York Times* in an article titled “African Immigrants Find an Open Door at a Bronx College.” He was very excited to read it online and had a “smile so big, I wanted to share it with everyone I know.” He shared the story link with friends, family, and church members using WhatsApp. In the interview I asked if he picked up a print copy, perhaps to, have it framed. His response, given with laughter, “I did not know it was in print. I thought it was only an online paper.” He has no regrets to not getting it in print, but may seek one out in the future.

One thing he does have in print is a book, *I Must Return Home*, of his own poetry. This self-published book follows a novelistic approach to tell a story of political disillusion, poverty, oppression, and embezzlement in Nigeria, but says the same can be applied to readers here in the Bronx. The book is meant to share ideas with others. As an immigrant from Nigeria, Bright wants to encourage others to demand change while also changing the perception of Nigeria. He has plans to write more books and eventually help to shape new laws.

Bright will transfer to the City College in fall, if the graduation process does not slow him down, and continue his studies in political science. He is determined to work in immigration law by 2023, and ultimately help Nigerians and others immigrate to the United States. He would also like to take what he learns here and apply it to political justice reforms in Nigeria. Igbiginu is a man of action and seems to be on the right track to creating change.

As an ordained evangelist, not a pastor as *The New York Times* reported, he is a “soul winner!”

As a speaker of both Ido and English he is able to minister the gospel, but he wants to learn more languages in order to reach more. By the year, 2028, he hopes to have “books everywhere and won many cases” while also having had reduced poverty in Nigeria. He is a hardworking man, who gets things done. Bright wants to be remembered as a man that “lived a righteous life of impact.” He is well on his way to solidifying a legacy for himself.



Sergio Ozoria: In His Own Words The Biography of a Bronco Student

My name is Sergio Ozoria. I migrated to the United States from the Dominican Republic at the age of 14. Now, I am a 21 years old LGBTQ/Latinx identified student. As of fall 2017, I completed my last semester at Bronx Community College (BCC), City University of New York (CUNY). At this institution, I majored in Liberal Arts & Sciences. I graduated with a GPA of 3.596. I was a member of the honor society Phi Theta Kappa. At BCC, I was also part of the CUNY Language Immersion Program (CLIP), College Discovery (CD), First Year Seminar (FYS) program, and the Honors Program. These programs contributed to the development of my education, career plans and personal life.

After graduating from high school, I applied to the City University of New York—Bronx Community College in hopes of learning more about myself. I wanted to reflect on the intersectionality of my identities as a homosexual cisgender person, non-native English speaker and a self-identified Latinx/indigenous person of color. Once I was admitted to BCC in 2014, I took a year off before taking college courses because I wanted to reflect on my career path and improve my English skills. I applied and was admitted to an on campus program called the CUNY Language Immersion Program for spring 2015. CLIP was an intensive program for students seeking to improve their English language and academic skills.

CLIP gave me the confidence I needed to convey my thoughts and ideas publicly in English. Through this program, I also discovered my interest in physical therapy. I realized my interest in physical therapy by participating in a career project with fellow CLIP students. This project incorporated my abilities, interests and aspirations into a career path.

At BCC, I learned more about the intersectionality of my identities through research, social interactions, political debates and a variety of courses. As I learned about the intersectionality of my identities, I developed a passion for social justice. My passion for social justice and advocacy expanded beyond the classroom. During my sophomore year, I participated in a program called the CUNY LGBTQI Student Leadership Program. Through this program, I worked collaboratively with other CUNY students and community leaders on issues that dramatically disadvantage the LGBTQIA community, especially LGBTQIA people of color. This leadership program provided me a better understanding about my identities and other issues that are prevalent within the community such as HIV/AIDS and LGBTQIA homelessness.

At BCC, one of the programs that I academically benefited from was College Discovery. I remember struggling with two of my classes – math and biology. One of the academic services CD offers to students



Bronx Community College's ASAP Mission Continues

By Jason Santiago (Liberal Arts)
Alumnus Editor

The Accelerated Study in Associate Programs (ASAP) began in 2007 with 118 students at Bronx Community College. ASAP's missions was to graduate 50% of entering students within three years or less. The program has offered comprehensive services to students, including financial support for transportation, books and tuition; intensive academic, personal and career development and advisement; and supplemental academic services. ASAP has been designed to help students stay on track and to facilitate on-time graduation. Students must commit to work successfully with an academic advisor and other program staff. So far the program has recruited 11 cohorts and has exceeded the graduation goal, with an overall 53% three-year graduation rate. Presently, there are 2,982 students participating in ASAP at BCC.

On the ASAP Horizon

In 2015 ASAP received funds from the City to expand to 25,000 students across the CUNY system. Since then, BCC has been working diligently with CUNY Central in expanding the program and redesigning BCC's processes. For my fellow students, this expansion has improved the admissions, testing, developmental education and enrollment areas, streamlined enrollment communication with students, introduced improvements in scheduling, improved advisement tools with the acquisition and rollout of Starfish as well as increased student

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The Communicator
Editorial Policy and Disclaimer

The *Communicator* urges students to submit articles and editorials to the newspaper. We also encourage students to respond to the articles and editorials found in this newspaper.

The views expressed in by-lined articles and in published letters are solely those of the writer, and they do not necessarily represent the view of *The Communicator*.

We reserve the right to edit any article or letter submitted due to space considerations. No article or letter will be published unless the author submits his or her name, email address, and telephone number.

Please submit all articles and letters to the following email address: andrew.rowan@bcc.cuny.edu.

NOTES:

JPEGs must be submitted as email attachments and should not be embedded in the Word copy.

Please note that *The Communicator* reserves the right to refuse publication of any submission due to space considerations or if the submission is deemed inappropriate because of profane language, verification problems, and/or slander.

Join *The Communicator* Staff

The Communicator is seeking interested and committed editorial staff members. We need news (campus events, including sports, club, and cultural events), editorial columnists, creative writers (poems, short stories, and memoirs), photographers, and proofreaders as well as an office manager (someone who is eligible for work study would be perfect).

Senior colleges, as well as scholarship sources, love to see campus involvement such as working for the college newspaper on your applications.

Please contact Professor Andrew Rowan if you are interested: andrew.rowan@bcc.cuny.edu.

Editorial Staff

- Issatou Barry
- Rolando Carrasquillo
- Yanilly Heras
- Bright Igbiginun
- Z Ingram
- Robert Josman
- Jason Santiago
- Alexandra Santos
- Wali Ullah

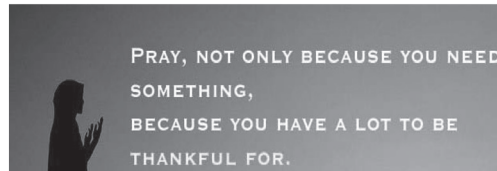
The deadline for the May 2018 issue is Tuesday, April 24, 2018.



"WHOEVER KILLS AN INNOCENT LIFE, IT IS AS IF HE HAD KILLED ALL HUMANITY. AND WHOEVER SAVES ONE LIFE, IT IS AS HE HAS SAVED ALL OF HUMANITY" -- QURAN 5:32

EVERY THURSDAY
12:30PM -1:30PM
ROSCOE BROWN ROOM 204

THE WEEKLY MEETING WILL INCLUDE INTERESTING RELEVANT TALKS, MOVIES, MEDIA, DISCUSSIONS, TEACHINGS AND SPECIAL PRAYERS.



The Muslim Student Association

Invites all to learn and understand the Sacred Text of Islam. Please join us every Thursday 12:30-1:30 PM in Roscoe Brown, Room 204

FOOD AND SOFT DRINKS WILL BE SERVED!!!

BCC SHUTTLE BUS DEPARTURE SCHEDULE

EFFECTIVE IN FALL & SPRING SEMESTERS WHEN CLASSES ARE IN SESSION (MONDAY - THURSDAY)

BOARD BUS IN FRONT OF MEISTER HALL

SEP – OCT	NOV – MAR	APR – MAY
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The Shuttle Makes The Following Stops (Listed in Order of Sequence):

- West Fordham Road & University Ave (Front of PLS Check Cashing)
- West Fordham Road & Jerome Ave (Front of Nautica)
- Jerome Ave & 183rd Street (Front of Liberato Restaurant)
- Jerome Ave & Burnside Ave (Front of Jackson Hewitt Tax Service)

JOIN A CLUB!

Is BCC Prepared for a Life-threatening Event?

By Yanilly Heras (Chemistry)

In the United States, there have been 13,693 incidents of gun violence; 3,504 lives have been lost, and an additional 6,133 people were injured all within January through March of this year (gunviolencearchive). The numbers above do not include statistics on children between 0-11 years of age and teenagers between the ages of 12-17 who have also lost their lives or have been injured in gun-related violence. The gruesome reality is that our nation experiences gun violence on a daily basis. In fact, the mass shootings occurring throughout our school, college, and university campuses have produced a somewhat disturbing response from President Donald Trump in which he advocates for weaponizing our teachers and professors. Our campus feels safe and secure, but how prepared is our college if we were to encounter a threat? And would it create a safer environment for our students if professors were allowed to carry weapons?

Recently, President Trump stated, “[That] we have to harden our schools not soften them up. A gun free zone to a killer or somebody who wants to be a killer is like going in for the ice-cream. That means that nobody has a gun except them. Nobody is going to be shooting bullets in the other direction” (The Associated Press). In other words, President Trump believes educational facilities are at high risk of a threat because they are vulnerable and perhaps physically resemble a 1950’s malt shop. Jokes aside, the president wholeheartedly believes that our educators hold a potential solution to mass shootings. To him it is simply a matter of incentivizing our teachers and professors who obviously can easily be persuaded by cash. He states that “for people that do carry... we [should] give them a bonus” (The Associated Press). Encouraging teachers to carry weapons to their place of work might not be as easy as President Trump supposes.

An 17 year faculty member at Bronx Community College, who asked to remain anonymous, stated, “I am completely for citizens owning arms; my only problem is how do we [teachers and professors] get the chance to become licensed users of guns? My only thing is legislating who and why and when and how? That is something that is of concern for me. Because who is to say that a student [will not] ... take a gun that is on campus and utilize it?”

It is evident that there are many questions concerning the intricacies of choosing and arming professors. Also, if our professors decide to carry, there will be an increase in lethal weapons on campus that could be used against them and other students. The addition of arms on campus also might not go well with Campus Security. In fact, Campus Security has detailed in their annual security report calendar year 2017 weapons policy, that, “No one within the University community (including visitors), except Campus Peace Officers, pursuant to authorization of the College President, shall have in his/her possession a rifle, shotgun, firearm, or any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to a building or the grounds of the campus” (Campus Security Weapons Policy). Undeniably, campus security is not in agreement with professors carrying weapons into campus premises.

BCC Director and Chief of Public Safety James Verdicchio, who has been serving our community since 2011, said that he does not agree with President Trump and believes it to be problematic when it comes to the protection of our community. Chief Verdicchio says, “No, I don’t [agree] I think it complicates things. It is stressful enough for me and Saul to go down a hall and go through a room and negotiate and deal with a shooter or a stabber ... If you throw somebody else in plain clothes that Saul and I don’t know, how am I supposed to know who is the shooter?” Chief Verdicchio is in complete disagreement with President Trump’s band-aid solution of arming professors and further explains, “[It is a] knee-jerk reaction again. I said there is no silver bullet, so having more guns does not solve the problem!”

It is absurd that President Trump fails to understand that mass shootings in schools, colleges and universities have been a result, in many instances, of deranged students or alumni carrying weapons into their school grounds. Sam Zeif, an alumnus who survived the shooting at Marjory Stonemason Douglas High School in Parkland, Florida, states that arming teachers and professors is, “Madness, just absolute madness ... teachers are faced with the responsibility ... every single day of molding young lives and mentoring them and being there for them. Why should they be faced with the responsibility of knowing whether or not they will have to kill them that day?” The reality is that our professors signed

up to be educators and not security guards. They should not be confronted with the decision whether or not to take a student’s life.

Similarly, Chief Verdicchio believes that “The goal [at BCC] has always been to have two armed officers on duty at all times ... my goal is never to arm every single officer. It is selective arming the officers I feel are the best. I have to approve it, the president has to approve it, the chief of department has to approve it. We have to all feel comfortable [about] these individuals. These are seasoned officers, and these are my best officers.”

Chief Verdicchio describes that a selective process is held before an officer can carry weapons on campus and argues that more guns are neither a solution nor a goal at BCC. Therefore, what are the preventative measures that our college is currently implementing?

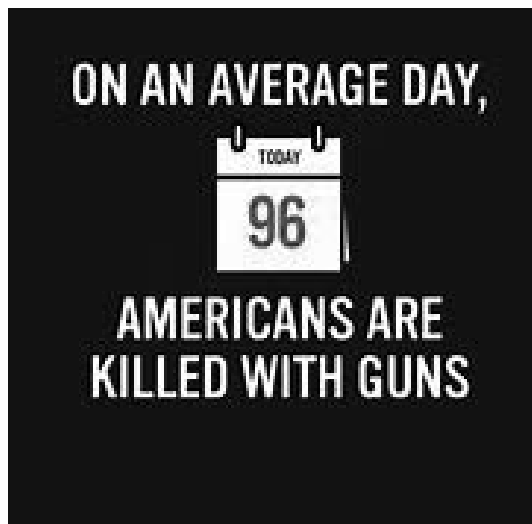
The A.L.I.C.E. program provides resources and tools to keep individuals safe through the use of dynamic situations. The A.L.I.C.E. program reenacts a case where an active shooter might trespass security and find himself shooting the individuals in a classroom where, then, civilians would throw anything they can find in their surroundings in an attempt to block and prevent the shooter from directly firing at any one person. The throwing of objects should disrupt the plane of sight and disorient the shooter, permitting the civilian to disarm the gunman. This is achieved through the use of role playing, stress balls, and water guns.

Moreover, our college holds crime prevention seminars throughout the year which provide our community with crucial information on a multitude of personal safety strategies and topics. Some of these include Violence Awareness, Personal Safety Tips and Safe Horizon workshops. In addition, Rape Aggression Defense Systems of Self Defense (R.A.D.) focuses on providing everyone with a sense of empowerment through self-defense techniques which enable individuals to protect themselves and feel better when they are alone. Finally, Nonviolent Crisis Intervention (NCI) helps prevent and offers practical strategies for minimizing aggressive and violent behavior. For more information on any of the training programs, please contact investigator Angel Irizariz at Angel.Irizariz@bcc.cuny.edu or 718.289.5390, extension 3684. All trainings are free of charge for all Bronx Community College members.

Training and programs that help empower our communities such as the A.L.I.C.E. program are effectively some of the most crucial ways that colleges, universities, and schools can prepare for any hostile and threatening event. However, President Trump believes programs which attempt to prepare civilians for active shooters are harmful and should not be a part of schools. He tells the Associated Press that “Active shooter drills [are] a very negative thing. I mean if I am a child, and I am ten years old and they say we are going to have an active shooter drill [and] I say what is that? Well, people may come in and shoot you [then], I think that is a very negative thing to be talking about.” It becomes increasingly evident that our president is incapable of coherent, rational thoughts and believes that strategies involving the weaponizing of our educators are the only solution and that alternative anticipatory measures hold no real significance at potentially saving lives.

Precisely 11,157 students are enrolled currently in Bronx Community College, and they commute every day to our campus, surrendering to us their complete safety. For these students, their protection is placed in the hands of the peace officers, security officers, and NYPD officers that are affiliated with the school. Despite freshman being enrolled in Freshman Year Seminar classes (FYS), which orient them to available resources here on campus, there is an absolute disregard for transferring students who fall through the gaps and are exempted from taking FYS classes. I am a transfer student who was never introduced to the FYS classes and who was not aware of all of the training and programs available for free here on campus. I find it that not enough advertising of these programs is done.

I cannot say that our campus is entirely safe from any form of attack, but I can say that encouraging professors to carry weapons is not the answer. Public safety, although they actively protect us and have free awareness and preventative training, could do more to advertise the array of workshops they have. Despite all this, I can say I feel safe and secure walking into school and hope that our college strives to continue to make much-needed changes, so that transfer students receive the same FYS class and awareness that freshman receive.



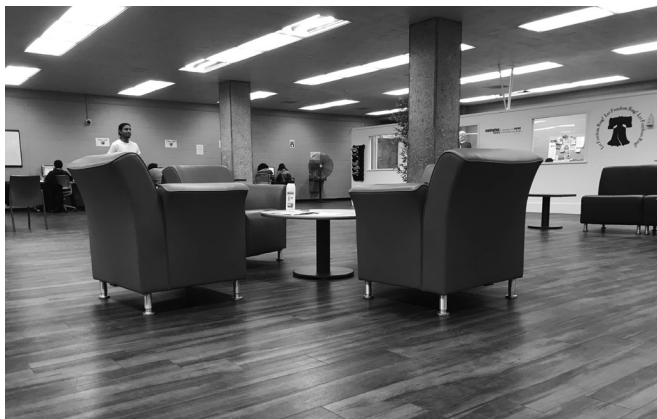
Pay a Visit to the Learning Commons; It's Worth the Trip

By Alexandra Santos (Liberal Arts/History)

If you find yourself in Meister Hall, head down to the sub-basement and in room SB05 you'll find one of Bronx Community Colleges best resources - The Learning Commons. It is a space dedicated to the betterment of every Bronco. Here you'll find desktops, laptops, private study rooms, tutoring and advice. The Learning Commons can be described as a sort of catch all for help here at BCC. If you are struggling in your classes you'll be able to either locate a tutor here or be directed to where tutoring for that subject is available. The staff can also direct you to other resources at the school that you may not know about. In contrast to the Library, the Commons allows food and the ability to speak openly without fear of distracting fellow students. This warm and bright space also has whiteboards, desks, and couches and chairs situated in circles to facilitate group study.

One of the most prevalent issues with Broncos is not merely understanding the material in their classes, but not fully understanding how to be a successful student. The Learning Commons is not just a place for answers, but a place to gain tools for success. They can help students gain the tools they need to be successful even after they leave BCC. These tools include mastering the art of note taking, a skill that varies from subject to subject. Time management is also extremely important for success. Being able to allot the correct amount of time to the projects you are working on will serve you in academia and in the workforce. Academic coaching is huge part of the mission statement of the Learning Commons. You will not only learn what you need to know but you will also learn how to help yourself. This is a great place to build good habits and gain useful skills.

So many here at Bronx Community College struggle with not only the pressures of school, but also with the pressures of life in our States lowest ranked borough. Among many social issues, the Bronx ranks the lowest in health and wealth out of New York's 62 counties. This injustice is often reflected in our student body. However, there is hope on the horizon. Resources like the Learning Commons, the SGA, and Single Stop are fighting to combat and eliminate these barriers. Students struggling with issues pertaining to childcare, homelessness, and family obligations can find assistance.



A vital part of what makes the Learning Commons so successful are the voluntary Supplemental Instruction Sessions, a weekly study group for students in courses that have proven to be difficult. A student who has taken said course, and excelled, will lead a study session for any who wish to improve their grades. This is a great opportunity to compare notes, discuss the material, and brainstorm ideas.

Currently, all developmental math assistance can be found at the Learning Commons. Remedial math has historically been difficult for many Broncos. By moving this portion of the math tutoring program to the Learning Commons, the Math Center is better able to serve those who need help in higher math levels. Math 1, 5 and 6 tutoring is available at the Learning Commons.

The Learning Commons aims to enrich the sense of community here at BCC. You will find support, and when a student accomplishes a goal, the entire Commons celebrates together. One of the staple of the Commons is a cow bell which is lovingly referred to as the "Freedom Bell." Once a

student has passed a class and mastered a subject that once seemed hopeless, the bell is rung and a celebration begins. Here, the accomplishment of one is the accomplishment of all.

All of this would not be possible with the guidance and leadership of Sahidha Odige. In her two-year tenure as the Academic Support Service Manager, study hours have increased fourfold to an astonishing 140,000 combined hours last semester. One of her main focuses is customer service, and it shows. The staff and tutors of the Commons are warm, friendly, and ready to answer your questions. Odige spoke of the transformative nature of education. When you education one person, he or she is able to start a chain reaction. Being lifted up, others are inspired to lift up their families, their peers and, ultimately, their communities.

I encourage all students to take advantage of this precious resource. Please support this important part of BCC. The Learning Commons opens at 10:00 am seven days a week, and closes at 8:00 pm on weekdays and 3:00 pm on weekends. They can also be reached by phone at 718.289.5100, extension 3139, or by email them at learningcommons@bcc.cuny.edu.

Sergio Ozoria: In His Own Words *continued from page one*

is tutoring for a variety of courses. Through these services, CD tutors reinforced the areas I had difficulties with for me to excel in these classes. In addition to receiving instructional support, CD also financially assisted me with paying for my books and school supplies. These resources helped me minimize the academic challenges I underwent at BCC.

To add, I worked as a peer mentor for four consecutive semesters at the FYS program on campus. As a peer mentor, I used active learning strategies to facilitate short information sessions during FYS classes. Through this program, I improved my communication competence, assisting FYS students with their academic and personal needs. Additionally, I had the opportunity to be the peer mentor of a CD FYS class with Professor Kwame Nyarko – CD Faculty Counselor. As a CD student and a peer mentor, FYS students and I connected. With the dedicated help and work of Professor Nyarko, I encouraged students to stay on track on their education. Through FYS classes, I advocated on behalf of the educational needs of freshmxn students.

BCC consists of a diverse and cosmopolitan demographic. The college's stress on the significance of diversity, leadership, and inclusion through programs like CLIP, CD and FYS is remarkable to me. These programs allow students to celebrate their cultures and educational journeys through a variety of events, classes and academic services. Through these programs, I was able to get involved on campus and help other BCC students. That is why I am proud to say I am a Bronco student.

Although BCC has enriched me with both academic and personal knowledge that have helped shaped my identities, I am eager to turn over a new leaf at a different institution. I applied and was admitted to New York University's Steinhardt School of Culture, Education, and Human Development, Boston University, Stony Brook University and Baldwin Wallace University. I am still in the process of applying to more universities. At one of these universities, I am planning to get my bachelor's degree in a health or psychology related major. Ultimately, my goal is to get my doctoral degree in physical therapy. As a physical therapist, one of my goals is to create an inclusive atmosphere in the health profession field for the LGBTQ community. I want to provide medical

services, safe spaces and/or rehabilitation for transgender people before, during and after their surgical transitioning process without fear of discrimination. To add, another objective I hope to achieve as a physical therapist is to advocate on behalf of the needs of New York City public school students with disabilities.

Through physical therapy, one of my missions is to advocate on behalf of the needs of New York City public school students with disabilities, particularly of English Language Learners. On top of having interrupted formal education, ESL students with learning deficiencies have difficulties learning a new language due to their disability. One of the reasons I want to advocate on behalf of ESL students is because I was an ESL student back in high school and my first year in college. As someone who migrated to the United States at the age of 14, I know how challenging it is to acquire a new language. Despite these academic challenges, I have excelled academically and civically. This Spring I will be volunteering at the after-school organization We Are Dream. This organization provides after-school academic support through fun and engaging activities. Through this volunteering experience, I am hoping to assist high school students through their academic challenges, particularly ESL students.

I think it is important for college students to get involved on and off campus. This helps students shape their career goals as they navigate through their academics. I believe students should uplift and advocate on behalf of all communities, particular within low-income neighborhoods. For instance, I am currently volunteering at the Project Services to Assist Youth (Project STAY) program. This program is administered by the New York Presbyterian Hospital and by the Harlem Health Promotion Center within the Columbia University Mailman School of Public Health. Through this program, I do outreach to encourage communities at risk of sexually transmitted infections (STIs) to promote health and wellness.

Through campus and community involvement, our local neighborhoods and students have the opportunity to gain professional experience and social mobility. Not only are students academically benefiting from such involvement, but also addressing the needs of our communities.

It's Time to Tell Our Stories

By Alexandra Santos (Liberal Arts/History)

On March 13th, Bronx Community College had the honor of hosting Lilliam Rivera. Rivera's lecture was part of the English Faculty Lecture Series here at BCC that aims to highlight different authors. Professor Laura Barberan, chair of the committee which hosts the series, explains, "FLS event is intended as a space where we can share our research and creative endeavors with the whole college community, both students and faculty." She continues, "We sought to create a space of intellectual exchange for our college community beyond the classroom so that people can share their scholarly projects, explore ideas and foster collegiality writing within the BCC community." Once a year, they invite a writer who is not faculty member; this year that distinction went to Rivera.

A Bronx native, Puerto Rican and author, Rivera spoke to a small but enthusiastic group about her first foray in the world of young adult novels. *The Education of Margot Sanchez* tells the story of a teenaged girl from the Bronx who is trying to navigate the world around her. The titular character deals with her ever-changing self and environment. American literature has classically had a singular voice – white and male; however, this voice is not reflective of the society we live in. Rivera spoke on the need to use your voice to tell your story. If we wish to have a larger variation in our literature and media then it is imperative for those underrepresented stories to be told by the very people that live those experiences. She told the crowd, "Your voice is needed. No one can tell your story."



Lilliam Rivera



Rivera grew up in right here in the Bronx, New York. She was raised in the projects on Webster Avenue and 183rd street during a period when the Bronx was dealing with extreme hardship and poverty. Although the Bronx is still plagued by many of these issues, the crack epidemic of the 1980s left the borough in a state of extreme disrepair. As Bronxites, we can relate to the stigma of being from the city's poorest borough. One is often met with negative and pitiful reactions when disclosing that the Bronx is where they call home.

Her parents came to the United States from Puerto Rico in hope of a better life and in search of better job prospects. Her background as the daughter of migrants lends itself to the topics she has covered in her work. She spoke of often feeling like an outsider, of alienation. The story of immigration to the United States is deeply American. However, it is an overlooked narrative. We applaud them for their harrowing journey to get here, but once they landed on our shores it was incredibly hard for them to survive. In the cultural sphere of the United States there has not historically been much room for people of color and the stories that pertain to them.

Rivera spoke about the solace she found in writing from a young age. She has been able to use writing as a coping mechanism for the hardships that one must often face in life. Through the institution of the New York Public Library she was able to nurture her talent for writing and feed her hunger for knowledge. Sadly, she thought as a young child that writing for was a career for the privileged, particularly those who are white and wealthy. This idea is reflective of the diversity in our literature. If we do not see ourselves reflected in the arena we wish to enter, then how can we imagine ourselves partaking? Representation matters to everyone, but especially to children who are learning to navigate the world and their place in it.

When speaking of her favorite childhood books, Rivera cites well known and beloved books such as *The Outsiders* by S.E. Hinton, *Are You There God, It's Me Margaret* by Judy Blume and *The Lion, The Witch and The Wardrobe* by C.S. Lewis. While these novels themselves do not have characters that resemble Rivera, she was able to relate to the feeling and themes found in their pages. These books contain the themes of isolation, anxiety, and the need to carve out your own space. All of these feelings can be related back to the lack of representation of Latinos in media. If you cannot find what you are looking for, then you must create it.

For Rivera's next novel, *Dealing in Dreams*, she stays in the young adult world, but ventures into the dystopian. She describes the book as a mix between Hinton's *The Outsiders* and the hit 2016 film *Mad Max: Fury Road*. She uses the themes of class, race, and urban economics to drive the story. She also draws inspiration from the opioid crisis that affected her home in her youth. She says the novel will also focus on girl gangs, and the role they play in this near future world. Citing *Mad Max: Fury Road* will immediately call to mind imagery of the power women possess when they work together. *Dealing in Dreams* is set to be released in the spring 2019.

In the first time in American history, diversity has taken a stronghold. Even Broadway has seen the effects with the run-away hit *Hamilton*. This musical uses today's faces and melodies to tell the story of one of our countries most brilliant forefathers, who just so happened to be an immigrant from the Caribbean. Ultimately, main stream media values money above all else and they are not quick to invest in ventures they deem risky. However, recent blockbusters such as *Mad Max: Fury Road*, *Wonder Woman* and *Black Panther* show Americans' hunger for diversity. *Grey's Anatomy*, the hit show from ABC is written and produced by Shonda Rhimes, a black woman, and features many prominent and accomplished black doctors. More than that, Rhimes makes room at her table for everyone, including characters that are Latin, Asian, LGBT+, and disabled. To paraphrase the 1989 movie, *Field of Dreams*, if you write they shall read: If you film it, they shall watch.

Bronx Community College Media and Digital Film Club and The New York Film & Television Student Alliance (NYFTSA) Kicks Off New Season of Open Doors Web-Series

By Emily Ferrer (Media and Digital Film Production Program), President, Media and Digital Film Club

New York Film & Television Student Alliance (NYFTSA), in partnership with the New York State Governor's Office of Motion Picture & Television Development and the New York Production Alliance (NYPA), kicked off the 2017-2018 school year with three new episodes of the *Open Doors: NYFTSA Film Panel Series*. The series, filmed before a live studio audience at Bronx Community College, is produced entirely by student members of the BCC Media and Digital Film Club. The show, which live-streams and is archived on the NYFTSA YouTube channel, was created in 2016 to give film students around the state invaluable film industry access and advice.

This year's series is focusing on boots-on-the-ground crewmembers and the wide variety of duties and positions they fill. A November episode featured a discussion with union members representing IATSE local chapters. The December episode featured a panel of former SUNY and CUNY graduates, who've made the successful transition from student films to working on professional productions. They discussed ways to break into the industry and how they balance the demands of production with their creative projects. The February 2018 episode consisted of female industry insiders offering insight on the past, present, and future of women in the business and explored new initiatives intended to move the needle towards a more equal, fair, and diverse Hollywood. All three episodes offered a realistic view of day-to-day life in production, with tips on what to expect and how to find entry-level jobs after they graduate.

Last year's inaugural series of the student-produced show focused on professional producers and attracted talent like Courtney Kemp (showrunner for *Power*), producers from HBO's *Girls*, *Goodfellas* and *Manchester by the Sea*.

Professor Jeffrey Wisotsky, who serves as faculty advisor for BCC's Media



and Digital Film Club and acts as the show's moderator, loves the hands-on production skills his students gain by producing *Open Doors*. "The *Open Doors* series provides a wonderful opportunity for our media and digital film production majors to work in all aspects of live television production," he said. This is a sentiment shared by the live studio audience and student crew. "I've learned so much on the *Open Doors* series. It's like getting a front row seat to watch your dream job," said student crewmember Emily Ferrer.

With the Governor's film production tax credit program extended through 2022, New York's film and television industry will continue to grow, creating opportunities for film students and all New Yorkers looking to join the state's thriving film and television industry.

The Student Activity Fee Crisis: Can We Trust the Trustees?

By Rolando Carrasquillo (Liberal Arts) & Wali Ullah (Liberal Arts/Political Science)

CUNY Board of Trustees: Can the students trust you? What became of a lawsuit due to the denial of a Pro-Life club may lead to the possible removal of your voice to govern the allocation of your own Student Activity Fees. Apart from tuition, the Student Activity Fee (SAF) is a separate fee that CUNY students pay which goes towards basic services that benefit students such as athletics and clubs. Many decades ago however, due to the state government's unwillingness to fund or operate college services such as childcare centers, student newspapers, and social/political advocacy groups, student governments and student activists ran referendums to impose earmarks on their own student activity fees to ensure that services that students care about receive annual and adequate funding. However, due to recent developments in CUNY and Board of Trustees policy, we may see our rights to decide where we allocate our fees and what earmarks currently exist come to an end.

In November 2016, an activist group known as Students for Life of America proposed a chapter to Queens College but was rejected. Norvilia Etienne, the student who wanted to establish the club, felt that the group's freedom of speech was being hindered and threatened by the college's Student Government Association. Etienne's application was apparently rejected without explanation. With the help of the Alliance Defending Freedom (ADF) non-profit firm, the Students for Life filed a lawsuit against the College on January 25, 2017. The College continuously denied viewpoint discrimination approving the club only two days after the lawsuit was filed. The College eventually settled with the group, allowing the group to be established and giving thousands of dollars towards the group.

Now, how will this impact Bronx Community College? Following the lawsuit, the College agreed to take a look at the way in which clubs apply for chartering on campus. A Task Force and Working Group were created, with a claim of adequate student and faculty representation, to advise CUNY Central and the Board of Trustees of students' wishes and concerns regarding this SAF Policy Revision process. However the wishes and concerns of the students on the Task Force were not properly addressed, especially by the General Counsel, the legal counselor of the entire university. On February 26, 2018, a proposal was introduced before the CUNY Committee on Student Affairs that would redefine the Student Activity Fees' purpose and would change the authoritative powers, across all CUNY colleges, of College Associations, the organizations that are solely responsible for delegating and dispersing the funds in the first place. Though this was introduced as an informational item, CUNY students turned out by the dozens and protested the meeting.

In a nutshell, the Board of Trustees is currently seeking unilateral control of the dispersion and allocation of Student Activity Fees by the College Association Board. The proposed restructuring would include the removal of all current historical earmarks on student activity fees at each CUNY college, removing the ability for quality-of-life services and earmarked groups such as USS and NYPIRG to count on steady funding. Further, the changes would throw into question what services the student body can create. Currently, the student body

has democratic control of their own fees, under the new proposal, the Board of Trustees would decide which groups get funding, as well as how much they are allocated.



On March 8th, SGA, USS, NYPIRG, and CUNY Rising held a town hall meeting for students concerned about the changes ahead of a Board of Trustees hearing about them on March 12th. Some students touched on the subject on a personal level, seeing clubs as more than merely two hours of a hobby. Many of them use these services (both in and out of clubs) as a means to progress forward through school and through life. One particularly, passionate student said in a fit of anger, "[Today's Town Hall] is only the battle, but this hearing is the war."

March 12th came with a bang. Outside the Brooklyn College Student Center, a loud protest towards this hearing rose and riddled the building walls nearby. There was a large crowd of students in and outside of the Student Center; the students outside chanted and yelled about their frustrations

about the undemocratic nature of the CUNY BOT's policy revision proposal, while students inside testified and made their voices directly heard by the Trustees. Student Government and USS leaders were given additional support and solidarity by adjunct faculty, PSC-CUNY activists, NYPIRG, and Young Progressives of America. Our own SGA leaders, Vice-President Hussein Abdul, Legal Legislator Wali Ullah, and Senator Dion Quamina, testified on behalf of BCC. Abdul cited how the state government lacked the will to adequately fund CUNY's infrastructural maintenance and, hence, the CUNY Board of Trustees is seeking to find whatever meager amounts of money to offset operating costs, starting with students: "At Bronx Community College, we have a building called Colston Hall, and me and my fellow students were complaining about how the ceiling was falling above... and I get it, CUNY is in debt. [Governor] Cuomo continues to defund CUNY, and he refuses to sign the Maintenance of Effort bill. Right now, CUNY is looking whenever they can find money, and they figure 'where do we go to next? The students.'"

Though hundreds of students showed up for the March 12, 2018 hearing, with more than 60 people testifying, the battle still wages on, especially against a Board of Trustees that doesn't reflect our students' values or faculty interests. The Board recently had a formal meeting on March 19, 2018 at John Jay College, and it let attendees know that the Board has heard some students' concerns and was working to address them, though they were mostly unspecific on to what extent. They claimed that the task force will be creating a Communication & Outreach Network to keep all stakeholders, including students and student activists, informed of ongoing developments regarding the Student Activity Fee Policy Revision. As much as transparency is nice, this isn't what students are asking for; we are asking for the Board to only proceed with the bylaws' amendments that they are legally obliged to make, nothing more than that. That includes getting rid of their plan to redefine student activity fees and the referendum process. At the end of the day, nobody knows what's better for the students than students themselves.

Bronx Community College's ASAP Mission Continues *continued from page one*

services. This expansion work will be integrated with the 35x65 campaign launched by President Thomas Isekenegebe.

ASAP Expands from Its Beginnings as a Small Project to the Face the 21st Century

ASAP is a collective effort. When the program was smaller, ASAP staff could supplement many of the missing pieces in the student experience. Community colleges have been traditionally institutions that have provided higher education access to underserved, diverse populations. While these institutions have achieved laudable goals, today, the social justice aspect has become imperative. For our students, this involves retooling perspectives, teaching, services to prepare students to achieve relevant professional and critical thinking skills to meet the challenges head on in today's global marketplace and civil society.

Student Success Stories

Anawel Lopez (Liberal Arts, Class of 2015) has stated, "At Bronx Community College, ASAP helped me get on my feet and develop my confidence. For starters the best thing is having an advisor that cares. If it was not for my advisor pushing me to keep on going even when things get tough, I probably would have dropped



Anawel Lopez

out. Math is one of my worst subjects and having to attend mandatory tutoring helped me succeed even in my worst subject. On April 12, 2016, Judy Woodruff of the *PBS NewsHour* featured BCC student Karla Ayala who stated, "College is stressful, and then on top of it having an outside life, I have kids, I'm married, I don't have a full-time job, but yet I have a responsibility part-time at school. I did a semester without being in ASAP, and it was a little hard, because I was — in a sense, I was lost." BCC ASAP professionals such as Assistant Dean Javier Legasa and Ayala's ASAP Advisor Melanie Robles help students navigate the maze of college and personal life.

The City University of New York is planning to have enrolled nearly all 7,000 plus full-time BCC students in ASAP in coming semesters.

OUTSIDE THE QUAD

BCC Writing Center Tutors Reflect Reaching Out: Revising Writing Center Spaces and Identities Foreword: Taking a Leap of Imagination

In October 2017, with generous grants from the offices of President Thomas Isekenegebe and Dean Manny Lopez in Student Life, a group of BCC Writing Center tutors attended the National Conference of Peer Tutors of Writing (NCPTW) at Hofstra University. The conference theme was “Reaching Out, Revising Writing Center Spaces and Identities.” In fact, this theme is the essence of every writing center conference we have attended. In this spirit, the BCC Writing Center tutors are reaching out, inviting all CUNY tutoring centers to consider revising their spaces and identities.

By Jan Robertson, Director, Bronx Community College Writing Center

Inspiring a Love of Tutoring and Words

By Rebecca Perez (Associate in Applied Science)

One of the greatest things about the BCC Writing Center going to the NCPTW Conference at Hofstra University last fall was the more experience together as a collective group with what it means to work at a writing center. We were able to work together the best we could to make sure that everyone who was attending was able to go to and from the conference. From our very first entry into the registration for the conference it was obvious that BCC was special. Our group was large enough that we even had our own registration table. Most centers, as it turned out, never had double-digit attendees. What I have noticed at NCTPW and other conferences is we are also the most diverse center in attendance.

On the day that I attended I was able to attend several panel presentations, all of which were touching on “-isms” faced by writing center tutors. The first presenter discussed the problem of the “feminization” of the writing center. It addressed some of the issues of seeing the writing center as a place that seemed very feminine because of how “homey” it feels, as well addressing the issue that most of the tutors at this specific university are women. It was interesting to see how the lack of diversity in writing center attendees affects the tutor’s ability to get a conclusion for her study that did not have a racial and gender majority. In the end, while she had been expecting there would be at least a slight bias, there turned out to be none.

The second and third presentations were both about facing racism in the writing center, specifically with students’ interactions with the tutors and within the students’ writing. One of the presenters pointed out that “problems with diversity will always be a problem in non-diverse centers/colleges/universities.” From my discussions with other tutors here at BCC’s Writing Center, it would be interesting to see how these kind of interactions and writings are displayed in a center that is as diverse as BCC’s. I made sure to connect with the tutor from George Washington University who spoke in one of the presentations so we can do a joint experiment in the future.

When I met with other BCC tutors for lunch, we discussed some of the things we had noticed. A major thing that seemed to be obvious throughout all of the presentations was how uncomfortable it felt to all of our tutors to hear the other writing center staff call the students “clients.” Over and over again, we expressed our grief and frustration to each other about the very real difference in attitudes it brought to the tutors in the centers. At BCC, where we refer to all of the people who come to see us as “students” or “tutees,” we feel much more connected to them at our sessions. When we work with students, we are their peers. Despite the fact that our tutors are diverse in age, and whether they are students, graduates, or even professors on campus, we all connect to our students on a peer level when we meet with them in the writing center. It humanizes the process as something more than a business transaction that must be made, which is why I think many of the tutors at the BCC Writing Center are so opposed to calling them clients.

Another thing that was brought to my attention in these panels was that in our very strong battle for our students at all times, too often we forget that there is an impact on the staff as well. Though it was not something that was brought up in any of the presentations that I saw, or that were listed, I did note that it was something missing. For those who have tutored a student, it is something that cannot be taken out of the experience – a tutor will be giving up time, energy, and, in some cases, mental care to help students. It is a task that requires coming into work, putting all personal work aside, and spending the whole day helping students with theirs, only to return to that personal work after being mentally exhausted and challenged helping students throughout the whole day. As well, even when it came to these “-ism” - sexism, racism, and others – we were still absorbed in how we can help the student and what our roles should be for them in these cases. None of the ways we addressed these “-isms” were about taking care of our tutors. At none of these presentations did the weight of tutors and how that can affect future sessions come into the discussion. That is something

that I am interested in looking into because I feel like addressing that weight on the tutors will make it far easier to continue to help students of all bodies – from BCC and beyond.

Finally, for the last bit of the day I presented with three colleagues in a workshop entitled “Spreading Extending the Writing Center: Building & Encouraging a Love of Writing.” This workshop opened with Yanilly Heras describing her experience going from student to tutor and club member/officer. I spoke about The Spoken Word Club, whose advisor is the director of the BCC Writing Center, Jan Robertson, and for which I was the president for two years. I explained how, using The Spoken Word Club, we held contests and events from within the writing center, often granting exposure to our center as well as using it as an opportunity to share a love of writing, rather than viewing the center simply as a “fix-it shop” for “bad” writing. Many of the members were writing center tutors comingling with students as well.

When Elizabeth Ogunloye spoke about The Tutors’ Alliance club, which is also run out of the writing center, she spoke about the opportunities that are available when a club is run out of the center – both for the club and the center. Finally, James Noguera gave a brief example of one of his writing center workshops that had been a collaboration with a geography professor, a collaboration which had brought a great combination of love of writing and extension of the center into the classroom.

Our session brought to those in attendance ways of promoting a love of writing and words that they may not have previously felt they could do. We had great interactions and conversations with the groups about the ways that they thought there were preventing the love of writing and ways that they were encouraging it. It was a great way to end the day as the final workshop because it left everyone in attendance with encouragements to continue what we love to do at our centers.



Rebecca Perez describes our many unique programs offered at the BCC Writing Center. Rebecca is the former president of the BCC Spoken Word Club and a published poet. This is her second time presenting at a National Writing Center Conference.

TRANSFER SERVICES

SPRING 2018

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**THURSDAY
MARCH 15, 2018
11AM - 2PM
COLSTON LOWER
LEVEL**

Meet with representatives from CUNY, SUNY, and many other colleges and universities.

They will share information about academic programs, admissions requirements, financial aid and scholarships.

Don't miss this opportunity to educate yourself about bachelor degree programs designed to meet your educational and career goals.

 APPROVED EVENT

TRANSFER PLANNING THURSDAYS

FEBRUARY 8, 2018: TRANSFER PLANNING 101
March 8, 2018: Scholarships 101

APRIL 12, 2018: TRANSFER PLANNING 101
May 10, 2018: Scholarships 101

12-1:30 P.M.
COLSTON HALL ROOM 203
 APPROVED WORKSHOPS

SECOND SATURDAY SCHOLARSHIP WORKSHOPS

LEARN THE SCHOLARSHIP ESSENTIALS:

- RESEARCHING Scholarships
- RESUMES for Scholarships
- SCHOLARSHIP ESSAYS

FEBRUARY 10, 2018 | MARCH 10, 2018
APRIL 14, 2018 | MAY 12, 2018
12-1:30 P.M. | NORTH HALL ROOM 210
 APPROVED WORKSHOP

SECOND SATURDAY TRANSFER ADVISEMENT

FEBRUARY 10, 2018 | MARCH 10, 2018
APRIL 14, 2018 | MAY 12, 2018
2:00-5:30 P.M. | SAGE HALL 102
NO APPOINTMENT NEEDED!

Transfer Services at Bronx Community College provides students with services to inform and facilitate transfer to appropriate senior colleges. Transfer Services can help you:

- Understand the educational paths that will move you toward your intended career
- Ensure that your degree program is consistent with your objectives
- Select courses to maximize the number of credits transferred
- Take charge of your planning for transfer by teaching you how to conduct research
- Understand the benefits of articulation agreements

Transfer Services addresses student needs via advisement, coordination of the transfer fair, the Transfer Talk newsletters, videos and workshops.

Edwin Roman, Academic and Transfer Resources Coordinator
Sage Hall Room 102 | 718.289.5459

Thomas Bracken, Transfer Specialist
Lowe Hall, Room 313 | 718.289.5871

BCC, QCC, and CUNY SEEK/CD Students Meet in Pre-Salzburg Events

By Jason Santiago (Liberal Arts) and Robert Josman (Nuclear Medical Technology)

Queensborough Community College's Center on International Affairs, Immigration, & Study Abroad sponsored the annual Holocaust event and pre-session mixer on Friday afternoon, March 23rd for students who attended the Global Citizenship Alliance (GCA) in Salzburg, Austria, from April 1st to 8th. This year, 37 students and 9 advisors from BCC and QCC as well as 17 students from SEEK and College Discovery programs from 16 colleges and universities across CUNY traveled for this weeklong global seminar. Since 2005, Salzburg has hosted CUNY students as they have attended lecture/discussions, group project work and student presentations, and a trip to the Dachau Concentration Camp Memorial Site. This year's theme was *A New Anti-Globalization?*

The first of the day's two events was held at the Harriet and Kenneth Kupferberg Holocaust Center. Lusine Manucharyan's presentation offered background for the exhibit *The Jacket from Dachau: One Survivor's Search for Justice, Identity, and Home*. In her remarks she explained how Benzion Peresecki, a young Jewish man from Lithuania, had kept his concentration camp jacket, even after he moved to the United States, never having shared his story with family or friends. It was discovered after his death, and it is on exhibit at the center. In their comments, students pondered the power of memory and what having kept this artifact from the darkest moments of his life meant.

Agata Kumar highlighted the power of being an upstander in her presentation *Conspiracy of Goodness: How French Protestants Rescued Thousands of Jews during WWII*. QCC student Jonathan Papacena related how Nazis had flourished on Long Island in his well-resourced PowerPoint presentation, *Goose Stepping in Long Island: Camp Siegfried*, a 1930s Nazi summer camp, organized by the German American Bund. He had also noted that in Yaphank, New York, there was a Nazi neighborhood where American Nazis lived on streets named after Third Reich leaders, including Hitler, Goering, and Goebbels.

These presentations set the scene for the BCC, QCC, and CUNY SEEK/CD students' visit to the Dachau Concentration Camp Memorial Site on Wednesday, April 4th. The trip debrief was conducted by Smith Professor Emerita Hedwig Rose, herself a hidden child in Amsterdam during World War II.

After these bracing presentations, students, and faculty advisors moved to the beautiful Oak Room in the QCC Art Gallery. Students from all three programs were offered the chance to become acquainted with one another before hearing from several students who had attended previous GCA sessions, including the authors of this article. Following these information presentations, a light supper of pizza, salad, cheeses, cookies, and beverages rounded out the afternoon. The



Jonathan Papacena addresses students about Nazi activity on Long Island.



Students become acquainted during the annual Salzburg mixer.

new group of students left for Salzburg with this rousing sendoff as they prepared to travel to Salzburg on Saturday, March 31st. Stay tuned, as you will read the reflections of the BCC students in the final edition of *The Communicator* in May.

The Salzburg Global Seminar Global Citizenship Alliance is a one-week study-abroad program from Sunday, April 1 to Sunday, April 8, 2018 designed for students from The City University of New York. Since 2005, 74 students have successfully completed the Salzburg experience. Easter Wood (2005 cohort) was the first community college intern there in 2006. She was awarded the Ph.D. in African American Studies at Harvard in May 2017. In a 2009 survey of the BCC Salzburg student cohorts, she stated that it was one of the formative experiences of her personal and academic life. Terrance Coffie (2013 cohort) received a master's degree in social work from NYU in May 2017 where he was also honored as the 2017 NASW-NYU Alex Rosen Student of the Year. Other students are enrolled in, or have graduated from, City University of New York, John Jay College of Criminal Justice, Hunter College, SUNY Stony Brook, SUNY Potsdam, Antioch University (Seattle), and the University of Pittsburgh, among others. Also of special note are Robert Josman (2010 cohort) and Henry Siccardi (2016 cohort) who have delivered presentations nationally on STEM and nanoscience issues. Here's hoping that many of you will be inspired to apply for the 2019. Watch for a BCC Broadcast in early September which will signal that the nomination and application period for Salzburg has begun.



The Financial Counselor will now be available on campus Mondays and Thursdays to help students with financial issues.

Come learn how to:

- Pay for college and more
- Obtain your credit score
- Build and maintain your credit
- Repair your credit History
- Budget and save money



When: Beginning March 5, 2018

Mondays: Sage Hall, Room 217

Thursdays: Loew Hall, Room 125

How: Walk-In Appointments

Students are seen on a first-come, first-serve basis, from 10:00am - 3:00pm.

FREE
FINANCIAL COUNSELING
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Bronx Community College Media and Digital Film Club (MDFC) Participate in the NY Film and TV Student Alliance Third Annual Meeting with Industry Leaders

By Emily Ferrer (Media and Digital Film Production Program), President, Media and Digital Film Club

Representatives of the New York Film and Television Student Alliance (NYFTSA) came together in New York City on April 21st for a full day of meetings and tours. This event is being recalled now as a reminder of the robust activities of the MDFC at BCC. Zanin Lindsay, BCC MDFC club president commented: "What a wonderful field trip meeting other film students from Ithaca College, Fordham University, NYU and Hostos Community College. Union leaders embraced us and now I understand how we can all play in role in least cost production."

The itinerary, facilitated by the Governor's Office of Motion Picture & Television Development, began with a visit to Local 52 in Queens. A panel of officials from Local 600 Cinematographers, Local 700 Editors Guild, Local 829 United Scenic Artists, Local 52 Studio Mechanics and the New York Production Alliance (NYPA) provided valuable information and insight into the role of unions in the film business and how the various locals fit into the big picture. The panel discussion was followed by networking and opportunities for students to speak one-on-one with the individual union leaders.

The next stop was Newel, a premier arts and antiques dealer and fourth-generation family business specializing in providing props for productions and an extensive client list that currently includes *Madam Secretary*, *Blue Bloods* and *Saturday Night Live*, to name just a few. Newel CEO Jake Baer shared stories with the group and pointed out many props that have graced the sets of famous television shows and iconic movies, as the students toured the 40,000-square-foot facility that holds more than 10,000 items. Baer also credited Governor Cuomo's commitment to the film and television industry for Newel's growing success.

Alan Suna, CEO and co-owner of Silvercup Studios, then personally led an extensive tour of Silvercup Studios East, where the students saw the sets of ABC's *Quantico*, HBO's *Divorce* and TV Land's *Younger* and spoke to crew members in various departments to learn more about their individual responsibilities on the set.

The day's itinerary wrapped with a visit to the Museum of the Moving Image, and the Martin Scorsese exhibit (there through April 23). The next day, students met to discuss plans for the next NYFTSA summit, set for Sept. 23 on the



The Bronx Community College Media and Digital Film Club and representatives of the New York Film and Television Student Alliance (NYFTSA) came together in New York City for a full day of meetings and tours. Alan Suna, CEO and co-owner of Silvercup Studios, then personally led an extensive tour of Silvercup Studios East, where the students saw the sets of ABC's Quantico, HBO's Divorce and TV Land's Younger and spoke to crew members in various departments to learn more about their individual responsibilities on the set.

campus of Fordham University.

NYFTSA began three years ago to bring students together from colleges and universities all over New York State that offer production majors or minors in film or television production and post-production. Their mission is to nurture homegrown talent by encouraging and supporting students who want to pursue their future careers in New York State, and to help graduating students with contacts and access to industry professionals and organizations.

Have you seen this man?

If you have, you know that he is here to help you.

Professor Stephen Powers

BCC Student Advocate (Ombudsman)



The BCC Student Advocate serves the College as an exceptional channel of redress for students **when the normal administrative channels do not adequately respond**. Receive, **investigate and resolve student complaints** that have not been resolved by the appropriate College agencies; in particular, **complaints alleging unfairness, discourtesy, undue delay, or other malfunctioning in the process of the College**. Have access to all pertinent records; collaboratively work with and/or make inquiries to any employee and/or faculty member of the College community; to receive full and complete answers; and **maintain a level of confidentiality**.

If you need to see Prof. Powers email him at studentadvocate@bcc.cuny.edu, call him at 718 289 5469 or visit him in Colston 431.

WRITER'S CORNER

Dear Me

By Joanna Restituyo (Liberal Arts-Media)

Dear me,

I see you working hard, focusing more on what's important like school, work, and yourself. But you need to stop being so hard on yourself. You can be your toughest critic sometimes and it can really take a toll on you. You attempt to be a perfectionist in a world where no one is perfect and I know sometimes you look in the mirror and see things you would like to change, but I'm here to tell you that you are beautiful just the way you are.

This year I want you to try to not be so distant to your family. I know there are some traumas you went through that has scarred you deeply and because of that you are the way you are and I don't blame you, but they are remorseful and it shows. Don't get me wrong you've been doing better lately by forgiving and yes that's the first step but I think moving on and letting go of what happened in the past will be good for your sanity and future relationships.

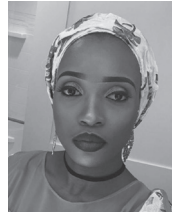
I can't complain about your progress though and say you haven't changed these couple of years, you've made your education a priority, procrastination has decreased by 90% and you been sacrificing a lot of things you like to do just to accomplish these goals. But I'm here to remind you that your hard work doesn't go unnoticed, and if you ever feel like no one is rooting for you just know I am. Remind yourself that you are responsible for your own happiness and always love you for you.

xoxo

The Unique Stresses of West African Feminist

By Issatou Barry

Growing up between two cultures (America and Guinea) is one of the best experiences I could ever ask for because I was able to experience two different customs and learn two different languages. Even though I got some down side experiences while living in Guinea, I can't deny the fact that going there made me the person I am today. I was born in the United States. When I was about seven years old, my parents decided it was best that I go to Guinea and learn more about my culture. While living there, I witnessed how women were poorly mistreated by their authoritative father, brothers, and lastly their husbands whom they are bound to obey until they take their last breaths. Why do women need to be controlled by men throughout their lives? I believe women should have the right to empower themselves and be able to express their feeling.



My parents sent me to Guinea at a young age. They wanted me to be well bought-up according to my cultural rules, which includes being circumcised, knowing how to cook, cleaning, and maintaining good manners toward my superiors.

Where I come from, culture, religion and social structure are heavily valued. For someone to deviate from the rules will be seen as sinning, and they can risk being shunned from their own home just because of defying their traditions. For instance, one of my cousins was a victim of being circumcised, and as-well got married off out of her own will in Guinea at the age of 17. She was constantly abused by her husband. This resulted in a lot of stress for her. After a couple of years, she got tired of the abuses from her husband and decided to leave. (I would like to call your attention to "Ayaan Hirsi Ali: fighter for freedom or just a help for Hanson?" Ayaan Hirsi Ali, 2017, accessed on November 25, 2017.) She is one out of many women who was able to escape from cultural ideology and social structure to be free. At a very young age she had to go through the experience of female genital mutilation, and as well an arranged marriage which she escaped from. She later found her way to Netherland and later in the U.S. She was able to get well educated, and she is now both a write 'and a politician who is against how western values are misleading the people, especially women.

Although Ayaan and my cousin shared a similar story, it's challenging for a young girl from Guinea to find services that could have helped and supported their physical, mental, and emotional needs. My cousin could have utilized some of the western culture to stop her from her abusive husband. She knows that her decision will put her at risk of losing her family. She was brave enough to choose her happiness over pleasing her parents.

Whenever I talk about the struggles that West Africa women go through, for example, being denied of educational opportunities, the first person that crosses my mind is my dearest mother. She is one of the most obedient and strongest people I have ever known. After my mother and father got married, they had the chance to come to America seeking for better opportunities. My mother was uneducated because her father died before she was born and left my grandmother with her and her elder sister with no money. She thought coming to America would give her the chance to work hard and help out her poor family in Guinea. Unfortunately, she was not able to actualize her dreams because she had my sister and I. My father did not allow her to work. Because my father knew that people in America have freedom of human rights and expression, he did not allow my mother to be socialized with people that may influence her to be disobedient to him. As if that's not enough, my father went ahead and married a second, which my mother was forced to live in the same house. Later on, my father allowed my step-mother to work with him at one of his boutiques in Manhattan. When my mother complained about his unfair treatment, he said "Stay home and take care of the kids as you are the boss, while we go work and bring the money." This issue resulted in her being very anxious. The article "Women's Rights in Mali Set Back 5 Years" (Family Code Law) mentions how married women had to seek permission from their husbands before doing something, such as selling items or going to any place outside the husband's house. Muslim women got tired of being maltreated by their husbands. They protested and then a law, called "Family Code," was passed. This law allowed women to express themselves, and it also protected against teen marriage. My mother was one of the women who struggled with cultural rules but if she was able to stand up for herself and expand her network with women who were empowered, her situation could have changed dramatically.

Because of cultural rules, women are going through a lot of stress, such as getting circumcised. While living in Guinea my sister and I got circumcised by an old woman whose job was to cut off young girl's clitoris. She used materials that were not sanitized. Going through this process at a very young age was not optional but mandatory by cultural means. According to "Born a Girl in the Wrong Place," many young girls are victims of being circumcised at a young age because of religious or cultural rules. People do not realize the effects this experience would have on their health as they become adults, and married. The emotional stress of not being able to enjoy your sexual life is the result of culture. Now that I have a daughter, I would not do such a thing that I went through.

Women should be able to freely make their own decision, as they have the right to express their feelings, and seek for their needs. Also, education is the key to success. Our world would be left behind if we don't educate young girls equally as boys.

When I went to the event at Bronx Community College "I Am Not an Object: African Women's Symposium," I had the opportunity to see many women's empowerment organizations, such as Kadiatou Diallo (The Amadou Diallo Foundation). Their goals are to help assist people who are underserved, especially women and children. I was really amazed by the strength Mrs. Diallo has. At first, she was given away for marriage at the age of 13. As she struggled over her controlling husband, who denied her to further her education, her 23 years old son Amadou Diallo, who was unarmed, was shot 41 times by police officers and died. It was really emotional listening to her story. I had the chance to speak to her about my story and the struggles I go through. She told me the secret that kept her moving and be where she is today is: she did not allow herself to be a victim. She worked really hard to fight and have her right. Now, she opened a foundation for her son, to help young people achieve their goals.

Works Cited

Ayaan Hirsi Ali: fighter for freedom or just a help for Hanson? By Ayaan Hirsi Ali, 2017. Accessed on November 25, 2017. <https://www.theguardian.com/world/2017/apr/03/ayaan-hirsi-ali-fighter-for-freedom-or-just-a-help-for-hanson>

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Women's rights in Mali 'set back 50 years.' Family Code' Law, 1 May 2012. <https://www.theguardian.com/global-development/2012/may/01/womens-rights-mali-50-years>

Song of a Sinking Nation

By Bright Igbiginigun
(Liberal Arts/Political Science),
Vice Chairperson, College Senate

Stripped naked we danced,
Dancing in whoredom.
Perhaps we are under a spell?
The fantasy of self-made
Unleashed our skeleton unknown.
Everyone went feasting with the devil
A sacred feast for those adorn in sackcloth,
With unknown preparation for the mark of the
beast.

A period of dead-dreams
And years of silent nights that howl wolfs.
As we were lost in adoration of demons,
Sanctity tossed to the wind.

Amidst reproach
Blows the trumpet of sanctity
To turn the heart of the clay to the potter.
As we strayed and stalk our straw
With our bags on the Camel's back.
To turn the heart of the children to the father
And the father to children
From the awe and shackles of death before death.

A season of refreshing
To purify the evil of a wasteland.
Because we were blind and journeyed with the blind.

It was liberty in snared wings
That cultured us uncultured.
The drifting embargo logs us
As we sway and dance the dance of the masquerade.
Masking the masquerade that dirge our nation.
Our walls collapsed,
Because It was a battle between the cements and
sands.

Bricks fell and mar the nation,
On a string of serpents.
Lawmakers, tools for national funeral.
It was death before death
A death awaiting eternal death,
Americans applauded the serpent.

An unusual sunset in a wasteland
The sun rose vehemently and rubbles our walls
As we journey on the road the serpent crawls.
It was indeed a battle between the clay and the potter
Over the freedom of self will.

Eaglets and the eagle at daggers drawn
It was a battle between the fledge and the eagle
Over Lordship and creation.
The battle was a sarcastic humor
Because the fledge had no feathers.



THE WRITER'S CORNER

Your Body

By Yubelka Nunez (Liberal Arts)

Baby girl,
you've heard it time and time again
your body is precious and divine
it is the temple of God
But do you know what that means?

of course you don't and it fills you will rage
how could a temple have been invaded by strange hands at 3 years of age?
you wonder why it was so common for the men in the family to touch you
in secret
while everyone else slept or turned a blind eye
how were you supposed to keep it
protected?
how could your tiny body be special in your eyes when it was disrespected
and violated for years?
no wonder self-hate intercepted your teenage fears
baby girl, you don't have to pull your hair out to suppress your tears
or numb the pain because you want it to disappear

Darling, you don't even have to fear
that your hips are expanding
that your breasts are growing
that your desires are stimulated
by boy bands and women
you are beautiful
for everything that makes you different
please remember that when you reach your twenties
when you sexualize your power
and misplace your self-esteem on one night stands
and loving in the dark, disconnecting your body from your heart
silencing your mind with the seduction of the grind
you're more than a dancer, a drinker, a stereotyped spinster.
you are more than remnants of memories that linger
and lurk in the corners of your insecurities
you're more than forced smiles and politeness
you're a royal highness
despite your reluctance towards receiving compliments
see, you've convinced yourself that if someone has something good to say
about you
it must mean they want something from you
and so you protect yourself by rejecting the truth for lies
and opening your thighs because you think you have the upper hand being a
heartbreaker
but wait till you reach 26
when the story gets old and your maternal instincts kick in
please take your time to love yourself and don't conform
cuz conformity is just another form of saying you're not good enough unless

you're like the ideal
and the ideal isn't real, but you are
do you believe in your realness?
do you believe in your uniqueness?
you are worth far more than what has happened to you
you are the bare truth

Darling, you weren't taught to love yourself the way you can only learn from
experiencing the worst of injustices and struggles to survive
you don't have to hide beneath stained sheets
you don't have to crawl under a rock
or cry yourself to sleep
it was never your fault and it never will be
do you understand this?

Self, unlearn the hate
unlearn the shame
and learn to love every part of you the same
learn to own your name

your body is yours
it is not your parents
it is not your uncles
it doesn't even belong to your first anything
it is not your rapists
it is not your previous hook-ups
or your previous boyfriends
it is not anyone's property
nor anyone's conquest

you are yours

your body is yours
it houses your soul
it is healed
your body, mind and soul are made whole
your body
your love
your story

your body
your self-love
your glory

your body is yours
and yours alone

BCC Spring 2018 Concerts



Thursday, March 8, 2018

EIGHT STRINGS AND A WHISTLE

Flute, viola and cello trio

GML Rotunda
12:00pm



Thursday, April 12, 2018

IMANI WINDS

Grammy-nominated wind ensemble

GML Rotunda
12:00pm



Wednesday, May 9, 2018

TAIKO MASALA

*Japanese traditional drummers in celebration
of Asian American and
Pacific Islander Heritage Month*

GML Auditorium
12:00pm

The BCC Concert Series is funded by BCC Inc. Music and Art Consortium, the Office of Academic and Student Success, and the Art and Music Department of Bronx Community College. For more information, contact the music office at (718) 289-5252.

BCC Sports Teams Garner CUNY Honors Awards: The Rise of the Student Athlete

By Jason Santiago (Liberal Arts), Alumnus Contribution

In an era when many colleges, as well as the NCAA, support athletes in the fields of play but pay scant attention to their academic achievement and success, Bronx Community College is not operating in this mode.

BCC led the City University of New York Athletic Conference (CUNYAC) men's soccer programs with 11 student-athletes named to the CUNYAC Fall 2017 Honor Roll. The Broncos women's volleyball program, meanwhile, tied for second throughout CUNYAC with five honor roll student-athletes.

The league recognized over 356 student-athletes on Monday morning for their performances in the classroom during the fall 2017 semester with a spot on the CUNYAC Scholar-Athlete Honor Roll by earning a fall 2017 grade-point average of 3.20 or better. BCC's Director of Athletics Ryan McCarthy gave his thoughts following the conference's announcement.

"I'd like to congratulate all of the student-athletes who have worked so diligently in the classroom," McCarthy said. "As athletic administrators always preach that our students are students first, and athletes second. Many of them balance multiple responsibilities beyond academics and athletics, so earning outstanding grades in the classroom is an extremely impressive feat."

BCC's men's soccer team's 11 Honor Roll qualifiers included Moubarak Saybou, Philip Bredu, Henderson Bruney, Samir Halalou, Djime Keita, Henry Adusei, Abdul Walker, Kelechi Onwuasianya, Lamin Mbye, Rony Zuniga, and Ahamed Timite.

On the women's volleyball side, the Broncos' scholar-athletes included Kimberlynn Pichardo, Yasmin Valdez, Sergi Nuvani Ramirez Flores, Eriadna Rachell Vasquez Bautista, and Wynona Medina.

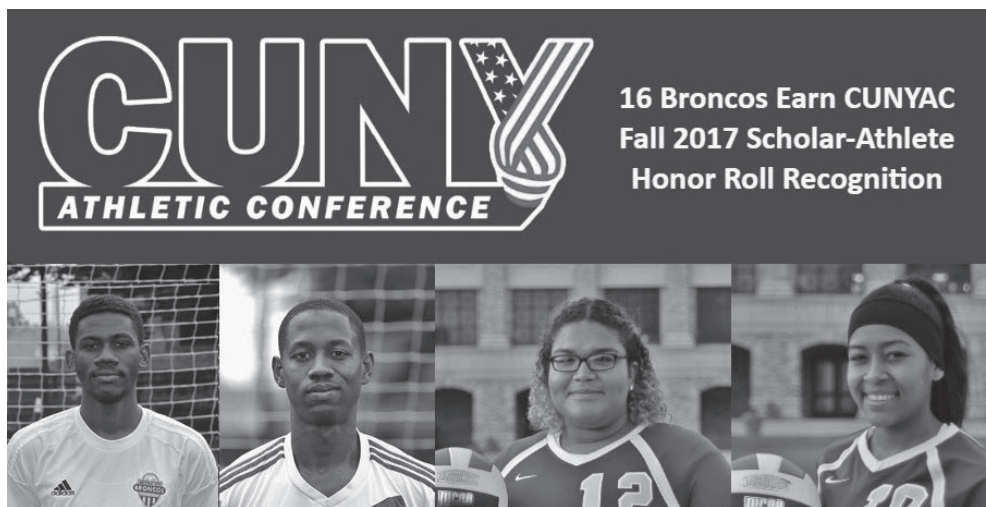
For the complete list of student-athletes named to the CUNYAC Fall Scholar-Athlete Honor Roll, go to: /documents/2018/2/14/Scholar_PDF.pdf?id=1038.

Bronx Community College Broncos Baseball / Spring 2018



*Home games are in bold.

- March 3, 2018 / 2PM / Thomas Nelson Community College / Hampton, VA
- March 4, 2018 / 11AM / Thomas Nelson Community College / Hampton, VA
- March 6, 2018 / 3.30PM / Ulster County Community College / Stone Ridge, NY
- March 15, 2018 / 3PM / ASA College / Ohio Field
- March 20, 2018 / 4PM / Nassau Community College / Garden City, NY
- March 23, 2018 / 4PM / Nassau Community College / Garden City, NY
- March 24, 2018 / 12PM & 2.30PM / Nassau Community College / Ohio Field
- March 27, 2018 / 3.30PM / Queensborough Community College / Ohio Field
- March 30, 2018 / 3.30PM / Queensborough Community College / Ohio Field
- March 31, 2018 / 12PM & 2.30PM / Queensborough Community College / Bayside, NY
- April 3, 2018 / 3.30PM / Monroe College / Ohio Field
- April 6, 2018 / 3.30PM / Monroe College / Ohio Field
- April 7, 2018 / 12PM / Monroe College / New Rochelle, NY
- April 10, 2018 / 4PM / Kingsborough Community College / Brooklyn, NY
- April 13, 2018 / 4PM / Kingsborough Community College / Brooklyn, NY
- April 14, 2018 / 12PM & 2.30PM / Kingsborough Community College / Ohio Field
- April 17, 2018 / 3:30PM / Suffolk County Community College / Ohio Field
- April 20, 2018 / 3:30PM / Suffolk County Community College / Ohio Field
- April 21, 2018 / TBA / Suffolk County Community College / Selden, NY
- April 24, 2018 / 4PM / Rockland Community College / Ohio Field
- April 25, 2018 / 3:30PM / Union County College (NJ) / Cranford, NJ
- April 26, 2018 / 3:30PM / Bergen Community College (NJ) / Paramus, NJ
- May 1, 2018 / TBA / Borough of Manhattan Community College / New York, NY
- May 4, 2018 / TBA / Borough of Manhattan Community College / New York, NY
- May 5, 2018 / 12PM / Borough of Manhattan Community College / Ohio Field



16 Broncos Earn CUNYAC
Fall 2017 Scholar-Athlete
Honor Roll Recognition

(l to r) Philip Bredu, Moubarak Sayibou, Kimberlynn Pichardo, Sergi Ramirez

Using BCC As A Learning Tool

Students utilized resources on the BCC campus for an educational opportunity while learning about transportation! Rising Stars (Pre-K) were invited to see an excavator that was spreading mulch on flower beds. One by one, students climbed up into the cabin to 'drive' with the steering wheel and even got to talk on the walkie talkie! We had an awesome time! We thank BCC for making our learning so memorable!

Transportation

Pre-K for All's Interdisciplinary Unit of Study. In this unit, children had the opportunity to deepen their understanding of a major part of New York City life across all five boroughs. The full diversity of our city is reflected in this unit through the examination of trains, boats, cars, airplanes, buses, specialty vehicles and more!

Student Outcomes

By the end of the unit children learnt that:

- We use transportation to get to pre-K and other places.
- We use different types of transportation for different reasons.
- Vehicles move in different ways.
- Some vehicles are operated by community helpers such as bus drivers, conductors, firefighters, police officers and mail carriers.
- There are many ways to stay safe when using transportation.

Common Core Standards Addressed

- PK.CKW.8: Demonstrates interest and awareness about a wide variety of careers and work environments. a) Asks questions about and shows an interest in the jobs of his/her family members and/or "community helpers." b) Recognizes that people depend on "community helpers" to provide goods and services.
- PDH.9 Demonstrates awareness and understanding of safety rules PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.

