

# Faculty Newsletter

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## The Teaching Portfolio at Brooklyn College

by Kathleen McSorley, associate dean, education

Ask any current student or alumnus what makes Brooklyn College a great school and very often he or she identifies its wonderful faculty. In keeping with an emphasis on enhancing pedagogic practices, the Office of the Provost and the Roberta S. Matthews Center for Teaching sponsored two four-day workshops (April 2007 and January 2008) on teaching portfolios, led by Peter Seldin, distinguished professor of management (emeritus), Pace University. Just as a curriculum vitae is a vehicle for organizing scholarly and creative achievements, a teaching portfolio is a way of documenting teaching performance. Typically a portfolio includes a teaching philosophy; teaching goals, objectives, strategies, and methodologies; such teaching materials as syllabi and course assignments; student evaluations; and evidence of student learning. While a portfolio is a highly personalized product, the process for its development is the result of non-discipline-specific collaboration with other faculty members and with a mentor who is trained in this methodology.

Seventeen Brooklyn College faculty members participated in the workshops, and they all completed a portfolio under the guidance of Seldin or two of his colleagues.

**David Balk,**  
Health and  
Nutrition

Sciences, was one of those who benefited from the experience. When Balk came to Brooklyn, he had clear ideas about teaching as a result of being on the faculty at three other large institutions. He felt that he knew what good teaching looked like from having good mentors and from having both good and bad teachers as a student. So why would someone with so much experience participate in the workshop? "I think faculty development is very important," Balk states, "and I saw this as an opportunity for my own development. I couldn't attend the first workshop, but when the opportunity came up again I jumped at it."



**David Balk and Raymond Weston,**  
**Health and Nutrition Sciences;**  
**Matthew Moore, Philosophy**

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Balk's motivation also stemmed from two fundamental personal questions: "What impact have I had on my students, and what is the point of my courses?" Because the portfolio requires evidence to substantiate one's teaching philosophy, the experience leads participants on a journey of in-depth reflection about teaching. "I started really thinking about my assignments and the opportunities for learning that I give in my courses," Balk says. "If, for example, I claim to value critical thinking, then what evidence do I have that my teaching fosters student outcomes in this area? Either you have the evidence or you don't, or you haven't thought enough about the connection between your philosophy and your teaching." Balk's portfolio now includes student work, demonstrating the learning he hopes for every time he enters the classroom. He feels fortunate for the time to think deeply about his teaching and looks forward to updating his

portfolio with new evidence of student learning.

### Namulundah

**Florence**, Education, also found that participating in the workshop helped her assess the connection between her classroom practice and her teaching goals. Florence says that creating a teaching portfolio was

exciting because "it makes you articulate what you are about, besides compelling you to reflect on your teaching priorities. Gathering evidence to support claims of those priorities is an insightful exercise. What you value becomes evident in the process."

When she agreed to participate in the workshop, **Jacqueline Shannon**, Education, was a new faculty member at Brooklyn and seven-and-a-half months pregnant with twins, so she was both energized and nervous about her decision, not knowing when she would give birth. She describes the workshop as an intensive experience, well worth her time and physical effort. Peter Seldin's mentoring helped Shannon to reflect on her teaching philosophy and to improve her teaching practice. "Peter helped me connect my teaching approach with the most effective and up-to-date teaching strategies," she says. "I would strongly recommend that all new faculty take advantage of this unique learning opportunity, which empowered me and will empower them as well. It is a process that will help to create accountable and successful teachers for the next generation of students."

The benefits do not apply exclusively to new faculty, however. **Raymond Weston**, Health and Nutrition Science, provides three reasons for participating in the workshop: "First, I had just gone through the tenure process, and I couldn't help noticing the discrepancy between the structure that was provided for organizing my research activities and the lack of



**Namulundah Florence, Education**





**Jacqueline Shannon, Education**

structure for organizing my teaching activities. Teaching is said to be equally important, but it seemed that there was not a clear way of documenting teaching on this campus. Second, I attended for the faculty in my department who will be following me in the tenure process. They will be several steps ahead of me if they create a portfolio. And third, when you receive an invitation to take part in an activity with a renowned expert, you don't turn it down." Although the workshop took place during intersession, "it was a small price to pay," he says. "The process was extremely valuable and rigorous, demanding in terms of time and thought. All of us had strict deadlines. You have to really sit and think about the components of your portfolio and the reasons why you are including them. This workshop cannot be taken lightly."

Although he already had a written teaching philosophy, Weston states, "This forced me to think—am I consistent with this, do I diverge from it? The experience in creating a portfolio has already allowed me to see that my philosophy has evolved." He mentions that a statement made by Seldin throughout the workshop really hit home—anything written in the philosophy had to be backed up by evidence; if not, it didn't exist. "I value the evidence component because it helps you identify your blind spots," Weston says. "You may think you value something in the teaching and learning process, you may think you are doing something that aligns with your values, but without evidence you aren't. So this forces you to make it happen." Since the workshop Weston now goes into every class session with the specific intention of making it the best class he ever taught. "Taking that responsibility is very important to me."

Weston notes that his teaching strategies have changed, and students are noticing and commenting on those. The group-process component of the workshop was very valuable in bringing this about. "When we shared our portfolios, it was a learning process for me; they were all so different as a result of our particular styles and our prior experiences. There are so many different ways to be an effective teacher:"

**Carolina Bank Muñoz, Sociology,** agrees that one of the most positive elements of the process was being in a group and hearing what others thought about teaching and how they performed



**Carolina Bank Muñoz, Sociology**





**Amy Hughes, Theater**

in the classroom. At first, she was a reluctant participant, but now acknowledges, “I am really glad I did it. It gave me the chance to think in a concentrated way about my teaching, and this was very helpful for tenure.” Bank Muñoz had many ideas and thoughts about teaching but never wrote them down. The opportunity to do so was very important. “I’m going to share my philosophy with my students. I think it will make teaching and learning more transparent. They’ll know what to expect from me when they come to class. I hope sharing with them will allow them to know that I’m a person and provide a way for us to better connect.”

Another extremely valuable component was the opportunity to work with a mentor. “It wasn’t necessarily the expertise that mattered most but rather the accountability,” she explains. “I had to check in with my mentor each day of the workshop. It really got me working hard on writing my philosophy.” She now feels capable of mentoring other faculty in the process of creating a portfolio. “You don’t have to be an expert to mentor another. I can do that and help others. It’s the accountability that makes it work. People also have to *want* to do it.”

**Amy Hughes, Theater**, also stresses the important role of the mentors. “I’ve published on the performance of teaching in theater, and I thought that I had articulated my approach. This was different because of the mentor,” Hughes says. “Through conversations with her I was able to identify what I do that is effective. I talked with her about how other aspects of my work at Brooklyn connect and how teaching fits into the larger landscape here. She was objective.


This all helped me to celebrate my work as a teacher.”

Hughes describes the workshop process as “deeply personal, yet technical. I was a learner, learning about myself. It also felt like a boot camp due to deadlines for each day. The process was also very freeing because I had to write from my heart and gut. It was different from other writing I have done, which always came from theory. I went into this process asking myself if the words *student-centered campus* were empty. They aren’t. It’s very important to be able to tell students why we do what we do in the classroom, to have transparency in our teaching. They need a process on a meta level to understand what’s happening in the classroom. I believe the portfolio helps in this endeavor.” Hughes wanted her portfolio to document her effectiveness as a teacher, mentor, and adviser. For evidence of these responsibilities, she tracked all of the organizations that have hired her students—evidence that what her students have learned is being recognized by external organizations. The evidence is helping her to feel very capable in her multiple roles.

Hughes agrees that the collaborative nature of the process was invaluable: “Hearing others I immediately thought of so many things I could add to my teaching.” She appreciated the investment made by the College in sponsoring the workshops and hopes they will be offered in the future. If not, she feels that her group could act as change agents on campus and influence others with respect to teaching effectiveness. “It’s very exciting to be teaching in a time when

people won't think I'm crazy for talking about helping students learn."

**Matthew Moore**, Philosophy, attended the workshop because he was preparing for tenure and because of Seldin's reputation. He says, "*The portfolio guy was coming to Brooklyn, so I was very interested.*" Moore describes the process as "marvelous" and Seldin as "very supportive yet very straightforward. The opportunity to have deep conversations with Peter was tremendous." Moore notes that the intensity of the process was both challenging and helpful. "You had to turn in something to your mentor daily, and have it returned with lots of feedback. This process makes you honest as a teacher because it is based on evidence." He jokingly shares that for a philosopher he found that writing his own philosophy of teaching was the hardest and most rewarding part of the experience. "Because of my philosophy I've become more self-conscious about what I do in the classroom *because I teach philosophy.*" His teaching and classroom environment are now more connected to his core values. He has gained a new level of awareness about his teaching and is more organized about collecting evidence. "The evidence is not collected as a self-promotion thing; it's a *self-examination* thing."

These reflections offer a glimpse into one path that the College has taken to move its 2005–2010 Strategic Plan from words into action. One can sense that the teaching portfolio is an exciting instrument for change and one that is already helping "to foster a culture that supports, improves, and strengthens teaching." 

## The Academy Would Like to Thank...

by Stephen J. Garone, '90, Office of Communications, Editorial Services

For most students, professors are remembered for—and evaluated on—their classroom performance. Are they interesting? Challenging? Funny? Do they grade fairly? Do they assign thought-provoking papers, and are their comments insightful? But teaching goes far beyond those few hours every week that instructors command their classrooms. Didactic philosophy, College citizenship, and creative achievement round out the battery of educational artillery needed to be a fully effective teacher. Every spring, Brooklyn College recognizes these critical teaching elements by presenting four awards at Faculty Day.

### Award for Excellence in Teaching

This award and \$5,000 stipend are presented to a full-time member of the faculty who has been judged by colleagues to be a first-rate teacher. Evidence for excellence in teaching includes portfolios of instructional materials and syllabi; a statement of pedagogic philosophy; classroom observations; student evaluations; comments from peers, students, and alumni; and samples of research and creative activities.

2007—Laurie Rubel, *Education*

2006—Jennifer Basil, *Biology*

2005—Dominick Labianca, *Chemistry*

2004—Anindya Bhattacharya, *Economics*;  
Barbara Jo Lewis, *Television and Radio*

### Claire Tow Distinguished Teaching Award

This award and \$10,000 stipend recognize a senior faculty member for outstanding qualities as a teacher and for being a role model to students and other faculty. The award was established through a generous gift from Leonard Tow, '50, in honor of his wife, Claire, '52. The award is primarily based on excellence in teaching, including creative application of pedagogy and dedication to helping students achieve the highest academic standards.

2007—Judylee Vivier, *Theater*

2006—Moustafa Bayoumi, *English*

2005—Karel Rose, '53; M.A., '58,  
*Education*

2004—Roni L. Natov, *English*

### Eric M. Steinberg Award for College Citizenship

This award and \$5,000 stipend are presented to a full-time faculty member for meritorious service chiefly to Brooklyn College, but also for fulfillment of the College's mission in its relationships with communities in the Greater New York area and beyond. The award is based on the breadth of the activities and the duration of commitment to meritorious service, with emphasis on the character and quality of the service.

2007—Martha J. Bell, *SEEK*

2006—Timothy Gura, *Speech  
Communication Arts and Sciences*

2005—George Rodman, *Television and Radio*

2004—Gerladine DeLuca, *English*

### Award for Excellence in Creative Achievement

This award and \$5,000 stipend are presented to a full-time faculty member who has been judged by colleagues to have done excellent creative work as related to his or her role in the academy. The award is based on such accomplishments as publications in refereed journals or in prestigious presses; original works across the whole range of academic disciplines; performances in venues of excellence; and other types of national and international recognition.

2007—Irina Patkanian, *Television and Radio*

2006—Julie Agoos, *English*

2005—Karin Giusti, *Art*

2004—Sally Avery Bermanzohn, *Political Science*

## *Monumental Brooklyn*

by Irwin Weintraub, professor,  
Library



Brooklyn has achieved world renown for its unique diversity of people and places—a definite advantage for those who live here. But the borough’s ongoing resurgence has now made it a must-see site on the itinerary of tourists as well, cited in the June 2005 issue of *Condé Nast Traveler* as “an ideal city” and “one of the most with-it places on the planet,” thanks in large part to its restaurants, museums, parks, beaches, cultural events, and multiethnic neighborhoods.

While such popular attractions as Coney Island, the Brooklyn Museum, Prospect Park, the Brooklyn Botanic Garden, and the Brooklyn Heights Promenade garner the lion’s share of attention, the borough’s monuments scattered throughout its parks, plazas, and neighborhoods have often been overlooked—until now. Elmer Sprague, a retired Brooklyn College philosophy professor, traveled around Brooklyn and studied its monuments for a book,

*Brooklyn Public Monuments: Sculpture for Civic Memory and Urban Pride* (Dog Ear Publishing, 2008). The forty-three monuments he describes are memorials to events in American history that portray political figures, inventors, writers, musicians, and statesmen as well as to wars and the brave men and women who fought in them.

Sprague is an inveterate sculpture buff who wants people to take a good look at the monuments around them, find out what they represent, and fight hard to preserve them for future generations to enjoy. In his book, he takes readers on a journey to view the monuments and discover the stories that inspired them. Most of them are adorned with elaborate sculptures—replicas of the individuals and objects that remind us of our nation’s history. Six of these sculptures were commissioned by the City of Brooklyn in the nineteenth century; seven others are major works by well-known craftsmen.

Sprague's passion to find out everything he can about these great works of art enticed him to scale some of the sculptures, looking for such subtle markings as signatures and embedded objects that are not easily visible. For example, at the Brooklyn War Memorial at Cadman Plaza, Sprague hoisted himself onto the shelf that holds the figures and found the carver's signature at the base of the warrior. He also tells the story about a friend whom he took to see Bailey Fountain, by Eugene Savage, at Grand Army Plaza. His friend, a scientist who was trained to view minute organisms, climbed on the fountain to look for the sculptor's signature and finally located it on Neptune's backside.

So why is a philosopher who specializes in metaphysics writing a book about monuments? Actually, it's not that unusual for philosophers to have an interest in history. Sprague points out that the great philosopher David Hume was also a renowned historian, and R.G. Collingwood attempted to integrate history and philosophy into a metaphysical framework. In Sprague's case, it is his historical curiosity and the ways that artists memorialize people and events that drive his interest.

Sprague has an affection for all the monuments he visits, and it's always a challenge to decide which he likes best, but he does have a special fondness for three sculptures in East Brooklyn: *Glory on Guard*, by Charles Cary Rumsey; *23rd Regiment Memorial*, by John Massey Rhind; and *13th Coast Defense Memorial*, by

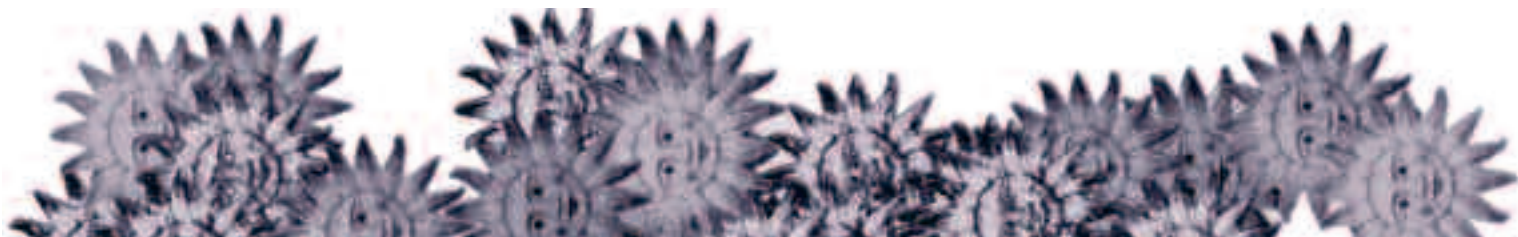
Ludwig Rieppel. Other outstanding monuments include *Henry Ward Beecher*, by John Quincy Adams Ward, in Columbus Park; and two in Prospect Park: *Lafayette*, by Daniel Chester French, at the entrance at Prospect Park West and 9 Street, and *Horse Tamers*, by Frederick William MacMonnies, at the Park Circle entrance. MacMonnies was a Brooklyn artist with a worldwide reputation who carved eleven sculptures on monuments throughout the borough—don't miss his magnificent *Quadriga*, *The Spirit of the Army*, and *The Spirit of the Navy* on the Soldiers' and Sailors' Monument at Grand Army Plaza.

*Brooklyn Public Monuments* also describes seven monuments that have been removed, lost, or vandalized. Sprague is passionate about the need to preserve the monuments so that future generations can enjoy their beauty and experience the thrill of viewing them and learning American history through art. He wonders about the future of monuments in armories that have been given to the city for public use. Vandalism to these buildings can have a profound effect on public attitudes and the future of monuments.

Sprague makes a plea to those who live and work in Brooklyn to share his passion and keep the monuments safe from harm. You can start by making sure you put the monuments on your itinerary as you lead your out-of-town friends and relatives on a tour of Brooklyn—or by taking more than a passing glance at them yourself. It will be an adventure they—and you—will talk about for years to come. 📌



**Brooklyn War Memorial (above);  
Soldiers' and Sailors' Monument (facing)**



## *In This Corner...*

by Rennie Gonsalves,  
professor, English

Never underestimate your opponent. You may think a library archivist wouldn't last a full round in a boxing ring, but Tony Cucchiara could change your mind pretty quickly, and it's not just his knowledge of the sport that will knock you out. For the past three years, Cucchiara has been going to Gleason's Gym in DUMBO three times a week, arriving most mornings before six and working out—mostly sparring—for up to two hours before coming to work at the Brooklyn College Library. He trains with Hector Roca, the same trainer who worked with such professional prizefighters as Arturo "Thunder" Gatti as well as actress Hilary Swank for her role in *Million Dollar Baby*.

Cucchiara admits that "it is sort of incongruous—what I do professionally and what I do as an avocation; one does not think of an archivist as someone who would be interested in this." Indeed, the two seem worlds apart. At the Brooklyn College Library, Cucchiara is intensely involved in overseeing the acquisition, setup, and cataloguing of several important archival collections, including the papers of famed lawyer, Harvard professor, and Brooklyn College alumnus, Alan M. Dershowitz, '59. At Gleason's, says Cucchiara, "It's just you and someone else, and there is a lot of fear and emotion going into it. It is facing that fear and working through it that helps you to grow as a boxer and as a person."

Nevertheless, the divergent paths of being a professional archivist and an amateur pugilist crossed when Cucchiara met boxing enthusiast Hank Kaplan, the originator and "gatekeeper" of *Boxing Digest*. Born and raised in Brooklyn, Kaplan was a biologist who worked for the Centers for Disease Control and

Prevention. He had a passion for boxing and lived his adult life in Miami, where he became friendly with Angelo Dundee, who trained Muhammad Ali, Sugar Ray Leonard, and a number of other boxing world champions. That friendship brought Kaplan into the world of professional boxing, where he formed a lifelong relationship with Ali. Kaplan worked for a time as Ali's publicist, and over the years he built up a large collection of photographic and print material on boxing, completely organized by weight, class, and boxers—more than 150,000 items, many of them autographed.

Cucchiara learned about Kaplan's collection from two prominent writers: David Margolick, *Vanity Fair* contributor and author of *Beyond Glory*, the definitive history of the Joe Louis–Max Schmeling fight of 1938, and Jeremy Schaap, author of *The Cinderella Man*, the story of how James J. Braddock became, apparently from out of nowhere, the heavyweight champion of the world in 1935. Both writers had visited Kaplan's collection in the course of their research. They were introduced to Cucchiara by a librarian at the New York Public Library shortly after an article about the Dershowitz collection going to Brooklyn College appeared in the *New York Times*. They were concerned that the collection would eventually wind up at the International Boxing Hall of Fame in Canastota, New York—for them, a distant and isolated location. They saw Cucchiara, with the combination of his proven expertise in archival science and his love of boxing, as uniquely suited to taking charge of the Kaplan collection.

When Cucchiara first spoke to Kaplan on the phone, they immediately hit it off, and Cucchiara went to Miami to

visit him. He later returned to Miami, video camera in hand, to film an interview with Kaplan that was intended to be used to help raise the \$300,000 that Kaplan wanted for the collection. But soon after this, Kaplan became gravely ill and died in December 2007. Because of his fondness for and confidence in Cucchiara, Kaplan willed his entire boxing collection to Brooklyn College, knowing that Cucchiara would take good care of it and preserve it as a most valuable resource for researchers in the history of boxing. "It's a phenomenal collection—perhaps the definitive boxing collection," Cucchiara says. The collection, which is soon to begin its move to the College, could well be the basis for the creation of a boxing museum in the city, and the collection itself would be of interest to writers, many of the finest of whom, like Ernest Hemingway, Joyce Carol Oates, and Norman Mailer, have seen fit to write about boxing. For sports enthusiasts, academics, and the literati, Cucchiara sees this collection as having a "vast value."

Mailer, in his description of the "fight of the century" between Mohammad Ali and Joe Frazier in 1971, hit on a characterization of boxing that seems to suggest a possible link between Cucchiara's avocation as a boxer and his profession as an archivist. According to Mailer, "there are languages other than words, languages of symbol and languages of nature. There are languages of the body. And prizefighting is one of them. . . . Boxing is a dialogue between bodies."

Having acquired some training and experience in the sport, Cucchiara notes that while he is in the ring he is constantly thinking: "I am not just reacting—you're calm enough and you're confident enough not to panic, and then you start thinking about what it is you are doing. It's not just throwing punches wildly; you are looking for openings. It's really a personal challenge—it's about movements and various types of deception to get into someone." Both boxing and the materials commonly found in archival collections share the medium of human language—they both involve conversational exchanges and they both have their source in what one famous American philosopher, Charles Sanders Peirce, once cryptically referred to as "the symbol-using mind."

"No matter who you are on the outside, once you come to the gym you are just another person trying to train," Cucchiara notes. Perhaps this egalitarian spirit grows directly out of the nature of the sport itself, the "sweet science" that Cucchiara describes as having a "primal quality" about it, as something that "really puts you in touch with reality." Despite his love of the sport and his dedication to his routine at Gleason's Gym, he has been disappointed by one thing. For a time, the gym sponsored "white-collar boxing" on Saturday nights—brief competitions (three rounds of two minutes each, with no



winners or losers, and with the boxers wearing full head gear) that were carefully supervised and refereed to ensure that no one got hurt. At the end of such a bout each boxer received a trophy to acknowledge his participation. Although this appealed highly to Cucchiara and the many professionals like him who love the sport, including doctors, lawyers, judges, and bankers, someone along the line claimed that this white-collar competition was a violation of the rules of the New York State Athletic Commission, and eventually these friendly competitions were halted. Now there is an effort to pass a law in the New York State legislature that would exclude the white-collar boxers from the rules that apply to both regular amateur and professional boxers and thus allow white-collar boxing to continue. If and when that bill passes, Cucchiara has his favorite set of boxing gloves and trunks ready to go. 📌

## Faculty Notes

**Anindya Bhattacharya**, Economics, was invited to give a talk on “Offshore Outsourcing of High-Tech Services to India,” at CUNY’s Asian-American/Asian Research Institute, in New York in October.

**Robert Cherry**, Economics, wrote “Welfare Reform: The Untold Story,” in *New Labor Forum* 17 (spring 2008), and a modified version of it in *Jewish Currents* 62 (January–February 2008). He made a series of presentations in New York related to his book *Rethinking Poles and Jews* at the YIVO Institute in November; Polish American Jewish American Council in December; Downstate Chapter of the Polish American Congress in January, and Columbia University’s East Central European Institute in February. He also presented “The Pleasure Principle, Religious Values, and Popular Culture,” at the annual meeting of the Mid-Atlantic Popular Culture Association, in Philadelphia in November; and “Do (Liberal) Experts Know What’s Best for Community Colleges?” at the Rutgers Labor Center, in New Brunswick, New Jersey, in January.

**Jill Cirasella**, Library, wrote “Google Sets, Google Suggest, and Google Search History: Three More Tools for the Reference Librarian’s Bag of Tricks,” in *Reference Librarian* 28, no. 1 (2007). Cirasella delivered an invited lecture, “Reference Retooled: How Google Tools Strengthen and Streamline Reference Service,” at the Google & Libraries Conference, at Columbia University in March.

**Carol M. Connell**, Economics, wrote “Fritz Machlup’s Methodology and the Theory of the Growth of the Firm,” in the *Quarterly Journal of Austrian Economics* 10, no. 4 (2007).

**Paisley Currah**, Political Science, gave a talk, “Not the United States of Gender,” at the Institute for Research on Women at Rutgers University as part of its 2007–2008 Distinguished Lecture Series, in November. In January, he served as the external reviewer of the University of Toronto’s Sexual Diversity Studies Program.

**Christopher Dunbar**, Physical Education and Exercise Science, was quoted in the *Wall Street Journal* article “Is Yoga Just Posing as a Good Workout?” (November 17). Dunbar was named to the International Advisory Board of the European medical journal *Medicina Sportiva (Sports Medicine)*. He was asked by Lippincott, Williams and Wilkins Publishers to develop an online electrocardiography (ECG) review/tutorial.

**Jason Eckardt**, Music, received a commission for *The Distance (This)*, a setting of Laura Mullen’s poetry for soprano and ten instrumentalists, from Miller Theatre at Columbia University. He wrote “L’élaboration de surface d’ensembles de classes de hauteurs par l’utilisation de paramètres autres que ceux des hauteurs,” in *Musiques-Sciences* (IRCAM, 2008). In November, he presented “Process and Transformation,” at Harvard University’s Department of Music. In October, Eckardt’s *Dithyramb* was performed at The Stone, in New York, and his *ICE* was performed at the Tenri Institute, in New York. His *Tangled Loops* was performed at Kerrytown Concert House, Ann Arbor, Michigan, in October; in Philadelphia and at the Tenri Institute in November; and at the University of California, San Diego, in



**Jason Eckardt, Music**

November. *Excelsior ab Intra* was performed at St. Paul's Cathedral, in Boston in November; and *Tango Clandestino*, at Symphony Space, in New York in January.

**Ronald Eckhardt**, Biology, accepted an award on behalf of Brooklyn College's New York State-funded Science and Technology Entry Program (STEP) from the Royal Society of Chemistry, U.S. Section, in recognition of the quality of the STEP academic program. The award, presented at the society's annual meeting at the Princeton Club, in New York in November, was accompanied by a financial donation to purchase books and scientific supplies and equipment to be used to foster better early science preparation of participating high school students and encourage them to enter into careers in science, technology, engineering, and mathematics.

**Dan Eshel**, Biology, was appointed to the editorial board of *Biochemistry Insights*, a new journal published by Libertas Academica.

**Joshua Fogel**, '93, Economics, wrote the chapter "The Impact of the Internet for Those with Cancer and from Racial/Ethnic Groups and/or Low Literacy Populations," in *Progress in Cancer Research* (Nova Science, 2007). He was appointed to the editorial boards of the journals *Recent Patents on Computer Science* and the *Open Communication Journal*.

**John Frankenstein**, Economics, was a panelist on the "Global Regional Panel," focusing on educational development in China, Hong Kong, and Japan, at the 2008 World Congress and International Association of Colleges Conference, in New York in February. He reviewed *China Stands Up: The PRC and The International System*, by David Scott (Routledge, 2007) for *The Copenhagen Journal of Asian Studies* 25 (2007).

**Alexander Greer**, Chemistry, presented "Studies of the Tropone Natural Products, A New Type of Thiocarbonyl-enol Tautomerism," at Johns Hopkins University in November and at the University of Sherbrooke, Quebec, in March.

**David Grubbs**, Music, premiered the performance version of *Souls of the Labadie Tract*, his collaboration with poet Susan Howe, at the University of Chicago in November. He recently completed music for Augusto Contento's feature-length documentary film *Strade Trasparenti*, a revised and expanded version of his film

*Onibus*, which also contains music by Grubbs. He provided original music for Karl Bruckmaier's radio drama *Die Ästhetik des Widerstands*, which was named "Hoerbuch des Jahres 2007" (Audio Book of the Year) in Germany by Hessischer Rundfunk.

**Timothy Gura**, Speech Communication Arts and Sciences, was a featured performer in 'City of Big Shoulders, City on the Make': A Chicago Performance Hour, at the annual convention of the National Communication Association, in Chicago in November.



**Olympia Hadjiliadis, Mathematics**

**Olympia Hadjiliadis**, Mathematics, presented two seminars at the CUNY Graduate Center this spring—a mini-lecture series on mathematical finance and a statistics seminar entitled "Quickest Detection in Hidden Markov Models." She also gave a seminar, "Optimal Quickest Detection of Two-Sided Alternatives and Connections to Drawdown and Rally





Processes," at the CUNY Graduate Center in December and at New York University in October. Hadjiliadis spoke on "Detecting a Regime Change and Connections to Mathematical Finance," at the University of Southern California in January. She presented "The Best 2-CUSUM Stopping Rules for Quickest Detection of Two-Sided Alternatives," at Columbia University in November and at the American Mathematical Society Meeting on Financial Mathematics in October.

**Andrzej Jarzecki**, Chemistry, received a CUNY Certificate of Recognition in honor of outstanding scholarly achievements and contributions to the creation and transmittal of knowledge. He presented "Toxicity of Lead: Quantum-Mechanical Exploration of Lead-Poisoned Zinc Fingers," at the Metals in Biology 2008 Conference (part of the Gordon Research Conference series), in Ventura, California, in January. He was invited to present the same address to the Long Island University Chemistry Department in November.



**Andrzej Jarzecki, Chemistry**

**James F. Kiernan**, Mathematics, spoke on "Kuttaka and Ta-Yen: A Comparison of Indian and Chinese Methods of Solving Linear Indeterminate Equations," as part of the MAA Session on Using Ideas from Asian Mathematics in the Classroom at the Joint Mathematics Meetings, in San Diego in January. Kiernan addressed the Association of Mathematics Assistant Principals on "Mesopotamian Mazers: Using the History of Mathematics to Encourage Constructive Thinking," in Brooklyn in February.

**Mark Kobrak**, Chemistry, wrote "The Relationship between Solvent Polarity and Molar Volume in Room-Temperature Ionic Liquids," in *Green Chemistry* 10, no. 1 (2008), and "A Comparative Study of Solvation Dynamics in Room-Temperature Ionic Liquids," in *Journal of Chemical Physics* 127, no. 18. (2007). Kobrak spoke on "Solvent Polarity in Room-Temperature Ionic Liquids" at the Second NYRAILS Conference on Ionic Liquids, at Rutgers University in November.

**Dominick A. Labianca**, Chemistry (emeritus), wrote "Science and the Nonscience Major: Addressing the Fear Factor in the Chemical Arena Using Forensic Science," in *Journal of College Science Teaching* 37, no. 2 (November/December 2007).

**Gertrud Lenzer**, Sociology and Children's Studies, wrote "Wither Sociology? Some Reflections on the Ideas of 'Globalization' and 'Social Capital,'" in the *International Review of Sociology* 17, no. 3 (November 2007). Lenzer moderated and spoke on a panel discussion on "Challenges Facing African American Male Students: Pre-

Kindergarten to High School," at the CUNY Black Male Initiative Second Annual Conference: Focus on the State of Black Education Investing in the Next Generation of African American Students, in October. She also convened and moderated the Second Child Policy Forum of New York: The Campaign for United States Ratification of the Convention on the Rights of the Child, at Brooklyn College in November. She received the following: a grant from the CUNY Diversity Projects Development Fund, to continue work on the Child Policy Forum of New York series for the 2007–08 academic year; and corporate grants totaling \$125,000 from the Colgate-Palmolive Company and the New York Community Trust, in December. She provided testimony at a public hearing before the New York State Assembly Standing Committee on Higher Education to examine the New York State Higher Education's Preliminary Report and its initial recommendations regarding improving New York's colleges and universities, in New York in February. She continues to chair the Charles R. Lawrence II Memorial Lecture series, and she organized the Thirteenth Charles R. Lawrence II Memorial Lecture, "Popular Power in a Globalizing World," at the CUNY Graduate School and University Center in November.

**John Marra**, Geology, presented two invited seminars: "When Will We Tame the Oceans?" at Queens College in November, and "Interpreting Photosynthesis Measurements in the Ocean," at the Marine Sciences Research Center, SUNY Stony Brook, in February.

**Klara Marton**, Speech Communication Arts and Sciences, received a \$150,000 research award from the Hungarian Ministry of Social Affairs and Labor to study "The Measurement of Functionality Based on WHO-ICF" and to develop comprehensive assessment material.

**Nicola Masciandaro**, English, wrote "Animal Beauty," in *Fiction International* 40 (December 2007).

**Paula J. Massood**, Film, edited *The Spike Lee Reader* (Temple University Press, 2008). She made two presentations: "Numbers Runners and New Negroes: Harlem Gangsters in the 1930s," at the Global Gangsters: Crime and International Cinema Conference, at the University of Illinois, Urbana-Champaign, in October; and "Imagining a Promised Land: The Historical Precedents of Recent African American Films Set in Harlem," at the International Symposium on Visual Culture and the Urban Environment, hosted by the University of London Institute in Paris and Northern Illinois University, in Paris in January. During fall 2007, she was the acting coordinator of the Film Studies Certificate Program at the Graduate Center.

**Paul McCabe**, Education, presented "Bringing RTI to Early Childhood: Evaluation of a Research and Training Tool," at the annual convention of the National Association of School Psychologists, in New Orleans in February.

**Michael Meagher**, Education, presented a commissioned report, "The Effect of a CAS Calculator on the IB Mathematics Exams of May 2007," to the International Baccalaureate Curriculum and Assessment Organisation in Cardiff, Wales, in March.

**Donald W. Michielli**, Physical Education and Exercise Science, presented a lecture, "Exercise and Weight Control," at an international conference on Obesity: The Affluent Society and the Quest for Treatment, at St. Anne's College, University of Oxford, England, in March.

**Margarite Fernández Olmos**, Modern Languages and Literatures, was keynote speaker at the Latino Book and Family Festival, in Houston in September, where she lectured on "The Magical World of Rudolfo Anaya and *Bless Me, Ultima*." She was also keynote speaker at the CUNY New Paltz Big Read Project in November, where she presented "Rudolfo Anaya's *Bless Me, Ultima*: Chicanismo Mágico."

**Priya Parmar**, Education, was a guest lecturer at Western Michigan University's Public Lecture Series addressing social justice education in March, speaking on "Matters of the Tongue: The Multiple Literacies of Youth Culture."

**Tanya Pollard**, English, wrote "Romancing the Greeks: Cymbeline's Genres and Models," in *How to Do Things with Shakespeare* (Blackwell, 2007), and "Spelling the Body," in *Inhabiting the Body, Inhabiting the World* (Palgrave, 2007).

**Hervé Queneau**, Economics, wrote "Evidence Regarding Persistence in the Gender Unemployment Gap Based on the Ratio of Female to Male Unemployment Rate," in *Economics Bulletin* 5, no. 23 (November 2007). He delivered a paper, "Changes in Racial and Ethnic Segregation in the Workforce," at the annual conference of the Labor and Employment Relations Association, in New Orleans in January.



**Vanessa Pérez Rosario,**  
**Puerto Rican and Latino Studies**

**George Rodman**, Television and Radio, wrote the *2009 Update Edition of Mass Media in a Changing World* (McGraw-Hill, 2008).

**Nancy Romer**, Psychology, wrote the following articles: "Bolivia: Latin America's Experiment in Grassroots Democracy," in *New Politics* XI, no. 4 (winter 2008); and "Resisting Neoliberalism Across the Americas" and "Lessons from the Union Road to Democratizing Higher Education," both in *Liberty Tree: Journal of the Democratic Revolution* II, no. 2 (fall 2007). Romer made three presentations: "Indigenous and Workers' Organizations in Bolivia," at the Left Forum, in New York in March; and "Twenty-Five Million Iraqis Dream of Peace" and "U.S. Labor Against the War," both at the World Against War International Conference in London in December. For the 2007–08 academic year, she has received more than \$1.2 million in grants to support the Brooklyn College Community Partnership, a program that provides services to 1,500 Brooklyn youth from economically disadvantaged communities.

**Vanessa Pérez Rosario**, Puerto Rican and Latino Studies, spoke on "Julia de Burgos as Cultural Icon: Puerto Rican Identities on the Island and in the Diaspora," at the Virtual Caribbean annual conference, at Tulane University, New Orleans, in February.

**Laurie H. Rubel**, Education, wrote the article "Middle and High School Students' Probabilistic Reasoning on Coin Tasks," in the *Journal for Research in Mathematics Education* 38 (November 2007). Rubel was the invited speaker at the University of Maryland Mathematics Education Colloquium in November, where she presented "Centering the Teaching of Mathematics on Urban Youth: A Focus on Teacher Learning." She was also an invited speaker at the Haverford College-Bryn Mawr College Mathematics Colloquium in February.

**Roberto Sánchez-Delgado**, Chemistry, was awarded a Leonard and Claire Tow Professorship for 2007–09. He also received a grant from the Petroleum Research Fund, administered by the American Chemical Society, for the project "Heterolytic Activation of Hydrogen Promoted by Ruthenium Nanoparticles on Poly(vinylpyridine) and Hydrogenation of Aromatic Compounds" (2008–10).

**Martin P. Schreiber**, Biology (emeritus), gave a presentation on managing shellfisheries at the annual Estuarine Research Meetings, in Providence, Rhode Island, in November.

**Gunja SenGupta**, History, presented "Intimate Portraits: African Americans in the Antebellum South Village," at the Jefferson Market Library, in New York in February.



**Robert Moses Shapiro**, Judaic Studies, served as an outside evaluator for the Social Sciences and Humanities Research Council of Canada, 2007–08. *Łódź Ghetto: A History* (Indiana University Press, 2006), by Isaiah Trunk and translated and edited by Shapiro, was named a *Choice Magazine* Outstanding Academic Title in 2007. In October, Shapiro spoke at the Holocaust Memorial and Resource Center at Queensborough Community College on “The Łódź Ghetto”; at a symposium at the YIVO Institute for Jewish Research on “Ghetto Archives in Occupied Poland”; and at an international symposium at the Museum of Jewish Heritage on “Popular History, Judaism and Resistance.” In November, he lectured at the Museum of Jewish Heritage on “The Vaad Ha-hatsalah: Orthodox Jewish Rescue Committee, 1939–1945” and at the YIVO Institute for Jewish Research on “YIVO’s EPYC Curriculum and Website on East European Jewish Culture.” He presented a paper, “Looking for Łódź in the Clandestine Ringelblum Archive of the Warsaw Ghetto,” at the annual conference of the Association for Jewish Studies, in Toronto in December. With assistance from the Tow Faculty Travel Fellowship, he is translating “The Sonderkommando Papers of Auschwitz.”

**Timothy Shortell**, Sociology, presented “The Conflict Over Origins: A Discourse Analysis of the Creationism/Evolution Dispute,” at the annual meeting of the Eastern Sociological Society, New York, in February, based on research funded by a PSC-CUNY grant.

**Irene Sosa**, Television and Radio, recently completed her documentary *Shopping to Belong*, which premiered in September at the Fifteenth Providence Latin American Film Festival and was followed by a screening at New York University’s Cantor Film Center later in 2007. Sosa was a juror for the Fernando Birri Award at the Providence Festival. She was invited by Live Out Loud—an organization dedicated to connecting LGBT youth to leaders of their community—to give a talk on gay and lesbian role models at Washington Irving High School, in New York, in October:

**Tobie Stein**, Theater, was profiled in the January 2008 *Dramabiz* cover story article, “The Education Equation: Advanced Degree + Experience = Success.”

**Alex S. Vitale**, Sociology, wrote the article “The Command and Control and Miami Models at the 2004 Republican National Convention: New Forms of Protest Policing,” in a special issue of the social movements journal *Mobilization* (December 2007).

**Judylee Vivier**, Theater, is the 2007–08 recipient of the Claire Tow Distinguished Teacher Award. Vivier presented a workshop on the connection between the practice of teaching and the practice of acting to new faculty at a retreat held at the Graduate Center in January. In fall 2007, she was cast as Arkadina in Brooklyn College’s production of Chekhov’s *The Seagull*, fulfilling her role as mentor to the acting students through the practice of the craft. In February she

directed *Rooms*, an original piece threading together three solo performances that were developed in her voice production class for actors in their final semester of training in the M.F.A. Acting Program, for the Dark Nights series at the Prospect Theater Company, in New York.

**Stephanie Walker**, Library, wrote “Low Volume, Staffing, and Technical Problems Are Key Reasons for Discontinuation of Chat Reference Service,” in *Evidence-Based Libraries* 2, no. 3 (2007). Walker has been appointed to three national-level committees within professional library associations: the Scholarships and Grants Committee, for the American Library Association; the National Conference Organizing Committee, for the Association of College and Research Libraries; and the Committee for Assessment & Research, for the Library and Information Technology Association.

**Frederick Wasser**, Television and Radio, wrote the chapter “DVD and Video: Hollywood Retools,” in *The Contemporary Hollywood Film Industry* (Blackwell Press, 2008). He also wrote an entry, “Technology, Video,” in the *International Encyclopedia of the Social Sciences*, second edition (Macmillan Reference, 2008), and an article, “Biographical Notes on James W. Carey,” in *Explorations in Media Ecology* 5, no. 2 (2008). He has been invited to be an exchange professor at Philipps Universität in Marburg, Germany, for the spring semester.

## Collaborations

**Paisley Currah**, Political Science, and Dean Spade, UCLA School of Law, coedited a special issue of *Sexuality Research and Social Policy* 4, no. 4 (December 2007) called "The State We're In: Locations of Coercion and Resistance in Trans Policy."

**Christopher Dunbar**, Physical Education and Exercise Science; Barry Saul, Division of Cardiology, New York Methodist Hospital; and John Kassotis, Department of Cardiology, SUNY Downstate Medical Center, wrote the paper "Exercise Testing in the Presence of Complete Heart Block," in *Medicine and Science in Sports and Exercise* 39, no. 9 (2007).

**Renee Fabus**, **Lucille Nielsen-Rosander**, and **Susan Bohne**, Speech Communication Arts and Sciences, presented a poster, "An Evidence-Based Practice Approach Using the Compton P-ESL Program at a University Clinic," at the American Speech-Language and Hearing Association Convention, in Boston in November.

**Renee Fabus**, Speech Communication Arts and Sciences, and Dr. Ray Johnson Jr., Queens College, received a CUNY Collaborative Research Grant for their project "Neural Speech Planning Processes with People Who Stutter."

**Joshua Fogel, '93**, and **Hershey H. Friedman, '68**, Economics, wrote the article "Conflict of Interest and the Talmud," in the *Journal of Business Ethics* 78 (February 2008). Fogel collaborated with undergraduate students on the following: the article "Contact Lenses Purchased Over the Internet Place Individuals Potentially at Risk for Harmful Eye Care

Practices," in *Optometry* 79 (January 2008), with **Chaya Zidile**, Psychology; the presentations "Spam E-mail Purchasing Behavior among Individuals Who are Single and Seeking a Relationship" and "Spam E-mail Purchasing Behavior among Individuals with Weight Problems," at the Nineteenth Greater New York Conference on Behavioral Research, in Hempstead, New York, in November; with **Sam Shlivko**, Economics; and the presentations "Social Network Communities and Online Privacy Disclosures," at the Nineteenth Greater New York Conference on Behavioral Research, and "Topics of Importance for Asian-Americans Seeking Internet Information for Depression," at the Ninety-Eighth Meeting of the American Psychopathological Association, in New York in March, with **Elham Nehmad**, Psychology.

**John Frankenstein** and **Nakato Hirakubo**, Economics, wrote the chapter "Innovation and Organization: Success Factors," in *Emerging Business Theories for Educators and Practitioners* (Cambridge Scholars Publishing, 2007).

**Alexander Greer**, Chemistry, and Ronald Bentley, University of Pittsburgh, coauthored "Computational Studies of the Tropone Natural Products, Thiotropocin, Tropodithietic Acid, and Troposulfenin: Significance of Thiocarbonyl-enol Tautomerism," in the *Journal of Organic Chemistry* 73, no. 1 (2008). Greer, Ruomei Gao, Jackson State University; and Harry Gafney, Queens College, wrote "Singlet Oxygen Chemistry in Water: A Porous Vycor Glass-Supported Photosensitizer," in the *Journal of Physical Chemistry B* 112, no. 7. (2008).

**David Grubbs**, Music, and poet Susan Howe were profiled in the October 2007 issue of *Artforum*, and the CD of their collaboration *Souls of the Labadie Tract* was included in the 2007 year-end critics' poll of the fifty best releases of 2007 in the British new-music magazine *The Wire*.

**Nakato Hirakubo**, Economics, and Craig Davis, Ohio University, wrote the following: "Pocket Tissue: A New Advertising Medium in the U.S.," in the *2007 Annual Advances in Business Cases* (2008); and "The Importance of Happiness in the Corporate Environment," in the *Business Research Yearbook* (April 2008). Hirakubo, Davis, and Tim Brotherton, Saginaw Valley State University, spoke on "The Use of Human Flourishing Theory in Advertising," at the 2008 Association for Education in Journalism and Mass Communication Midwinter Conference, at Point Park University in Pittsburgh, in March.

**Mark Kobrak** and **Warren Hirsch**, Chemistry, cowrote "Lewis Structure Representation of Free Radicals Similar to ClO," in *Journal of Chemical Education* 84, no. 8 (2007).

**Jerome Krase** (emeritus) and **Timothy Shortell**, Sociology, presented "Imagining Chinatowns and Little Italies: A Visual Approach to Ethnic Spectacles," at *Le Beau dans La Ville: Colloque International*, in Tours, France, in November.

**John Marra**, Geology; his former post-doctoral fellow Laura Prieto, Instituto de Ciencias Marinas de Andalucía, Cadiz, Spain; R. D. Vaillancourt; and B. Halesand wrote "On the Relationship between Carbon Fixation Efficiency and Bio-Optical Characteristics of Phytoplankton," in the *Journal of Plankton Research* 30, no. 1 (January 2008). Marra also coauthored a paper with his former student Thomas Moore, CSIRO Marine and Atmospheric Research Unit, Hobart, Tasmania, Australia; R.J. Matear; and L. Clementson, "Phytoplankton Variability Off the Western Australian Coast: Mesoscale Eddies and Their Role in Cross-Shelf Exchange," in *Deep-Sea Research II* 54, no. 8-10 (November 2007). Marra and Dror Angel, Haifa University, Israel, cochaired the special session "Marine Mariculture: What Are the Burning Issues and Solutions?" at the American Geophysical Union's Ocean Sciences Meeting, in Orlando, Florida, in March.

**Klara Marton**, Speech Communication Arts and Sciences, and graduate student Meredyth Wellerstein cowrote the chapter "What Can Social Psychology Gain from and Offer to Children with Specific Language Impairment: Social Perception of the Self and Others," in *Social Perception: 21st Century Issues and Challenges* (2008). Marton and M. Goral, Lehman College; A. Spiro, M. Clark-Cotton, and M.L. Albert, Boston University; and L.K. Obler, The Graduate



Center, CUNY, wrote the paper “Executive Functions Predict Comprehension at Both Ends of the Lifespan,” presented at the Conference of the International Neuropsychological Society, in Waikoloa, Hawaii, in February.

**Paul McCabe, Florence Rubinson, and Graciela Elizalde-Utnick**, Education, participated on the panel presentation “Helping Our Graduates to Better Serve GLBT Youth,” at the annual convention of the National Association of School Psychologists, in New Orleans in February. At the same meeting, McCabe and Sally Flagler, University of North Carolina, presented a mini-skills workshop, “Language and Social Assessment and Intervention Techniques for Preschool Children.” McCabe coauthored the following: “Hospital to School Transition for Children with Chronic Illness: Meeting the New Challenges of an Evolving Health Care System,” in *Psychology in the Schools* 45 (December 2007), with Steve Shaw, McGill University; “Food Allergies and Autism: The Gluten-Free/Casein-Free Hypothesis,” in the *National Association of School Psychologists’ Communiqué* 36, no. 5 (February 2008), with graduate student Caryn Depinna; and “Childhood Chronic Illness: The Effects of Family Cohesion and Adaptability on Coping and Healing,” in the *National Association of School Psychologists’ Communiqué* 36, no. 1 (September 2007), with graduate student Christopher Scharf.

**Michael Meagher**, Education, made two presentations at the Twelfth Annual Conference of the Association of Mathematics Teacher Educators, in Tulsa, Oklahoma, in January: “Developing Preservice Teachers’ Technology Pedagogical Content Knowledge with Advanced Technologies,” with Todd

Edwards, Miami University of Ohio, and Asli Ozgun-Koca, Wayne State University; and “At the Coalface with Alternatively Certified Teachers in Urban Schools: A Set of Case Studies,” with CUNY Graduate Center students Shana Henry and Paula Fleshman.

**Gerald M. Oppenheimer**, Health and Nutrition Sciences, cowrote two articles: “Invited Commentary: The Context and Challenge of Von Pettenkofer’s Contributions to Epidemiology,” in the *American Journal of Epidemiology* 166, no. 11 (December 2007), with Ezra Susser, Mailman School of Public Health, Columbia University; and “Scale Ups, Scarcity and Selection: The Historical Experience of Doctors in South Africa,” in *AIDS* 21, supplement 5 (October 2007), with Ronald Bayer, Mailman School of Public Health, Columbia University. Oppenheimer and Bayer gave an invited presentation, “Shattered Dreams? An Oral History of the South African AIDS Epidemic,” at the Seventh Annual Horace Davenport Lecture in the Medical Humanities, at the University of Michigan in October.

**Priya Parmar**, Education, and Shirley Steinberg, McGill University, wrote “Locating Yourself for Your Students,” in *Everyday Antiracism: Getting Real about Race in School* (The New Press, 2007).

**Mariana Regalado** and **Stephanie Walker**, Library, and more than one dozen other CUNY professors are co-investigators for a twelve-campus CUNY Collaborative Research Grant-funded project, “Information Literacy, Critical Thinking and Technology: Gathering Data on CUNY Students’ Performance on Scenario Tasks Assessing ICT (Information and Communications Technology) Skills.”

**George Rodman**, Television and Radio, and Ronald Adler, Santa Barbara City College, coauthored the tenth edition of *Understanding Human Communication* (Oxford University Press, 2008).

**Nancy Romer**, Psychology, and Mindy Gershon, Service Employees International Union, wrote a report on the World Against War International Conference, in London in December; that was published on [www.portside.org](http://www.portside.org) on December 29.

**Laurie H. Rubel** and **Betina A. Zolkower**, Education, wrote the article "Arranging Blocks, Climbing Stairs, and Beyond: Learning about Mathematical Representations," in *Mathematics Teacher* 101 (December 2007).

**Roberto Sanchez-Delgado**, **Nataliya Machalaba**, and **N'kechia Ng-a-qui**, Chemistry, wrote "Hydrogenation of Quinoline by Ruthenium Nanoparticles Immobilized on Poly(4-vinylpyridine)," in *Catalysis Communications* 8, no. 12 (December 2007).

**Jacqueline D. Shannon**, Education; N. Cabrera and S. Mitchell, University of Maryland; and J. West, Mathematica Policy Research, presented "Mexican American Mothers' and Fathers' Prenatal Attitudes and Fathers' Prenatal Involvement: Links to Mother-Infant Interaction and Father Engagement," at the conference On New Shores: Understanding Immigrant Children, at the University of Guelph, Ontario, Canada, in October. Shannon and Cabrera presented "Who Stays and Who Leaves? A Discrete-Time Survival Analysis of Father Involvement," at the National Council on Family Relations, in Pittsburgh in November. Shannon, Cabrera, and H. Fitzgerald, Michigan State University, were guest editors for "Special Issue: Fatherhood—Understanding the

Impact of Fathers on Child Development. Proceedings of the National Fatherhood Forum," in *Applied Developmental Science* 11, no. 4 (December 2007). She also cowrote two articles for the special issue: "Conducting Studies with Fathers: Challenges and Opportunities," with Mitchell; Cabrera; K. McFadden, New York University; and H. See and A. Tarkow, University of Maryland; and "Fathers' Influence on Their Children's Cognitive and Emotional Development: From Toddlers to Pre-K," with Cabrera and C. Tamis-LeMonda, New York University.

**Robert Moses Shapiro**, Judaic Studies, and Piotr Wróbel, University of Toronto, coedited the translation from Yiddish of Yehiel Yeshai'a Trunk's *Polyn: My Life within Jewish Life in Poland, Sketches and Images* (University of Toronto Press, 2007).

**Dina Sokol**, Computer and Information Science, cowrote two articles: "Approximate Parameterized Matching," in *ACM Transactions on Algorithms* 3, no. 3 (2007), with Carmit Harel and Moshe Lewenstein, Bar-Ilan University; and "Dynamic Text and Static Pattern Matching," in *ACM Transactions on Algorithms* 3, no. 2 (2007), with Amir Amihod, Bar-Ilan University and Georgia Tech; Gad M. Landau, Haifa University and Polytechnic University; and Moshe Lewenstein. Sokol and her associates have launched a website that hosts their Tandem Repeats over the Edit Distance (TRED) software, which allows a user to upload a biological sequence and reports all tandem repeats found in the sequence. The site may be viewed at <http://tandem.sci.brooklyn.cuny.edu>.

**Stephanie Walker**, Library, coauthored "Neurologic Injuries in Hockey," in *Neurologic Clinics of North America* 26

(February 2008), with Dr. Richard Wennberg, University of Toronto and Toronto Western Hospital's Division of Neurology, and Dr. Howard Cohen, Dufferin-Rogers Dental in Toronto.

**Howard Z. Zeng**, **Michael Hipscher**, and **Raymond Leung**, Physical Education and Exercise Science, presented "An Examination of Instructional Behaviors of Dual Roles as Athletic Coaches and Physical Educators" and "An Examination of Teaching Behaviors and Learning Activities Using Direct Instruction Model in Physical Education Class Settings at High School and College Levels" at the Association for Physical Education in Higher Education 2008 World Congress in Sapporo, Japan, in January. They also made two presentations that were published in the *Journal of International Association for Physical Education in Higher Education* 1 (2008): "A Study of Teaching Behaviors and Learning Activities in Physical Education Class Settings Taught by Specialist Teachers, Inservice Teachers, and Preservice Teachers" and "Examination of Instructional Behaviors of Collegiate Athletic Coaches in Athletic Practice and Physical Skill Class Settings." Zeng and Leung wrote an article, "Comparative Myoelectric Evaluation of a Commercially Performed versus a Traditionally Performed Abdominal Exercise," in the *Journal of Exercise Science and Fitness* (winter 2007). They also presented "What Physical-Educators Have to Say about Issues and Solutions of Physical Education in Our Education and Society," at the 2008 Eastern American Alliance for Health, Physical Education, Recreation and Dance Convention, in Newport, Rhode Island, in February.



## *Faculty Newsletter*

### **Brooklyn College**

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