

QC GLOBAL

QUEENS COLLEGE | FALL 2019



Queens College Provost
Elizabeth Hendrey

Dear Colleagues,

I am delighted to share with you the first Queens College *QC Global* newsletter. As part of our strategic plan, we are working to expand QC's international presence and interactions. I thank Professor Mihaela Robila, a 2019–20 Provost's Faculty Fellow, for spearheading the development of the newsletter as part of her fellowship project.

We have recently become the first college in New York State to sign an agreement with Navitas, a global higher education organization that partners with universities to increase international students' access to higher education and prepare them for future success. This partnership will broaden international education on campus, enhance our global reach and reputation, and expand learning opportunities for students.

We are expecting the first cohort of students in Spring 2020. With the campus situated in the most diverse county in the United States, Queens College already has students with very diverse cultural backgrounds, representing most of the world's nationalities. We think that international students will find this rich cultural diversity attractive and comforting. These are also appealing factors to many of the faculty members who choose to work at Queens College, who are themselves globally minded and conducting extensive international work and collaborations.

QC Global seeks to highlight the significant contributions that our faculty members are making in the international arena by providing a platform to illustrate faculty participation in international projects, publications, grants, and collaborations with an international focus.

I hope that you will enjoy reading about our faculty members' international scholarship and collaborations, from excavating a sanctuary in Israel, to examining Portuguese historical manuscripts, to collaborating with colleagues in Malawi and South Africa, among many other fascinating topics profiled in this inaugural issue. I thank our Deans—William McClure, Craig Michaels, Daniel Weinstein, and Michael Wolfe—for their suggestions, and our faculty colleagues for their contributions to this issue. We are also inviting faculty and students to share with us their own international scholarly experiences to be featured in future issues (please send them by email to mihaela.robila@qc.cuny.edu).

Elizabeth Feld Hendrey

Dr. Elizabeth Hendrey
Provost and Vice President for Academic Affairs

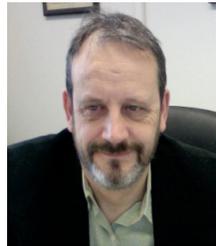
Mike Nelson Art History

Michael Nelson, professor of ancient art and archaeology in the art department, is finishing 20 years of excavation at the Roman and Byzantine period site called Omrit in northern Israel. There, he and his two colleagues excavated the remains of a large sanctuary which included an altar and a temple built according to the Corinthian order. The last temple dates back to the late 1st to early 2nd century. To whom the temple was dedicated remains unknown. Nelson and his two colleagues are about to send to press volume two of the sanctuary's publication. It includes twelve chapters with discussions of a large marble sphinx that probably served as a table support and the more than 100 coins dating from the Augustan period to the 13th century. One chapter discusses the sacrifice of hundreds of sheep and goats by the temple builders prior to the completion of the temple's foundations. In a second campaign of excavations at Omrit from 2013 to 2017, Michael and his colleagues excavated the settlement to the north of the sanctuary and discovered a long stoa building—the ancient equivalent of a strip mall—with eight individual shops, a large courtyard house, and a building that may have served as a bath complex. The latter building was frescoed with scenes of fish and fowl and a rare scene of the Nile River with boats, palm trees, and hippopotamuses.

After a three-year hiatus, Michael will begin a second campaign of excavations in 2020 with his colleague from the University of Missouri-St. Louis at the Bronze Age site of Iklaina in southern

Greece. The Mycenaean (1600–1200 BCE) settlement there consisted of many well-appointed houses with plastered walls and large circular hearths surrounded by four columns. A portion of the site was set aside and probably used for ritual purposes. It consisted of two monumental buildings thought to be the homes of local chiefs or rulers, a paved piazza-like open area, and two paved roads. One of the monumental buildings was built with Cyclopean masonry—large, partially worked boulders stacked one atop the other—and its interior walls appear to have been adorned with frescoes, which included a nautical scene depicting ships oared by men. The roads were paved with worked, rectangular limestone slabs. Such careful and expensive construction is the first known example of this sort of paving in Mycenaean Greece.

Jose Miguel Martínez Torrejón Hispanic Studies



Dr. Jose Miguel Martínez Torrejón

Professor Jose Miguel Martínez Torrejón teaches Spanish and Portuguese Medieval and Renaissance literature at Queens College. Continuing

his longtime dedication to research the relation between literature and politics, he recently unveiled two very important manuscripts, both lost for centuries: A study and critical edition of a collection of poems and historical documents written separately (in Portuguese and in Spanish) and copied together by the same hand shortly after the

battle of Ksar-el-Kébir (Morocco, 1578). In this battle, King Sebastian and many thousands lost their lives, and Portugal lost its independence. Martínez Torrejón discovered the volume and recognized its importance and the political reasons of it being neglected for centuries.

In this cathartic memory of the traumatic events of 1575–1583, the centerpiece is *La lamentable pérdida del rey don Sebastián y del reino de Portugal*. Martínez Torrejón's study attributes this long poem to Jerónimo Corte-Real and reveals the reasons for its being neglected (along with the whole codex) for centuries: Corte-Real, a most respected poet and *fidalg*o in his days, writes as part of Phillip II's strategy to justify, through artistic means as well as through legal discussion and political maneuvers, his taking over the Portuguese kingdom in 1580, an attitude that Portuguese nationalists considered disloyal.

Garcilaso Inca, the first mestizo historian from Perú, published *La Florida del Inca* in 1605, his well-known narrative of the De Soto expedition to Florida in 1539–42. Professor Martínez Torrejón has prepared critical editions of the two extant manuscripts of this work. In his study, he argues that both are summaries of the whole work, prepared eight to ten years before it went to print, and thus constitute invaluable documents on its backstage publication process and the importance of literary patronage in shaping the final product. Conclusions apply to general practice in Renaissance Spain as well. The first of these manuscripts was identified by Martínez Torrejón at the Hispanic Society of America's library, and his study shows it is Garcilaso's own book proposal, a summary aimed at pleasing potential patrons where conflictive issues (like Spaniards' acculturation to native ways) are erased by the same measure that the heroic/mainstream aspects of the narrative actually grow (even though this is a summary). The second summary is, according to Martínez Torrejón's philological study, the work of Antonio de Herrera y Tordesillas, who in his capacity as official chronicler, had access to Garcilaso's *Florida* and prepared a summary in order to plagiarize it (which he did, in 1615).



Reconstruction of the 1st to 2nd century temple sanctuary at Omrit, Israel.

Schiro Withanachchi Economics



Professor Schiro Withanachchi

In keeping with the internationalization goal of Queens College, the Office of the Provost has launched QC's Collaborative Online International Learning Faculty

Fellowships. The aim of the fellowship is to offer faculty the opportunity to develop strategies for incorporating an international element into their courses, advance research with international colleagues, and expand QC's global presence.

According to **Professor Schiro Withanachchi** (Economics), "Although study abroad promotes cross-cultural learning, many students refrain from studying abroad due to cost, family commitment, wariness of new cultures, security concerns, etc. Through technology, higher education could develop skills that enhance interaction with peers from diverse language, socio-cultural, and educational backgrounds."

Collaborative Online International Learning (COIL) is a pedagogy that uses technology for faculty to collaborate with a faculty partner abroad to co-develop

a student project or assignment. This offers students the opportunity to learn from diverse cultures without the limits of time, cost, motivation, and mobility. COIL was created by the SUNY COIL Center to facilitate collaborative teaching and learning in two or more countries through online communication.

Withanachchi has applied COIL components in her courses with international partners using synchronous and asynchronous technology. Last year, she collaborated with the Universitat Oberta de Catalunya in Spain and conducted a pilot study, with Institutional Review Board approval, to test the effectiveness of implementing such a virtual exchange. Teams, comprised of students from both universities, were required to discuss global issues, referencing their own perspectives. Since the Queens College students were in Withanachchi's statistics course, they were required to analyze quantitative data on a global issue and compare it to qualitative data that was obtained through discussion of the issue with peers across the border. The pilot study indicated that although most QC students agreed or strongly agreed that they improved their knowledge and/or interest in global events and enjoyed learning with someone from a different culture, they were unaware of the benefit of this global/intercultural skill they had gained.

Most students found such a virtual exchange to be transformative. One student stated "I never thought that living in New York, I would make friends with someone from West Virginia, Libya, and Egypt after registering for one class at college." Some students felt that they had conquered their stage fright and were able to take initiative when speaking out loud. However, setbacks with synchronous engagement also occurred when unforeseen events hindered the exchange. For example, one semester, QC students failed to connect with students at a Turkish university during their planned video conference times due to a sudden curfew that prohibited the Turkish students from travelling to their university—their only source of internet access. This was a learning experience for New Yorkers who had never experienced curfew or life without Wi-Fi!

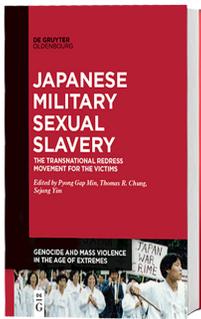
The COIL Faculty Fellows at QC, led by Withanachchi, will receive professional development through the Center for Teaching & Learning to redesign their existing courses. By incorporating a COIL module, faculty assist students in developing a global mindset and expand their research internationally.

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First Cohort of COIL Faculty Fellows led by Schiro Withanachchi (from left to right): Ashraf Shady (Elementary and Early Childhood Education), Schiro Withanachchi, Rafael De Balanzo Joue (Urban Studies), Muhammad Kabir (Political Science), Mari Fujimoto (Classical, Middle Eastern, and Asian Languages and Cultures), Jennifer Auerbach (International Education Specialist at CUNY), Regine Joseph (European Languages and Literatures), Jacqueline Darwin (Secondary Education and Youth Services), Vanessa Perez (Political Science), Desiree Byrd (Psychology), Dustin Grella (Art), Hope Windle (Community Development Lead at SUNY COIL Center) and Seongyeon Ko (Foreign Languages).

Pyong Gap Min, Sociology



An edited book titled *Japanese Military Sexual Slavery: The Transnational Redress Movement for the Victims* will be published by De Gruyter/Oldenbourg in Fall 2019. This book is co-edited by Pyong

Gap Min, a Queens College sociology faculty member and director of the Research Center for Korean Community, and Thomas R. Chung and Sejung Sage Yim, two Queens College sociology instructors and staff members of the Korean Research Center. This edited volume contains 13 chapters written by scholars and redress movement activists for the victims of Japanese military sexual slavery (better known as “comfort women”). This book is part of De Gruyter’s “Genocide and Mass Violence in the Age of Extremes” series.

During the Asian-Pacific War (1931–1945), between 50,000–200,000 Asian girls and young women were forcibly mobilized to Japanese military brothels throughout Asia and the Pacific Islands to provide sex to Japanese soldiers. The majority of these women, whom the Japanese military called “comfort women,” died due to violence or health issues related to their sexual servitude. Some survivors returned home after the war ended, but they kept silent about their brutal experiences for nearly 50 years due to the strong stigma attached to sexual victims in Asian countries.

In the late 1980s, Korean feminist organizations started the redress movement for the victims. In 1991, Kim Hak-sun was the first Korean “comfort woman” survivor to come forward and speak publicly about her experiences. Many other survivors from Korea and other Asian countries followed Kim’s lead and gave testimonies. These testimonies and the discovery of Japanese historical documents accelerated the redress movement, which has received strong support from the UN Human Rights Commission and other international human rights organizations, as well as the United States and other Western countries. However, the Japanese government has not given a sincere apology and compensation to the victims, as recommended by many international human rights organizations. Thus, the nearly thirty-year-old movement continues.

In 1993, Min served as an interpreter for a survivor’s testimony in New York, which marked the beginning of his active involvement as a researcher and activist in the “comfort women” issue and the redress movement. Since the unacceptable 2015 agreement between the Japanese and South Korean governments to resolve the “comfort women” issue was made, Min has worked extremely hard on a monograph tentatively titled *Korean Girls’ and Women’s Sexual Servitude at Japanese Military Brothels: Global Responses to the Redress Movement* (to be published by Rutgers University Press in Summer 2020).

In October 2017, the Research Center for Korean Community organized a two-day international conference on the redress movement and the “comfort women” issue at Queens College. Thirteen of the presented papers were selected to be published in the De Gruyter edited volume. It will be the first major book that focuses on the redress movement for the victims of Japanese military sexual slavery in the United States. Three primary strategies of the redress movement to achieve justice for the “comfort women” are (1) organizing testimonies by survivors, (2) getting government resolutions passed to pressure the Japanese government into apologizing and compensating the survivors, and (3) monument building. Noteworthy chapters include those written by Jungsil Lee, Phyllis Kim, and Judith Mirkinson, all of which focus on the aforementioned redress movement strategies. Hopefully, this book will spread awareness of the “comfort women” issue and the redress movement to many American readers.

Kristina L. Richardson History



Dr. Kristina L. Richardson

Currently finishing her book *Gypsies in the Medieval Middle East: A History of the Ghurabā* (London: I.B. Tauris/Bloomsbury), **Professor Kristina Richardson** has found more time to consider their significance in global history. Medieval *Ghurabā*, an ethnic designation that means “Strangers” in Arabic, were instrumental in spreading print technologies across medieval West Asia, North Africa, and Southern Europe.

A very short history of printing in Asia: the blockprinting of texts first emerged in 7th- or 8th-century Buddhist China,

and this new technology spread as Buddhists migrated throughout East and Central Asia. Movable type was invented in China between 1041 and 1049 CE, and the technology of block printing and movable type printing spread from China into Central Asia. Archeological excavations in Central Asia have only turned up printed texts in sites along the northern route of the Silk Road and only in six languages—Chinese, Uighur, Mongolian, Sanskrit, Tibetan, and Tangut. In West Asia, 10th- and 11th-century Arabic and Hebrew blockprints have been excavated at the Umayyad Mosque in Damascus, in middens and a synagogue in Cairo, and in port cities along Egypt’s Red Sea coast. Less securely, a private collector claims to have “found”—whether archeologically or not is unclear—an Arabic blockprint in Spain.

When paper was introduced to West Asia from East Asia in the 8th century, it revolutionized reading and documentary practices. Paper became widely available in West Asia in the 9th and 10th centuries, then blockprinted texts emerged in the 10th century. These artifacts are only mentioned in connection with the Strangers, and the specialized vocabulary associated with printing is entirely in the Strangers’ *Sin* dialect, a language still spoken today among “Gypsy” groups living along the Nile River. Modern researchers have misunderstood medieval *Sin* printing terminology as corrupted Arabic, suggesting to them that the medieval documentation of printing is unstable and of doubtful veracity. As a result, this stage of printing is generally ignored in global narratives of print. Still, key questions about the technological import of these objects remain unexplored. Is there evidence that the Strangers used movable type to manufacture their Arabic and Hebrew texts? Did Afro-Eurasian printing technology influence the development of printing with woodblocks in Germany in the first decades of the 15th century? Is there evidence that Gutenberg knew about Strangers’ printing heritage as he developed the printing press in the 1440s and 1450s in Strasbourg and Mainz? Understanding the mechanisms by which print technologies transferred from China to Europe requires a sensitive engagement with the history of the Strangers, beginning with their language and customs, and a willingness to see medieval Afro-Eurasia as an intricately connected hemisphere.

DIVISION OF EDUCATION

Nathalis Wamba Educational and Community Programs (ECP)

Dr. Nathalis Wamba is a professor and coordinator of the education leadership program in the department of educational and community programs at Queens College. He joined Queens College in 2005 as an associate professor. In 2012, he was awarded a Fulbright Award to go to Malawi, Africa for a year and to work with the University of Mzuzu to establish a master's degree program in education. When he arrived at Mzuzu University, the faculty and the staff were on strike. As the strike picked up steam, he decided to volunteer for a community-based organization called Kwithu (meaning our home), which was founded by two Malawian women when the HIV/AIDS epidemic devastated the country, reducing its population from 20 million to 16 million.



Dr. Wamba delivering to the University of Mzuzu library books donated by his colleagues from ECP.

The college strike ended about two months later. He rejoined the School of Education and worked with the University administration to establish the master's degree program in education. He also kept working with Kwithu. Little did he know at the time that his work with the folks at Kwithu would grow into a major action research project involving eight primary and middle schools in Luwinga, a borough of Mzuzu.

His work with Mzuzu University also put him in touch with a group of researchers from University College Cork (UCC) in Ireland who were working in the School of Health at Mzuzu University. Attracted by the work he was doing, they applied for a Fulbright Specialist grant to invite him to Ireland in the summer of 2016 to spend two months at UCC to work on their project with Mzuzu University. While at UCC, he was invited to join the university's Committee for Research, Education and Training and Evaluation (CREATE).

In 2016, he was invited to apply for a Fulbright Flex Award as a follow-up to his work in Malawi. For the next three years, he would go to Malawi in the summer, spending two months working with the Education School at the Mzuzu University and at Kwithu.

In Summer 2018, Wamba presented the work he did in Malawi at the Action Research Network of America (ARNA) in Cartagena, Venezuela. The presentation resulted in an invitation to teach at the "Institut Universitaire de Formation des Cadres (INUFOCAD)" in Port-au-Prince, Haiti.

While in Haiti, he was approached by Professor Lainy Rochambeau from the State University of Haiti to consult on a research grant proposal to be submitted to the United States Agency for International Development. The grant proposal was submitted a month later and was funded. This turned into a new partnership between Queens College and the "Groupe d'Initiative pour l'Étude de la Cognition, du Language, de L'Apprentissage et des Troubles (GIECLAT)," hosted by the State University of Haiti for the next three years. The research project is entitled "Apprenants en situation de handicap et pratique pédagogiques des enseignants dans les écoles de départements de la Grand'Anse, des Nippes et du Sud d'Haiti."

Wamba, a polyglot, also had the opportunity to present papers at the University of Cape Town in South Africa (CPUT); the Mofet Institute in Tel Aviv, Israel; and the University of Sherbrooke, Quebec, to name a few.



Dr. Wamba in a participatory action research studio (meeting) in one of the schools with parents, teachers, students and community folks.

Limarys Caraballo Secondary Education and Youth Services: Critical Literacy and Social Justice in Education: A Queens-Cape Town Exchange

According to Dr. James Banks, a prominent scholar in the areas of ethnic studies, multicultural curricula, and global citizenship, a global multiculturalism provides a sensible and concrete framing for those of us who seek more equitable and just education for all students, regardless of nationality. Similarly, in recent years, global initiatives at Queens College have explored how internationalization can deepen our community's understanding of the world around us—from the very diverse borough of Queens to our neighbors across the globe.

As one of several such global initiatives, the seeds of the Queens College collaboration with the Cape Peninsula University of Technology (CPUT) in South Africa were planted during a “Year of South Africa” visit, where Dean Craig Michaels (Division of Education) met Dr. Rajendra Chetty, CPUT Research Director in the faculty of Education. It was then germinated by **Dr. Limarys Caraballo's** shared research and pedagogical interests with Chetty and Dr. Nathalis Wamba (QC,

Education and Community Programs). As co-director of English Education programs at Queens College, Caraballo's research in curriculum and pedagogy and youth social action overlapped with the common interests of Chetty and Wamba in critical literacies, intersectional identities, and global citizenship. These common interests fueled their desire to establish a scholarly exchange that has assumed various forms over the years.

In 2015, Chetty and CPUT Dean Thobeka Mda visited Queens College and collaborated with faculty in the Division of Education to identify common research areas among faculty—at that time, several overlapping lines of inquiry were identified, such as the struggles faced by first-generation college students in the United States and South Africa. Similar to American college students nationwide, attrition is most evident among students from underprivileged communities. Several scholars at QC and CPUT shared complementary research agendas that explore how promoting critical literacies via the examination of structural socioeconomic barriers can help the most historically underserved students construct identities that can change the narrative in education. Our goal was to host a series of lectures via the *Complicated Conversations Series*, supported by the Division of Education and the Office of the Provost. Established in 2013,

this workshop series opened to all is designed to engage students, faculty, and staff across disciplines in ongoing dialogue about complex diversity issues that are often silenced or overlooked in public debates about education and society.

They also hoped to build on greater access to technology and digital networks that have supported more cross-cultural interactions and increased globalization in higher education. This has contributed to the students' broader understanding of educational perspectives and practices in their own schools as they learn firsthand about schools in Cape Town.



Dr. Caraballo (left) visited schools in Cape Town (2016), met with graduate students and teachers, and presented her research at CPUT.



Dr. David Gerwin and three QC graduate students who traveled to Cape Town for a week in August 2017 to teach a class, visit schools, and present their research.

Chetty and Caraballo outlined a research exchange for QC graduate students. In 2016–2017, Queens College professor Dr. David Gerwin (Secondary Education, Social Studies) and Caraballo piloted a program in which QC graduates, as in-service teachers, engaged in ongoing action research in their own classrooms with an added global perspective on their profession. In 2017, Gerwin and three students from the department of secondary education at Queens College extended the research they conducted in their required action research seminar and traveled to Cape Town to visit schools, teach lessons, and share their research with CPUT students.

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Most recently, on September 25, 2019 during free hour, **Dr. Zayd Waghid**, a professor of education at CPU, presented his research on critical social justice perspectives in South African higher education—specifically, defamiliarization as a pedagogical tool in higher education. Waghid began by contextualizing education in South Africa within the legacy of colonialism and apartheid, making connections to the ways in which this legacy is manifest in the experiences of his students today, from the townships to the elite private schools.

Waghid discussed the role of classroom exercises in defamiliarization, which require his college students to step back and denaturalize the struggles faced by their peers. Rather than internalizing a narrative about who is likely to be



Dr. Waghid provided a context for his work in Cape Town with students from a range of backgrounds.

successful in higher education, students begin to examine the struggles that keep students from succeeding in school as rooted and located in local, national, and global trends and structures. This approach leads to opportunities for

students to critically examine their own learning trajectories in light of the structural, political, and socioeconomic realities of their community.

Overall, the scholarly exchange has centered theories of intersectionality and citizenship, central to agendas in critical multicultural education, to promote greater equity and support diversity in global higher education. The exchange between scholars and students has also forged a lens that may be used to examine multiple perspectives, discourses, and practices in global higher education. Such a lens can assist educators, scholars, and researchers to address some of the existing gaps in global higher education curriculum, pedagogy, and research—and they look forward to many more opportunities ahead.

DIVISION OF MATH AND NATURAL SCIENCES

Alicia Melendez Biology

Drs. Sivan Henis-Korenblit and **Alicia Meléndez** began their international collaboration in 2017. Meléndez is a professor in the biology department at Queens College and faculty at The Graduate Center of the City University of New York in the Biochemistry and Molecular, Cellular and Developmental Biology PhD programs. Henis-Korenblit is part of the Mina and Everard Goodman Faculty at Bar-Ilan University in Israel.



Drs. Sivan Henis-Korenblit (left) and Alicia Meléndez (right)

Henis-Korenblit's work is focused on the mechanisms of age-related diseases, whereas Meléndez was the first to show a role for the cellular process of

autophagy in aging and the development of a multicellular organism. Autophagy is a recycling process that cells use to rid themselves of damaged cellular components and proteins. In Greek, “auto” means self and “phagy” means eat, thus the word literally means “self-eating.” Autophagy is conserved throughout evolution, and alterations in protein degradation by autophagy have been linked to several neurodegenerative diseases including Parkinson's, Alzheimer's and Huntington's disease, as well as cancers, infectious diseases, diabetes, and aging.

The Henis-Korenblit and Meléndez collaboration will investigate how autophagy functions for longevity and health. Although autophagy contributes to the development of multicellular organisms, it becomes dysfunctional with normal aging. Henis-Korenblit, in Israel, and Meléndez, in New York, were awarded a Binational Science Foundation (BSF) Fellowship to study potential compensatory pathways that get activated as a result of defective autophagy. Counterintuitively, they have found that under some circumstances, defective autophagy results in improved cellular functions. Their findings indicate that compromised autophagy is beneficial for the cell as a result of a compensatory response. The project combines the

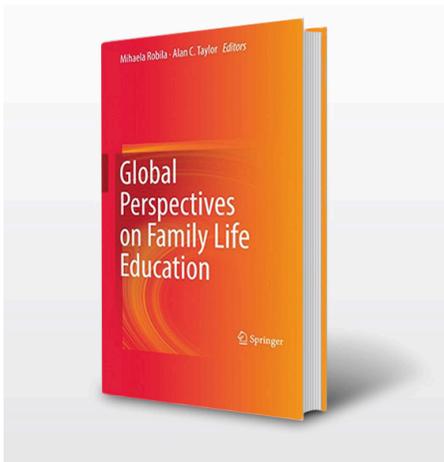
expertise of the Israeli lab in the field of aging, and the American lab in the field of autophagy, to systematically elucidate compensatory responses as a consequence of defective cellular autophagy. The BSF is an independent body, founded in 1972, by an agreement between the United States and Israel, with its base of operation in Israel. The funding derives from the annual interest on an endowment contributed by the two countries. Awards are competitive and peer-reviewed by leading scientists from the United States, Israel, and around the world. The award stipulates biennial trips by the two principal investigators to visit each other's laboratories and to foster the close cooperation between the two labs. During the first year, this past March, Meléndez visited Henis-Korenblit's laboratory, met with students, discussed strategies, and gave a seminar at Bar-Ilan University.

Understanding the link between autophagy dysfunction and compensatory mechanisms may open the door toward the development of therapies for future treatment of neurological conditions, such as Parkinson's disease, familial amyotrophic lateral sclerosis (ALS), and prion diseases.

Mihaela Robila Human Development and Family Science

Dr. Mihaela Robila is a professor of human development and family science in the department of Family, Nutrition and Exercise Sciences. Robila's scholarship is on child and family functioning and family policies around the world. She was a Fulbright specialist at Seoul National University, South Korea (2012) and at University Institute of Lisbon, Portugal (2016). Since 2017, she has been serving as the Chair of the International Section of the National Council on Family Relations, the premier multidisciplinary professional organization in family science.

Robila edited the *Handbook of Family Policies across the Globe* (Springer, 2014) and co-edited, with Dr. Alan Taylor, the book, *Global Perspectives on Family Life Education* (Springer, 2018). Both these books have global coverage and spearheaded collaborations with international scholars from around the world, who wrote chapters on family policies and family life education advancements and challenges in their countries. Both books include contributions on countries from six continents.



In addition, Robila recently collaborated with a group of international scholars on a global research project on the Sustainable Development Goals (SDG) and Families, which examined how families and family policies fit into the 2030 Sustainable Development agenda. The 2030 Agenda for Sustainable Development was adopted by all UN member states in 2015 and provides a shared platform for development and progress, achievable through 17 goals. Robila's research was on families and

SDG Goal 3, which focuses on ensuring healthy lives and promoting well-being for all.

As a 2019–2020 Provost's Faculty Fellow, Robila is working with the Provost's Office on increasing Queens College campus internationalization efforts with a focus on fostering faculty international scholarship and collaborations. She proposed several faculty-focused initiatives, including the development of the *QC Global* newsletter as a platform to highlight faculty and students' contributions to the global arena.



Launch of SDGs and Families project, UN Headquarters, New York City. From left to right: Dr. Mihaela Robila, Professor, Queens College; Dr. Dominic Richardson, Chief, Social Policy, UNICEF Office of Research; Mr. Ignacio Socias, International Federation for Family Development; Mr. Alberto Padova, Chief, Social Inclusion and Participation Branch, UN Department of Economic and Social Affairs; Dr. Esuna Dugarova, Social Policy Analyst, UN Development Program