



Faculty Reflections on Team-Based Learning at Brooklyn College

This past fall semester, students in 32 sections across 16 different departments were engaged in Team-Based Learning (TBL), a form of collaborative learning that incorporates a specific sequence of individual work, team (group) work, and immediate feedback. TBL increases students' understanding of course concepts by getting them to solve authentic, real-world problems and helping them to develop their workplace learning skills. This reflects a paradigm shift, whereby the main course objective moves away from transmitting content (via lectures) to helping students learn how to use course content to solve significant problems.

The main elements of TBL are: 1) strategically-formed, permanent student teams; 2) a curriculum organized through backward design into five to seven large units; and 3) peer evaluation. Each unit begins with a structured readiness assurance process. This process gets students to read and engage with the prerequisite material(s) necessary for each curricular unit and assesses the students individually and in teams for their understanding of that material. Each unit culminates with application activities that require the teams to make complex decisions incorporating and utilizing that unit's core concepts (Larry K. Michaelsen and Michael Sweet, *"The Essential Elements of Team-Based Learning"* http://onlinelibrary.wiley.com/store/10.1002/tl.330/asset/330_ftp.pdf?v=1&t=hr0w4801&s=7f53391e2f5b4d508cd6fb012b982367052b604d). The key to the effectiveness of TBL's group application activities, which form the heart and main focus

of each unit, arises from requiring the teams to address the "4 S's":

1. work on a *significant* problem that demonstrates the relevance and usefulness of the unit's concepts;
2. make a *specific* choice among clear alternatives;
3. engage with the *same* problem as all the other teams, so that each team cares about what the other teams have concluded and are invested in their rationales for doing so; and
4. *simultaneously* report their decisions and answers, so differences among the teams' responses can be probed, explored, and exploited for maximal learning and instructional effect (Larry K. Michaelsen, *"Three Keys to Using Learning Groups Effectively"* <http://www.iub.edu/~tchsotl/part3/Michaelsen.pdf>).

The Library hosts The 22nd Annual Author's Book Party

Tuesday, April 29, 2014 from 12 pm — 2 pm

Please join us in honoring Brooklyn College authors who have published a book in the past year. The honorees and the entire faculty and professional staff are invited to a luncheon and presentation in the Library's Christoph M. Kimmich Reading Room.

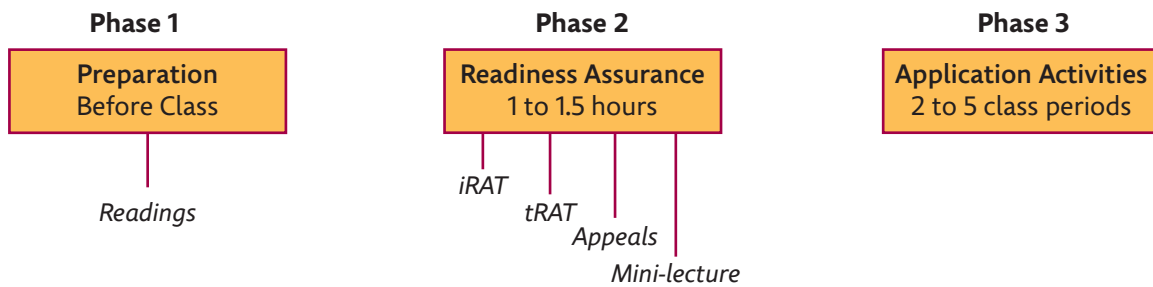
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Contents

Faculty Reflections on Team-Based Learning.....	Pg. 1
Faculty Notes	Pg. 13
Collaborations	Pg. 26

Faculty Reflections on Team-Based Learning at Brooklyn College

What is a typical TBL unit?



(Adapted from Jim Sibley's "What is TBL?" <http://www.teambasedlearning.org/Resources/Documents/TBL%20Handout%20Aug%2016-print%20ready%20no%20branding.pdf>)

The TBL sequence is as follows:

Phase 1 — Preparation: Students complete readings and assignments for each unit before the class.

Phase 2 — Readiness Assurance: At the beginning of each unit, the students are given a Readiness Assurance Test (RAT), which is closed-book and measures their comprehension and mastery of the assigned readings and helps them deepen their understanding of the course material needed to begin problem solving in Phase 3. Once the test period is over, the instructor may present a short mini-lecture to clarify concepts that are not well understood as evidenced by test scores. The purpose of Phase 2 is to ensure that students and their teammates have sufficient foundational knowledge to begin learning how to apply and use the course concepts in Phase 3.

- **Individual RAT (iRAT):** Students individually complete a multiple-choice test based on the readings.
- **Team RAT (tRAT):** Following the iRAT, the same multiple-choice test is re-taken with their team. These tests typically use a lottery-style scratch-off card. The students develop a consensus with their teammates, and then scratch off the opaque silver coating hoping to reveal a star

that indicates a correct answer. For tests with four response choices, the team is awarded 4 points if they uncover the correct answer on the first scratch, 2 points for the second scratch, and 1 point for the third scratch. If they are incorrect with any scratch, the team needs to reconsider, discuss, and make another decision.

- **Appeals Process:** Once the team has completed the team test, they have the opportunity to fill out an appeals form, which allows the team to identify questions where they disagree with the wording of the question or with ambiguous information in the readings. The instructor reviews the appeals outside of class time and reports the outcome of the team appeal at the next class meeting. Only teams are allowed to appeal questions (no individual appeals).
- **Feedback and Mini-Lecture:** Following the RATs and Appeal Process, the instructor provides a short, clarifying lecture on any difficult concepts.

Phase 3 — Application Activities: The majority of instructional time is spent on application activities, whereby the students and their teams use the foundational knowledge, acquired in the first two phases, to make decisions. The students engage in intra-team and inter-team discussion regarding the problem-based activities. Teams report out their decisions using a variety of methods, such as colored cards indicating a specific choice; alternatively their responses



Faculty Reflections on Team-Based Learning at Brooklyn College

might be written on small whiteboards or on poster boards (*Jim Sibley, "Student Orientation to TBL"* <http://list.olt.ubc.ca/cgi-bin/wa?A2=ind1108&L=TEAMLEARNING-L&P=494>).

The Team-Based Learning Academy

Under the auspices of the Roberta S. Matthews Center for Teaching, the Team-Based Learning Academy (TBLA; <http://bctbl.edublogs.org/>), which is supported by a grant from the CUNY Office of Academic Affairs, takes faculty through the process of transforming a traditional course into a TBL course. TBLA is training three cohorts, in total, 63 faculty — over the course of three semesters: spring 2013, fall 2013 and intersession during January 2014. See Table 1 for a list of faculty participants in each cohort.



Table 1
Faculty Participants
Cohort 1 — Spring 2013

- o Jeanne Angus, *Childhood, Bilingual, & Special Education*, School of Education
- o Elisabeth Brauner, *Psychology*, School of Natural and Behavioral Sciences
- o Joe W. Burden Jr., *Kinesiology*, School of Natural and Behavioral Sciences
- o Douglas Cohen, *Music*, School of Visual, Music, and Performing Arts
- o Maria Contel, *Chemistry*, School of Natural and Behavioral Sciences
- o Christopher Dunbar, *Kinesiology*, School of Natural and Behavioral Sciences
- o Tiffany K. Duncan, *Finance and Business Management*, School of Business
- o Graciela Elizalde-Utnick, *School Psychology, Counseling, & Leadership*, School of Education
- o Akiko Fuse, *Speech Communication Arts & Sciences*, School of Humanities and Social Sciences

- o Yu Gao, *Psychology*, School of Natural and Behavioral Sciences
- o Michael Goyette, *Classics*, School of Humanities and Social Sciences
- o Margrethe Horlyck-Romanovsky, *Health & Nutrition Sciences*, School of Natural and Behavioral Sciences
- o Ronald O. Howell, *English*, School of Humanities and Social Sciences
- o Herman Jiesamfoek, *Early Childhood & Art Education*, School of Education
- o Lawrence Johnson, *Sociology*, School of Humanities and Social Sciences
- o Sandra Kingan, *Math*, School of Natural and Behavioral Sciences
- o Charlene Kohler-Britton, *Early Childhood & Art Education*, School of Education
- o Natasha LaMont, *Biology*, School of Natural and Behavioral Sciences
- o Sharona A. Levy, *SEEK*, School of Humanities and Social Sciences
- o JoAnn Luhrs, *Classics*, School of Humanities and Social Sciences
- o Jane E. Palmquist, *Music*, School of Visual, Music, and Performing Arts
- o Suklima Roy, *Wolfe Institute/First College Year/ Psychology*, Office of the Associate Provost for Academic Programs & School of Natural and Behavioral Sciences
- o Brian Sowers, *Classics*, School of Humanities and Social Sciences
- o Rachelle J. Suissa, *Political Science*, School of Humanities and Social Sciences
- o Micha Tomkiewicz, *Physics*, School of Natural and Behavioral Sciences
- o Robert Viscusi, *Wolfe Institute/English*, School of Humanities and Social Sciences
- o Ellen Walker, *Psychology*, School of Natural and Behavioral Sciences
- o Sybil White, *SEEK*, School of Humanities and Social Sciences



Faculty Reflections on Team-Based Learning at Brooklyn College

Cohort 2 — Fall 2013

- o Cheryl Carmichael, *Psychology*, School of Natural and Behavioral Sciences
- o Hao-hsuan (Holly) Chiu, *Finance & Business Administration*, School of Business
- o Baila Epstein, *Speech Communication Arts & Sciences*, School of Humanities and Social Sciences
- o Lauren Grace Kilroy Ewbank, *Art*, School of Visual, Music, and Performing Arts
- o Lea Fridman, *English*, Kingsborough Community College
- o Louise Hainline, *Psychology*, School of Natural and Behavioral Sciences
- o Gail Horowitz, *Chemistry*, School of Natural and Behavioral Sciences
- o Amy E. Hughes, *Theater*, School of Visual, Music, and Performing Arts
- o Yoon-Joo Lee, *Childhood, Bilingual, & Special Education*, School of Education
- o Michael Meagher, *Secondary Education*, School of Education
- o Sharon O'Connor-Petruso, *Childhood, Bilingual, & Special Education*, School of Education
- o Kristina Riemer, *Psychology*, School of Natural and Behavioral Sciences
- o Alma Rubal-Lopez, *Childhood, Bilingual, & Special Education*, School of Education
- o Florence Robinson, *School Psychology, Counseling, & Leadership*, School of Education
- o María R. Scharrón-del Río, *School Psychology, Counseling, & Leadership*, School of Education
- o Abe Tawil, *Finance & Business Management*, School of Business
- o Laura Tesman, *Theater*, School of Visual, Music, and Performing Arts
- o Sharon Vanek, *Finance & Business Management*, School of Business

Cohort 3 — Intersession, January 2014

- o Edna Asknes, *Nursing*, Borough of Manhattan Community College
- o Jennifer Ball, *Art*, School of Visual, Music, and Performing Arts
- o Jean Bertho Derival, *Modern Languages and Literatures*, School of Humanities and Social Sciences
- o Candida Brooks-Harrison, *Childhood, Bilingual & Special Education*, School of Education
- o Eliza Dragowski, *School Psychology, Counseling, & Leadership*, School of Education
- o Mona Hadler, *Art*, School of Visual, Music, and Performing Arts
- o Paul McCabe, *School Psychology, Counseling, & Leadership*, School of Education
- o David McKay, *English*, School of Humanities and Social Sciences
- o Emily Molina, *Sociology*, School of Humanities and Social Sciences
- o Mim Nakarmi, *Physics*, School of Natural and Behavioral Sciences
- o Kosal Path, *Political Science*, School of Humanities and Social Sciences
- o Wayne Powell, *Earth and Environmental Sciences*, School of Natural and Behavioral Sciences
- o Dena Shottenkirk, *Philosophy*, School of Humanities and Social Sciences
- o Malka Simon, *Art*, School of Visual, Music, and Performing Arts
- o Sophia Suarez, *Physics*, School of Natural and Behavioral Sciences
- o John Van Sickle, *Classics*, School of Humanities and Social Sciences
- o Michelle Wang, *Business Management*, Borough of Manhattan Community College



Faculty Reflections on Team-Based Learning at Brooklyn College

During the spring 2013 and fall 2013 semesters, the faculty attended training workshops approximately two Fridays per month that provided direct experience of the various facets of TBL. During January 2014, we offered a four-day Intensive Training Institute for Cohort 3 faculty. With support from the TBLA trainers (Suklima Roy, Sharona Levy, and Graciela Elizalde-Utnick), the faculty reconceptualized their courses. This article highlights the reflections of some of the members of the first TBL cohort, who trained in spring 2013, redesigned their syllabi over the summer, and implemented TBL methodology in the fall 2013 semester.

Reflections from TBL Faculty from the School of Business

Tiffany Duncan, *Finance and Business Management*:

I am an adjunct instructor, and the first course I implemented TBL in was “Strategic Human Resource Management,” BUSN 3240, which took place on Thursday nights from 6:30pm-9:30pm. My students and I come from working all day, have class all week and head home to families afterward and are back at work by 9am. My students loved TBL as it kept them engaged in their learning! In addition, it restored their faith in teams. Many students worked harder as they wanted to add value, which pushed them to be better, thereby learning more. For this course, I chose to create assignments and readiness assessment tests based on real case studies. This made for assignments that were interesting and relatable as they were based on familiar organizations or situations.

A memorable case was one where an organization downsized by closing one entire office. The assignment was to decide if the team agreed with the decision to downsize; if so, then how, when, and who would be downsized? If the team did not agree to downsize, what would the other course of action be – retraining, job

sharing or other measures of cost cutting? It was interesting to hear the diverse patterns of thought that led to each response being selected by a team. The assignments built team loyalty, and also increased the students’ desire to listen to each other. Overall, this has been a great experience for my class and me. The energy in the classroom was unparalleled and most importantly the class grasped the content. In addition, TBL provided my working students with networking opportunities they felt they had missed out on previously. For this we are grateful.

The School of Education

Jeanne Angus, *Childhood, Bilingual, and Special*

Education: TBL has been an exciting challenge from many different perspectives. I was eager to begin using it but too pressed for time to implement it full-bore by summer session. So I used a variation on the readiness assurance process for my course “Introduction to Students with Special Needs,” CBSE 7503X. My feeling was this would at least guarantee students would buy and read the material assigned and be better prepared to participate in the group activities. Students were actively engaged (and prepared) for the daily three-hour summer class, always on time and eager to see what they were going to be doing. No one closed his/her eyes or used phones the entire time. The groups were engaged and actively contributing ideas and discussion, while peers listened and considered. Students cooperated with one another and several said it was either the first time they had liked working in a group and/or could see a value to it. The format of doing the work in class contributed immensely to that determination. A casual survey taken at the end of the course showed greater than 70% felt positive about the class format and 80% felt they had gained valuable information that they knew how to immediately implement. Some stated it was the best class they had had at Brooklyn College, even if it was their last.



Faculty Reflections on Team-Based Learning at Brooklyn College

The ‘full-bore’ implementation of TBL in the fall semester was not only a challenge and a continuing work-in-progress, but a tremendous investment of time and mental energy and a cause for much angst. This time the course I implemented TBL in was “Action Research,” CBSE 7657, a graduate capstone course compressed from a two-semester format into one. Fortunately one chapter in *TBL for Social Sciences* (Stylus, 2012) presented an almost identical situation that I could use as a model. Each team identified its own relevant classroom issue under the umbrella theme of Data-Based Problem-Solving, and had to engage in researching the selected issue, creating interventions and analyzing outcomes. The RATs triggered a great deal of discussion and the accompanying applications resulted in diverse answers and solutions from the various teams. The semester end came faster than I would have liked, for a better sense of full completion, but feedback from most of the students was positive, with most students identifying the process and amount of work accomplished as outcomes they valued.

For myself, I remain very enthusiastic about the philosophy of ‘using new knowledge in relevant applications’ and support that growing trend throughout education. I am pleased when I hear my students exchanging with peers how they could use this same format to engage their high school students. But my serious take-away from these past two semesters is that I need to be very sure of my goals and the desired student outcomes. This became very apparent when I was critiqued for my lack of supervision or intervention with a group observed to be ‘less focused and productive, appearing to not know what they should be doing’. To my observation, these students were struggling to define their roles and levels of cooperative interchange and they needed to recognize that for themselves.

I had to repeatedly re-examine exactly what I wanted them to gain from the semester’s experience. Was it producing a good looking ‘graduate level’ paper or was it reaching a level of professional development that would allow them to benefit from what others could contribute to their learning? This is yet to be determined.

Graciela Elizalde-Utnick, *School Psychology, Counseling, and Leadership*: The TBL Initiative has been an amazing, enriching, and transformative experience for me both as an educator and learner. During the spring 2013 semester, our TBLA Fridays (what I fondly called our training days) were invigorating. At first, the thought of losing precious writing time made me apprehensive. However, very quickly, I looked forward to joining my teammates. So many times I would find myself looking around at our four teams of faculty, and I would be awestruck. How often can one say that one is at a Brooklyn College meeting that is so transformative? I was struck repeatedly by our intra- and inter-team discussions and debates; I very quickly bonded with this diverse group of faculty. Doug (Music) once entered the room saying that he could hear us all the way down the hall! Yes, we were a boisterous lot!

Like some of my colleagues, I partially implemented TBL over the summer in the “Seminar in Bilingual School Counseling,” SPCL 7823, in an effort to practice some of the procedures. My intent was to do only one application exercise. But that changed very quickly and I wound up including application activities in every class session. It was amazing to see the students so engaged. In stark contrast, when I deviated from TBL and lectured for only about 45 minutes (and I am capable of lecturing for up to six hours, as I have in a course typically run on Sundays), I recognized the tell-tale signs of saturation — the glazed-over eyes and brains turning into mush, as

Faculty Reflections on Team-Based Learning at Brooklyn College

the nearly four-hour class went into the evening. I realized at that moment that I would not return to traditional teaching, particularly for this and other similar courses.

This fall semester I fully implemented TBL in “Instructional Interventions in Schools,” SPCL 7906, and I experienced the great challenge of my multiple roles: Both TBL participant and trainer for Cohorts 1 and 2 in the fall and Director of the Center for Teaching. Over the summer, I managed to prepare the first five weeks of class material. It was an enormous undertaking. All the work for TBL is upfront — it takes hours to develop RATs, and even more time to develop the application activities. It easily would take an entire weekend to prepare just one week’s materials. But it was worth it. The implementation is so enriching. Furthermore, like the students who apply the material on a deeper level, I too had thought more deeply about the course material, as I had to develop higher-level activities, compared with just lecturing and facilitating discussion. I do not mean to minimize traditional teaching. However, I, myself, reached a higher level of engagement with the material as I created TBL activities that conformed to the 4 S’s (see above). The students were highly engaged, although they sometimes commented that they would have liked me to tell them the answers — they wanted to hear it from me, they would say. They didn’t seem to trust that they could come up with the answers. And yet, team performance repeatedly showed me that they did in fact reach much deeper levels of thinking and application than in previously taught sections of students.

Herman Jiesamfoek, *Early Childhood and Art Education*: This fall semester, I started my historical foundations class “Critical Historical and Current Issues in Art Education: Social Values and Individual Needs,” ECAE 7507, with several new challenges and many unanswered questions. Even though I had spent my whole summer

reading TBL material and preparing applications and RATs for this class, it felt like I was pushed to jump into a dark bottomless lake. I took a deep breath and this is exactly what I did. I closed my eyes and jumped; I had, after all, committed to try this TBL approach in the art education class. The first challenge that I encountered was that I had no idea how long the applications and RATs had to be. As a consequence, I was not sure how much time to plan for my class activities. Another challenge was that this course was heavily literature-based, and I did not feel that I could easily adapt it to a TBL approach. I knew that I did not want to let go of any of the readings, since,



Students in “Instructional Interventions in Schools,” SPCL 7906 Photo: Elizalde-Utnick

in my opinion, these allowed the students to gain a strong and rich perspective and overview of the historical past and current issues of the art education field. In previous classes, I had the students write syntheses, and defend and discuss their particular positions. The discussions that we now had in this TBL class were different and in my preliminary estimation a bit deeper and more focused. Regarding assigned readings, I still recognize the same student behavior as in the class that I taught in a non-TBL way in the past,

Faculty Reflections on Team-Based Learning at Brooklyn College

except that students who did not do the readings could not hide so easily in the back of class. These students quickly found out that they were individually responsible for their own preparatory reading, and that a subjective, emotional, non-informative input was not sufficient to hold up an argument in the discussions. A nice outcome from this TBL approach is that it often led to various outputs of wonder, surprising insights, laughter, and fun.

An issue that perhaps is particular to the cohort nature of the art program is that the students are used to interacting readily with each other and now have become competitively team-oriented. In our seventh class meeting, some students jokingly remarked that they hardly spoke to the other team members anymore. I understood their reaction since I had a similar experience in my own faculty TBL workshops that were set up in the same TBL team way. Another challenge, also specific to this class perhaps, is

that this year the class size was smaller than the usual 18 to 20 students. This was due to issues beyond the program's control. The class thus ended up with only two teams of five persons each. Although I do not yet have the experience of teaching this TBL approach to a large group of five or six teams, I imagine that with a larger group the class discussions could get more intense. With only two groups, I found that the students too easily accepted each other's positions non-critically.

TBL takes an enormous amount of preparation, at least in the beginning. During class, however, it did allow me moments where I could "let go" and listen, observe, and notice class details that would normally have escaped me. I suddenly became aware of particular habits and patterns in students' thinking and arguing style and how they positioned themselves and reacted in unusual, unfamiliar situations, often challenged by unknowingly slipping into anachronistic modes of thinking.

Overall, I am grateful for this opportunity to engage in and evaluate the value of TBL for teaching and learning in our arts education program.

Charlene Kohler-Britton, *Early Childhood and Art Education*: As someone who came to the workshops for TBL with a very open mind, I was an absolute convert after the first meeting. The idea that my group work with students could be elevated to where I had always hoped it would go and never quite did was exciting to me, especially as my field is early childhood education. As in all fields of study, the field of early childhood depends primarily on building relations with others. TBL truly allows students to experience, in-depth, what it means to be part of a community that utilizes everyone's resources in the most effective and significant way. The planning time for TBL is quite challenging; and while I cannot say that the planning comes easily (it doesn't) and



Students in "Critical Historical and Current Issues in Art Education: Social Values and Individual Needs," ECAE 7507. Photo: Jiesamfoek



Faculty Reflections on Team-Based Learning at Brooklyn College

is less time consuming than traditional planning (it isn't), the application of what is planned and how the students engage in the course content makes up for that. Therefore, I must say after this first semester of using TBL in my course on "Early Childhood Education Foundations," ECAE 2004, I continue to be smitten.

The School of Humanities and Social Sciences

Akiko Fuse, *Speech Communication Arts and Sciences*: Learning about TBL was an eye-opening experience. I partially implemented the approach for an undergraduate course, "Speech and Language Development," SPEC 2231, last summer and fully implemented the approach for the course this past fall semester. Additionally in the fall, I partially implemented the approach for a graduate course. I normally lecture while providing supplemental materials such as PowerPoint slides, handouts, video clips, and audio samples. However, in my TBL class, there was no lecture or PowerPoint slides except for when reviewing some challenging material from the tRAT. This is not only a new approach for me but also for the students. Unsurprisingly, I saw worried faces at the beginning of the semester. In the TBL class, I was able to devote more time to practice applying the concepts that were introduced in the readings. Many of the students in both undergraduate and graduate programs hope to become clinicians in the near future. Implementation of this approach allowed me to spend time on creating applications, which involved my students engaging in problem solving activities and discussing issues for particular clinical cases. And I hope that this would help to develop informed clinical opinions that are critical in a real work setting. As the semester came to an end I no longer saw the worried faces in class. Rather, it appeared team-based application activities stimulated and deepened the students' critical thinking.

JoAnn Luhrs, *Classics and SEEK*: Although initially I was skeptical about how TBL would work with a SEEK community, I have been pleasantly surprised at how the students adapted to this new approach. They have learned to read their assignments more analytically and to think more critically. This fall I taught two sections of "Classical Cultures," CLAS 1110 — one as a TBL experience and the other as a lecture — and I could see the difference in the students' learning. The students in the TBL course appeared to gain much more from their TBL experience than the lecture course students. Not only did the team experience help them see that there is great value in the views and insights of others while learning but also the structure of the course allowed for deeper learning of the subject for students. I intend to use the TBL method in all future courses.

Rachelle J. Suissa, *Political Science*: I am an adjunct instructor, and I worked TBL into my course "Introduction to American Government," POLS 1001, this fall semester with students from the STAR Program at Brooklyn College. In previous semesters I did very little group work with the students. But this fall, they had 10 iRATs/ tRATs and at least five application activities, including a debate on gay marriage, political science jeopardy, which we did as a review for the final exam, and other assignments. I really enjoyed doing the group work with them, because it was a strong indicator of how they improved as a class. Their performance on the iRATs wasn't always so great overall; but once they paired up in teams to do the activities, they did much better. They learned consensus building skills, how to work together to find an answer, and most importantly, how to evaluate one another as teammates. And that's extremely important. I would definitely recommend TBL to other professors at Brooklyn College, especially those who are teaching in the STAR and College NOW Programs.



Faculty Reflections on Team-Based Learning at Brooklyn College

Sybil White, *English* and *SEEK*: I wasn't sure how TBL would work in my classroom when I decided to use the methodology in my Freshman "English Composition I," ENGL 1010, class this fall semester. My hope was that by using TBL, my students would do more in-depth analysis of the assigned reading material, which would help them write well thought-out essays. I could not have been more surprised with how well TBL worked in my class. The students loved working in teams. They had very heated discussions about the reading material in their groups, which continued when the class came together, and students were still discussing the readings at the end of the period as they left the room. My hope for the class became a reality. The students were writing well thought-out papers, which I attribute to their team-based discussions. Not only did the students write good essays, but they looked forward to writing their essays and sharing their papers with their teammates. Would I use Team Based Learning again in my classroom? My answer is a definite, yes.

The School of Natural and Behavioral Sciences

Natasha LaMont, *Biology*: By the end of my first semester using TBL, I noticed there were additional benefits to the approach besides enhancing the student learning process. Students had a clearer understanding of their personal accountability for their school work, as well as accountability to their team members. They no longer depended on the weekly lectures from the instructor, and understood the importance of preparing for class ahead of time. The readiness assurance process assessed the students' learning comprehension for the instructor and promoted in-depth discussion of the material in the classroom.

Micha Tomkiewicz, *Physics*: I took the TBL workshop to explore application in two courses: The first course was an upper tier, general education course "Energy Use and Climate Change," CORC 3302, taught every semester, and the second was a Macaulay Honors College seminar that is given to students in the fall semesters. Both courses are anchored on climate change and on the book *Climate change: The fork at the end of now.* (Tomkiewicz, Momentum Press, 2012). Both courses are also anchored on a strong research component that requires collaborative efforts. During the fall 2013 semester the research component of the Macaulay seminar was focused on the ongoing efforts of CUNY colleges to deliver their commitments to the City of New York to reduce their carbon footprints by 30% in 10 years. The task for the students was to find out how the colleges are doing and rank them accordingly. The research questions for the upper tier Core course was to calculate the students' personal energy use and carbon footprints and calculate, assuming a business as usual scenario, how the world will look like when the average Chinese person will be as rich as the average American. The thinking was that one can integrate nicely the in-class components with the research components through the TBL methodology.

The TBL faculty workshop was presented to us during the spring 2013 semester in the TBL format that gave us plenty of opportunities to look for ways to adapt the format to the special needs of our courses. The first challenge in applying the approach was obvious from the start: how to adapt TBL to these two very differently configured classes.

I had seven students in the Macaulay seminar and 40 students in the upper tier course. I set the Macaulay students to work as one group and I divided the upper tier course into groups of six or

Faculty Reflections on Team-Based Learning at Brooklyn College

seven students. The upper tier class was moved to a classroom that was originally designed for Scale-Up (<http://scaleup.ncsu.edu/>) teaching that has many similarities with TBL. The first half of the semester of both classes was dedicated to the textbook. Every week the students took an iRAT and a tRAT that covered three chapters. The rest of the time was devoted to applications that connected the text with the research components that were assigned. The first compelling results were that in both courses the scores on the tRATs were consistently higher than those on the iRATs, providing the best evidence that the collective mode of learning works. With the end of the semester, I can conclude without reservations that the collective TBL work was much more effective and pleasant than the classroom teaching that I had applied previously. Hopefully, next semester we will be able to perform a formal assessment of the methodology.

The School of Visual, Media, and Performing Arts

Doug Cohen, *Music*: The course I taught employing for the first time TBL techniques was “Music: Its Language, History, and Culture,” MUSC 1300. One of the strengths of TBL training is that it outlines effective techniques for group work within a course. What I found to be most important was selecting groups on the first day of class for the entire term based on mixing students with different levels of prior knowledge of music as well as making sure that all group work took place inside the classroom. There is much more to this pedagogy but following those two guidelines gave a solid foundation for effective team work. This section of MUSC 1300 was paired with two sections of English 1010 to create two first-year student learning community cohorts. It has always been a challenge to keep the integrity of the cohorts intact when two groups combine into one larger course, as happened here. Adding the requirement that team members must all be from the same cohort made it easier for each cohort to maintain its own identity and should enhance the students’ first college year experience.

Jane Palmquist, *Music*: I used TBL in each of my sections of MUSC 1300. Although I have used effective collaborative group teaching techniques for many years, applying the TBL strategy improved teaching efficacy and enhanced student responsibility for learning. Although initially unconvinced about certain aspects of TBL (e.g. professor-assigned teams instead of student-selected groups; allocating class time for students to work on application assignments instead of working on these assignments outside of class), I have found these techniques to be especially effective. Being part of implementing a recognized college-wide initiative supported by the college faculty and administration has also been important. In the past, faculty members



Students in “Energy Use and Climate Change,” CORC 3302

Photo: Tomkiewicz



Faculty Reflections on Team-Based Learning at Brooklyn College

using newer or non-traditional techniques and methods may have been criticized for not using the expected lecture-method. TBL has given faculty permission and encouragement to experiment with pedagogy — in effect, providing faculty a safety net and support system.

One of the most exciting aspects of the TBL Academy is that it has invigorated and energized faculty across the entire College. It has ignited faculty discussions about teaching and about how to improve teaching. TBL has refocused campus discussion from almost exclusively about curriculum to re-examining how we teach and how our students learn. I don't recall any other time in the past 15 years when so many faculty from across the campus were talking about teaching and improving teaching.

Concluding thoughts

Sharona Levy, *School of Humanities and Social Sciences*

One of the most unexpected and exciting consequences of our TBL training has been the sense of camaraderie and support that developed among the faculty who took part in the training. College teaching tends to be an individual and often isolated experience. I certainly haven't had many experiences at Brooklyn College which gave me time and space to sit down with my colleagues and talk about how to help our students do better in our classes. It's ironic that we won't hesitate to talk to each other about our research or writing, but somehow teaching itself is subject non grata. Most conversations around teaching seem to consist of mutual complaints about what our students don't know, can't do, and/or won't do, or about our workload. Yet in each TBL cohort, something amazing happened over the course of a semester: we became a team focused on the relationships among pedagogy, course design and student learning. Whether it was because we did the training using TBL

methodology or just due to the type of people who signed up, colleagues in very different disciplines, full-time and part-time, seasoned and early-career, came to enjoy working together to try out a new pedagogy. They did so in the hope that we could give students a richer content-based experience. But it wasn't easy. Over and over, at the start of the training, someone always said: "I'm sure TBL works at other institutions but it wouldn't work well here"; or "I can see how TBL would work in some disciplines, but it can't be done in my discipline." And many others were thinking the same thing. But over the course of the training something interesting kept happening: people who were initially skeptical, dismissive, or resistant to both TBL and/or their colleagues' contributions really came to appreciate TBL as well as appreciate the diverse perspectives and experiences of their team members. More and more I believe the two are connected — for the faculty as much as for the students. We were always surprised by the number of people willing to show up on a Friday morning to share successes and challenges as they worked through using TBL. I was surprised — and humbled — by the courage of my colleagues and how it helped me: we had to rethink everything; we crawled and sometimes rushed out of our comfort zones; we took baby steps and leaps into the unknown. And with every new group who has been open to find out just "What IS this team-based learning about?" we are all finding an increasingly diverse and welcoming support group at Brooklyn College.

FACULTY NOTES

Jennifer D. Adams, *Secondary Education*, published "Theorizing a Sense-of-Place in a Transnational Community" in *Children, Youth and Environments*, 23(3).

Eric Alterman, *English and Journalism*, published his book *The Cause: American Liberalism from Franklin Roosevelt to Barack Obama* (Penguin, May 2013), and the article "The Cuomo Conundrum," cover story of *The Nation* on March 21, 2013. Alterman also gave two lectures: "In Search of a Liberal Foreign Policy" at the Mario Einaudi Center for International Studies Distinguished Lecture/Cornell Foreign Policy Initiative at Cornell University, Ithaca, New York in April 2013; and "The Cause: American Liberalism from Franklin Roosevelt to Barack Obama" at the All Souls Unitarian Church in New York on March 6, 2013. In June 2013, he was a Media Fellow at Hoover Institute, Stanford University, Stanford, Calif. and a finalist for the Mirror Award for "Best Commentary, Digital" and "Best Commentary, Traditional." He is also an editorial board member of *Boss: The Biannual Online-journal of Springsteen Studies*.

Isabelle Barrière, *Speech Communication Arts & Sciences*, received a \$105,135.00 NSF Grant (BCS #1251828) from the Panel of Developmental and Learning Sciences for a three-year project entitled "Collaborative Research: Cross-Linguistic (English, French, Haitian Creole and Spanish) Investigations of the Acquisition of Subject-Verb Agreement." She also published a monograph *On the Acquisition of French Argument Structure and SE-Cliticization: Explaining the L1 Acquisition of Reflexive, Reciprocal, Anticausative and Middle-Passive Constructions across Languages* with Scholars Press in Saarbrücken, Germany. Barrière presented a number of papers: "Documenting the

Early Acquisition of Haitian Creole: Theoretical, Cultural, Linguistic and Educational Perspectives" at a conference on the Education of Haitian Children in NYC: Building on Haitian Children's Cultural Capital: Sustaining Academic Success & Character Development held at Bronx Community College, CUNY on May 17, 2013; "A Developmental Psycholinguist and Policy-Maker's Perspective on Hassidic Yiddish Creating Identity: Yiddish Across a Spectrum of Jewish Communities Today" at the annual Naomi Prawer Kadar Memorial Lecture YIVO Institute at the Center for Jewish History in New York on Oct. 14, 2013; "The Advantages of Bilingual Education" at conferences sponsored by the French Consulate Dual Language programs initiative, one at Queens Cumbria Heights Library on Oct. 26, and the other at Brooklyn College on Nov. 16; and she presented the paper "Language Contact and Motherese: Distinct Lexical and Morphosyntactic Effects of English on Brooklyn Hassidic Yiddish Motherese" at the 40th Annual Conference of the Linguistic Association of Canada and the United States, held at Brooklyn College from July 29 to Aug. 1, 2013.

Nicolas Biais, *Biology*, gave the talk "Superheroes and Supervillains of the Human Microbiota: An Introduction to Mechano-Micro-Biology" at the seminar series held in SUNY Binghamton on May 3; MRC University City London on June 12; Imperial College London on June 13; and Lehman College on October 21, 2013.

Brett Branco, *Earth and Environmental Sciences* and Aquatic Research and Environmental Assessment Center (AREAC), received funding in July from the Northeast Cooperative Ecosystems Study Unit (CESU) of the National Park Service to study the recovery of restored marsh islands in Jamaica Bay over the next two years. He also

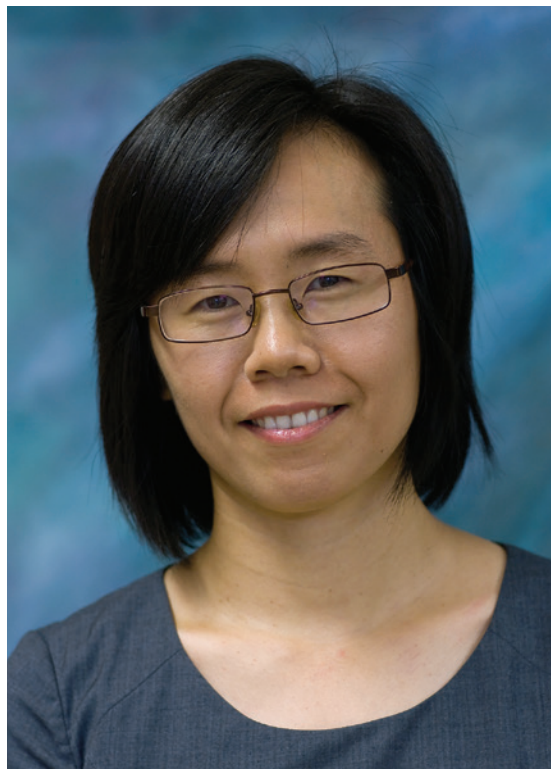
Faculty Notes

presented an invited talk at the Resilience in an Era of Climate Change Symposium held at Kingsborough Community College on Oct. 17-18, 2013.

Cheryl Carmichael, *Psychology*, gave an invited talk to the psychology department at the University of Massachusetts, Amherst, entitled "Enhancing Health and Well-being Through Close Social Ties."

Chia-ju Chang's, *Modern Languages and Literatures*, book *The Global Imagination of Ecological Communities: Western and Chinese Ecocritical Praxis* (Jiangsu University Press, China) was published in Nov. 2013. In March 2013, her article "From Beautiful Kitchen to Three Flower: On Contemporary Chinese Animal Abuse and Protection Consciousness" was published in the *Journal of World Literature*, and her translations of Linda Hogan's poem "Animals' Eyes" and essay "The Dance of the Animal" were published in the *Journal of World Literature*. Lastly, an essay "Ursula Heise's Eco-cosmopolitanism" was published in the *Newsletter on Ecoaesthetics and Ecocriticism*, 2, Shandong University. She translated several poems from Chinese to English and from English to Chinese that were published in the online *Poetry Sky* journal. Chang was also invited to give several talks at different universities in Taiwan, including "From Walden to Blue Marble: Ursula Heise's Eco-cosmopolitanism" for a symposium "World Literature and Visual Studies" on June 6 and "Literature—What is it Good For?" at Taipei University on June 29.

Robert Cherry, *Economics*, presented "Down to Business: Herman Lubinsky and the Postwar Music Industry" at the Jewish Influence on American Popular Music Conference held at Boston University on April 25, 2013; he published



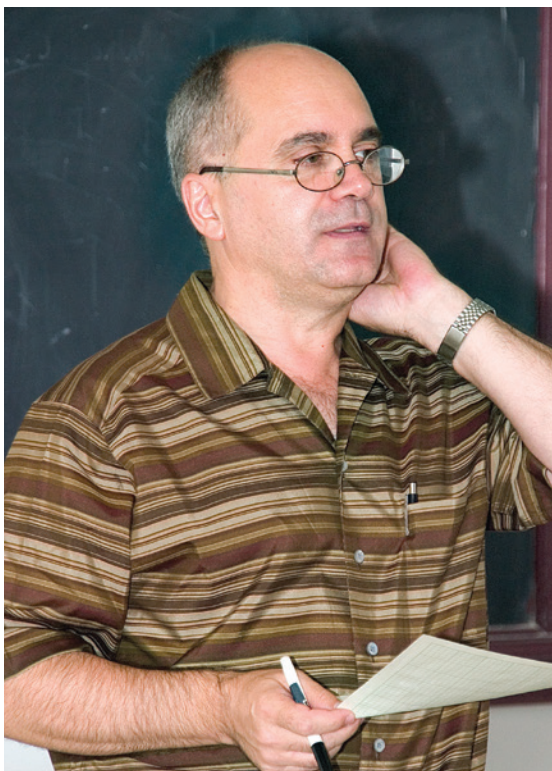
Chia-ju Chang, *Modern Languages and Literatures*

"It's Time to Bring Young Black Men Out of the Economic Shadows," for *Yahoo! The Exchange*, Aug. 1, 2013; "Israel and the Palestinian People: Why the BDS Movement Is Wrong" in *Midstream* 59, Winter/Spring 2013; and "What Palestinian Citizens of Israel Can Learn from the Civil Rights Movement," +972, Nov. 6, 2013.

Elizabeth Chua, *Psychology*, was awarded \$471,000 for the SC2 Grant from NIH to study the "Cognitive and Neural Bases of Memory Confidence and Accuracy" from July 1, 2013 to June 20, 2016.

Maria Contel, *Chemistry*, was awarded a \$1,413,000 grant from the National Cancer Institute for her research on "Titanium-gold-based Chemotherapeutics for Prostate and Kidney Cancer" starting July 1, 2013 until June 30, 2017.

Faculty Notes



Constantin Cranganu, *Earth and Environmental Sciences*

She gave a talk entitled "Iminophosphorane d8 Transition Metal Complexes as Potential Anticancer Agents via a Non-cisplatin Mode of Action" at the 245th American Chemical Society Spring Meeting in New Orleans, April 7-11, 2013, and an invited talk entitled "Iminophosphorane Pincer Ligands as Useful Precursors to Potential Anticancer Metallodrugs" at the Spanish Bioinorganic Chemistry Society Meeting in Burgos, Spain, July 7-10, 2013.

Constantin Cranganu, *Earth and Environmental Sciences*, was the editor of *Natural Gas and Petroleum: Production Strategies, Environmental Implications and Future Challenges* by Nova Science Publishers, New York, October 2013.

Patricia Cronin, *Art*, was named a 2013-14 Leonard and Claire Tow Professor for her solo exhibition "Le Macchine, Gli Dei e I Fantasmi" at Musei Capitolini, Centrale Montemartini Museo, Rome, Italy from Oct. 9 to Nov. 20, 2013. The exhibition was curated by Ludovico Pratesi. The American Academy in Rome held a conference on Cronin's work on Oct. 7, 2013. Cronin's work was included in the exhibition "Come Together: Surviving Sandy" at Industry City, Brooklyn, N.Y., running from Oct. 20 to Dec. 16, 2013. Her new book, *The Zenobia Scandal: A Meditation on Male Jealousy* was published by Zing Books in August 2013. Her bronze sculpture "Memorial To A Marriage" was acquired by the Peres Art Museum in Miami.

Robert Curran, *Kinesiology*, presented on "Kinesiotaping" at the annual meeting of USA Swimming Sports Science at the United States Olympic National Training Center in April. He was the lead author of "Potential Wrist Ligament Injury in Rescuers Performing Cardiopulmonary Resuscitation" in the *Journal of Emergency Trauma and Shock* also in April.

Paisley Currah, *Political Science*, wrote the article "Homonationalism, State Rationalities, and Sex Contradictions" in *Theory & Event*, Vol. 16, no. 1, March 2013, and gave an invited presentation, "Sex Classification and Same-Sex Marriage: Transgender Recognition is Yoked to Marriage," at the Stanford Symposium on Marriage Equality in October 2013.

Annette Danto, *Film*, presented on the panel "Filmmaking on Limited Budgets" at the Williamsburg International Film Festival in September 2013. She was the director, cinematographer, and sound recordist for the documentary *Aboriginal Mental Health in Northern Ontario*, produced by the University of Guelph/Humber College in Toronto, completed Oct. 30, 2013.

Faculty Notes

Nadia Doytch, *Economics*, has two forthcoming articles, "Foreign Capital and Stock Market Development: Do the Macro- and Microeconomic Studies Agree?" in the *Journal of Applied Economics and Business Research*, and "Determinants of Stock Market Development: A Brief Survey of the Literature" in the *Proceedings of the New York State Economics Association*. On May 9, she received the Dean's Emerging Scholar Research Award for 2012-13 (\$500), School of Business, CUNY Brooklyn College, and the Certificate of Appreciation for making a significant contribution to the School of Business research agenda, CUNY Brooklyn College, and the PSC-CUNY Award # 66170-00 44 (\$3,490.80) for "Financial FDI and Financial Development- Substitutes or Complements in the Growth Process." She gave the invited presentation, "What kinds of Foreign Direct Investment Inflows Contribute to Stock Market Development?," at the New York State Economic Association, SUNY Farmingdale from Oct. 4-5, 2013, and the Symposium on the Performance of Financial Markets, Center for Financial Econometrics at Deakin University in Melbourne, Australia from June 27-28, 2013.

Beth Evans, *Library*, recently published the book chapter "Stuck in Security: Overcoming the Mid-Career Frustrations of the Tenured Academic Librarian" in *Handling Job Stress: Tips for Librarians*, ed. by Carol Smallwood. Jefferson, N.C.: McFarland & Company.

Dov Fischer, *Accounting*, published the following peer-reviewed articles: "The Hidden Effects of Derivatives on Bank Balance Sheets," in *CPA Journal* 83 No.9 (September 2013), 67-69; "Setting the Tone at the Top: Defining Moments in Leadership from the Hebrew Bible," in *Journal of Accounting, Ethics & Public Policy* 14 No.3 (2013), 501-520; "COSO's New Internal Control Framework: Components and Principles," in

Journal of the CPA Practitioner 5 No. 2 (April/May 2013), 16-17; "Effective Leaders Want External Auditors and Internal Controls - Examples from The Bible," in *SS International Journal of Economics and Management* 3 No. 4 (July 2013), 38-51. He also published "HP's Purchase of Autonomy: 'Hubris at the Top' and Failure of Internal Controls," in the *Northeast Business & Economics Association 2013 Conference Proceedings*, ed. Kutasovic, P. (Bretton Woods, N. H., November 2013), 69-72.

Paul Forlano, *Biology*, gave an invited seminar entitled, "Neural Substrates for Modulation of Audition and Acoustic Behavior in a Vocal Teleost" at the Friday Harbor Laboratories, University of Washington, on San Juan Island, Wash. on July 10, 2013.



Nadia Doytch, *Economics*

Faculty Notes



John Frankenstein, *Finance and Business Management*

John Frankenstein, *Finance and Business Management*, published "Living the China Dream: Can Chinese Leaders Manage an Ascendant China?" in *America*, Oct. 14, 2013.

Helen Georgas, *Library*, published an article entitled "Google vs. the Library: Student Preferences and Perceptions When Doing Research Using Google and a Federated Search Tool" in the journal *Libraries and the Academy* 13.2 (2013): 165-185.

Rennie Gonsalves, *English*, presented a paper, "The Semantics of Related Prepositions: The Case of *Beneath, Below, and Under*," at the 40th Annual Meeting of the Linguistics Association of Canada and the United States, at Brooklyn College, July 29-Aug. 1, 2013.

Kenneth A. Gould, *Sociology*, presented "Slowing the Nanoscience Treadmill: Impact Science vs. Production Science for Sustainable Technological Development" at the 10th International Seminar on Nanotechnology, Society and Environment, held at the University of Sao Paulo in Sao Paulo, Brazil, October 2013.

Alexander Greer, *Chemistry*, wrote "Autocatalytic-Assisted Photorelease of a Sensitizer Drug Bound to a Silica Support" in the *Journal of Organic Chemistry*, 78, and "Ethnochemistry and Human Rights" in *Chemistry and Biodiversity*, 10. He presented a talk "New Sensitized Photorelease Systems: Autocatalytic Control of Drug Photorelease Processes" at the Photochemistry Gordon Research Conference on July 15, 2013, and a talk "Mechanisms of Sensitized Photooxidation Reactions: Aspects Bordering on Photodynamic Therapy and Water Disinfection" at the University of Miami on Oct. 4, 2013.

David Grubbs, *Conservatory of Music*, read his essay "I Am a Recording. I Don't Age" at MoMA and the DUMBO Arts Festival, and presented concerts in Norway, Germany, France, and the UK, as well as at the Hopscotch Festival in Raleigh, North Carolina. Grubbs recently joined the Board of Directors of the Brooklyn performance venue ISSUE Project Room.

Shang E. Ha, *Political Science*, wrote an article entitled "Personality Traits and South Koreans' Attitudes toward North Korea" in *Journal of Pacific Rim Psychology* 7: 12-23, July 2013.

Olympia Hadjiliadis, *Mathematics*, gave a number of presentations, "Quickest Detection and Sequential Classification in Systems with Correlated Noise" at the University of California at Santa Barbara on Oct. 9, and "Quickest

Faculty Notes



David Grubbs, *Conservatory of Music*

detection in systems with correlated noise" at the Worcester Polytechnic Institute, April 26. She presented "Trends and Trades" at the Conference on Modeling High Frequency Data in Finance V, held in Hoboken, N.J. on Oct. 24–26, the Interdisciplinary AMMCS Conference series in Waterloo, ON, Canada from Aug. 26–30, and the MAA Mathfest in Hartford, Conn., July 31–Aug. 3; at the SIAM Conference on Control and Its Applications in San Diego, Calif., she presented "Quickest Detection and Classification in Systems with Correlated Noise" from July 8–10; at the NY Women in Math and Computer Science held at the Graduate Center, CUNY on May 10, she gave a talk entitled "Challenges for Women in Math." Hadjiliadis also organized the session "Stochastic Optimization in Sequential Detection and Optimal Execution" at the 4th International Conference on Continuous Optimization in Lisbon, Portugal

from July 27–Aug. 1, and was a NSF –DMS panel reviewer for the session on Financial Mathematics in Arlington, Va. in March 2013.

Mona Hadler, *Art*, wrote "Pontiac Hood Ornaments: Marketing the Chief," in *Visual Merchandising: The Image of Selling*, ed. Louisa Iarocci, (Ashgate, 2013), 77-93. She presented "Mad Men: Nostalgia and Criticality" in the Guest Lecture Series at The Juilliard School, New York, April 2; was a panelist and moderator at The Pillows of Stephen Antonakis, Lori Boorstein Fine Art, New York, March 14; and session chair of "Mad 'Men' and the Visual Culture of the Long Sixties" at College Art Association, New York, Feb. 14.

Nakato Hirakubo, *Finance and Business Management*, recently published *Trust-based Marketing: Key to Success in the Global Internet Age*, Tokyo: PHP Institute.

Ron Howell, *English*, was interviewed in the Manhattan studio of NPR's "This American Life" by host Ira Glass on Sept. 26. Glass spoke with Howell on the theme of being "Marked" in life. Glass reached out to Howell because he had learned of Howell's 2011 *Yale Alumni Magazine* article titled "Before Their Time," about black men who had attended Yale in the 1960s and were now experiencing high mortality rates. On May 3, Howell was quoted in a Los Angeles Times article about Assata Shakur, the first woman to be on the FBI's most-wanted list. The article, "FBI adds woman to list of terrorists," quoted Howell as saying that Shakur remains a revolutionary and denies killing a New Jersey state trooper in 1973. Howell had interviewed Shakur a number of times in Cuba.



Faculty Notes

Amy E. Hughes, *Theater*, received the 2013 Barnard Hewitt Award for Outstanding Research in Theatre History from the American Society for Theatre Research (ASTR) for her first book, *Spectacles of Reform: Theater and Activism in Nineteenth-Century America* (University of Michigan Press, 2012).

Mark Kobrak, *Chemistry*, presented "A Grand Canonical Ensemble Model for Electrolytes Confined in Mesoporous Domains," at the 224th Electrochemical Society Meeting held in San Francisco, Oct. 2013.

Sheldon Krinsky, *Philosophy*, wrote "Genetic Causation: A Cross Disciplinary Inquiry" in *Advances in Child Development and Behavior* vol. 44, edited by Richard M. Lerner and Janette B. Benson (Academic Press, 2013), and "On Designer Babies" in *Tufts Medicine* 72(1)44 (Summer 2013).

Hong-Jen Lin, *Finance and Business Management*, gave an invited conference presentation on "The Integration of Commercial Banks Across the Taiwan Strait: Now and Future" at the Annual Meeting of the Chinese American Academic & Professional Association, held in Flushing, N.Y. on Aug. 25. Lin also wrote "Trends of Future Integration of Commercial Banking Between Taiwan and China After ECFA" in *Economic Integration Across the Taiwan Strait in Global Perspective* ed. by Peter C.Y. Chow, Edward Elgar Publishing Co., March 31.

Linda Louis, *Early Childhood and Art Education*, recently published an article in the *International Journal of Education in the Arts* entitled "No One's the Boss of My Painting: A Model of the Early Development of Artistic Graphic Representation." The article has links to videos of young children painting and describes a three-year study of how

their changing understanding and execution of the graphic representational task lead them to use paint in ways that might be considered artistic.

Miguel Macias, *TV and Radio*, produced a documentary about a group of public school teachers from the south of Spain who entered a public high school in Sevilla, with the intention of remaining there for an indefinite amount of time on May 17 of 2013. They were protesting against the decision of the government of the region to fire 4,502 public school teachers. They chose a high school that was scheduled to be shut down later that year. This was the last action after months of intense protests with little results. In the video, four teachers reflect on their experiences, their expectations, the state of the country and the future (May/June 2013).

Lauren Mancía, *History*, was invited to present "Jean de Fécamp et la culture religieuse à son monastère au XI siècle" at thé Université de Caen Basse-Normandie in June 2013. She also presented "Reading John of Fécamp in an Eleventh-Century Monastery" at the Medieval Academy of American Annual Meeting in Knoxville, Tenn. in April 2013, and "John at Fécamp" at the International Congress on Medieval Studies in Kalamazoo, Mich. in May 2013.

Veronica Manlow, *Finance and Business Management*, wrote "The Role of Toys Within Consumer Economy" in *Stimulus Respond*, 12, Autumn, 79-83. She had the following book reviews published: "Dynamics of Performativity of Imagination: The Image Between the Visible and Invisible" in *Visual Studies*, 28, 3, 299, and a review of the Aesthetic Economy of Fashion, "Fashion Landscapes: Networks, Markets and Agents" in *Women's Studies Quarterly*, 41 (1&2), Spring/Summer, 318-322. Manlow also gave the following



Faculty Notes

presentations: "Appropriation, Absorption and Resistance in the Fashion World: Wherein Lies Elegance?" Invited by *Women's Studies Quarterly* Fashion Issue Launch; "Elegance is Refusal" at the Graduate Center, New York; "Obama Redux: What Can We Expect in the Second Term? Obama's Promises to the Middle Class" at the Seventeenth Annual Faculty Day Conference at Brooklyn College; "Clothing and Society" invited to speak to Yuniya Kawamura's class to discuss her book *Designing Clothes* at the FIT in New York. She was an organizer and discussant of "Bourdieu in Practice: Fashion and Habitus" a thematic session at the Annual Meeting of the Eastern Sociological Society in Boston; and presented "Fashion as a Function of Communication and Social Representations, Applied to Branding. Fashion, Style, Appearance, Consumption and Design" at the National Popular Culture and American Culture Conference in Washington.

John Marra, *Earth & Environmental Sciences*, gave the introductory keynote presentation, "Perspectives on Oceanic Primary Production," at the 45th International Liege Colloquium on Ocean Dynamics in Liege, Belgium, May 13–17. The subject of this year's colloquium was "Primary Production in the Ocean: From the Synoptic to the Global Scale."

Nicola Masciandaro, *English*, presented two lectures: "Paradiscal Pessimism: On the Crucifixion Darkness and the Cosmic Materiality of Sorrow" at the *Cosmic Affect Symposium* at UC Berkeley on Oct. 11, and "Amor Fati: A Prosthetic Gloss" at *Cyber-Nietzsche* at Parsons The New School for Design on April 13.

Janet Moser, *English*, presented a paper, "Truth, Lies and Freshman Composition: Using Herodotus to Teach Academic Writing," at the October conference of the Classical Association of Atlantic States (CAAS) in Philadelphia.

Paul Moses, *Journalism*, wrote three articles for *Commonweal*: "Why 'Francis'? What the Pope's Name Signals" (April 12); "Finding Facts, Making Stories: Nora Ephron's 'Lucky Guy'" (May 17); and "How Latinos Are Changing the Country and the Church" (Sept. 27). He also wrote "A Liberal Catholic and Staying Put" for *The Wall Street Journal* (Aug. 30), and "Let Hynes Keep Running: We Have Too Little Genuine Democracy in New York City Elections" for the *New York Daily News* (Oct. 14). Moses also presented at the 4th Annual Duns Scotus Lecture to the Catholic Theological Union in Chicago on September 30, and at the 10th Annual Franciscan Lecture at St. Francis College in Brooklyn on Oct. 2.

Sonia E. Murrow, *Secondary Education*, presented her paper "Howard Zinn's A People's History and the Textbook in Stereo in the Secondary History Classroom" at the American Education Studies Association annual conference in Baltimore on Oct. 31.

Brigid O'Keeffe, *History*, published a book, *New Soviet Gypsies: Nationality, Performance, and Selfhood in the Early Soviet Union* (University of Toronto Press, 2013).

Barb O'Neill's, *Early Childhood and Art Education*, article "Improvisational Play Interventions: Fostering Social-Emotional Development in Inclusive Classrooms" was published in the journal *Young Children* in July 2013.

Irina Patkanian, *TV and Radio*, screened two of her films at the 67th annual University Film and Video Association (UFVA) Conference at Chapman University in Orange, Calif. The first was a short film "Armed Defense" that won best narrative short award, and the second a documentary essay "Socrates of Kamchatka" (a work in progress) that won an honorable mention in the documentary feature category.



Faculty Notes

Vanessa Perez Rosario, *Puerto Rican and Latino Studies*, published the cover article “Solidarity Across Borders: An Interview with Artist Andrea Arroyo” in the academic journal *Meridians: Feminism, Race, Transnationalism*, vol. 11, no. 2 (Indiana University Press, 2013).

Helen Phillips, *English*, had two stories from her book *And Yet They Were Happy*, “We #5” and “Fight #3, anthologized in the textbook *Texts and Lessons for Teaching Literature* by Harvey Daniels and Nancy Steineke (Heinemann Books, 2013). Her piece written in response to the Luce Center for American Art at the Brooklyn Museum, “You Made Such Beautiful Things from Pewter and Plastic and Clay, But Even So You Died,” was featured in artist Michael Ballou’s Raw/Cooked Exhibition at the Brooklyn Museum (on display April 12-July 7, 2013). Her short story “The Paste-and-Scissors Man” appeared in *[PANK]* (Issue #8, Volume #6, June 2013); her short story “The Wedding Stairs” appeared in *Slice* (Issue #13, September 2013); and her short story “The Knowers” was featured in *Electric Literature’s Recommended Reading* (Issue #69, September 2013).

Slava Polishchuk, *Library*, published the book *What Remains* (StoSvet Press, 2013).

Tanya Pollard, *English*, published “Greek Playbooks and Dramatic Forms in Early Modern England,” in *Forms of Early Modern Writing*, ed. Allison Deutermann and Andras Kisery (Manchester University Press, 2013), 99-123, and “Intoxicating Plants and Narcotic Theater” in *Theatre for a New Audience 360° Series* for Julie Taymor’s production of *Midsummer Night’s Dream*, for which she also gave an audience talkback on Nov. 9, 2013. She presented “‘Slices from Homer’s Banquets’: Encountering Homer through Greek plays in sixteenth-century Europe,” as an invited

talk at “Performing Epic, 1500-1800,” a conference sponsored by the Archive for the Performance of Greek and Roman Drama in Oxford on Sept. 20.

Laura A. Rabin, *Psychology*, presented at a number of conferences: “Predicting Alzheimer’s Disease: Neuropsychological Tests, Self-Reports, and Informant Reports of Cognitive Decline” at SUNY Downstate Medical Grand Rounds, Department of Psychiatry (October 2013); “Older Adults with Subjective Cognitive Decline but Intact Episodic Memory Show Mild Performance Deficits on a Lab-Based Prospective Memory Task” at the 33rd Annual Conference of The National Academy of Neuropsychology held in San Diego (October 2013); “Methodological Considerations in the Classification of Subjective Cognitive Decline (SCD)” at the Alzheimer’s Association International Conference in Boston (July 2013). She received the Claire Tow Distinguished Teacher Award for 2013-2014 (May 2013). She published “Neuropsychological Evaluation” in *Primary care: A collaborative practice* (4th ed.), edited by T.M. Buttaro, J. Trybulski, P. Polgar Bailey, & J. Sandberg (Elsevier, March 2013).

Archie Rand’s, *Art*, work was chosen to illustrate the 2013 Jewish Museum Calendar (Jewish Museum, New York).

Sara Reguer, *Judaic Studies*, gave a lecture about her newly published book *The Most Tenacious of Minorities: The Jews of Italy* at the Library of Congress in Washington on Oct. 28.

Viraht Sahni, *Physics*, wrote “Comment on ‘Density and Physical Current Density Functional Theory’, doi: 10.1002/qua. 22862 (2010)” in the *International Journal of Quantum Chemistry*, DOI: 10.1002/qua. 24532 (2013), and “Wave Function for Time-Dependent Harmonically Confined Electrons

Faculty Notes

in a Time-dependent Electric Field" in *The Journal of Chemical Physics*, vol. 139, 114301(2013). He presented two papers at the March 2013 meeting of the American Physical Society in Baltimore, "Quantal Density Functional Theory (QDFT) in the Presence of an Electromagnetic Field" and "Basic Variables in the Presence of a Magnetostatic Field."

Dina Sokol, *Computer and Information Science*, gave a talk at SPIRE'13 — The 20th International Symposium on String Processing and Information Retrieval.

Lulu Song, *Early Childhood and Art Education*, received the PSC-CUNY Research Award for 2013-2014 to present her research at the SRCD biennial meeting in April 2013.



Karl Steel, *English*

Karl Steel, *English*, published "Touching Back: Responding to Reading Skin," in *Reading Skin in Medieval Literature and Culture*, ed. Katie Walter (Palgrave, 2013), 183-95 and two other short book reviews in *The Medieval Review* and *The Medieval Journal*. He read invited papers at the Elemental Ecocriticism conference at the University of Alabama Tuscaloosa in April, on "Creeping Things, Matter's Own Life" and at the Nonhumans and Sympathy Symposium at the University of Maryland in October on "A Charitable and Pitous Conscience: The Queer Prioress and Her Pets," an expansion of a conference paper he delivered at Kalamazoo, Mich. in May. He also spoke briefly about oysters, hurricane abatement, and medieval natural science at the Oceanic New York Conference at St. John's University.

Justin Townsend, *Theater*, did the lighting design for *Mr. Burns* at Playwrights Horizons, which opened Sept. 15; for *The Last Goodbye* at the Old Globe in San Diego, which opened Oct. 6; and he did the scenic and lighting design for *A Night With Janis Joplin* on Broadway, which opened Oct. 10. Townsend also did the lighting and scenic design for *The Madness of Small Worlds*, composed of three one-act plays, two written by Distinguished Professor of Playwriting at Brooklyn College, **Mac Wellman**, *English*, which opened Oct. 25 at Arts Emerson in Boston.

Christine Vitrano, *Philosophy*, presented the paper "Love and Resilience" at the Felician Ethics Conference at Felician College in April 2013.

Judylee Vivier, *Theater*, was invited to serve as the The Royal Shakespeare Company's vocal performance consultant during their all black production of *Julius Caesar*, directed by Gregory Doran, in April at BAM. During July, Vivier taught voice production for actors to the rising junior

Faculty Notes

and senior acting students from Muhlenberg College in a Summer Conservatory, held at the Larry Singer Studios in TriBeCa. From Sept. 19 through Oct. 25, Vivier was invited for a second year to teach for an intensive half-term (5 weeks) in Wales at the Royal Welsh College of Music and Drama. She taught voice to undergraduates, acting to the post-graduates and supported the vocal work in a third-year production of *Theban*s by Liz Lochhead. This opportunity fostered the development of seminars with faculty, visiting lecturers and directors, as well as current students, at RWCMD regarding her current area of research, *Actor Training Across the Cultural Divide*. While in the UK, Vivier was invited to present a weekend of voice and acting workshops at The Lyric Theatre in Belfast, and was interviewed by BBC Radio Ulster for their arts and entertainment program, *Arts Extra*.

Barbara Winslow, *Secondary Education and Women's and Gender Studies Program*, was awarded the Eric M. Steinberg Award for College Citizenship in May 2013. Her biography of Shirley Chisholm, *Shirley Chisholm: Catalyst for Change*, has been published by Westview Press, 2013.

Noson Yanofsky, *Computer and Information Science*, gave a talk entitled "Kolmogorov Complexity of Categories" at Oxford University in May, and he also spoke at a conference in Warsaw, Poland on "Algorithmic Information Content of Categories" in July. His book, *The Outer Limits of Reason: What Science, Mathematics, and Logic Cannot Tell Us*, was published by MIT Press, August 2013.



Barbara Winslow, *Secondary Education and Women's and Gender Studies Program*

COLLABORATIONS

Jennifer D. Adams, *Secondary Education*, and Preeti Gupta, American Museum of Natural History, co-authored an article entitled “I Learn More Here Than I Do in School. Honestly,



Isabelle Barrière, *Speech Communication Arts and Sciences*

I Wouldn't Lie About That: Creating a Space for Agency and Identity Around Science” *International Journal of Critical Pedagogy*, 4(2). They also co-presented “Science Centers and Girls’ Long-Term STEM Engagement and Career Choices” at the Association of Science Technology Centers annual conference in Albuquerque, N.M. in Oct. 2013. Adams also co-authored an article with **Brett Branco**, *Earth and Environmental Sciences*, **Amy Defelice**, and **Pieranna Pieroni**, CUNY Graduate Center, entitled “Engaging Underrepresented High School Students in an Urban Environmental and Geoscience Place-Based Curriculum,” which was published recently in a special issue of *The Journal of Geoscience Education*. The work was supported by a National Science Foundation Opportunities to Enhance

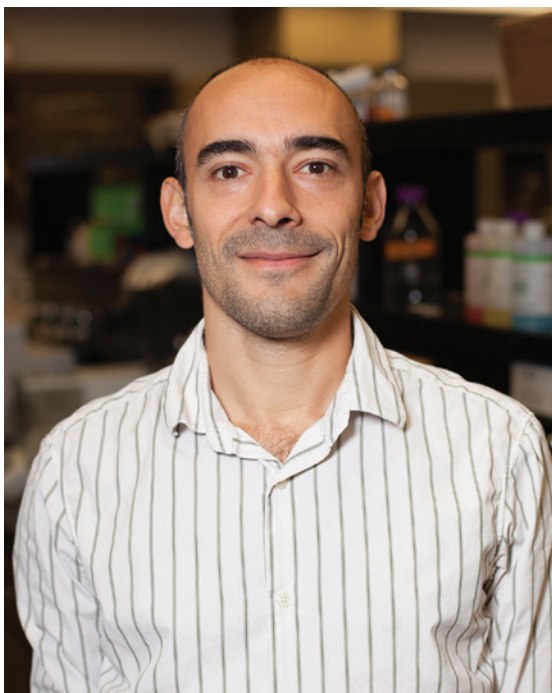
Diversity in Geoscience award. Adams and Branco also received a Science Education for New Civic Engagement and Responsibility-Informal Science Education (SENCER-ISE) award of \$50,000 to create a citizen science program in Jamaica Bay. They will collaborate with Ranger Dan Meharg and staff from Gateway National Recreation Area of the National Park Service from 2013-2015.

Alan Aja, *Puerto Rican and Latino Studies*, collaborated with Daniel Bustillo of Columbia University, Darrick Hamilton of the New School, and William “Sandy” Darity, Jr. at Duke University to publish “Jobs Instead of Austerity: A Bold Proposal for Economic Justice,” in *Social Research: An International Quarterly* 80.3, Fall 2013.

Isabelle Barrière, *Speech Communication Arts and Sciences*, co-authored the article “Is Children’s Comprehension of Subject-Verb Agreement Universally Late? Comparative Evidence from French, English and Spanish” with Géraldine Legendre, Erin Zaroukian, Lisa Hsin, all of Johns Hopkins University, Jennifer Culbertson, George Mason University, and Thierry Nazzi, Paris-5 and CNRS, in *Lingua* in June 2013. With Nayeli Gonzalez-Gomez, Oxford Brooks, Hsin, Culbertson, Legendre and Nazzi, she presented “Revealing Early Comprehension of Subject-Verb Agreement in Spanish” at the 38th Boston University Conference on Language Development, Nov. 1-3, and participated on the panel “How to Build an Undergraduate Program in Linguistics,” organized by **Rennie Gonsalves** with **Mark Patkowski** and **Jonathan Nissenbaum**, all in *English and Linguistics*, at the 40th Annual Conference of the Linguistic Association of Canada and the United States, Brooklyn College, July 29–Aug. 1.

Collaborations

Nicolas Biais, *Biology*, received the NIH RO1 grant as a collaborator with Magdalene So from the University of Arizona on September 1, 2013. Biais collaborated on several articles, "Integrin-Dependent Force Transmission to the Extracellular Matrix by α -actinin Triggers Adhesion Maturation" in the proceedings of the National Academy of Sciences 110(15): E1361-1370. PMID: 23515331, with Pere Roca-Cusachs, University of Barcelona, Spain, Armando Del Rio, Columbia University and University of Barcelona, Spain, Eileen Pulkin-Faucher, Columbia University, Nils Gauthier and Michael Sheetz, both of Columbia University and National University of Singapore; and "Steered Molecular Dynamics Simulations of a Type IV Pilus Probe Initial Stages of a Force-Induced Conformational Transition" *PLoS Computational Biology* 9(4): e1003032. PMID: 23592974, with Joseph L. Baker and Florence Tama, both of University of Arizona. He also collaborated on a number of



Nicolas Biais, *Biology*

posters: "The Role of the Minor Pilin TcpB Vibrio Cholerae Toxin-Coregulated Pilus Dynamics" at GRC Microbial Adhesion and Signal Transduction with Dixon Ng, Zia Verjee, both of Simon Fraser University, Jarrad Marles, Ronald Taylor, both of Dartmouth University, and Lisa Craig, also Simon Fraser University in July; "Role of Type IV Pili in Motility and Clustering of *N.gonorrhoeae* Bacteria" at Nobel Biofilm Conference with Vasily Zaburdaev and Johannes Taktikos, both of Max Planck Institute for the Physics of Complex Systems in Dresden, Germany, from Aug. 28-30; and "Molecular Dynamics Simulations of Large Biomolecular Complexes" at ACS Indianapolis Academic Employment Initiative with Joseph L. Baker, Florence Tama, Michael J. Bradley, Yale University, Enrique M. De La Cruz, Yale University, and Gregory A. Voth, University of Chicago, in September.

Sally Bowdoin, *Library*, and Jill Cirasella, Graduate Center, CUNY, co-wrote the article "Just Roll with It? Rolling Volumes vs. Discrete Issues in Open Access Library and Information Science Journals" published in *Journal of Librarianship and Scholarly Communication*, 2013, 1(4):eP1086.

Elisabeth Brauner, *Psychology*, presented at several conferences: in collaboration with Jamie DeMore, BC alumnus and McGill University, and Christine Gockel, University of Fribourg, Switzerland, at the Annual Meeting of the Eastern Psychological Association (EPA) in New York and at the European Association of Work and Organizational Psychology (EAWOP) in Muenster, Germany, two papers on counterproductive behaviors in teams and on cognitive loafing in work groups. She also presented another collaboration at the EPA with Kadija Williams, BC alumna and University of Colorado, which addressed the influence of heritage culture

Collaborations



Cheryl Carmichael, Psychology

on age stereotyping. At the symposium INTER.COM, an international conference on interaction processes in groups, Brauner presented with collaborators Margarete Boos, University of Goettingen, Germany, and Michaela Kolbe, University Switzerland, on the epistemological foundations for understanding social and cognitive processes through interaction analysis.

Cheryl Carmichael, Psychology, and Claudia Brumbaugh of Queens College, were awarded a CIRG in the amount of \$29,430 for their project "Letting Go and Moving Forward: The Benefits of Establishing New Romantic Connections." Carmichael's article "The Costs of Being Put on a Pedestal: The Effects of Feeling Over-Idealized in Marriage and Dating Relationships" in the *Journal of Social and Personal Relationships* was done in collaboration with Jennifer M. Tomlinson, Arthur Aron, both of Stony Brook University, Harry T. Reis, University of Rochester, and John G. Holmes, University of Waterloo, Canada.

Robert Cherry, Economics, in collaboration with Robert Lerman, American University, published the paperback edition of *Moving Working Families Forward: Third-Way Policies that Work*, New York University Press, which led to a dozen radio interviews nationally. He also co-authored with Emily Horowitz, St. Francis University, "Career Pathways: A Strategy to Increase Black and Latino Four-Year Graduation Rates" in *Teachers College Record*, April 5, 2013; and authored with Elaine Maag, Senior Economists at Urban Institute, "Marriage Penalties—the Dilemma for Low-Income Parents" in *Spotlight on Poverty*, May 28, 2013.

Constantin Cranganu, Earth and Environmental Sciences, along with **Stephen Aja, Earth and Environmental Sciences**, published *Exploring the Earth System*, Kendall Hunt Publishing Co. Cranganu also published two articles in *Natural Gas and Petroleum: Production Strategies, Environmental Implications and Future Challenges* by Nova Science Publishers: "Intelligent Approaches in Upstream Oil and Gas Industry" with Mihaela Breaban, Alexandru Ioan Cuza University of Iasi, Romania, and Elena Bautu, Ovidius University, Romania; and "Reservoir and Non-Reservoir Rocks from the Anadarko Basin: A Petrophysical Outline" with Maria A. Villa, Oxy-Petroleum Company. He also collaborated with Breaban on "Using Support Vector Regression to Estimate Sonic Log Distributions: A case Study from the Anadarko Basin, Oklahoma."

Elizabeth Chua, Psychology, co-wrote "The Cognitive Neuroscience of Metamemory Monitoring: Understanding Metamemory Processes, Subjective Levels Expressed, and Metacognitive Accuracy" in collaboration with Ph.D. students Denise Pergolizzi and R. Rachel Weintraub, to appear in *The Cognitive Neuroscience of Metacognition*, S. Fleming & C. Frith (Eds.), Springer. She had a poster presentation with Suzanne Mayers,



Collaborations

BC M.A. student, and Eliza Bliss-Moreau, Post-doctoral fellow, UC Davis, "Knowing Your Heart and Your Mind: Interoceptive Accuracy Correlates with Metamemory Accuracy" at the Cognitive Neuroscience Annual Meeting from April 13-16, 2013 in San Francisco.

Maria Contel, *Chemistry*, in collaboration with Angela Casini from the University of Groningen, The Netherlands, published "Potential Anticancer Heterometallic Fe-Au and Fe-Pd Agents: Initial Mechanistic Insights" in *the Journal of Medicinal Chemistry* 2013, 56, 5806-5818.

Nadia Doytch, *Economics*, presented at several conferences: at AIM Policy Center Workshop, in Manila, Philippines on June 13, 2013, she presented "Does Mining FDI Crowd-in or out Other Investments? A Cross-country Investigation of FDI Intersectoral Linkages" with R.U. Mendoza and C. Siriban; at the Eastern Economic Association held in New York from May 9-11, 2013, she presented with **Merih Uctum**, *Economics*, on "Financial FDI and Financial Development — Substitutes or Complements in the Economic Growth Process," organized on behalf of the International Economics and Finance Society (IEFS); and also at the Eastern Economic Association, she presented "Global Evidence on Obesity- an Overview of the International Data" at the session "Economics of Obesity" sponsored by the *Committee on the Status on Women in the Economics Profession* with work done in collaboration with I. Rashad Kelly, Queens College, and Dhaval Dave, Bentley University.

Dov Fischer's, *Accounting*, presentation with S. Hertz, "How Accounting Professors Can Help Towards Solving the Crisis in Higher Education," was published in the proceedings of Northeast Decision Sciences Institute Annual Meeting, edited by A. Avery (Brooklyn, April 2013), 799-805.

Joshua Fogel, 1993, *Finance and Business Management*, co-wrote with **Viju Raghupathi**, also in *Finance and Business Management*, "Spam Email Advertisements for Cosmetics / Beauty Products and Consumer Behavior," *Journal of Business Theory and Practice*, 1(1), and, "The Role of Opinion Leaders and Internet Marketing Through Social Networking Websites," *Social Networking: Recent Trends, Emerging Issues and Future Outlook*, Hauppauge, N.Y.: Nova Science. Fogel co-authored a few articles with undergraduate students: with Faye Krausz, "Watching Reality Television Beauty Shows is Associated with Tanning Lamp Use and Outdoor Tanning Among College Students," *Journal of the American Academy of Dermatology*, 68(5); with Liana Rivkin, "Intentions and Behaviors to Use Oral Supplements for Computer Vision Syndrome," *Journal of Medical Marketing*, 13(3); and with Lyudmila Kovalenko, "Reality Television Shows Focusing on Sexual Relationships are Associated with College Students Engaging in One-Night Stands," *Journal of Cognitive and Behavioral Psychotherapies*, 13(2). He teamed up with Alexandria Saulsberry, Monika Marko-Holguin, Marya Corden, Carl Bell, Benjamin W. Van Voorhees, University of Illinois-Chicago, Kelsey Blomeke, University of Notre Dame, Clayton Hinkle, Illinois Institute of Technology, Tracy Gladstone, Wellesley College, Mark Reinecke, Northwestern University, on "Randomized Clinical Trial of a Primary Care Internet-Based Intervention to Prevent Adolescent Depression: One-year Outcomes," *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 22(2); and with Alexander Ruby, University of Chicago, Marko-Holguin, and Van Voorhees, "Economic Analysis of an Internet-based Depression Prevention Intervention," *Journal of Mental Health Policy and Economics*, 16(3). Finally, he co-wrote with Hans Jean-Baptiste, Maggie Tetrokalashvili, Tasscia Williams, Chaur-Dong Hsu,



Collaborations

Nassau University Medical Center, "Characteristics Associated with a Postoperative Diagnosis of Adenomyosis or Combined Adenomyosis with Fibroids," *International Journal of Gynecology and Obstetrics*, 122(2).

Paul Forlano, *Biology*, published "Exposure to Advertisement Calls of Reproductive Competitors Activates Vocal-Acoustic and Catecholaminergic Neurons in the Plainfin Midshipman Fish," *Porichthys notatus* in *PLoS ONE* 8(8): e70474 on August 6, 2013 with graduate students Christopher Petersen and Miky Timothy, undergraduate Spencer Kim and with collaborators Robert Mohr, Ashwin Bhandiwad and Joe Sisneros from University of Washington. Also with Sisneros, Forlano presented "Neuroanatomical Evidence for Catecholamines as Modulators of Audition and Acoustic Behavior in a Vocal Teleost" at 50 years of Underwater Bioacoustics: A symposium in Honor of Arthur Popper and Richard Fay at Mote Marine Lab, Sarasota, Fla. on May 25, 2013.

John Frankenstein, *Finance and Business Management*, co-authored with **Hershey Friedman**, also *Finance and Business Management*, and Linda Friedman, Baruch College, "Eyeless in Academe: An American View of Disciplinary Myopia" in *International Journal of Education & Research*, March 2013.

Hershey H. Friedman, *Finance and Business Management*, co-authored with James Lynch "Servant Leader, Spiritual Leader: The Case for Convergence," *Journal of Leadership, Accountability and Ethics*, 10(2), 87-95. With Linda Friedman, Baruch College, presented "Online Learning in Practice: An Introduction to Statistics Course" at the CUNY IT Conference, held Dec. 5; and signed a contract with Transaction Publishers for *God Laughed: Origins of Jewish Humor*.

Rennie Gonsalves, *English*, together with Douglas Coleman, University of Toledo; Sheila Embleton, York University, Toronto, Ontario; Daniel Mailman, MindStride Corporation; Stephen Straight, Binghamton University; and William Sullivan, University of Wroclaw, Poland, organized the 40th Annual Conference of the Linguistics Association of Canada and the United States, at Brooklyn College, from July 29 to August 1. At the conference faculty members **Isabelle Barrière**, *Speech*, **Jonathan Nissenbaum**, *English*, and *Linguistics Program* Director **Mark Patkowski**, *English*; and *Linguistics Program* students **Stacey De Araujo** and **James Green** participated in a panel discussion, "Building an Undergraduate Program in Linguistics," about the resurgence of the Linguistics Program at Brooklyn College.

Michele Greene, *Health and Nutrition Sciences*, and her research colleague, Ronald Adelman, Weill Cornell Medical Center, have written, "Beyond the Dyad: Communication in Triadic (and more) Medical Encounters," which was published in *The Oxford Handbook of Health Communication, Behavior Change, and Treatment Adherence* (2013), edited by Leslie R. Martin and M. Robin DiMatteo.

Alexander Greer, *Chemistry*, collaborated on three articles: with Tayyaba Hasan, Harvard Medical School, "A Fiberoptic (Photodynamic Therapy Type) Device with a Photosensitizer and Singlet Oxygen Delivery Probe Tip for Ovarian Cancer Cell Killing" in *Photochemistry and Photobiology* 89; with Margarida S. Miranda, University of Porto, and Joel F. Liebman, University of Maryland-Baltimore County, "Amino, Ammonio and Aminioethenes: A Theoretical Study of Their Structure and Energetics" in the *Journal of Physical Organic Chemistry* 26; and with Alan M. Lyons, College of Staten Island, "Bacterial Inactivation by a Singlet Oxygen Bubbler:



Collaborations

Identifying Factors Controlling the Toxicity of 102 Bubbles" in *Environmental Science and Technology* 46 (2012).

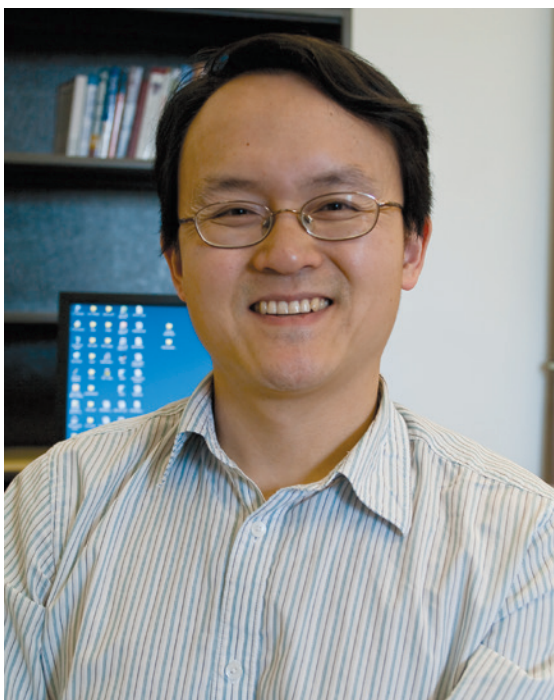
Christian Grov, *Health and Nutrition Sciences*, received his first award as PI on a R01 for his work with Jeff Parsons, Hunter College, on "Syndemics and Resilience for HIV transmission in a national sample of vulnerable men," which is a five-year, \$3.17 Million award that will support a national longitudinal study of HIV transmission risks in 1,000 gay and bisexual men. He also has five peer reviewed articles currently in press: "Male Clients of Male Escorts: Satisfaction, Sexual Behavior, and Demographic Characteristics," *Journal of Sex Research*, with Margaret Wolff, Graduate Center, CUNY, Michael D. Smith, Susquehanna University, Juline Koken, and Jeffery T. Parsons, Hunter College; "Characteristics of Men Who Have Sex with Men (MSM) Who Attend Sex Parties: Results from a National Online Sample in the U.S." *Sexually Transmitted Diseases*, with H. Jonathon Rendina, Graduate Center, CUNY, Aaron S. Breslow and Ana Ventuneac, both of Center for HIV/AIDS Educational Studies and Training (CHEST), Stephan Adelson, Adelson Consulting Services, and J. T. Parsons; "HIV Risk in Group Sexual Encounters: An Event-level Analysis from a National Online Survey of Men Who Have Sex with Men in the U.S." *The Journal of Sexual Medicine*, with H. J. Rendina, A. Ventuneac, and J. T. Parsons; "Level of "Outness" and Pornography Use Among Gay and Bisexual Men: Results from an Online Survey in the U.S." *Psychology and Sexuality*, with Richard J. Silvera, Dylan J. Stein, Robert Hagerty, and Michael Marmor, all of New York University; and "Patterns of Lifetime and Recent HIV Testing Among Men Who Have Sex with Men in New York City Who Use Grindr" *AIDS and Behavior*, with H. J. Rendina, Ruben H. Jimenez, CHEST, A. Ventuneac, and

J. T. Parsons. Along with J. A. Koken, T.J. Starks, M. Wolff, M.D. Smith, and J.T. Parsons, Grov gave two invited presentations at the Society for the Scientific Study of Sexuality, Midcontinent Region Symposium on April 20, held in Minneapolis: "Behavior Patterns of Clients with the Most Recent Male Escort Hired" and "What Makes the Clients of Male Escorts Satisfied?"

David Grubbs, *Conservatory of Music*, and visual artist Angela Bulloch presented *The Wired Salutation* at the Tanz im August Festival, Hebbel Theatre, Berlin. Grubbs and Susan Howe performed their new collaborative work *WOODSLIPPERCOUNTERCLATTER* at Yale Union (Portland) and ISSUE Project Room (Brooklyn), and he participated in Noël Akchoté's ensemble of five guitarists performing the music of Carlo Gesualdo in a concert that opened the 2013 Festival MIMI in the Frioul Islands, France. As part of the tenth anniversary celebrations for ISSUE Project Room, he played in concerts by the composers Pauline Oliveros and Rhys Chatham. Grubbs appears on Nate Wooley's CD *The Seven Storey Mountain III and IV* (Pleasure of the Text, 2013) and the soundtrack LP *Testimonium Songs* (Polyvinyl, 2013) that accompanies the newest work by the performance-art ensemble Every House Has a Door.

Shang E. Ha, *Political Science*, and Seokho Kim, Sunkyunkwan University, co-authored an article entitled "Personality and Subjective Well-Being: Evidence from South Korea," *Social Indicators Research* 11: 341-359, March 2013; and also with Kim and Se Hee Jo, Sunkyunkwan University, published an article titled "Personality Traits and Political Participation: Evidence from South Korea," *Political Psychology* 34: 511-532, August 2013. Ha also contributed to the book *Local Elections and the Politics of Small-Scale*

Collaborations



Shang E. Ha, *Political Science*

Democracy, J. Eric Oliver (ed.), with Zachary Callen (Princeton University Press, 2012), which was awarded the distinction of being Best Book published in 2012 in the Urban Politics Section of the American Political Science Association, August 2013.

Olympia Hadjiliadis, *Mathematics*, presented "Sequential decision making in two-dimensional hypothesis testing" with Michael Carlisle, Baruch College, at the American Mathematical Society meeting in Boston, April 6-7, 2013. She collaborated with Hongzhong Zhang and Time Leung, both of Columbia University, on the paper "Stochastic modeling and fair valuation of drawdown insurance," *Insurance: Mathematics and Economics*, issue 3, vol. 53, pp 840-850; and with Zhang on "Quickest Detection in a System with Correlated Noise," peer-reviewed proceedings of the 51st IEEE CDC conference, published in March 2013. Hadjiliadis also

collaborated with Zhang, Ioannis Stamos, Hunter College and CUNY Graduate Center, and Thomas Flynn, Ph.D. candidate in Computer Science, on "Online algorithms in the classification of urban objects in 3D point clouds," peer-reviewed proceedings of the 3DIMPVT conference held in Zurich, Switzerland, also published in March 2013.

Nakato Hirakubo, *Finance and Business Management*, collaborated with Hyeongjung Kim, Shizuoka Sangyo University, and Craig Davis, Ohio University, on "Korean vs. Japanese Cell Phone Manufacturers: Sustaining A Long-Term Competitive Advantage in the Global Marketplace," *SS International Journal of Business and Management Research*, vol. 3 November, pp. 44-57.

Amy E. Hughes, *Theater*, and Naomi J. Stubbs, LaGuardia Community College, received a \$30,000 CUNY Collaborative Incentive Research Grant to support activities related to their critical and digital edition of the diary of Harry Watkins, a nineteenth-century American actor.

Gail Horowitz, *Chemistry*, along with **Laura A. Rabin**, *Psychology*, and **Donald L. Brodale**, *Sociology*, published "Improving Student Performance in Organic Chemistry: Help Seeking Behaviors and Prior Chemistry Aptitude" in the *Journal of the Scholarship of Teaching and Learning*, vol. 13, no. 3, Aug. 2013, pp. 120-133.

Andrzej A. Jarzecki, *Chemistry*, collaborated on the peer-reviewed article "Quantum Mechanical Investigation of Aqueous Desferrioxamine B Metal Complexes: Trends in Structure, Binding, and Infrared Spectroscopy" in *Journal of Inorganic Biochemistry* 129: 150-161, with Bonnie I. Kruff, James M. Harrington, Owen W. Duckworth, North Carolina State University.

Collaborations

Mark Kobrak, *Chemistry*, co-authored a paper, "A Novel Mechanism for the Extraction of Metals from Water to Ionic Liquids," in *ChemPhysChem* 14, 3806-3813, with Camiel H. C. Janssen, Delft University of Technology, **Antonio Sanchez**, *Chemistry*, and Geert-Jan Witkamp, also Delft University of Technology.

Sheldon Krimsky, *Philosophy*, published "Conflicts of Interest in Approvals of Additives to Food Determined to be Generally Recognized as Safe" in *JAMA Internal Medicine* 13(5):16-17 (May 2013), with Thomas G. Neltner and Heather M. Alger, both of Pew Charitable Trusts, James T. O'Reilly, University of Cincinnati, Lisa Bero, University of California at San Francisco, and Maricel V. Maffini, also Pew Charitable Trusts. Krimsky was a co-editor of two books with Jeremy Gruber, Council for Responsible Genetics, *Biotechnology in Our Lives*, Skyhorse Press, 2013,



Sheldon Krimsky, *Philosophy*

and *Genetic Explanation: Sense and Nonsense*, Harvard University Press, 2013.

Hong-Jen Lin, *Finance and Business Management*, with Sunil K. Mohanty, St. Thomas University, and Winston T. Lin, SUNY Buffalo, published a peer-reviewed paper entitled "Measuring Cost Efficiency in Presence of Heteroskedasticity: The Case of the Banking Industry in Taiwan" in the *Journal of International Financial Markets, Institutions & Money* 26: 77-90, 2013.

Veronica Manlow, *Finance and Business Management*, co-wrote the refereed journal article "Form and Function of Luxury Flagships: An International Exploratory Study of the Meaning of the Flagship Store for Managers and Customers" in *Journal of Fashion Marketing and Management*, 17(1), 49-64, with K. Nobbs. Manlow also gave a number of presentations: "Bergdorf Goodman Salespersons: Impact of Training Expertise, Management and Workplace Culture on Customer Service and Career Satisfaction" with D. Loranger at the Theory, Entrepreneurship, Organization and Policy Colloquium at Brooklyn College; "Identifying the Emergence and Strategic Significance of Third Space Within Fashion Retail" with K. Nobbs at Fashion Then and Now: Meaning, Media, Mode at LIM College, New York; and with D. Loranger, their research proposal "Group 1: Education Led Projects. Luxury Sales Associates: Impact of Training, Expertise, Management and Workplace Culture on Customer Service and Career Satisfaction" was accepted by Fashion Colloquia/IFFTI Nurturing Research Workshop at London College of Fashion.

Nicola Masciandaro, *English*, co-edited with Eugene Thacker, New School, "The Mystical Text" vol. 7 (2013) of the journal *Glossator: Practice and Theory of the Commentary*.

Collaborations

Paul C. McCabe, *School Psychology, Counseling and Leadership*, co-wrote the article "Behavioral Intention of Teachers, School Psychologists, and Counselors to Intervene and Prevent Harassment of LGBTQ Youth," published in *Psychology in the Schools* vol. 50, issue 7, with **Florence Rubinson**, **Eliza Dragowski**, and **Graciela Elizalde-Utnick**, all of *School Psychology, Counseling and Leadership*.

Jennifer McCoy, *Art*, along with Kevin McCoy, NYU, has been selected for a summer residency at the Headlands Center for the Arts for their Alumni New Works initiative. She was also profiled in a recent Huffington Post interview "Artists Jennifer and Kevin McCoy Create Simulated Worlds Invaded by Screens" on November 14, 2013.

Laraine McDonough, *Psychology*, along with Elizabeth Werner, Yihong Zhao, both of Columbia University, Lynn Evans, Albany College of Pharmacology and Health Sciences, Michael Kinselaar, Laura Kurzius, Arman Altincatal, and Catherine Monk, all of Columbia University, co-wrote "Higher Maternal Prenatal Cortisol and Younger Age Predict Greater Infant Reactivity to Novelty at 4 Months: An Observation-Based Study" in *Developmental Psychobiology*, 55: 707-718, Nov. 2013. This is part of their ongoing research examining the roles of stress, nutrition and age on fetal and infant development as examined using varied measures including brain imaging, biological and behavioral indices. This particular published research was supported by the National Institutes of Mental Health and National Alliance for Research on Schizophrenia and Depression.

Tamara Mose Brown, *Sociology*, and Joanna Dreby, SUNY Albany, are co-editors of the new book *Family and Work in Everyday Ethnography* published by Temple University Press in Oct. 2013. This book looks at the artificial divide between

work and family that continues to permeate writing on ethnographic fieldwork as social scientists try to juggle research and family tensions while "on the job."

Sonia E. Murrow's, *Secondary Education*, editorial piece "Who's Afraid of Radical History? Mitch Daniels's Covert War on Howard Zinn's A People's History of the United States," co-written with Robert Cohen of NYU, appeared in *The Nation* on July 30.

Barb O'Neill, *Early Childhood and Art Education*, organized a symposium where Early Childhood graduate students Eliza Cutler and Patrick Eckleman presented their research "Engaging Emergent Bilingual and Monolingual Preschool Children: Key Features of Successful Performing Arts Approaches" at the Association for the Study of Play conference in March 2013.



Barb O'Neill, *Early Childhood and Art Education*



Collaborations

Laura A. Rabin, *Psychology*, presented “Intensive Mentored Research Experiences for Undergraduates (REU) in Cognitive, Behavioral, and Affective Neuroscience at an Urban Public College” with co-authors **Deborah Walder**, *Psychology*, and students Susan Y. Chi, John K. Flynn, & Luz Ospina at the New England Conference for Teachers of Psychology 2013 Annual Meeting in Bridgeport, Conn., in Oct. 2013. She published “Cholinergic Enhancement of Brain Activation in Mild Cognitive Impairment During Episodic Memory Encoding” with Dartmouth Medical School and Indiana University co-authors S.L. Risacher, Y. Wang, H.A. Wishart, L.A. Flashman, B.C. McDonald, J.D. West, R.B. Santulli, & A.J. Saykin in *Frontiers in Psychiatry*, vol. 17, Sept. 2013. With co-author Randy Dexter, she also published “Mapping the Shifting Landscape of Loss” in *Death Studies*, vol. 37, April 2013, which was a review of the book *Grief and Bereavement in Contemporary Society: Bridging Research and Practice* by R.A. Neimeyer, D.L. Harris, H.R. Winokuer, & G.F. Thornton, Eds.

Barbara Rosenfeld, *Childhood, Bilingual, and Special Education*, along with adjunct faculty members **Susan Givner** and **Nedra Tasimowicz**, both of *CBSE*, presented “Team Teaching: A New Paradigm for Student Teachers” at the annual conference of the Northeastern Educational Research Association on October 24 in Rocky Hill, Conn., based on their work with student teachers at P.S. 235 in Brooklyn. Rosenfeld also presented with **Sharon O’Connor-Petruso**, also of *CBSE*, “Effective Source Ware and Web 2.0 Tools for Elementary School Teachers” at the annual conference of the Association for Educational Communications and Technology on November 1 in Anaheim, Calif.

Laurie Rubel, *Secondary Education*, in April 2013, presented a paper with Haiwen Chu of WestEd entitled “When the World is Not the Problem: Real World Contexts as Analogies” at the Mathematics Education Society 7 Conference in Capetown, South Africa, and presented a paper as part of a session titled Detailing Equitable Mathematics Classroom Practices at the annual meeting of the American Educational Research Association with Dan Battey, Rutgers University, and Kara Jackson, McGill University, in San Francisco.

Timothy Shortell, *Sociology*, and E. Brown, Kingsborough Community College, are co-editors of *Walking in the European City: Quotidian Mobility and Urban Ethnography*, in press with Ashgate. Shortell also presented a paper with **Jerome Krase**, *Sociology, emeritus*, “Seeing Islam in Global Cities” at the annual meeting of the International Visual Sociology Association in London in July 2013.

Dina Sokol, *Computer and Information Science*, with Justin Tojeira, Graduate Center, CUNY, wrote “Speeding up the Detection of Tandem Repeats over the Edit Distance” in *Theoretical Computer Science*, and “Succinct 2D Dictionary Matching” in *Algorithmica* 65(3): 662-684 with Shoshana Neuburger, Graduate Center, CUNY. Sokol also collaborated with Shoshana Marcus, Simons Center for Quantitative Biology, on “2D Lyndon Words and Applications: String Processing and Information Retrieval” from the 20th International Symposium, p 206-217.

Collaborations

Lulu Song, *Early Childhood and Art Education*, in collaboration with Catherine Tamis-LeMonda and her student Rufan Luo at New York University, published the article “Chinese Parents’ Goals and Practices in *Early Childhood*” in *Early Childhood Research Quarterly*. Song also published the article “Twenty-Five Years Using the Intermodal Preferential Looking Paradigm to Study Language Acquisition: What Have We Learned?” in *Perspectives on Psychological Science* with Roberta Golinkoff, University of Delaware, Weiyi Ma, University of Electronic Science and Technology, China, and Kathy Hirsh-Pasek, Temple University.

Charles Stone, *Finance and Business Management*, with Carlos Ortiz, Arcadia University, and Anne Zissu, City Tech, CUNY, published the peer-reviewed article “When Do Securitized Reverse Mortgages Become Liabilities” in *Journal of Structured Finance* 19.1, Spring.



Charles Stone, *Finance and Business Management*

Christine Vitrano, *Philosophy*, had “Choosing the Experience Machine,” co-written with Steven M. Cahn, CUNY Graduate Center, published in the journal *Philosophy in the Contemporary World*, vol. 20, no. 1 (July 2013).

Judylee Vivier, *Theater*, and Kristi Dana, MFA Acting Alumna, Star Program at Brooklyn College, and College of Staten Island and American Academy of Dramatic Art, presented a paper on “Mentoring: A Personal Journey” at the Voice and Speech Trainers’ Association Conference (VASTA), held in Minneapolis in August. The paper illuminates the work of Chuck Jones, Vivier’s longtime mentor, and his specific approach to Voice and Acting training.

Deborah Walder, *Psychology*, with doctoral student Marta Statucka, CUNY Graduate Center, recently authored “Efficacy of Social Cognition Remediation Targeting Facial Affect Recognition in Schizophrenia: A Systematic Review with Consideration of High-risk Samples and Sex Differences” in the journal *Psychiatry Research*.