Faculty Commons
A Center for Teaching, Learning, Scholarship and Service

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Students: Elva Hsieh, Abiezer Ramos, Bernita Wynn
The students were challenged to transform themselves into a Burton-inspired self portrait. Their decisions were all personal, some chose to elaborate why they chose a particular look or character, and some said they were just trying to make themselves “creepy.”
Faculty Commons: Reflections on Its First Year

The close of the academic year brings both a flurry of ceremonial, celebratory events and a barrage of mandatory administrative tasks. Graduation is a high point because it provides an opportunity for direct contact with our graduates and their proud families. We share their pride in what our students have accomplished. City Tech graduated more students this year than at any point since the 1970s.

One mandatory task that has grown more gratifying each year is the preparation of the faculty scholarship report. Senior faculty who continue to produce rich contributions to research, scholarship and creative and professional work have been joined by more recent colleagues whose work represents new approaches, new technologies, and even new fields.

This June also marks the conclusion of the first year in the Faculty Commons. The Summer Institute for Teaching and Learning, the Teaching Portfolio workshops, and workshops for new department chairs have become welcome rites of spring on our campus. Other collaborative faculty activities, including assessment, grant-related work, and the preparation of proposals will continue through June and beyond.

As we look back on the first year of the Commons, I’d like to focus on several signal accomplishments and the directions they suggest. In a nutshell, this year has seen not only more graduates and more faculty accomplishments, but also an increase in grant-funded and grant-seeking activity.

Science, Technology, Engineering, and Mathematics. Most of our efforts in STEM—other than those related to faculty research, which continues to be an area of effort—focus on the NSF goal of broadening participation. As a college of technology with a population largely made up of groups under-represented in STEM, this is a natural fit. Several of the City Tech NSF grants provide direct support to students (two S-Stem scholarship grants—PIs Xiang Dong Li, CST, and Jonathan Natov, MAT; STEP—PI, Dean Pamela Brown; and REU—PI, Reginald Blake, Physics). This year, a major new NSF Grant, the 1st (I-Cubed), under my direction with Vasily Kolchenko, BIO, enables us to begin to construct a structure, which we are calling an incubator, for bringing multiple grant-funded efforts together to avoid overlap, promote collaboration, and maximize resources. A second new NSF grant, the CPATH planning grant (PI Raffael Guidone, CST), looks at computational thinking across the curriculum. The NSF Advance IT-Catalyst grant, also a planning grant, addresses women faculty in STEM. Under the Advance grant, we administered the COACHE survey in Spring 2009 and followed up with extensive data analysis and discussion groups this spring. In the fall, as we prepare to apply for a full 5-year Advance grant, we will share the results with the faculty, departments, and college administrators.

Revisiting General Education for a 21st-Century College of Technology. A parallel effort, largely supported by the National Endowment for the Humanities (NEH) over the past four years, seeks to integrate general education and the technologies and career areas. Two NEH grants, one directed by Marta Effinger-Crichlow, AFR, and the other by Richard Hanley, ENG, brought together diverse groups of faculty to study and develop curriculum. The second of these, Water and Work, focused on the multi-disciplinary possibilities offered by City Tech’s location on the Brooklyn waterfront. These were complemented by Matthew Gold’s, ENG, work in digital humanities in the NEH Looking for Whitman grant and its follow-up. This summer, as described elsewhere in this issue, the college is hosting two groups of community college teachers from across the country who will study the Brooklyn waterfront and document their learning using digital media. Richard Hanley, ENG, and Shelley Smith, ARCH, lead this effort, which is called Along the Shore. All of these projects feed into our institution-wide examination of general education, as faculty who have worked together on grant-funded projects now team up to design a cutting-edge general education for the college.

The support of grant funding has truly been a critical catalyst for all of this and the many other cross-disciplinary faculty projects. City Tech’s ability to institutionalize, assess, and build on them has been the second major component. Early collaborative efforts such as the Learning Communities and ePortfolio, both started with Title V funding and now institutionalized, continue to be vibrant and generative initiatives, growing, morphing, and re-combining into new programs.

Faculty Commons brings all of these—as well as initiatives of the departments, the Schools, the Library, CUE, and Instructional Technology—together. Collaborations have been forged with Instructional Staff Relations, and opportunities abound for linkage with Student Affairs as well. Our goal has been to address and support all of the facets of faculty life—teaching, research and professional development, and service. We have only begun to tap the scholarly/professional/creative vitality of the faculty and the opportunities for collaborative work: curriculum development; service opportunities, whether with students or as a faculty activity, directed toward the college/university or the community outside; support for department initiatives to review their programs, structures, and climate. Faculty Commons supports faculty initiatives and projects by providing communal space, both physical and online, as well as co-ordination and technical expertise. This assumes a definition of faculty professional development as something done by faculty, not something done to them. The excitement of this year has been in seeing the faculty claim this space and make it their own collaborative workspace.

Bonne August, Provost
You may be casually thinking about what your plans are for the month of June but Professors Richard Hanley, Shelley Smith, Robin Michals, Peter Catapano, Peter Spellane, James Reid, and Mark Noonan have been planning for June 2010 since at least January 2009. For two weeks in June they are hosting a National Endowment for the Humanities (NEH) Landmarks of American History and Culture Workshop for Community College Faculty. The program, entitled *Along the Shore: Changing and Preserving the Landmarks of Brooklyn’s Industrial Waterfront*, will enable fifty community college faculty from around the country to explore Brooklyn’s industrial waterfront, declared one of America’s eleven most endangered historic places by the National Trust for Historic Preservation in 2007. The group will explore the nature and meaning of different types of landmarks along the waterfront and document and interpret specific landmarks using a range of digital media.

Participants have been blogging about a variety of Brooklyn waterfront topics ([http://alongtheshore.wordpress.com](http://alongtheshore.wordpress.com)) since late April. Once the community college teachers arrive, they have a full Brooklyn tour schedule that stretches from Newtown Creek to Coney Island and lots of waterfront landmarks in between. All aspects of Brooklyn neighborhoods have been shaped by the industrial waterfront. The group will visit Brooklyn Heights, Brooklyn Navy Yard, Greenpoint, DUMBO, and Red Hook and will identify the areas from a new perspective by utilizing geotagging and other graphic applications to document their experience. Each morning will begin with a technology demonstration led by Professor Robin Michals of Advertising Design and Graphic Arts.

So far this has been a great interdisciplinary effort for City Tech faculty across departments. Professor Peter Catapano, Social Science, will lead the Red Hook events and talk about the history of the docks and unions. Professor Peter Spellane, Chemistry, will talk about the science and environmental aspects of pollution of Newtown Creek and the Gowanus Canal and Professor Mark Noonan, English, worked out the logistics for transporting a group of thirty on the go in Brooklyn. Professors Geoff Zylstra, Social Science, and Robert Zagaroli, Architectural Technology, will be speaking on Coney Island and the Brooklyn Bridge, respectively. Other external scholars will participate as well.

Professor Richard Hanley hopes that faculty from around the country will come away with an idea of the richness of this place. “The reason we have taken an interdisciplinary approach to this project,” he said, “is because of the scope of the skills and knowledge necessary to study this area. It is not too much of a stretch to say that to understand the Brooklyn waterfront is to understand in microcosm the history, literature, economy, ecology, architecture, and politics of nineteenth and twentieth-century America.”

“Participants should never look at a landmark the same way after this experience,” said Professor Shelley Smith. “They will never take for granted the significance of physical mark—not all landmarks are European style churches or City Hall, there are rich repositories of memories in our everyday landscape.”
Assessment of student learning has received much attention in the last decade. Many experts have articulated the value of assessment, and many critical decisions in higher education are now based at least partially on effective assessment. While the value of assessment is clear, the implementation and maintenance of an effective assessment process is often challenging. Part of the challenge is figuring out who is responsible for the assessment activities. After all, faculty are very busy with their teaching and research responsibilities. But, if assessment for learning is truly understood, faculty would come to realize that “Nobody’s Job is Everybody’s Job.”

When faculty members were interviewed for their faculty positions, they probably weren’t explicitly told that grading students is something that is required. After all, everyone is familiar with the education system and knows faculty members are responsible for assigning student grades. Similarly, each faculty member should be involved in telling the story of student academic strengths and weaknesses for their department or program.

The engineering programs have understood the value of assessment for learning for quite some time since they are accredited by the Accreditation Board for Engineering and Technology (ABET), which emphasizes the value of assessment. Last month, the Managing Director, Professional Services of ABET, Dr. Gloria Rogers, visited City Tech and met with the ABET assessment team and Director of Assessment and Institutional Research at City Tech, Tammie Cumming. Dr. Rogers commended the engineering faculty on their work with assessment at the college.

Engineering Professor, ABET Assessment Liaison, and School of Technology and Design Assessment Committee member, Mohammed Kouar shared his thoughts with Tammie Cumming regarding assessment for learning and provided some helpful tips for faculty who are new to the assessment for learning culture.

Tammie Cumming: City Tech is striving to adopt assessment for learning as a key tool for understanding and improving student learning outcomes across all schools and programs. What does the term assessment for learning mean to you?

Mohammed Kouar: Assessment for learning, for me, means an effective assessment whose main concern or goal is to improve student learning. It transforms the usual classroom assessment process and its results into an instructional intervention designed to increase, not just measure, the student learning.

TC: How do you imagine your programs can develop an assessment plan that addresses both the Middle States Commission for Higher Education requirements, and those of your professional organization, the Accreditation Board for Engineering and Technology?

MK: Middle States accreditation is institutional, and does not specify course or curriculum content or instructional methods, while the Accreditation Board for Engineering and Technology (ABET) accreditation requirements are discipline-specific. So while the former is accrediting the College, the latter is accrediting the program. Still, for our Electrical and Telecommunications Engineering Technology (ETET) department, we
need to answer to both accreditation organizations; therefore our assessment plan not only includes assessment at the program level but at the course level as well. In other words, both formative and summative assessments are utilized. Both ABET and Middle States emphasize in their requirements the importance of making systematic student learning outcomes assessment a cultural habit which is highly valued by the college community. Therefore, in our assessment plan, we strive to minimize or eliminate redundancy and use our resources, including faculty time, as efficiently as possible.

TC: In your department, is every faculty member involved in the assessment for learning process? Please elaborate.

MK: All full-time faculty and many adjunct faculty members are involved in the assessment process. Most of our faculty members are familiar with ABET accreditation. But since the new Technology Criteria 2000 (TC2K) which were a philosophical shift in accreditation from a facilities-based approach to an outcome-based approach, our faculty needed to increase its familiarity with the criteria and associated terminology. The approach emphasizes program (student) outcomes and an assessment process that measures student performance against these outcomes and provides feedback for improving the educational program (student learning). Now as far as assessment for learning is concerned, either for Middle States or ABET requirements fulfillment, the college still needs to disseminate more information and train the new faculty on how to assess for learning. In fact, the college faculty, as well as our students, should be familiar with the terminology used in assessment for learning. The role of the office of Assessment and Institutional Research (AIR) is paramount in providing the needed support.

TC: Can you please share your thoughts regarding the assessment process and its usefulness for faculty?

MK: An assessment process is used to improve learning. It helps faculty better understand what is working well and on what they should be focusing their improvement efforts. Assessment is not only an effective way, when done properly, to inform instructional decisions but also to motivate students to keep learning. In fact, when assessment is performed in a systematic way, it has benefits for people throughout the institution, from our students to the faculty to the administration.

TC: Some faculty are unfamiliar with the Continuous Quality Improvement (CQI) process. Please explain how assessment fits within this process?

MK: First of all, assessment must be an ongoing process and performed on a regular basis within each academic area. It cannot be episodic; it must be an academic habit, a built-in entity. Secondly, faculty need to use the information collected to develop and improve student learning at all levels. In doing that faculty are really “closing the loop” and that is what in the terminology of ABET accreditation is called “Continuous Quality Improvement” or CQI. Otherwise, if assessment is used primarily as a measurement tool, then we would have failed in our assessment for learning endeavor.

TC: Do all of the assessment activities really improve courses, programs, and the institution?

MK: Activities that are an integral part of a continuous efficient assessment always improve teaching and student learning. When courses are improved in response to classroom assessment activities and descriptive feedback, so is the program, which in turn impacts the institution mission and its image.

TC: Some faculty are concerned the assessment process is actually a method being used to evaluate individual faculty. How would you respond to this misconception?

MK: Assessment for learning is a process which evaluates the effectiveness of programs and courses, not individual faculty. Its purpose is to measure the value of academic experiences in achieving the intended student learning outcomes for a program or course. It was never intended to evaluate individual faculty members, and still does not do so.

From my past experience in attending workshops and collaborating with other faculty members at City Tech (Learning Communities, Summer Institute, etc.) we, as teachers, can learn a lot from each other and no matter how good we are in teaching there is always room for making it better, not only in terms of teaching in general, but principally as related to how we can make our students achieve the learning outcomes that we have established for them as requirements for graduation.
A well-attended meeting for the City Tech I-Cubed Incubator on May 12 in Faculty Commons brought together the PIs and Co-Pis of 6 major NSF-funded projects as well as other interested faculty members. Provost Bonnie August, I^3 PI, started off the meeting by introducing the newly hired Project Coordinator of I^3, Dr. Michaela Oswald, who joined City Tech in May of 2010. Dr. Oswald gave a brief overview of the visions and achievements of I^3 at City Tech.

She was followed by Professor Vasily Kolchenko, a Co-PI of I^3, who presented the agenda for the working meeting that was centered around finding synergy across existing NSF-funded projects at City Tech and around better integration of student experiences. As an example of a successful NSF-funded project Dean Pamela Brown introduced STEP-MMNet, a project that provides summer bridge courses for STEM students and continuous enrichment and support throughout their courses of study. NSF PIs and Co-PIs paired with faculty from similar projects and were then asked to address issues such as diversity, integration of teaching and research, industry connections and to think about how to increase synergy across projects. One team that covered City Tech’s two S-STEM grants reported in their findings the importance of student recruiting and of a long-term perspective when applying for funding. The ADVANCE-Catalyst and C-Path team created ideas on how to better integrate activities across these planning projects. The third team, One of the goals of I^3 is to deepen the impact of NSF-funded projects at City Tech and to improve their sustainability.
MMNet and REU, discussed research opportunities for undergraduates and the importance of early hands-on experience for students. As an outcome of this lively and highly productive event the participants reported that they learned from each other how to work towards enhancing the sustainability of their projects and how to better take student experience into account.

I-Cubed is a major NSF funded project that was launched at City Tech last fall. With Provost Bonne August as the PI, and Dean Pam Brown, Professors Vasily Kolchenko and Robin Bargar as Co-PIs this project receives strong institutional support. The meeting was the first in series of regularly occurring events. One of the goals of I-Cubed is to deepen the impact of NSF-funded projects at City Tech and to improve their sustainability. Finding ways to increase synergy will be a cornerstone for success.

I-Cubed activities are available at http://icubed.commons.gc.cuny.edu. This platform will be used to share insights and information with the City Tech community.

In May of 2010 Dr. Michaela Oswald was hired as the Project Coordinator for I-Cubed. She will be coordinating the logistics of the incubator activities and ensure asset recognition within the college. Michaela received her doctorate in Physics from the Niels Bohr Institute in Copenhagen, Denmark, and then worked as a postdoctoral fellow in Computational Biology at Cold Spring Harbor Laboratory. Her office is located in Faculty Commons. We welcome her at City Tech!
ASSIGNMENT:
Students will photograph themselves or have themselves photographed at a print-ready size and resolution (at least 8”x10” at 300dpi). They will then use all of the skills and techniques learned during the course of this semester to transform themselves into someone or something that looks like it came from the mind of Tim Burton.

The students worked together and with my instruction during lab time over the course of three weeks, and for the final class we had a full-class critique. I start my critiques with one student picking a piece they have a strong response to and ask them to elaborate. Whoever’s work was chosen then chooses the next piece to discuss, that way everyone’s work get talked about.

The decisions were all personal, some chose to elaborate why they chose a particular look or character, and some said they were just trying to make themselves “creepy.”

STUDENT LEARNING OUTCOME:
Integrating scanning and digital photography.
If how we teach what we teach really matters, then how does a department with over 1,000 students communicate effectively with 80 part- and 21 full time faculty? How will faculty coordinate their efforts around teaching and learning concepts? When would they find the time? What could inspire them? Why does it matter?

Advertising Design and Graphics Arts (ADGA) is a department with such a challenge. What curriculum is relevant in the 21st century? What foundational elements are timeless? How are they best taught? When production and design technology change, how does the curriculum reflect those changes? What counts? How do students learn? What does research tell us? What practices are proven to focus and engage students in their field of interest, permit them to take risks and foster their creativity in reflective and visible ways?

The Challenge

Professor Mary Ann Biehl, department chair of Advertising Design and Graphic Arts, mindful of the multi-faceted demands that accompany her new tenure, invited faculty to plan a January workshop for part- and full-time faculty to stimulate conversation centered around how we teach what we teach. Inspired by the City Tech Core Texts concept, workshop planners Professors Marie Guiliani, Robin Michals and Tanya Goetz decided to invite faculty to write an assignment that incorporates some aspect of the works of Tim Burton.

Why Tim Burton?

The Specification Project

Professor Paul D’Innocenzo
Print Production for Designers (GRA 3532)

ASSIGNMENT: “The Specification Project” is designed for student groups. Each group must choose an advertiser, a campaign, and three ads from the campaign. Then research the specifications for each type of media.

Each group will present their findings to the class in the form of an oral presentation with PowerPoint or PDF visuals.

Students learned to utilize critical thinking and honed their research skills to locate specifications, which are often difficult to find. The exercise helped students to relate course work to the practical uses of file formats, color space, the importance of layout specifics, deadlines, and production schedules.

One group chose Tim Burton’s movie Alice in Wonderland as their advertising campaign.

STUDENT LEARNING OUTCOME: Demonstrating current print production procedures.
Students read parts of the story of Alice in Wonderland in class and they discussed the many versions of the classic tale and its enduring draw as a children’s favorite. They viewed the Tim Burton film, *Alice in Wonderland* and contrasted the formats of Disney and Burton. In-class discussion was used to assist students in understanding essential components of a critical analysis. Typesetting for letterpress was set by Professor George Pompillo.

**WRITING ASSIGNMENT:**
Submit a 500 word essay comparing the HTML, PDF and printed book formats of Alice in Wonderland with the film formats of Disney and Burton. The comparative analysis must be original work that includes attention to design decisions, pagination, sequencing, file formats, typography and related factors such as cost, size of file, ease of use.

**STUDENT LEARNING OUTCOME:**
Defining the visual differences among printing processes.

Mr. Burton, a contemporary artist best known for his film versions of classic tales redefined, was the subject of a major recent exhibit at Modern Museum of Art (MoMA) at the same time that his film vision of Alice in Wonderland opened nationally. Research shows that engaged students persist in their studies. They find meaning and value in the experience and connect to the knowledge and skills that are part of their coursework. Simply stated, students learn when they take ownership of the assignment. Clearly crafted assignments with relevant student outcomes do matter.

Faculty were asked to design a learning assignment mindful of core texts elements that foster success. In particular,

- Use a personal favorite or inspiration for inquiry;
- Choose an aspect that has some value in syllabus;
- Identify how the assignment illustrates a student learning outcome;
- Decide on an assessment strategy and assign a value to the assignment; and
- Include a way for students to reflect on the assignment design, content, and results.

Participation of part- and full-time faculty was overwhelmingly positive. Faculty accepted the challenge and set off to find their connections to Tim Burton.

**The Response**

ADGA Burtonized!

Professor Biehl commented that “displays of student work hanging in Grace Gallery prompted an unmistakable feel of Tim Burton floating in the air. Burton influences were noted in works from first year through senior projects. Faculty said they felt like part of a larger community.”

How selected faculty presented their assignments to students and how students responded:

**Professor Alice Zinnes**
Design and Color (ADV 1100)

Students went to the MoMA exhibit and made quick sketches of what inspired them. Their task was to produce a children’s book. Students who used Tim Burton as an inspiration came up with very inventive solutions. Some students just let their creativity go. They seemed to be given permission to loosen up and create characters beyond the obvious.

**STUDENT LEARNING OUTCOME:**
Applying visual expression within a graphic framework.

**Professor Meryl Taradash**
Foundations in Graphic Communications (GRA 1110)

The Tim Burton exhibit is a wonderful opportunity to find 3D forms some of which have been constructed by other artists and design studios based on his drawings. In the exhibit there are three dimensional forms by Rick Heinrich, MacKinnon and Suanders, Skellingtohn Productions, Bob Ringwood and the Neal Scanlan Studio to name several.

**WRITING ASSIGNMENT:**
Please select a three-dimensional form and make a sketch of the work. Then write a short essay describing the work and its source. Was there a drawing, image or photo that preceded it? Is it a costume, puppet, caricature, prop or other complimenting form to his production? If so which film? What materials did the
To keep the creative ideas flowing, Professor Biehl is taking suggestions. She is planning the next part- and full-time faculty workshop for August. And engaging faculty in best ways to introduce the newly designed curriculum to students will be on the agenda in the coming semester.

**STUDENT LEARNING OUTCOME:**
Applying visual expression within a graphic framework.

**Professor Elaine Tannenbaum**
Typographic Design II (ADV 1217)

Students designed posters and typography books using quotes from Alice in Wonderland and illustrations from Tim Burton after they visited MoMA.

**STUDENT LEARNING OUTCOME:**
Demonstrating knowledge of creative elements for production.

**Professor Patty Harris**
Advanced Typography (ADV 2417)

The project involved creating posters about Phobias. Professors Maria Guiliani and Patty Harris worked together to develop this assignment. Students each found their own phobia. Professor Harris noticed that “using Tim Burton was a very good fit for this course. This project inspired students to be creative and to explore ingenious ways of creating expression through letterforms. The students were engaged and the projects were original and compelling. They learned to quote both the look and feel of Burton’s work in unique ways.”

**WRITING ASSIGNMENT:**
Title a phobia created with letters made by you. Write a couple of paragraphs describing the phobia. This can either be a first-hand account or a story found online. Credit the source. Style the type to fit the content but it must be legible. You may use a photo or illustration, but not one of Tim Burton’s. Always credit the source. All posters must be 17” x 11”.

**STUDENT LEARNING OUTCOME:**
Translating an emotion through a particular expression in type.

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**Nightmare/Wonderland**

**Professor Robin Michals**
Advanced Photography Studio (ADV 3530)

As an introduction to the assignment, students viewed two short Tim Burton movie clips, one from Nightmare Before Christmas and one from Alice in Wonderland. Through discussion of the common experience, students identified what were the lighting and style choices. Professor Michals guided the discussion to assist students in observing how choices create mood and emotional reactions. Students produced sketches, used props and lighting to shoot their still life photos.

**ASSIGNMENT:**
Students were asked to create two still life photos: one a nightmare, the other a wonderland. The two photographs should have at least 50% of the same contents so it will be the lighting and composition that will differentiate between the two not the objects that are being photographed. Ask yourself: What kind of lighting will you use for each shot? Will it be high or low contrast? From what direction will it come?

**STUDENT LEARNING OUTCOME:**
Understanding how lighting can create emotion and feeling in a photograph.

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**Leslie Jean Pierre, Nightmare and Wonderland**

**Kaman Leung, Nightmare and Wonderland**

**The Next Steps**

To keep the creative ideas flowing, Professor Biehl is taking suggestions. She is planning the next part- and full-time faculty workshop for August. And engaging faculty in best ways to introduce the newly designed curriculum to students will be on the agenda in the coming semester.

**Mary Ann Biehl, Chair**
Julia Jordan: How did you become interested in Service Learning?

Lynda Dias: Service is the central principle of the discipline of hospitality management. Successful hotels and restaurant operations understand that they are a part of the life blood of the community in which they reside. So an essential element of good business is to contribute to the community. Service to the community is an integral part of the ‘bottom line’. I have over twenty years of hospitality management experience, including serving in executive management positions with and providing consulting services to several internationally recognized lodging brands and am a proud hospitality management graduate of City Tech. As faculty advisor to Spoons Across America Club, I promote the department’s programmatic outcomes by guiding students in “acquiring an understanding of social responsibility through involvement in community service”. These experiences shape how I teach so when I realized that others across the nation were working with their students to improve the quality of life for those in their local communities, I needed to find out more.

JJ: What is Academic Service Learning (ASL)?

LD: Academic Service Learning is an experiential pedagogy and philosophy. Faculty design their learning activities to engage students through community service and civic engagement to develop a deeper understanding of their chosen discipline and how it serves a need in their community. By linking service and learning through a guided active and a reflective process, extensive research has shown that engaged students take ownership of their learning. As a result, student retention rates increase and they continue civic work as contributing citizens after graduation.
JJ: Where does Academic Service Learning fit in at City Tech?

LD: City Tech has a long history of Academic Service Learning activities within courses in Schools of Professional Studies and Technology and Design and more recently in Arts and Sciences though SENCER. Faculty have developed meaningful partnerships with community agencies in departments of Radiologic Technology, Nursing, Dental Hygiene, Human Services, Hospitality Management, Architectural Technology, and Advertising Design and Graphics Arts.

JJ: How does ASL differ from volunteering or community service?

LD: Faculty purposefully link service and course content with opportunities for reflection and the primary purpose is to support a student learning outcome. The academic focus yields measurable learning outcomes that are in synch with the learning objective in a course. In ASL, students take on the responsibility to apply their knowledge and practice their skills to serve an identified need in the community. They work together to understand complex issues and often discover meaningful solutions. The residuals for students reach beyond the ‘feel good’ of the moment. Students gain experience directly related to their course work and write about and discuss their experiences within the semester.

In community service models, volunteering experiences may vary in quality and are usually individually focused outside of class time. The challenges students face in making room—setting aside extra time—in a commuter setting are well known. One is not expected to be a substitute for the other. Both have value but in volunteering the primary focus is on immediate, sometimes one-time service and the recipients are the beneficiaries.

JJ: Why would faculty be interested in participating?

LD: Studies suggest that the more actively students are involved in the course content, the more they develop their writing, speaking and critical thinking skills. Faculty find that ASL allows their students to acquire a clearer understanding of content and application of coursework and develop a better understanding of the communities in which they serve. Faculty involved in ASL find the experience valuable and meaningful in their professional development. They are passionate about their disciplines and looking for ways to make the world a better place.

Faculty who engage students with real-life application expand the environment outside the walls of the classroom into the community. Anecdotally, I find they are the first graduates who are hired because they are poised, well-spoken, and present themselves well in interviews.

Personally, I find that the more our students engage, the more I am empowered to solve the big questions of hunger, access, security and sustainability. Feeding that passion to the next generation of leaders in the field of hospitality.

JJ: How can faculty learn more about ASL?

LD: City Tech faculty are invited to be inspired to action by our guest expert, Terry Hockenbrough, Director of the Center for Civic Engagement, Collin College, Plano, TX who will present at City Tech in the Fall.

Save the date, September 24, 2010 … See you then.

For further information visit:
LEARN AND SERVE http://www.servicelearning.org/
CAMPUS COMPACT http://www.compact.org/initiatives/service-learning/
The EMERGE Lecture series launched in February 2008 with The Living, a New York-based architecture duo, David Benjamin and Soo-in Yang. In front of a darkened, hushed room, they presented several projects including River Glow, in which a real-time indicator of water quality illuminates changes in quality at points along the East River between Brooklyn and Manhattan. In the Living City project, buildings are able to communicate with each other across the urban space about changes in energy consumption, building occupancy, and indoor air quality and respond in such ways as automatically opening or closing.

Dramatic advances in technology over the last quarter century have created increasingly rich and ubiquitous exchanges between the fields of design and engineering. Design—which is increasingly based in technology, encompassing both engineering and aesthetics principles, as well as in digital fabrication—has steadily been transforming the way the fields of engineering, architecture, and art function. In such a world, an understanding of breakthroughs in various fields as well as the basic nature of creativity takes on greater importance.

The EMERGE series has attracted alumni, and students and faculty from a variety of departments, and is now recognized as an opportunity for extended learning here at City Tech. Functioning within the School of Technology and Design, the
The EMERGE lecture series has presented a time and place to allow the various departments to explore and discover the latest technologies in their fields. This greater understanding of how knowledge and creative vision translate into design and on to fabricated objects/buildings has inspired School of Technology and Design students and enriched their education. By building an atmosphere of “collective intelligence” among faculty and students the series also seeks to build on the strengths of the various programs and facilitate potentially interesting collaborations.

Amphibious Architecture – The Living New York. A floating installation in New York waterways that glows and blinks to provide an interface between life above water and life below. Citizens can text message and receive real-time information about the river, and contribute to a display of collective interest in the environment.

The series’ initiators and co-organizers, Professors Carmen Trudell and Anne Leonhardt of the Architectural Technology Department, have long been intrigued by the rich potential interfaces within the School of Technology and Design programs. The School houses a range of departments with expertise and knowledge extending from Architectural Technology and Industrial Design, to Environmental, Civil, Computer, Mechanical, and Electrical Engineering Technology, and on to Graphic Arts, Digital Media, and Entertainment Technology. In launching the series, Trudell and Leonhardt have been interested in helping to stimulate discussion among faculty and students as to the potential of technology and interdisciplinary collaborations. Towards this end, the lectures have been organized as part presentation/part forum, with an often extended discussion taking place at the end that invariably spills over into lively conversations over refreshments.

Main highlights have included talks by famous installation artist/architect Vito Acconci, Arup acoustics engineer Raj Patel, SIMUSE (Insook Choi, Mari Kimura, and Eleanor Sandresky) musical composers working with computational techniques, architectural designers who make skillful use of parametric tools, Nathan Miller of NBBJ Los Angeles and Roland SnooKs of Kokkugia, MIT Media Lab’s Joe Paradiso, Honeybee Robotics, Paul Stoller of Atelier 10 Environmental Design, and the Director of Urban Design at MIT, Dennis Frenchman.

The series has greatly benefited from collaborations with other departments such as Entertainment Technology, Electrical Engineering Technology, and Mechanical Engineering in bringing speakers to the college. It has also benefitted greatly from the support and assistance of Provost Bonne August, Interim Dean Tim Maldonado, Phillip Li (Media Services), Professors Robin Bargar and Insook Choi (ENT), and Jennifer Broutin and Ken Conzelmann (ARCH).
Faculty Commons Offers Exhibit Space for Faculty Artists

The Faculty Commons is pleased to offer faculty artists a venue for exhibiting their work. Our first Call to Visual Artists invited faculty members who work in two-dimensional media including painting, printmaking, drawings, photography and mixed media to submit slides of their work. Selection for the Fall 2010 exhibit is now being made by a panel of artists whose work is currently on view. We anticipate hanging a new show each semester and hope eventually to be able to exhibit works in digital media as well.

The curator of the Art Space in the Commons is Professor Lei Cai of the Department of Advertising Design and Graphic Arts. In addition to teaching interactive and graphic design, Lei Cai is a painter. He also maintains a professional design practice that focuses on painting, typeface design and interactive design. His work has been exhibited in New York, Georgia, and Oklahoma art spaces. Professor Cai has given presentations at the Savannah College of Art and Design, San Antonio College, University of Oklahoma, and Beijing Fashion Institute of Technology.

NUCLEUS Designer Natasha Marcano: In Appreciation

The Faculty Commons established a communications voice with publication of the first issue of NUCLEUS: A Faculty Commons Quarterly in September 2009. NUCLEUS expresses a design vision that was created and sustained throughout our inaugural volume by Natasha Marcano, who was honored as the Class of 2010 Salutatorian at graduation ceremonies in Madison Square Garden on June 2nd. There she received her Baccalaureate in Communication Design. In a way that is both stylish and original, Ms. Marcano has produced a publication that has visual coherence across issues and reflects perfectly the mission of the Commons to put faculty—their talents, their accomplishments, and their needs—front and center. Ms. Marcano has combined typography, design, and artwork in a way that distills the reality of a large impersonal educational institution (drawing on the warmth and power of Yaniferz Cantor’s photographs) into a richly human portrait of the work that faculty do. We know that this is only the beginning of a very bright future for Natasha and we thank her for helping to establish the identity of the Commons as a vibrant hub for faculty.
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09. 24. 2010
9AM - 11:30 AM
Atrium Amphitheatre
RSVP: facultycommons@citytech.cuny.edu

SPEAKER: Terry Hockenbrough, Director of the Center for Scholarly and Civic Engagement
Collin College, Plano, Texas

Congratulations to the PSC CUNY Awardees.

Jonas Reitz  Mathematics  Set Theoretic Geology: Iterating The Mantle
Jody Rosen  English  Subverting The Marriage Plot Through Repetition in 1920s Anglo-American Fiction
Elizabeth Schaible  Hospitality Management  Indiana Farm Photo Essay and Recipe Project
Benjamin Shepard  Human Services  The Beach Beneath the Streets: Exclusion, Control, and Play in Public Space
Armando Solis  Biological Sciences  Information Maximization in Knowledge-Based Potentials for Protein Structure Prediction
Thomas Tradler  Mathematics  Hochschild Models, String Topology, and the Equivariant Chern Character
Carmen Trudell  Architectural Technology  Urban Agriculture: Architectural Design for Inner City Farming
Justin Vazquez-Poritz  Physics  Constraining Gravity Dual Models of Strongly Coupled Plasmas
Daniela Vladutescu  Electrical and Telecommunications Engineering Technology  CMAQ Validation of Optical Parameters and Pm2.5 Based on Lidar and Sky Radiometers
Adrienne Wortzel  Entertainment Technology  Re-Enactment of the Battle of the Pyramids
Huseyin Yuce  Mathematics  Perturbation Methods for Free Boundary Circularly Periodic Plates
Lin Zhou  Mathematics  A Mathematical Analysis of Models of Wormlike Micellar Solutions

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