



ACADEMIC AFFAIRS

Dean's Note

Welcome to our first edition of our MMC Academic Affairs newsletter. The purpose of the newsletter is to keep MMC faculty and staff updated on the latest developments in Academic Affairs. We all work collaboratively to ensure that we provide the best education and support for MMC students, and communication is the key to productive collaboration!

This edition highlights some important next developments:

- * We have launched our pilot QUEST program for incoming undeclared students.
- * We have revised our policy for earning credits at other institutions for students who are already enrolled at MMC.
- * We opened an additional instructional site at Taconic Correctional Facility and our BRIDGE model to support greater collaboration among faculty and students across all MMC instructional sites.

Many thanks to Tseday Alehegn, newsletter editor and editorial/writing team (Christian Daru, Blair Dayton and Cindy Mercer) and to many other Academic Affairs staff who brought us their suggestions and contributed writing.

- Sharon Meagher



What's New in Higher Ed: Place-Based Learning

By Cindy Mercer

Marymount Manhattan's place-based learning initiative is thriving under the leadership of Professor Julie Huntington. Currently, Academic Affairs is creating a database to highlight MMC's place-based learning activity. A survey was initially sent to faculty in Spring 2019 with approximately 40 responses received, and another follow-up link has been sent this semester.

In case you're wondering, place-based learning (PBL) pedagogy uses the local community and environment to draw students in the learning process. Other practitioners emphasize the integration of local history, culture, and people into the classroom to engage students directly with places in their community, such as governmental organizations, not-for-profits, nature, businesses, and other community resources.

Coined by Laurie Lane-Zucker and Dr. John Elder, PBL represents an educational movement to combat pressures faced by communities stemming from modern economic models, which undervalue local identity and traditions; and pressures caused by unsustainable patterns of consumption and land use that weaken familial and community relationships. Noted educator David Sobel promotes PBL as a pedagogy that "celebrates, empowers and nurtures the cultural, artistic, historical and spiritual resources of each local community and region." Studies indicate that PBL increases students' academic success and community involvement. Thus, PBL complements MMC's mission to "develop an awareness of social, political, cultural, and ethical issues in the belief that this awareness will lead to concern for, participation in, and improvement of society."



Faculty Spotlight: David Mold

By Cindy Mercer

Professor David Mold plays many roles at Marymount Manhattan: stage director, scholar, professor and the Chair of the Division of Fine and Performing Arts. His recent MMC director credits include *Blues for Mister Charlie* and *Myth, Mirth, Music: The Medieval World in Performance*. He also serves as Associate Artistic Director at the Hip to Hip Theatre Company, which tours free Shakespeare productions out of doors each summer to New York City areas parks. For this company, he has directed *Hamlet*, *Love's Labor Lost*, *Cymbeline*, *The Merchant of Venice* and *As You Like It*.

But today, we come to heap accolades not on his directorial acumen but on his pedagogical skill, which this year earned him MMC's Teaching Excellence Award. Speaking at the Dean's List Ceremony during Homecoming Weekend Professor Mold pondered the nature of academic excellence, stressing that true excellence in any discipline springs from collaboration: "any student's academic work being celebrated today has come through collaboration. While the point of view on the topic or the way it is articulated may be unique, it is so because it was influenced by the ideas and techniques that were learned and (cont. on p.3)

QUEST

Pilot is Off to a Great Start!

By Alessandra Denaro & Sharon Meagher

After much planning and advanced work completed by the General Education Committee, full-time faculty met in January 2019 to discuss how we might maintain the excellent student outcomes that we have had with our current general education curriculum, while addressing concerns shared by students and faculty, that the curriculum increasingly was experienced by students as an obstacle rather than as a meaningful part of their education.

Although the name came a bit later (Quest - with a logo that includes the subway Q) the faculty worked to pair courses that could form meaningful pathways through the GE. We decided to pilot the pathways with undeclared students, a group that we have had a challenging time recruiting. Would QUEST make MMC more appealing? The answer has been yes!

The QUEST model creates learning communities and academic pathways for undecided students. As part of QUEST students take a linked pairing of NYC Seminar and WRIT 101 and two courses within one of the following five interest areas: Creative Production, Leadership & Ethics, Environmental Sustainability, Social Justice, and Human Development & Wellness.

Each of the interest areas contain a range of introductory level courses that satisfy various DS requirements. The goal of QUEST is to help students both satisfy their general education requirements and explore areas of interest before declaring a major. QUEST students will still have three one-on-one advisement meetings throughout each semester while they are in the program.

Feedback received from the QUEST pilot in Spring 2019 was very positive, and we are now moving forward in implementing phase II for incoming students in Fall 2020. The program for undeclared students has been renamed as "Quest Learning Community." First year students with declared majors will also be able to participate in QUEST.

Faculty Highlight: David Mold (cont. from p2)

observed from others." Professor Mold added "When I teach directing for the stage, I tell students what is most interesting in the process of making theatre is not their idea or the ideas of those working on the project with them but the ideas that arise from the collaboration that none of them would have thought of on their own. But you have to be open to listening to, and observing others and their ideas..it is from that, that independent and informed thinking grows, and from which innovation springs."

Professor Mold credits his students with his classroom success: "Without question, my greatest collaborators in developing my teaching methods have been my students at MMC over the last 20 years," he shared. "My teaching has evolved because of how they have responded or not responded to what was happening in the classroom, studio or rehearsal hall. It has evolved from the challenging questions they have posed, asking me to articulate more clearly ideas that I thought I had expressed well, but which needed different vocabulary or images so that they could understand them better." It is this philosophy that has guided Professor Mold's instruction in acting, directing, and theatre production.

Thank you, Professor Mold, for your enduring contributions to Marymount Manhattan.



Higher Education Opportunity Program Celebrates 50th Anniversary

By Harmony Cross

This year the Arthur O. Eve Higher Education Opportunity Program (HEOP) is commemorating its 50th anniversary and MMC hosted its Golden Jubilee Celebration on Friday, October 18th, 2019 in the Regina Peruggi Room.

The Golden Jubilee Celebration – that took place during the College's Family and Friends Homecoming Weekend – featured NYC Council Member Adrienne Adams as the keynote speaker for the event and included a visit from the first grant writer of MMC's HEOP in 1969, Eilene Bertsch.

MMC has participated in HEOP since its inception in 1969, and to date the College has graduated more than 200 students who participated in the program.

As part of the ongoing 50th anniversary commemoration, HEOP welcomed 21 students who refer to themselves as the "Jubilee Class" during the annual HEOP summer program; this is the largest class since 2004.

To kick off the 50th year celebration, Director of HEOP, Harmony Cross, accompanied students in the program to Temple University's Inclusive Leadership Conference this past February. The day-long conference gave participants an opportunity to attend workshops and panel discussions on inclusive leadership and social change.

"We are honored and thrilled to be in a position to celebrate this milestone year for such an impactful program," says Cross. "We have more to come in the near future, as we continue to celebrate 50 years of HEOP at MMC, and we invite the campus community to take part."



2019 Taconic Graduation (Photo credit: Babita Patel)

BRIDGE Program Expansion

By Sharon Meagher

In January 2019, we opened an additional instructional site at Taconic Correctional Facility, a medium security prison for women across the street from Bedford Hills Correctional Facility. Many of our Bedford Hills students are transferred to Taconic. They can now continue their studies when they move. Since some Bedford Hills students were quite advanced in their degree completion, we already held our first Commencement on June 10th, 2019!

The program is supported financially and administratively by our partnership with Hudson Link, a nonprofit organization dedicated to college prison and reentry programs.

The new site prompted us to rethink how we might better collaborate across campuses, and that gave rise to our new model - BRIDGE (**B**uilding **R**elationships for **I**nclusion, **D**iversity, **G**lobalism, and **E**quity). On the administrative front, we added an additional instructional site at Taconic Correctional Facility in Bedford Hills, and created a new model to provide a more seamless experience to better connect faculty and students across all our MMC instructional sites. The BRIDGE program has begun to attract external fundraisers interested in supporting models of college prison programs that connect students from "outside" and "inside" campuses in creative ways beyond the Inside/Out program. (cont. on p. 8)



C-TIE Award for Innovative Teaching

MMC's annual Award for Innovative Teaching is given by the Center for Teaching Innovation and Excellence (C-TIE) for faculty projects that "demonstrate exceptional levels of innovation and impact on student learning."

This year Professors Erin Greenwell (Communication and Media Arts) and Nava Silton (Psychology) were presented with the award on May 6th in recognition of their work "that promoted understanding, creativity, and collaboration - both inside the classroom and out."

You may learn more about Greenwell and Silton's pedagogical projects [here](#).

Outstanding Faculty & Staff Awards

As part of the Senior Awards Ceremony that was held this past May, graduating students submitted nominations for the Outstanding Faculty & Staff Awards. Congratulations to the winners this year!

- * Lorraine Martinez-Novoa (Business)
- * Peter Schaefer (Communication & Media Arts)
- * Robert Dutiel (Fine & Performing Arts)
- * Lauren Brown (Humanities & Social Sciences)
- * Deitra Hunter-Romagnoli (Sciences)
- * Carly Schneider (Staff)



The Library's New Gallery Space

By Brian Rocco

The Library hosted its first pop-up gallery opening entitled "Art From Our Own" on the first floor of the library on February 15th, 2019. The exhibition featured the following artists: Ava Makris (2021), Carly Hebert (2019), Daniel Morrison (2021), Fiona Scannell (2022), Logan Ronan (2021), and Shealyn McFadden (2021).

The exhibit was curated by MMC students Cross Nelson (2022), and Ariella Bellingham (2021). Cross and Ariella's curatorial statement celebrated the creativity of MMC's student body:

"Marymount Manhattan College is home to a student body full of creative minds. These creators are dancers, musicians, writers, and artists, and all of them are here with the goal of creating something memorable. Art From Our Own is a showcase of six student works that reflect the pride that Marymount takes in their artists...By employing a variety of media, such as photography, painting and pointillism... these artists allow viewers to understand the many ways that students can put their creative talents to use. This exhibition opens up the conversation between our visual art students... and provides a window for other students to interact with the artwork of their peers. In doing so the exhibition creates a stimulating environment in a common space where students come to enrich their learning experience."

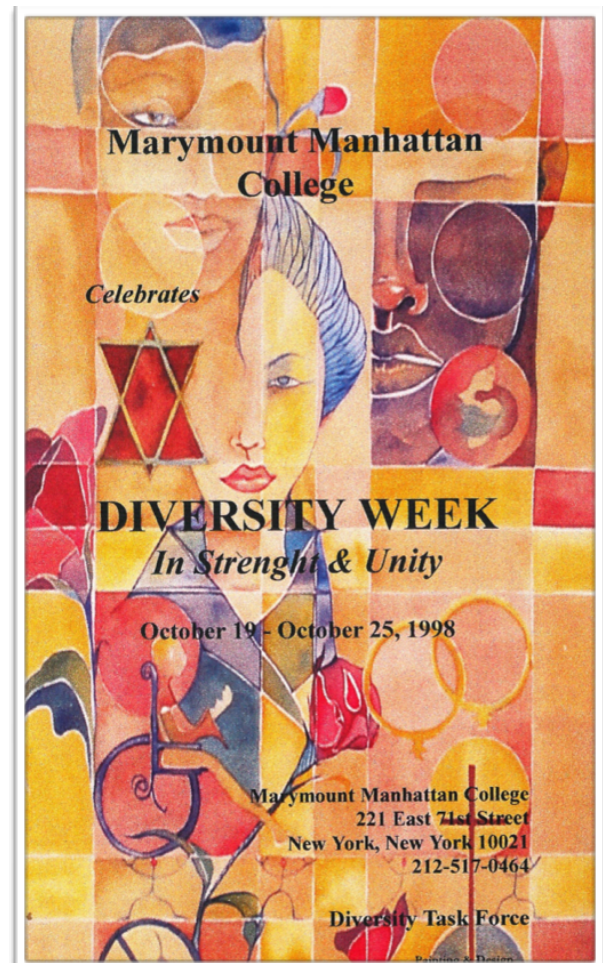
News from the Archives

By Mary Elizabeth Brown

During Spring 2019 the archives collaborated with the college's modern theatre history classes, and Professors Jill Stevenson and Joseph Hill assigned their students to visit the archives to find documents to utilize for their research proposals.

The archives also hosted service-learners this past spring from Saint John's University's Master of Library and Information Science program. The students assisted with processing new material from the theatre department.

The Spring 2019 archives exhibit featured diversity throughout Marymount Manhattan College's history. Even when MMC was a small Catholic college enrolling mostly local women, its students, faculty, administration, and staff embodied diversity, sharing a life in the college and pursuing varied interests and ambitions.



ANNOUNCEMENTS

- * MMC's new online textbook store, Akademos, is being piloted in January 2020 term with plans to fully launch for Spring 2020. A website is currently in development including both faculty and student sections and training will be made available. Akademos will serve as a one-stop shop for students to purchase their course textbooks.
- * A comprehensive list of Division and Department Chairs, Program Directors and Coordinators, as well as faculty members on leave and Faculty Council committees has been distributed via email and uploaded to the staff and faculty portals.

UPCOMING EVENTS

- * **Lefkowitz Lecture Series**
Dr. Mindy Fullilove
 "Urbanism is a Participatory Sport"
 Thursday, October 24th at 7pm
 Theresa Lang Theatre
 Reception to follow
- * **C-TIE Pedagogy Wednesdays**
 November 13th at 1pm
 Regina Peruggi Room
 "Mindfulness"
 Suzanne Sorrentino (Counseling & Wellness Center) will discuss ways to be more mindful in our work, enhancing our teaching and our students' learning.
- * **Stand Up/Speak Out Festival**
 Monday, November 18th
 Screenings, Exhibitions, Live Monologue in Performance

Launch of the Center for Academic Excellence

The new Center for Academic Excellence was launched in March 2019 and serves as a virtual umbrella that encompasses three Academic Affairs offices: Center for Academic Support & Tutoring, Higher Education Opportunity Program, and Academic Advisement. The Center for Academic Excellence is led by Michael Salmon, Assistant Vice President and Dean of the Center, to strengthen academic support and enhance student performance at the College.

Recent NYSED Approvals & Curriculum Updates

We've received NYSED approvals this year for our submissions for a revised History major as well as changes made to the Theatre History & Performance Texts concentration of the Theatre Arts B.A. degree.

Two new B.F.A. programs have also been approved as follows:

Theatre Design and Technology B.F.A.

Musical Theatre B.F.A.



The College's 2019-2020 Academic Catalogue was published online via SmartCatalog. We have stopped distributing a printed version. A full PDF version of the Catalogue is available for download. Many thanks to Lora Georgiev for working to transition us to this new online system that is more accessible and offers enhanced searchable features. An online system for Curriculum Review is now underway for launch later this Fall.

In addition, the College's policy for earning credits at other institutions while enrolled as a student at MMC has been revised in the Catalogue; this policy goes into effect for all students who begin matriculation in the 2019-2020 academic year. The minimum requirements outlined for Internship eligibility have also been revised in the current Catalogue.



Ferraro Fellow: Martha Eddy

Dr. Martha Eddy joined MMC this Fall as a Visiting Artist in Residence in the Dance Department and currently coordinates the Body, Science, and Motion program. She is also the first Ferraro Institute Fellow in Dance Movement and Social Justice.

Dr. Eddy is a renowned global advocate for somatic education and movement therapy and co-founded the Moving On Center in 1994 focusing on somatic awareness and social change. She is also a founding member of the International Association of Dance Medicine & Science and has advocated for creative career development in somatic dance and dance science.

As a registered Somatic Movement Therapist, Dr. Eddy has studied the role of the body and movement through the interdisciplinary lens of peace education while developing techniques such as Body-Mind Centering, Dynamic Embodiment, and EastWest Somatics.

Dr. Eddy also brings her expertise as an educator on embodied cognition and eco-somatics, and is the author of several books including *Mindful Movement: The Evolution of the Somatic Arts and Conscious Action*.

The Ferraro Institute for Breakthrough Civic Leadership

By Tseday Alehegn

The establishment of the Geraldine A. Ferraro Institute for Breakthrough Civic Leadership is moving forward with the appointment of its first fellow, Dr. Martha Eddy in Fall 2019.

The Ferraro Institute is envisioned as a multidisciplinary platform at the College where civic leadership is promoted and explored "through the arts, media, community engagement and public service." In describing the aim of the institute Dean Meagher shared that "The Ferraro Institute draws on the broad resources of Marymount Manhattan College and its deep history in civic activism and social justice" as well as "its commitment to place-based learning to integrate and ground educational experience and research in contemporary community life."

Earlier this year in February, the Ferraro Institute hosted notable Choreographer, Dancer, Author, and Director Bill T. Jones for an outstanding lecture on the Arts and Social Justice. The lecture was presented in conversation with Lane Harwell, Program Officer of Creativity and Free Expression at the Ford Foundation.

Ferraro Fellows appointed by the Institute will serve as scholar-practioners who embrace interdisciplinary, collaborative work. In addition to Dr. Eddy's fellowship, the Institute is currently conducting an open search for a second Ferraro Fellow position focusing on public philosophy and prison education.

The broader work of The Ferraro Institute would be "catalyzed by its fellows," shares Dean Meager. "Ferraro Fellows will have homes in one or more MMC academic department as well as within the Ferraro Institute." The Fellows will "both catalyze curriculum development and also create more external, community-focused programming."

Ideas for additional Ferraro fellowships are encouraged and welcome from all divisions, and can be submitted to Dean Meagher.

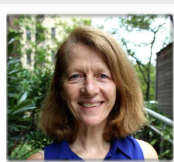
Welcome New Faculty Members!



Marnie Brady, Ph.D.
Assistant Professor
Politics & Human Rights



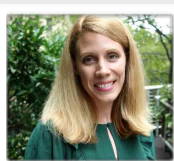
Jan Dijkwel, M.A.
Assistant Professor
Dance



Martha Eddy, Ed.D.
Visiting Artist in Residence
Body, Science & Motion
Ferraro Fellow in Dance
Movement & Social Justice



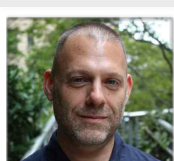
Anka Milin, M.B.A.
Visiting Instructor
Marketing



Lennay Chapman, M.B.A.
Assistant Professor
Marketing



Cyrille Phipps, M.A.
Assistant Professor
Comm. and Media Arts



Kenneth Finkle, M.F.A.
Assistant Professor
Theatre Arts

BRIDGE Program Expansion (cont. from p4)

Inside/Out requires holding college courses in prisons and including main campus students in those classes. But logistically, this is expensive, and sometimes students who are incarcerated want their own learning spaces.

In contrast, the BRIDGE model supports flexible and innovative collaborations among faculty who are teaching at varying sites, encouraging them to link assignments or pass projects from one site to another so that mutual learning and understanding takes place. This year we have had funding for two such projects: Stand Up/Speak Out, led by Erin Greenwell, involved visual arts, poetry, film, and theater instructors as well as students from main campus and Bedford Hills to develop spoken word, visual art, and theater projects together. The next Stand Up/Speak Out Festival, which includes screenings, live monologues and an exhibition will take place on November 18th, 2019. The ongoing Book Arts project involves Bedford Hills students writing fables, while others illustrate them, and main campus students digitizing and creating books or animated videos from the Bedford Hills student projects.

Note of Thanks!

During the main campus closure (10/1-10/6), classes, studios, and labs were held in numerous city locations, including city parks, in faculty members' studios and/or homes, in museums, at cultural events, in libraries and archives. Other classes were held via zoom or on-line. A parent wrote me commending the faculty, noting that her son had some of the most amazing experiential learning experiences of his life last week. Marymount Manhattan College faculty demonstrated their exceptional pedagogical imagines and abilities, creating new learning opportunities for our students in the wake of the closure. Both faculty and staff reached out in thoughtful ways to students who needed support, providing sympathetic ears, shoulders to lean on, and meditative moments for them to catch their breaths. Academic Affairs staff also supported faculty who needed assistance creating make-ups, help with research, access to student records, and logistical issues. It was a stressful week for everyone, but we came together as a community and put our students first. THANK YOU! - Sharon Meagher