Faculty Teaching & Research Showcase
2019

June 5, 2019
Dear Colleagues,

Welcome to the Faculty Teaching and Research Showcase 2019.

This year’s presentations in teaching and scholarship celebrate the diverse interests and specializations of Guttman faculty as well as their inspiring collaborations in the classroom and beyond. The annual Showcase gives the Guttman community a vital opportunity to come together and learn from each other’s innovative pedagogical strategies and intellectual pursuits, all of which enrich our professional development and promote student success.

We are proud to offer the Faculty Teaching and Research Showcase as the culminating event of the semester. Special gratitude is due to Dr. Nicola Blake, Dean of Faculty Affairs, for envisioning and creating this opportunity to frame pedagogy as a primary focus alongside our scholarship. We hope that you enjoy the end of the academic year with us as we share the impressive accomplishments of Guttman faculty.

Sincerely,

Vivian Lim
Assistant Professor, Mathematics
Faculty Showcase 2019 Coordinator

Laura Clarke
Assistant Professor, English
Faculty Showcase 2019 Coordinator
Program

Welcome and Reception

Scott Evenbeck, President
Nicola Blake, Dean of Faculty Affairs

Presentations

Learning and documenting health/heritage connections
Kristina Baines
Teaching

In transition: Moving to and from alternative educational models
Alia Tyner
Scholarship

Working out the rule: An inductive approach to teaching grammar across the disciplines
Marion Jacobson
Scholarship on teaching

The discontinuity of the innovation cycle
Rodrigo Lobo
Scholarship

Questionable motives and student research: The QFT
Claire King
Teaching

Religion on the dance floor: Afro-Dominican music and rituals from altars to clubs
Angelina Tallaj
Scholarship

Game changers: A study of structural inequality and reform
Vivian Lim & Matthew Mead
Teaching

Remote sensing characterization of thermal regimes and hydrologic processes of deriving ecosystem functional classes
Derek Tesser
Scholarship

Teaching in diverse learning environment
Gracer Yung
Scholarship on teaching

The name of this presentation is a secret: (deception as a pedagogical tool)
April Burns
Teaching

Concluding Remarks
Howard Wach, Provost
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Learning and Documenting Health/Heritage Connections

Kristina Baines
Assistant Professor, Anthropology

Research:
As a sociocultural anthropologist with an applied medical/environmental focus, Baines conducts research on how engaging in traditional ecological and cultural practices impacts health in indigenous and immigrant communities. Through her work in Maya communities in Belize, she developed Embodied Ecological Heritage (EEH), a framework for understanding health from the perspective of the lived experience of individuals engaged in social practices. Extending her research to Latin American and Caribbean immigrant communities across New York City and, most recently, Los Angeles, Baines is committed to publicly engaged research and dissemination practices and to fostering connections between students, community members, and researchers. Read more about this research here: http://www.medanthrotheory.org/read/11150/but-are-they-actually-healthier

Innovative Teaching Practice:
In Fall 2018, Baines developed and taught an LAS Capstone course based on situating and developing the EEH framework with a variety of readings and assignments illuminating health/heritage connections. As part of the course, students collaboratively developed interview questions, conducted and analyzed interview data using Dedoose, a collaborative qualitative analysis software, and, from those data, selected environmental and cultural heritage practices that were identified as important to healthy lives among immigrant communities in NYC. They then planned and filmed short YouTube videos to capture those practices in a way that they would appeal to young people both inside and outside of those communities. The videos were collaboratively critiqued and edited in class, then showcased at an event attended by members of the NYC Department of Health. They were shared digitally and can be viewed here: https://www.youtube.com/playlist?list=PL14073J3bo0FIYflGa4EliTCdN6bpfZo
Student Impact:
Through engaging with the EEH framework in both theoretical and applied ways, students learned across several dimensions. They reinforced their identities as scholars and researchers through developing and conducting the interviews. They learned how to create media for popular consumption based on research data, solidifying their civic responsibility to share their knowledge with their communities. They also gained more specific knowledge about heritage practices in their own communities. In their reflective writing assignments in class, students relayed this as important in learning more about their families and communities from a “whole person” perspective.

This work continues with student research assistants funded by the CUNY Community College Research Grant and, moving forward, the Course Hero- Woodrow Wilson Foundation Fellowship for Excellence in Teaching.

Book Publication: Waiting on Retirement

Mary Gatta
Associate Professor, Sociology

America is witnessing a retirement crisis. As the labor market shifts to the gig economy and new strains restrict social security, the American Dream of secure retirement becomes further out of reach for up to half of the population. In *Waiting on Retirement*, Mary Gatta takes the case of restaurant workers to examine the experiences of low-wage workers who are middle-aged, aging, and past retirement age. She deftly explores the many factors shaping what it means to grow old in economic insecurity as her subjects face race- and gender-based inequities, health hazards associated with their work, and the bitter reality that the older they get, the fewer professional opportunities are available to them. More importantly, Gatta demonstrates that these problems are pervasive, as more industries adopt the worst workplace practices of service work. In light of these trends, we
must consider the devastating effects on already vulnerable Americans because, as Gatta contends, this crisis does not need to be inevitable. Taking as a model the small percentage of “good” restaurant jobs that exist, she ultimately offers incisive commentary on what can be done to stave off this bleak future.

Assignment: New Superhero Project

Meghan Gilbert-Hickey
Assistant Professor, English

General Description
Throughout this semester we’ve examined superheroes and what they have to tell us about the cultures in which they’re created and consumed. For this final project, we’ll reverse it: you’ll create your own superhero and tell us how (s)he is responding to an issue in the contemporary culture of your choosing.

Project Requirements
There are three components to this project: 1) your creative project; 2) your written analysis of your project; and 3) your presentation. Yes, it’s complicated. But it’s going to be AMAZING.

1. CREATIVE PROJECT (40 points): The CREATIVE PROJECT component can take almost any form imaginable, as long as it demonstrates both the origin story and characteristics of your new superhero. Some options for this component include (but are not limited to) the following:
   - Tumblr/Blog from the perspective of your superhero
   - Facebook page or Twitter account for your superhero
   - Psychological Profile of your superhero
   - News article/broadcast (filmed in advance or performed in class)
   - Visual representation (painting, sculpture, drawing, etc.)
• Literary narrative (short story, poem)
• Diary/Journal for your superhero
• Soundtrack (Mix CD) with liner notes to explain the justification for each song
• Comic featuring your superhero
• Video enactment of your superhero (filmed in advance or performed in class)
• Almost anything you can imagine!!

2. **ESSAY (40 pts):** The essay will offer a highly-detailed written account of how the rhetorical, material, methodological, and technological choices you made contributed to the creation of your superhero. Rather than present a sustained argument, your essay will consist of the following sections:
   III. *Analysis/Interpretation.* How is your superhero a response to an issue in contemporary culture? You should present a clearly-defined and well-supported thesis statement in this section and demonstrate both your knowledge of the cultural issue you’ve created a hero to respond to and HOW your hero responds to that issue.

**MINIMUM ESSAY REQUIREMENTS:**
• 7-8 PAGES
• CORRECT MLA FORMAT (INCLUDING WORKS CITED)
• EVIDENCE OF CAREFUL PROOFREADING AND EDITING

3. **PRESENTATION:** Your presentation should cover all of the important material in your essay. You may also want to include digital materials like images or video clips.

**MINIMUM PRESENTATION REQUIREMENTS:**
• 20 MINUTES
• EVIDENCE OF THOUGHTFUL CREATION AND EDITING
Inductive Approach to Grammar

Students are given examples and work on exercises culminating in the opportunity to formulate the rules themselves. This approach is based on the assumptions that (1) students will internalize a rule more efficiently if they have intuited (or formed) the rule themselves and that (2) students who have established their own understanding of a rule are more likely to apply it to what they write.

Solving Verb Problems Inductively

Look at these sentences:
1. They found her wallet
2. Sam baked some cookies.
3. Donna speaks three languages.

What do all the underlined words have in common?
- They are types of events
- They show action
- They are things people do, feel, see, hear, touch, taste, smell, or experience.

These are:  a) nouns  b) adjectives  c) verbs
Inductive Approach to Teaching Academic Writing: Verbs as Markers of Formality

Student Group A
1. *Using a ride-hailing app ensures that riders are entering the right vehicle*
2. *Using a ride-hailing app makes sure that riders are getting into the right vehicle.*

Student Group B
1. *If ride-hailing apps went into effect fully across the world, we could keep down the death toll from drunk driving accidents.*
2. *If ride-hailing apps were fully implemented across the world, we could reduce the death toll from drunk driving accidents.*

Student Group C
1. *DUIs went down as much as 9.2%.....
2. *DUIs decreased as much as 9.2%.....

Reminder: circled items are LESS formal. Can you develop a rule based on observations?

Possible answer: Multi-word verbs (phrasal verbs) can often seem more informal than one-word verbs.

Think-Pair-Share interactions
Individual: Identify the less formal sentence
Pair: Check results and compare the sentences examining the verbs
Whole Class: Discuss findings and implications

Rules about academic formality aren’t true 100% of the time. The point is to help students become more conscious of their word choices and their effects on the reader. Pro Tip: Include “Verb Formality” in a student self-editing checklist and/or rubric for essays, lab reports, case studies, etc.
5 Steps to Design A Successful Group Experience

Claire King
Assistant Professor, Experiential Education

A. Give confidential Google Survey and create diverse groups from responses:
   In order to make this a great group experience for YOU, please respond thoughtfully to the following questions:

   NAME:

   1. Among the following topics (theories, concepts, issues, individuals), choose the top 3 that interest you:

   2. Choose the role that you find yourself taking within your family or friends. (one only): leader; details person; spokesperson; decision-maker; motivator, other

   3. Of the following traits, which comes naturally to you? (one only): creativity & ideas; organization; positive thinking & encouragement; responsibility; persistence; other

   4. Of the following skills, which do you possess? Choose all that apply: strong writing, careful research, proofreading, visual design, movie-making, PowerPoint, Prezi, reading comprehension, meeting deadlines, following directions, asking good questions, keeping on task, delegating, other.

   5. Is there anything you want me to know when assigning you to a group so that you can do your best work?

B. 1st Group gathering. Break students into groups according to topics & skills. Have them complete and reflect upon The Marshmallow Challenge (Google the version with good reflection questions).

C. 2nd Group Gathering (handout):
   You are accountable to the most important person in your life: YOU! What do you hope to learn from this project/course? Write it on the post-it.

   Group Roles: What can you contribute? Mark your role with a ★.
   - Facilitator: The leader of the group who regularly communicates with everyone, motivates, and delegates, making sure everyone does their part.
• **Peer Reviewer:** Looks at all written work from individuals (summaries and multimedia presentation) before it is graded.

• **Team Tutor:** Makes sure the group understands the content and checks the project rubric often.

• **Organizer:** Records and organizes the group’s work for each class session and independent work - they are not the only person who does the work, but are responsible for keeping everyone on track with deadlines.

• **Designer:** Takes the lead in the final multi-media project (movie, Prezi, Animoto, Powtoon, Google Slides, Adobe Spark, Voki, etc.) - doesn’t do all the work, but plans and perfects it for date of presentation.

**Group Agreements:** As a group, come up with no more than 3 agreements that are based on what everyone wrote on the post-it. *Write the 3 agreements on the 2nd post-it.* Member Contact info? Plan if absent? How to share material?

**Group Member Termination Steps:** **No firing before___ or after____. All prior steps must be followed.**

1: Warning given by group members. Usually involves repeating the things already agreed to in the group contract. If the warning needs to be emailed, cc: faculty. May involve writing an action plan for the person who is struggling.

2: Seek faculty mediation with the group/individual if the action plan is not working. Faculty may be asked to be the advocate of the person not being listened to/heard in their group.

3: Remove student from group. Before this step, consider how it would impact the group if the person you want to remove took all of their input with them. Removed student is responsible for completing the whole project independently.

**D.** Provide Rubric to be graded by Self, Group Consensus, and Instructor. Average of all three is Student’s grade.
Providing Experiential Learning Opportunities for Guttman Students

Nicole Kras
Assistant Professor, Human Services

This year, Nicole has been working on providing experiential opportunities to Guttman students. Some of these opportunities have included conducting an eco-art workshop where students learned about the fields of ecotherapy and art therapy and then created their own eco-art pieces. During Women’s Herstory Month, Soulyka Agana-Woodbine and Nicole presented Visualizing Your Future, a workshop where students learned about the field of positive psychology and created vision boards. As part of a Student Success grant, Nicole was able to invite New York Therapy Animals to campus to give a workshop on animal-assisted therapy during which students were able to interact with therapy dogs. The Student Success Fund also supported the New York Art Therapy Project providing an on-campus experiential art workshop on the field of art therapy to students. Additionally, these funds supported an interactive visit to the Central Park Zoo for EOW students, where they learned about careers related to animal care. Nicole is also involved in two end-of-semester events to help students relieve some stress during final exams. These events include a Reducing Stress Through Art workshop and an interactive animal-assisted therapy experience.
This year, Nicole has participated in two CUNY conferences, presenting a session titled, *Supporting Interprofessional Collaboration in the Helping Professions: Learning About Art Therapy and Ecotherapy* at the Bronx Community College Conference on Community College Excellence, and on *Fostering Student Creativity in Online Courses* at the CUNY IT Conference at John Jay College of Criminal Justice. Nicole has also been active in the field of human services, participating as a National Board Member at the National Organization for Human Services in Philadelphia. Additionally, she presented an interactive workshop, *Using Art as a Non-Verbal Form of Expression to Help Individuals Deal with Life Stressors*, at the Southern Organization for Human Services in Miami, and co-presented the workshop *Change: No Need to Fear It* at the New England Organization for Human Services in East Hartford, CT. Nicole serves as the President of the New England Organization for Human Services and co-chaired the conference planning.

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**Game Changers: A Study of Structural Inequality and Reform**

Vivian Lim, Assistant Professor, Mathematics  
Matthew Mead, Lecturer, English

In the fall of 2018, our City Seminar team (including Andrea Morrell & Angela Dunne) created a game to engage students in studying structural and institutional inequality. The game—a simulation—undergoes three phases with each phase serving a unique pedagogical purpose.

The first phase of the game is set in an egalitarian fantasy where players all start with the same resources and then face a series of scenarios each day over 5 days: 1) crossing a bridge into town, 2) eating a meal, and 3) crossing a bridge back home. At each juncture, players can choose to pay a token to complete each required action (i.e. cross a bridge or eat lunch), or they can risk avoiding payment by rolling dice. Losing a dice roll results in consequences, including fees or jail time. This base game simulates a social hierarchy based primarily on luck and some skill assessing probability. In a subsequent round of play, students consider the concept of meritocracy, as winners from the first round start with more initial resources than losers.
The second phase requires students to revise the game to reflect New York City, a process we call “New York Citification.” Students analyze demographic data to create a set of character cards that mirror the demographics of New York City neighborhoods. These researched asset and income values determine how many tokens they start the game with and earn throughout.
However, for the bulk of the work in this phase, students conduct research about various systems in New York City (transportation, health, criminal justice, educational, and financial). Students discover the inequalities within these systems and translate those elements into the game by adding features and revising the original rules. This makes the game very unequal and success is essentially determined from the demographic character cards players begin with.

In the final phase, students study theories of social change and they research policies and movements. Based on theory and research, students write proposals to change the game again, this time to establish greater equality. They pilot, debate, and vote on these proposals. The winning proposals are implemented into the final version of the game.

During culminating course experiences, the three cohorts in our house played each other’s final versions to reflect on different visions of society and equality created by each class. Several students also volunteered to present their work with us at the CUNY Games Conference this year.

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**The Discontinuity of the Innovation Cycle**

Rodrigo Cortopassi Goron Lobo  
Assistant Professor, Business

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**Abstract**

It is commonly accepted in the Academy and in organizational environments that innovation is critical to business evolution and development, and that a lack of innovation can dull the competitive edge of an organization. These concerns are reinforced when organizations themselves are unaware of the circumstances that lead to interruptions in the innovation
cycle. This paper is developed from a comprehensive study of an exploratory and qualitative nature. It uses the multiple case study method with a hierarchical taxonomic model, which grounds the construction and analysis of semantic networks from empirical data and examines what leads to a possible interruption of the innovation cycle. The result is the identification of drivers for the innovation cycle interruption, revealed in two groups of organizations: the first, Alpha, composed of organizations mostly reactive to the mainstream of the industry, and the second, Beta, composed of proactive organizations in relation to the mainstream.

The Dialectics of Disruption

Research Design

Qualitative Analysis
Conclusions

The drivers to interruption of the innovative cycle are:

For the Alpha Group:
1) Perception that products or activities will not have an adequate financial return (insufficiency of business case)
2) Compliance with regulations rather than a superior performance
3) Constant meeting of regulatory goals by performing adequately, while inhibiting innovation and technological advancement
4) Concentration of decisions on innovation in a small group of people, exposing the risk of subjectivity or absence
5) Conservative governance inhibiting efforts for innovation

For the Beta Group:
1) Potential imprisonment in existing processes (maintenance of status quo)
2) Poor management of technology portfolio and R&D
3) Collapse of factors associated with innovation, such as business plan, marketing plan and financing
4) “Institutional cholesterol”, which leads to accommodation to what is being done and to the production model
5) Accommodation to an established business model and/or a model of great commercial success
6) Moving away from innovative thinking, particularly among the leadership
1 Introduction

Auctions, when well designed, result in desirable economic outcomes and have been widely used in solving real-world resource allocation problems, and in structuring stock or futures exchanges. The field of auction mechanism design has drawn much attention in recent years from economists, mathematicians, and computer scientists. In traditional auction theory, auctions are viewed as games of incomplete information and traditional analytic methods from game theory have been successfully applied to some simple types of auctions. However, the assumption of prior common knowledge in the incomplete information approach may not hold in some auctions, and computing analytic solutions may be infeasible in other auctions. Both of these problems hold in the case of continuous double auctions.

As a result of these problems, researchers often use computer simulation of auctions in which traders are software agents. Such agents, armed with various learning algorithms and optimization techniques, have been shown to produce outcomes similar to those observed in auctions with human subjects [6]. Indeed, software traders are capable of outperforming human traders [3]. Along with the automation of traders, computer scientists have started to take evolutionary and adaptive approaches to automatically creating auction mechanisms [1, 10]. Although this work has produced promising results, it has one common theme — the only comparisons that are made are indirect. The results from one lone market are compared with those of another lone market. In contrast, in real markets not only do traders in an auction compete against each other, but real market institutions compete against each other. In addition, existing work usually compares auction mechanisms in different settings which vary according to the availability of information, computational resources, and so on. The conclusions of these studies are thus difficult to compare and cumulative. It is therefore desirable to have a platform that allows multiple markets to compete against each other, and allows market mechanisms to be evaluated in a uniform way. The JCAT system that we introduce in this work addresses these concerns.

JCAT extends an earlier version of Java Auction Simulator API, (JASA), adding support for multiple parallel markets with trading agents moving between them. It has been used to conduct research on computational auction design [7, 8, 9] and has been successfully used as the game server in the Trading Agent Competition (TAC) Market Design Competition (CAT) 2007–2011.

2 What JCAT provides

JCAT provides the ability to run what we will call “CAT games”, each of which is an interaction between markets and traders. A typical CAT game consists of a CAT server and several CAT clients, which may be trading agents or specialists (markets). The CAT server works as a communication hub between CAT clients. A registry component records all game events and validates requests from traders and specialists. Various game report modules are available to process game events, calculate and output values of different measurements for post-game analysis.

A CAT game lasts a certain number of days, each day consists of rounds, and each round lasts a certain number of ticks, or milliseconds. The game clock in the game server fires events to notify clients of opening and closing of each day and round intervals.

Each trading agent is assigned private values for the goods it will trade. For buyers the private value is the most it will pay for a good. For sellers, the private value is the least it will accept for a good. The private values and the number of goods to buy or sell make up the demand and supply of the markets. Private values remain constant during a day, but may change from day to day, depending upon the configuration of the game server.

Each trading agent is endowed with a trading strategy and a market selection strategy. The first specifies how to make offers, the second specifies which market to choose to make offers in. Trading strategies provided in JCAT in-

1A continuous double auction involves both buyers and sellers, and both kinds of trader are allowed to make or accept an offer at time during the auction.
2http://jcat.sourceforge.net/.
clude those that have been extensively researched in the literature and some of them have shown to work well in practice, e.g., ZI-C [6], RE [4], ZIP [2], and GD [5]. A typical class of market selection strategies treats the choice of market as an n-armed bandit problem where daily profits are used as rewards when updating the value function.

Specialists facilitate trade by matching offers and determining the trading price in an exchange market. Each specialist operates its own exchange market and may choose its own auction rules — the aim of the CAT competition is to create a specialist that optimizes a particular set of measures. Specialists may have adaptive strategies such that the policies change during the course of a game in response to market conditions for desired outcomes. JCAT provides a reference implementation of a parameterizable specialist that can be easily configured and extended to use policies regulating different aspects of an auction.

A specialist typically includes components that regulate aspects of its market. Matching policies define the set of matching offers in a market at a given time. Quoting policies determine the ask quote and bid quote, which respectively specify the upper bound for offers to sell and the lower bound for offers to buy that may be placed in the market at a given time. Shout accepting policies judge whether a request by a trader to place an offer in the market should be accepted or rejected. Clearing conditions define when to clear the market and execute transactions between matched offers. A pricing policy is responsible for determining transaction prices for matched ask-bid pairs. The decision may involve only the prices of the matched offers, or more information including market quotes. Charging policies determine the charges a specialist imposes on a trading day. A specialist can set its fees, or price list, which are charged to traders and other specialists who wish to use the services provided by the specialist. Each specialist is free to set the level of the charges for registration with a specialist, for making an offer, for completing a transaction, and so on.

References


Education for All in Sierra Leone
Grace Pai
Assistant Professor, Mathematics

Issue
The global number of out-of-school children has declined by almost half, from 102 million in 2000 to 57 million in 2011 (UNICEF, 2013). However, this advancement in achieving Education for All (EFA) has seen a setback in recent years as primary school enrollment has plateaued. The situation is worst in Sub-Saharan Africa, which not only accounts for half the primary-school aged children who are out of school worldwide. Moreover, out of those who have been to school, 25% are estimated to leave school early – a number that has not changed since the year 2000 (ibid). The goal of achieving EFA thus remains stubbornly elusive for many countries.

Research Questions
This study asks the following research questions:

1. What barriers remain in the progress towards achieving universal primary education in the rural Sierra Leone?
2. How do out-of-school children and their parents perceive the EFA agenda in rural Sierra Leone?

Sierra Leone serves as a pertinent case study on universal schooling for several reasons. First, it is located in West Africa where lagging enrollment rates are among the most acute (UNICEF, 2015). In 2012, 27.1% of primary school aged children in West and Central Africa were estimated to be out-of-school, as compared with 15.1% in Eastern and Southern Africa and 9.3% in the Middle East and North Africa (ibid).

Second, even though the country has one of the highest current gross enrollment rates and fastest growing primary entry rates among comparable countries – in part due to the post-war reconstruction of schools and the abolishment of school fees through the Education Act of 2004 – twenty percent of children aged 7 to 14 are still estimated to be out of school (EPDC, 2013). This study attempts to address this sizeable remaining gap.

Methodology
Analysis for the first research question uses data from the IRCBP 2007 National Public Services Survey to conduct multilevel statistical modeling to identify which variables are most salient in predicting school enrollment. This mixed methods study then draws on qualitative data from 101 interviews conducted with out-of-school children, their parents and local leaders across the three geographically and demographically diverse rural chieftoms of Nongoba Bullom, Bunumbu and Bramaila.

Findings
1. School fees and community teacher stipends in particular are the main constraints hindering children from attending primary school. Multilevel modeling reveals that, distance to school and school cost (which comprises of school fees and community teacher stipends) are statistically significant, salient predictors of non-participation in school in Sierra Leone. Factors like religion, having family killed in the civil war, whether a household is headed by a female, and the existence of a school latrine are not statistically significantly associated with school enrollment in a multivariate model. Even more surprisingly, the quantitative analysis does not validate existing research on the importance of parent education or teacher quantity (Huisman & Smits, 2015).

While the quantitative analysis singles out distance as one of the most salient predictors of school enrollment,
Qualitative interviews show participants praising the recent school construction projects that the government and NGOs carried out to bring primary schools to rural areas. For example, one interviewee in Nongoba Bullom pointed to how there are now 17 schools in Nongoba Bullom compared to 2 prior to the civil war. Distance is therefore not as important of a barrier for primary school attendance.

Instead, school fees and community teacher stipends stand out as the main constraint hindering children from attending primary school (see chart below).

Despite the abolishment of primary school fees through the Education Act of 2004, most schools heavily rely on community teachers to fill in gaps in staffing. To compensate these teachers, schools require parents to pay a stipend to enroll, and it is this hidden cost that parents across all 3 chiefdoms are in particular unable to pay.

2. Parents and children consensually speak of their strong value for education. Whether it is for future jobs, status or wisdom, all children and parents demonstrated a tremendous interest and desire to attend school. This contradicts other studies that show a primary reason for children being out of school is a low value being placed on education (UNICEF, 2008).

3. Out-of-school children are now stigmatized as being "wicked" "idlers" or "thieves" who are inferior in nature. An unintended consequence of universalizing education has been the silent stigmatization of the act of not going to school. For instance, parents, leaders and even the children themselves repeatedly described out-of-school children as "idlers and thieves" who have no "particular place" or use to the community. As those who are out of school are increasingly stigmatized, society is inadvertently being stratified along the lines of an educated versus uneducated class. Children who do not participate in school described their feeling of being "split" from their peers. Moreover, children who formerly worked and played with their peers on equal grounds are suddenly aware of their social and cognitive deficiencies — describing themselves as "not bright."

**IN THEIR OWN WORDS**

"When I was in school, we weren't wicked. But when I am out now, I am a wicked somebody," (14 yo boy who dropped out of Class 6 from Bunumbu)

"From school, they come and sit down and study. They study their books, their notes, and I don't know any of that. I have nothing to do with them." (11 yo girl who never attended school from Brama)

"Now there is a split because they are going and I am not going. We used to go step by step, step by step together. But now I have dropped." (12 yo boy who dropped out of Class 5 from Bunumbu)

**Conclusion**

This study highlights how Education for All is more a process than a singular goal that can be realized at once. This means that in the interim, an inequity arises between those who do and do not obtain education; the imperfect nature of implementing universal education inadvertently stratifies society along an additional line of an educated class on the one hand, and an uneducated class on the other. All the while, out-of-school children are increasingly internalizing the negative psychosocial effects of being labeled as an "out-of-school" or "dropout" child. As Sierra Leone takes steps to reach full universalization of primary education, it is important to recognize that until then, the search for equity can produce its own inequities.

**References**


My research interests center on the music of Latin America and the Caribbean, particularly the music and music cultures of my native Dominican Republic. Despite growing interest in Caribbean music throughout the second half of the twentieth century, Dominican music has been under-researched. Works by Dominican scholars have, until recent decades, reflected biased attitudes that exclude any mention of an African influence, and, for this reason, there are many historically marginalized and repressed genres in the Dominican Republic that are still greatly under-examined. Most studies of Dominican identity have focused on the building of the Dominican nation as anti-Haitian and anti-black. According to this narrative, Dominicans (a population mainly composed of people of African descent) lack a collective black identity as a nation.

I study Afro-Dominican genres of music as well as new urban music that builds on these musical and religious traditions to destabilize essentialized notions of Dominican identity; these musical genres and the culture and history surrounding them provide a text through which to examine how the Dominican population articulates blackness as embodied knowledge and expressive culture. Although rooted in Ethnomusicology, I place my work in the theoretical tradition of Paul Gilroy, Homi Bhabha, and Stuart Hall, who study cultures as being in a continual process of hybridity and in a third space that displaces the histories constituting it and sets up new structures of authority. My work demonstrates this by pointing to the complex and plural diasporic movements and identities within Dominican communities. I have conducted fieldwork in the urban centers of New York and the Dominican Republic and in small rural communities across the Dominican Republic and Haiti. I have published articles on music and pilgrimage and on new queer and diasporic Dominican identities and their expression in music.
My experiences of racialization in the United States guide my current project. In this recently published essay, I examine the current New York scene and the emerging discourses surrounding the recent visibility of Dominican Voodoo (Vudú) and its music. When Dominicans migrated, they brought with them these marginalized genres of music including the music of Vudú, and, since the 2000s, this music (palo) has moved from the religious arena to the popular music world, in turn changing the nature of the religious rituals. In New York City, Vudú ceremonies can now publicly feature drumming and possession and are practiced in commercial venues rather than in private homes and altar spaces. Public and secular performances have changed how practices such as spirit possession are experienced, enacted, and perceived. For example, club goers have developed a new way of dancing to the music where mimicking spirit possession is part of the dance. While this move of religious ceremonies from concealed spaces to public dance clubs has led many believers to complain of a compromised authenticity, from the perspective of ‘lived religion’, all such actions within this environment could be seen as forms of religion. It is precisely these new seemingly secular practices that have given Dominicans the freedom to exercise more agency in their religious identification. Dominicans in the 21st century have found ways to redefine Dominican religious identity in ways that encompass forms of culture codified as black and Haitian. These blends represent new directions in Dominican identity: sometimes closer to Haiti, sometimes to New York City, but also reinterpreted in a new transnational Dominican context, a complicated and multi-directional move religiously, ethnically, and racially.
Changes in land use and climate are fundamentally altering the carbon cycle, hydrology, and biodiversity in Earth’s tropical and temperate forests. Various drivers of environmental change are rapidly degrading terrestrial ecosystems at regional and global levels. The resulting climate changes and biodiversity crises have exposed gaps in the characterization of ecosystems that prevent robust study of the underlying mechanisms of change. Regional variability in ecosystem function depends on a complex combination of factors including the level of resources and regulators, the biogeographical context, the local history of environmental change and their interactions. This complexity limits the usefulness of general predictions to address local or regional ecosystem functional responses to the drivers of environmental change, yet the need for characterization of ecosystems with respect to composition, structure and function, and associated spatiotemporal heterogeneity is well-recognized.

Remote sensing provides a promising approach for carbon and water cycles and biodiversity assessment, with potential major advances in associated Earth sciences. Recent advances have improved the capacity to understand the magnitude of human impacts on terrestrial ecosystems, such as the fragmentation and degradation of forests and wetlands, increases in the proportion of land dedicated to crops, and the erosion of habitats. Although various remote sensing studies have found some degree of correspondence between ecosystem structure and function, there is a general deficiency of knowledge about the nature and intensity of these relationships in most environments.

I employ satellite imaging radar from PALSAR-2 and Sentinel-1 in a unique multi-sensor characterization of ecosystem functional types and associated ecosystem services. This work develops a methodology combining thermal infrared TIR-based land surface
temperature (LST) measurements with radar and field-based measures of vegetation structures to assess spatiotemporal variations in ecosystem microclimate, as well as a regional product that will augment the functional type groupings and watershed characterizations. Associated products provide high spatial resolution information critical for detecting vegetation susceptibility to water deficits, maintaining landscape integrity, and advancing the understanding of how ecosystems are responding to changes in water availability.

This work assesses the utility of the derived ecosystem functional types to inform on parameters critical for improved hydrological modeling. I employ these functional groupings, field measurements, and hydrologic modeling to inform watershed hydrology in heterogeneous watershed regions associated with spatial and temporal parameters that drive watershed hydrology and drinking water supply. An additional use case of this work informs end user biodiversity conservation needs as related to evaluation of water use regimes, land cover vegetation, forest connectivity fragmentation analysis, for informing on habitat suitability and protection.

The work focuses on the northeastern USA, a region providing New York City’s potable water, the Chocó Hotspot of Biodiversity of Ecuador, and mapping White Sands vegetation communities of the Amazon. These study regions represent use cases associated with critical ecosystem services including water production, climate regulation, and habitat provision. Combined remote sensing and in situ information provide the capability for a new assessment of ecosystem structure and function, supporting potential breakthroughs in classification of ecosystem functioning and associated ecosystem services. These methodologies are developed regionally and are extendable such the outcomes from this work will be applicable to other watersheds and ecoregions throughout the world.
Teaching in Diverse Learning Environment

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Each student in a diverse classroom is expected to demonstrate a higher level of academic achievement to prepare him/herself for their future career. A diverse learning environment includes students from around the world, with different cultures, languages, learning backgrounds, behaviors, and attitudes. Students in a diverse learning environment are exposed to a wide range of opinions in classroom discussion and can gain learning experience and develop critical thinking and problem-solving skills. In order to help students achieve their academic goals, teaching strategies, emotional handling, understanding, and support are essential.

Because the diverse learning environment plays an important role, it is important to understand how to celebrate diverse knowledge and perspectives through academics in class. In order to create a comfortable learning environment, instructors should help students identify goals and objectives and work toward reaching them through multiple enhanced teaching strategies.

Instructional strategies are important tools to enhance the engagement of students in actual learning in diverse environments. The instructional strategies used in the classroom can be defined as seven elements that include: (1) lecture, (2) reading, (3) discussion, (4) group learning, (5) case studies, (6) writing, and (7) technology. Although instructional strategies can strengthen the students’ learning skills, instructors must recognize the diverse learning objectives of students in each course and adjust their instructional strategies accordingly. The American Accounting Association (1995) stated that instructional strategies develop students’ responsibility to become independent learners and help instructors teach their courses and understand the particular needs of their students. Tatum (1997) argued that instructors should provide an opportunity for students to improve their attitudes toward learning and interact with other diverse groups of students.
Scholarship and Creative Activity

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**Maggie Dickinson**


**Forest Fisher**

Mary Gatta


Shadisadat Ghaderi


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Grace Pai


Dara Pir


Tashana Samuel

**Marla Sole**


**Anya Spector**


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