

Currents

A biannual newsletter of the College of Community and Public Affairs

CCPA is beginning the countdown to our fifth birthday!



1,2,3,4,5...

Get ready to celebrate!

Although it is hard to believe, we are beginning the countdown to the College of Community and Public Affairs' *fifth* birthday! During this time, we are celebrating not only our birthday, but also our lovely location in downtown Binghamton, the remarkable history of our community, our faculty and our students.

This year, we are celebrating the arrival of *five* new faculty and staff (a coincidence!), the growth of our new Immigration Studies Program, the implementation of our SHARE program and our fourth year in the University Downtown Center (UDC).

On January 6 we held a reception to mark the installation of "Our Invisible Past," a display of artifacts unearthed in the archeological dig on the UDC site. These artifacts demonstrate and celebrate

the activities of everyday life at the confluence of the rivers for hundreds of years. A gift from a generous private donor funded the construction of museum-quality cases for the artifacts, as well as our reception. We are very proud to provide a permanent home to this display, and we thank our anonymous donor for making it possible.

We will expand upon this in future issues of *Currents*, but the CCPA also continues to celebrate the opportunities provided by our location in the community. Our students, faculty and staff contribute hundreds of hours of volunteer, intern and field placement service to dozens of community organizations. Last year alone, the monetary value of this service topped \$2.5 million — clearly a contribution of some significance to the local community!

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Pat Ingraham

Dean, College of Community and Public Affairs

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Our students are continually searching for additional ways to serve and, as we grow, the boundaries of our exploration expand. For example, in October one of our MPA nonprofit management courses spent the day in New York City talking with leaders of innovative nonprofit housing programs (including some Binghamton alumnae). We are grateful to Nancy Wackstein '73, executive director of United Neighborhood Houses and Ellen Baxter, founder and executive director of Broadway Housing Communities, for the time they spent

organizing the day, speaking with students and serving as superb role models. During intercession, a group of our social work students travelled to New Orleans to work in the still-battered 7th Ward.

You will be hearing more about our *fifth* birthday in the coming months. I invite you to visit the UDC and your friends at CCPA, and join in our celebrations. It is wonderful when alumni stop by.

Until then, Happy New Year!

Pat Ingraham

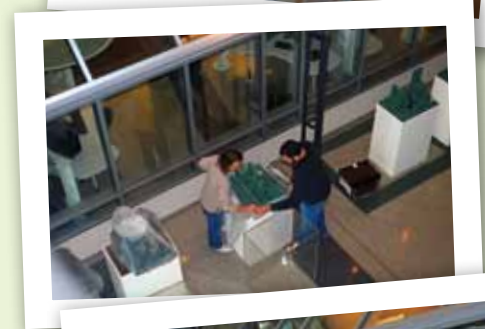
Dean, College of Community and Public Affairs

To contribute to the College of Community and Public Affairs and become part of our future, go to www.binghamton.edu/giving.

Celebrating Our Invisible Past

After a successful eight-month run at the Roberson Museum and Science Center, the exhibition, *Our Invisible Past: The Archaeology of Everyday Life*, was installed in the UDC lobby. On October 29, 2010, the exhibition's design team from the Roberson (Peter Klosky and Roberta Wackett) joined with staff from the Public Archaeology Facility (Maria O'Donovan, Nina Versaggi, Mary Lou Supa, Maria Pezzuti and Blaze Inerligi) to move and then reassemble the exhibition.

The exhibition is based on extensive archaeological investigations prior to construction of the UDC. Excavations uncovered the foundations and associated artifacts from homes that once stood in this historic neighborhood during the 19th century. In addition, archaeologists discovered an early (circa AD 1000-1300) longhouse community associated with ancestors of the Haudenosaunee (Iroquois) Confederacy. A further surprise was the identification of an earlier camp with an extensive assemblage of stone tools dating to about 3500 BC. The artifacts, supported by colorful illustrations, interpret everyday life in these confluence communities spanning 5,000 years of the past.



Currents

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Social Work Launches New Certificate Program in Gerontology

by Cassandra L. Bransford
Associate Professor, Department of Social Work

In fall 2010, the Department of Social Work launched a new certificate program in geriatrics and gerontology. The program, designed by social work faculty and staff with expertise in aging studies, will enable students enrolled in the MSW program to obtain advanced competencies and specialized skills across all curricula areas of the concentration year component of the MSW program. These areas include practice (i.e., individual, family, group, community and organization), policy and research. Students will develop service-learning and other projects in collaboration with both their concentration-year course instructors and certificate advisers, and also with community-based partners.

In its inaugural year, the certificate program will be available to full- and part-time MSW students who meet certificate program admission requirements (*see box*). Future plans include extending the program to also provide postgraduate training in practice, applied clinical research, policy and administration to practitioners, researchers, policy makers and administrators.

Initial grant funding for this program came from the Council on Social Work Education (CSWE) through its Specialized Gerontology Program (Spec Gero). We were one of only 16 programs nationwide to receive this funding. CSWE has been focusing considerable efforts to help develop a workforce capable of providing aging baby boomers and other older adults with competency-based social work services across the entire spectrum of physical and mental healthcare. The Spec Gero Program was created to facilitate the development of specialized aging curricular structures within social-work departments and schools across the United States. Binghamton's new certificate program builds upon a number of CSWE, Hartford Foundation, and other external and University-funded initiatives undertaken by the Social Work Department in recent years to foster competency-based skills acquisition and create future leaders in gerontology among MSW students.

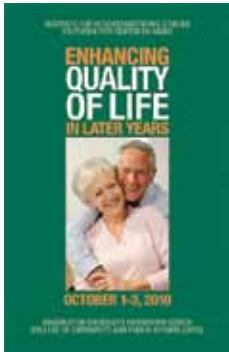


For additional information about the certificate program in gerontology, please contact Cassandra Bransford, PhD, chair of the certificate committee, at cbrans@binghamton.edu.

Certificate Requirements for 2010-11

- Participation in the fall 2010 elective, *Interpersonal Psychotherapy (IPT) with Older Adults*, in which students learned and provided IPT, which is an in-home evidence-based psychotherapeutic approach to depressed or cognitively impaired older adults and their caregivers
- Attendance at the October 2010 *Enhancing Quality of Life* conference (*see page 4 for details*)
- The development of an aging-related project that meets gero-competencies within all concentration year courses
- Participation in a monthly integrative seminar, co-facilitated by rotating members of the certificate committee (Josephine Allen, Cassandra Bransford, Paul Gould and Youjung Lee)
- The development and completion of a capstone project developed in consultation with the certificate committee
- Presentation of the completed capstone project at a college-wide forum prior to graduation (April 2011 for full-time students, November 2011 for part-time students)

Southern Tier Center on Aging Hosts Inaugural Conference



“I was fascinated to know how the Southern Tier Center on Aging conference would enhance my life, and it did. What a time I had!”

On October 1–3, 2010, the CCPA hosted the Southern Tier Center on Aging’s first conference, *Enhancing Quality of Life in Later Years*, at the UDC. The conference was designed to provide attendees with cutting-edge research and hands-on practice workshops pertaining to quality-of-life issues facing older adults and caregivers.

More than 100 people participated during the three-day event. They included representatives from local community agencies, practitioners and academicians, as well as regional and national presenters.

Keynote speakers for the event were these four nationally and internationally known specialists on aging:

- **Sharon Brangman, MD**, president of the American Geriatrics Society and professor of geriatric medicine at SUNY Upstate Medical University
- **William Thomas, MD**, president and co-founder of the Eden Alternative and Green House Project
- **Mark Miller, MD**, associate professor of geriatric psychiatry and medical director of the Late Life Depression Center at the University of Pittsburgh
- **Patricia Bomba, MD, FACP**, vice president and geriatric medical director for Excellus Blue Cross/Blue Shield

The mission of the Southern Tier Center on Aging is to be a pioneer in interdisciplinary approaches to identifying, researching and fostering positive change in challenges confronting older adults and their caregivers. This is accomplished with the collaboration of researchers, students and educators from Binghamton University and Upstate Medical University, along with practitioners and consumers from agencies and communities in New York’s Southern Tier.

This inaugural conference was a resounding success! Based on feedback received from participants (*see sidebar for one person’s perspective*), a second conference is being planned for 2012 where we will explore intergenerational approaches to enhancing quality of life for both youth and older adults.

Reflections from a conference attendee

I am a 62-year-old woman with the spirit of a 25-year-old. I was fascinated to know how the Southern Tier Center on Aging conference would enhance my life, and it did. What a time I had!

Binghamton University did an awesome job not only in getting nationally known keynote speakers, but also in opening the conference to presenters of every age and education. Some were MSW students, some were healthcare professionals from our community and some were senior citizens.

I am a healthcare professional who specializes in helping those over 50 age well and be happy. I teach classes on living with chronic disease and on how to stay well as a caregiver. I know what we have to do to age well, and I also know what it is like not to age well. I have seen what aging can do, but I have also seen how having a good attitude can lessen the effects of the aging process.

This conference addressed how the population is aging; how we need to be aware of baby boomers; and how we need to have walkable, livable communities. The speakers talked about mental health and depression in the elderly, as well as different levels of care and the purposes they serve. Dr. Bomba spoke about healthcare proxies, our options as we near death and our responsibility to be informed and get our affairs in order. This conference spoke to me — as a professional and as a senior citizen.

My daughter graduated in December with a MSW from Binghamton. She attended the conference and presented a paper. She has a good understanding of the aging process, but more than that, she knows we are all the same, whether in our 30s or 60s. We all have to take care of ourselves, we all have to get our affairs in order, and we all need to give and receive love. We all are or should be “square, activist, hippie, enthusiasts” who work together for our common humanity. This conference was a great beginning.

Student Leader Attends United Way Retreat

Last year, organizers of the Third Annual Community Services Fair invited student association leaders from the CCPA to assist in planning the event. Professor Diane Crews served as faculty advisor for the initiative. She says civic engagement is vital for young adults, who are tomorrow's leaders, and that college students are playing a significant role in the community. For the past five years, she has been encouraging young adults in the Southern Tier to increase connections through a student-led organization, Catalysts for Intellectual Capital (CIC 2020).

Mollie Shapiro, vice president of the Human Development Student Association and a participant in the CIC 2020 Proseminar in Civic Engagement last spring, took up Professor Crews' gauntlet and recruited students who want to be involved. Working with Phillip Ginter, director of allocations for the United Way of Broome County, she continues to build student participation.

"Students are a vital part of our community," says Ginter. "We're excited about the chance to work with students and provide them with meaningful opportunities to connect with the community through volunteerism."

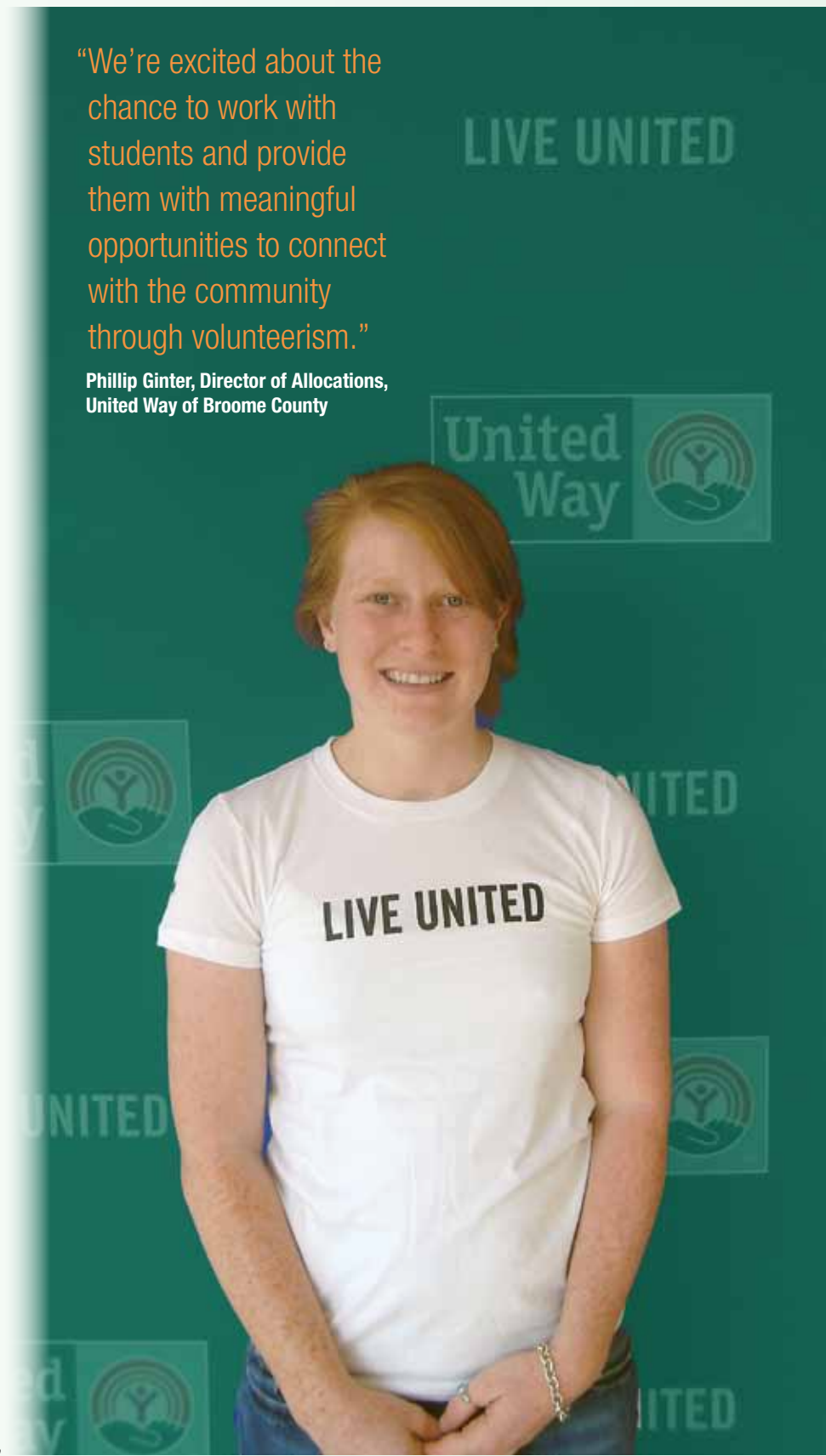
As a result of her efforts, in September 2010, the United Way sent Shapiro to the Student United Way Leaders Retreat in Washington, D.C. The Student United Way is an organization on more than 50 college campuses nationwide; they work directly with their local United Way to further the goals of "Give, Advocate and Volunteer."

Shapiro is now working to establish a group at Binghamton. She says the retreat gave her "the chance to see what it will take to get the Student United Way off the ground and how I can make it the most effective on and off campus."

See related article about volunteers on back cover.

"We're excited about the chance to work with students and provide them with meaningful opportunities to connect with the community through volunteerism."

**Phillip Ginter, Director of Allocations,
United Way of Broome County**



Mollie Shapiro

3 Months + 2 Countries = 1 Amazing Experience

by Meaghan Malone
CIC2020 Leadership Program

South Africa

Two high school graduates, four senior high school students, a hospice instructor and I spent two-and-a-half weeks in May 2010 volunteering for the Zululand Hospice organization, which has ties to the Visiting Nurse Service of New York (our point of contact).

I had never been to Africa before and was thrilled at the idea of exploring the suburbs and villages while giving hands-on care. The nonstop flight was long (17+ hours), to say the least, but well worth it considering what I experienced during those two weeks.

Each day after breakfast, we went to the Zululand Hospice office to get our plan for the day. Some days we split into smaller groups to go on visits in the suburbs, while other days we traveled as a group into the villages.



During my time in the suburbs, I was faced with two different hospice situations. I worked with an elderly couple where the husband was paralyzed on his left side and was slowly losing the ability to speak. Most likely he had “Lou Gehrig’s” disease. I also worked with a 15-year-old girl who had contracted meningitis as an infant. She was blind and couldn’t walk or even hold herself up. Her mother had to carry her everywhere; not an easy task since she weighed close to 140 pounds. It was clear the mother desperately needed a good friend, so for my visit I served as that friend.

We travelled from suburbia to a village in about 20 minutes, leaving paved roads behind for dirt or sand paths. Most of the families live in wooden shacks and sleep on concrete floors. During the winter in South Africa, the temperatures can fall into the lower 30s at night. This is brutal for the villagers, most of whom don’t have blankets.

Typically, one family lives in a small, 10’ x 10’ hut, which can house upwards of five people. All the families we interacted with were infected or affected by HIV/AIDS. In most situations, the sick patient contracted tuberculosis because their immune system was depressed. However, even though these people were so incredibly sick, they welcomed us into their homes and communities with open arms and thought it was a blessing we were taking our time to visit them.

In the villages, we helped run support groups in the mornings where we taught the attendees about agriculture and how to sustain their families. Most of the villagers there were female; the males don’t



“Both trips were extremely rewarding...”

admit to being HIV positive. In the afternoons we had afterschool sessions with children affected or infected by HIV/AIDS. This was a lot of fun. The kids sang and danced for us while receiving their one guaranteed meal of the day. We also handed out stuffed animals, which they all loved. It was clear some of them had never received a gift before. That broke my heart.

Kolkata, India

The situation I faced while spending four weeks in India was much different. Two people who graduated from my high school and I returned to Kolkata, India, to volunteer at Mother Teresa's Home for the Destitute and Dying. We took this same trip our senior year of high school. In addition, we went to Falta (a village 1.5 hours outside the city) to teach local women how to take care of those who are dying.

It was an incredibly rewarding experience and something I am very happy I did. I never knew how unbelievably hard it is to teach people, especially when you have to use a translator and make certain everyone grasps the concepts.

We successfully taught the women how to position in bed, move to a commode, complete oral and bodily care, as well as what to say to someone when they are dying and how to comfort family members. The women were really welcoming and it only took a few days for the villagers to accept us as part of their village.

Both trips were extremely rewarding in their own ways and in similar ways: We found beautiful, loving children everywhere who followed us around smiling and holding out their hands. I cannot wait to travel back to these places and many others in the future.

College Remediation under Siege

by Robert Palmer
Assistant Professor, Department of Student Affairs Administration



“Today, remedial programs continue to serve as an important conduit through which many students access higher education.”

Brubacher and Rudy (*Higher Education in Transition: A History of American Colleges and Universities*) argued that the earliest colleges in America functioned to prepare ministers; however, by the 19th century fewer students were attending colleges for ministry preparation. To enroll a sufficient number of students, colleges began admitting students who were generally not prepared academically. Furthermore, as the federal government intervened through various legislation (e.g., *The Civil Rights Act of 1964*; *Higher Education Act of 1965*; *Servicemen’s Readjustment Act of 1944*) that made college accessible to more people, the number of students lacking the necessary academic skills to succeed in higher education grew considerably. Moreover, as postsecondary educational institutions became more egalitarian, first-generation college students began to enroll in colleges and universities in far greater numbers than in the past.

Although many of these students performed poorly on academic assessment, they were intent on seeking higher education because it served as the linchpin to upward mobility. Given this, colleges instituted remedial programs to provide a means for these students to access higher education. Such programs generally include an assessment and subsequent placement of students in remedial courses and are oftentimes supplemented with study skills seminars, time management workshops, campus and community resource exposure, academic support services, career advising, and student-faculty as well as peer-to-peer interaction.

Today, remedial programs continue to serve as an important conduit through which many students access higher education. According to 2004 data from the National Center for Educational Statistics, approximately 28 percent of freshmen who entered postsecondary education in the fall of 2000 required remedial coursework in one or more courses. According to an article that Paul Attewell, David Lavin, Thurston Domina and Tania Levey published in the *Journal of Higher Education*, public community colleges typically offer remedial courses to academically underprepared students. However, currently about 47 percent of undergraduates enroll in remedial courses at four-year colleges. While white students comprise the majority of remedial program participants, racial and ethnic minorities are disproportionately represented in remedial programs.

A strong body of research literature has shown that college remediation facilitates college access and success for racial and ethnic minority students in higher education; nevertheless, some research suggests skepticism over the effectiveness of remedial education. This disagreement in the literature has encouraged states to reduce or eliminate remedial courses in public four-year colleges or shift the onus for providing remedial education to community colleges. According to Tara Parker, an assistant professor of higher education at the University of Massachusetts-Boston, 22 states have reduced or

Immigration Studies Program Update

eliminated remedial coursework from their four-year public institutions. Paul Attewell as well as other scholars has argued that eliminating remedial educational programs from four-year public institutions would stymie access to postsecondary education for historically oppressed groups.

Indeed, in a qualitative study I conducted with 11 black men who entered a public, historically black college and university (HBCU) through participation in its remedial program and persisted to graduation, they expressed how remediation provided them a second chance at pursuing their goals of higher education.

Although not explicitly expressed by the participants in my study, it is highly conceivable that if remedial education had not been implemented, the opportunities for these men to pursue higher education would have been lessened considerably. As such, dismantling remedial programs from public four-year institutions will have unintended consequences for racial and ethnic minorities' ability to access higher education. Therefore, instead of eliminating remedial programs from higher education, affirmative action should be taken to enhance the educational efficacy of college remediation, which will positively impact racial and ethnic minority students' access to postsecondary education.



by *Lubna N. Chaudhry*
Associate Professor, Department of Human Development

Launched in academic year 2009-10, CCPA's Immigration Studies Program continues to grow. In its first year, the faculty and students involved have sought to explore the intersectionality of discourses on belonging, justice and displacement in a variety of national and localized scenarios, including the Philippines, China, South Africa, the Swat Valley in Pakistan and the Greater Binghamton Area, in addition to North America in general. Additionally, I developed and taught Migration, Citizenship, and Social Justice in the fall. Thirty-two students enrolled in the course, including two graduate students from the Department of Public Administration.



The program's formal educational efforts will eventually include an undergraduate minor in immigration studies housed in the Department of Human Development, but available to students across Binghamton University; a graduate certificate, open to students from different majors; and teaching modules about immigrants and immigration tailored to the needs of specific courses in various disciplines and interdisciplinary fields.

The graduate certificate is currently under development, but Professor Nadia Rubaii-Barrett will offer the first graduate course (with two seats for advanced undergraduates), Managing Immigrant Services, online this summer. The undergraduate minor was approved by faculty and will be offered in 2011-12. The immigration studies steering committee, composed of Lubna N. Chaudhry, Sunha Choi, John Frazier, Kevin Heard, Dina Maramba, Nadia M Rubaii-Barrett and Thomas Sinclair, developed the minor.

CCPA Welcomes Five New Faculty and Staff

Michael Lawson

Michael Lawson recently joined the Department of Human Development as an assistant professor. His research interests focus on birth-to-career (P-16) educational systems change, with special emphasis on community school configurations and private/public partnerships.

Within this broad agenda, Lawson's current research projects include quantitative and qualitative studies on student, family and community engagement and support. He is also currently

collaborating with faculty in the Department of Social Work to develop innovative intervention frameworks for preventing incidents of school bullying in Broome County schools.

Prior to his doctoral work in the School of Education at the University of California, Davis, Lawson served as program and agency director for two not-for-profit agencies that provided school-based and community-based services and support for vulnerable children, youth and families living in Sacramento County, Calif. As a part of that work, he served on several county and statewide leadership councils, including the California Clearinghouse for Evidence-Based Practice in Child Welfare, the Sacramento County Family Support Collaborative and the Sacramento County Home Visitation Coordinating Council.



Tania Alameda-Lawson

Tania Alameda-Lawson first fell in love with Binghamton University during a visit eight years ago. Thanks to the SUNY Faculty Diversity Program and support from Department of Social Work Chair Laura Bronstein and CCPA Dean Patricia Ingraham, she is now an assistant professor in the Department of Social Work.

Alameda-Lawson comes to the CCPA after 13 years at California State University, Sacramento, where she taught in the Division of Social Work. She received her doctoral degree in social welfare policy in 2003 and her MSW from Florida International University in 1990. She holds a bachelor's degree in psychology from the University of Miami. Her research interests and expertise include empowerment and strength-based practices with disadvantaged children, youth, families, schools and communities; community development with special emphasis on asset-based neighborhood and community development guided by local residents, especially school parents; transformational leadership in service systems to improve outcomes for disadvantaged populations; and university-community engagement using community-based participatory research as a means of doing research *with* communities rather than *to* communities. She is also interested in interprofessional education and practice and looks forward to working with faculty across disciplines. Having been born in Cuba and raised in Miami, Fla., Alameda-Lawson is fluent in Spanish and would love to collaborate with other faculty involved in research projects that serve a Latino population.



Her husband, Michael Lawson, also joined CCPA and is profiled at left.

Fidaa Shehada

CCPA welcomed Fidaa Shehada as a visiting assistant professor in the Department of Public Administration in fall 2010. She received her PhD as a Fulbright scholar from the School of Public Affairs and Administration at Rutgers University in 2010 and her master's degree in democracy and human rights from Birzeit University in Palestine in 2003. Prior to that, Shehada worked and provided consultancy services for several local and international nongovernmental organizations active in Palestine and the Middle East region. Recently, her teaching and research interests include management of nonprofit organizations, organizational behavior, and program evaluation with an emphasis on social equity and citizens' participation.



Michelle Harder

Michelle Harder joined the Department of Human Development as a secretary in August 2010. She began working for Binghamton University in 1999 and has served as a secretary in both the Graduate School and the Watson School of Engineering SPIR Program. In May 2001, she received the STAR Award in recognition of her service and dedication. Harder came to Binghamton from the Broome Developmental Center.



LeAnne M. Kocak

LeAnne Kocak joined CCPA in October 2010 and is working as a secretary for the Dean's Office and the Department of Student Affairs Administration. She has been with Binghamton University since June 1998, having worked at both the Graduate School and the Office of Undergraduate Admissions in the past.



Spotlight on CCPA Faculty

The College of Community and Public Affairs congratulates:

Cassandra Bransford, who received tenure and promotion to the rank of associate professor. Bransford teaches for the Department of Social Work.

Lubna Chaudhry, who received tenure and promotion to the rank of associate professor. Chaudhry teaches in the Department of Human Development.

Sunha Choi, assistant professor, who received contract renewal. Choi teaches in the Department of Social Work.

David Campbell, associate professor in the Department of Public Administration, who is the recipient of the 2009-10 Chancellor's Award for Excellence in Teaching. Campbell is a superb teacher and mentor who has earned enormous respect from his colleagues and students.

Sunha Choi

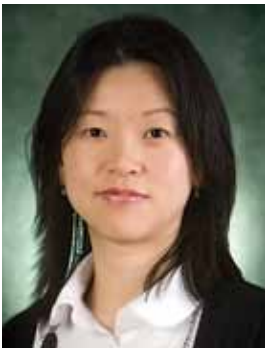
Summer Institute at the College of St. Scholastica

Sunha Choi, assistant professor in the Department of Social Work, was selected as one of 13 geriatric social work scholars across the country to participate in the 7th Summer Research Institute on Aging and Social Work in Duluth, Minn., in July 2010. This competitive program, supported by the National Institute on Aging and the Hartford Foundation, provides advanced training in aging research to help social-work faculty develop an active research agenda and a promising research proposal for external funding. With the support of the institute, Choi is developing a research proposal that focuses on the contextual effects of community characteristics on access to healthcare among older immigrants.

Cassandra Bransford

RAND Summer Institute

This summer, Cassandra Bransford, a professor in the Department of Social Work, attended, with scholarship, the RAND Summer Research Institute's Workshop on Aging and Mini Medical School for Social Scientists. The Summer Research Institute, which takes place annually at the RAND headquarters in Santa Monica, Calif., focuses on the health, demography, economics and epidemiology of aging, and brings together internationally renowned scholars and policymakers, who present their latest cutting-edge research on how best to meet the needs of the growing aging demographic worldwide. This was the third summer professors from Binghamton's Department of Social Work were selected to attend. Prior attendees include Sunha Choi and Laura Bronstein.



Choi



Bransford



Rubaii-Barrett



Lambright

Nadia Rubaii-Barrett

Executive Council of NASPAA and Advisory Board for ICMA

Nadia Rubaii-Barrett, associate professor in the Department of Public Administration, was elected in 2009 to serve a three-year term on the Executive Council of the National Association of Schools of Public Affairs and Administration (NASPAA). In 2010, she was elected as the vice president and president-elect of NASPAA, and will assume the presidency in October 2011. NASPAA is a membership organization that promotes excellence in public service education. Membership includes more than 260 U.S. and international university programs in public affairs, public policy, public administration and nonprofit management. Rubaii-Barrett has previously served as a member and chair of NASPAA's accrediting arm (the Commission on Peer Review and Accreditation), chair of NASPAA's Diversity Committee and Small Programs Committee, and most recently as chair of the Taskforce on Training and Education for the newly adopted accreditation standards.

She was also appointed to serve on the Advisory Board on Graduate Education (ABGE) for the International City/County Management Association (ICMA). ICMA serves 9,000+ city, town and county experts and other individuals and organizations throughout the world, who in turn make management decisions that affect 185 million people living in thousands of communities. The ABGE brings together local government professionals and professors of public administration to enhance the education of future local government management professionals.

Kristina Lambright

Recipient of Individual Development Award

In fall 2010, Kristina Lambright, assistant professor, Department of Public Administration, received an Individual Development Award to explore the reporting process and the value of current reporting requirements for local nonprofit organizations in Broome, Chenango, Tioga and Tompkins counties.

Academics and Alpaca Farming

by Ann Merriwether
Lecturer, Department
of Human Development

My husband, Andy, and I are both academics at Binghamton University, but we also have ties to the local farming community. We both came from agricultural backgrounds. Although Andy's work as a geneticist lets him work with animals, it is generally in the form of blood, not particularly cute or cuddly. We have always loved animals and missed the ties to the land our families had. So I guess it's not entirely strange that we have an alpaca and sheep farm in Vestal. We wanted our children to grow up on a farm and to have a shared interest as a family. Farming is superb for that purpose, so when our children were pretty small we disposed of TV and started farming.

When we relocated to New York, we moved with eight alpacas. Now we have more than 70, plus 16 sheep. We raise alpaca- and sheep-breeding stock, and sell their fiber and wool, as well as yarn and end products made from alpaca fiber and wool. We had purchased an old horse farm in Vestal with fields that were overgrown with trees and weeds. At the time, we had no idea how to transform it into a working farm again so we called the Cornell Cooperative Extension for advice. This began a great relationship with the folks there.

A year or so later the Extension folks asked me if I would lead a 4-H group. (4-H is an organization that promotes healthy development for children.)



We formed a 4-H group that focuses on alpacas and fiber arts, such as spinning, felting, weaving, knitting and crocheting. The kids in the group (which includes my two daughters) learn about alpaca husbandry and complete fiber arts projects each year.

However, 4-H goes beyond animal husbandry and arts and crafts. All 4-H-ers must engage in community service. Kids learn all kinds of important life skills, too, along with the importance of volunteerism in their communities. I love the hands-on approach to learning that is a mainstay of 4-H. I recently volunteered to be an instructor at a science camp hosted by the extension. And last year, in partnership with the Cooperative Extension and the local alpaca farming association, I organized two small fiber festivals in Broome County. We hope to have a similar event at the UDC this spring.

“We have always loved animals and missed the ties to the land our families had.”

MSW Graduate Works with the Elderly Population

Anthony George, LMSW

Director of Social Services,
Bridgewater Center for Rehabilitation and Nursing



“Binghamton University prepared me to enter a field that I am passionate about, and I am honored to be in a helping profession.”

Anthony George, MSW '09, recently attended the Alumni Picnic sponsored by the Department of Social Work. After graduating and passing his licensure exam, he became director of social services at Bridgewater Center for Rehabilitation and Nursing in Binghamton.

He describes his position:

“Here, residents who require 24-hour skilled nursing services can come for rehabilitation services, long-term care services or specialized services. At Bridgewater, I have explored various ways to give back to residents and their families. I initiated and facilitated a Helping Hands group that provides residents with additional support. I also implemented a Memory Wall, where family members of residents on our specialized dementia floor can send in photos, biographies and stories

about their loved ones. Staff assemble these into posters that are framed outside the resident’s room. Binghamton University prepared me to enter a field that I am passionate about, and I am honored to be in a helping profession. I have had an enjoyable, challenging and rewarding first year on the job, and am looking forward to many more years of service.”

Celebrating 5 Outstanding Human Development Alumni: Where are they now?

Alberto Sosa '10 is pursuing a master of education degree with a master’s of arts degree in education of the deaf and hard of hearing at Teacher’s College at Columbia University. His goal is to teach in the deaf community at an advanced level.

Brianna Parisi '10, former peer advisor, is working on her master’s of education degree in school counseling in the School of Education at the College of Saint Rose in Albany, N.Y. By receiving a degree as well as certification, Parisi will maximize her employment opportunities.

Katherine Becerra '10 is enrolled in Binghamton’s BAT program through the Decker School of Nursing. This program will prepare Becerra to enter the workforce as a professional nurse.

Pushpa Raj '09, former peer advisor, is pursuing her master’s degree in professional studies in childhood education and special education (grades 1–6) at Manhattanville College in Purchase, N.Y. While working toward her graduate degree, Raj is employed as a fifth-grade teacher at St. Joseph School in Middletown, N.Y.

Carla Murray Clark '10 is a graduate student in the MSW program at Binghamton. Her academic preparation in human development helped shape her desire to go into this field. Being named a Clark Fellow is among her many academic achievements.

Binghamton and Beyond

Dawn Bartolomeo

**Program Analyst,
U.S. Department of Agriculture**

I have many fond memories of my time as an MPA student at Binghamton University. Community-based projects, office hour visits to professors and numerous written assignments come to mind as examples of my Binghamton experience. These experiences have helped me to attain personal career goals and continue to further my commitment to public service.

Community-based projects helped to ensure I became aware of the vast impact an assignment had on the surrounding community. For example, I remember working with my peers and faculty to write a grant for a cohort of local school districts. During this project we read research findings and discussed the importance of the grant to the overall community. I will never forget how wonderful it was to learn the community received federal funding to improve community-based programs for children in schools. To know that as a result of these programs the children gained more access to nutritious foods and health services had a large impact on me.

Visits to professors' office hours were important as well; they were imperative to the learning process. At these meetings I could discuss a current project or learn about the topics my professors were researching, thus furthering my growth as a student. The faculty members' welcoming demeanor and information sharing always put me at ease and made me feel comfortable sharing my concerns or questions.

Written assignments also played a pivotal role in my success in the program, providing me with an opportunity to hone my writing skills and master written formats such as memos, policy briefs, research papers and policy analysis reports. I did not realize this at the time, but these skills would become crucial to my success in the program and my position today.

“The MPA program has provided me with the basic skill sets to perform my job effectively and for this reason I will be forever grateful to Binghamton University and its faculty.”



Considering the experiences mentioned above, it is no wonder I feel comfortable in my position as a program analyst for the United States Department of Agriculture. In this role, I am given tasks that include the creation of regulations, policy memos, policy briefs, grant requests for proposals and other assignments. Through these assignments policies are clarified, implementation guidance is provided and funding is derived. The experiences at Binghamton, whether through written assignments, community-based projects or meetings, have helped me to succeed in my current position.

My previous involvement with community-based projects has increased my understanding of the role of not-for-profit organizations and local government in the social service realm, and has enabled me to understand the importance of creating regulations that can be effectively implemented at these levels. The MPA program has provided me with the basic skill sets to perform my job effectively and for this reason I will be forever grateful to Binghamton University and its faculty.

RETURN SERVICE REQUESTED

1,2,3,4,5... Get ready to celebrate! CCPA is beginning the countdown to our fifth birthday!

Volunteers Form Fabric of Community

“We are looking forward to tapping the energy and enthusiasm of undergraduate students, as well as the many alumni and friends of Binghamton University who form the fabric of the community.”

by Diane Crews
Lecturer, Department of Human Development
and Mollie Shapiro
Vice President, Human Development Student Association

The Third Annual Community Service Fair was held Nov. 4, 2010, at the University Downtown Center to encourage community volunteerism in local nonprofit organizations. The event was sponsored by the Broome Leadership Institute Alumni Association, United Way of Broome County, Greater Binghamton Chamber of Commerce, Southern Tier Young Professionals, Retired Senior Volunteers Program and Binghamton University’s College of Community and Public Affairs. Student association leaders from CCPA were invited to join in planning the event.

The service fair brought together dozens of nonprofit, charitable agencies that were looking for

high-level volunteers, with more than 100 participants willing to give of their time, including young professionals from throughout the Southern Tier.

According to Maria Gelnett, co-chair of the event’s steering committee, the agencies attending the fair were “looking for people — young and old — who care and who are searching for service opportunities. We know that many agencies in the community are already collaborating with degree programs in CCPA . . . and that many young adults complete graduate internships and field placements to meet their degree completion and professional licensing requirements. We are looking forward to tapping the energy and enthusiasm of undergraduate students, as well as the many alumni and friends of Binghamton University who form the fabric of the community.”

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