Dr. Immaculée Harushimana
Assistant Professor of Language and Literacy

From her first scholarly publication in the Journal of Border Education Research to her contributions as co-authorship of a newly published book, Dr. Harushimana is one of the leading advocates for facilitating the educational experience of African-born youth in schools in the United States. Earlier in the year, Dr. Harushimana, an Assistant Professor of Language and Literacy gave several guest talks in Botswana and presented in Belgium on the issues of language and literacy among African youth. As one of the School of Education’s Rising Scholars, Dr. Harushimana’s work centers on illuminating the adaption processes of African-born immigrants in U.S. schools. In doing so she also places attention on the unique challenges that students face and how they fare against these challenges en route to academic and professional fulfillment. A book she co-authored, entitled Reprocessing Race, Language, and Ability: African-Born Educators and Students in Transnational America, is a collection of fourteen stories of pain, resistance, and survival as told by educators and students. This book is one of the ways in which Dr. Harushimana seeks to fulfill her mission of countering detrimental depictions of Africa by giving the other side of her story, a story told by the African people themselves.

Lehman College,
School of Education
B29F Carman Hall
250 Bedford Park Blvd. W.
Bronx, NY 10468-1589

To contact Dr. Harushimana:
immaculee.harushimana@lehman.cuny.edu

Recent Publications:

“Creating opportunities to align teaching and learning with students’ needs” captures Dr. Bayne’s overarching agenda in research. Dr. Bayne, an Assistant Professor of Middle and High School Education, has two publications and three “in-press” manuscripts in scholarly journals and books, this year alone. She continues to push for the use of novel approaches in addressing challenges in science education. As one of the School of Education’s Rising Scholars, Dr. Bayne has contributed extensively to the theoretical development and critical understandings of the substantive benefits of utilizing cogenerative dialogue (cogens) in science education. Cogens are conversations with stakeholders that are geared toward creating agreed upon measures by which improvements can be made in the science learning environment. Dr. Bayne uses cogens as a means to improve the teaching and learning of science in urban secondary classrooms, particularly in New York City. Her recent presentations highlight a new addition to her research agenda centered on the experience of underrepresented scientists of color. As such, she has been working with middle and high school science education graduate students, as well as a science education doctoral student, a former graduate from Lehman’s Science Education Program, on a project that affords a ‘close-up and personal’ look at the involvement in, and understanding of, the complexities inherent to being an underrepresented scientist of color (USC) in the New York City area.

Recent Publications:

As one of the School of Education’s Rising Scholars, Dr. Kremenitzer’s pioneering mission has been promoting the use of Emotional Intelligence (EQ) in the training of pre-service and in-service teachers. Her work emphasizes the relevance of EQ Practitioners in early childhood education. Over the past four years, Dr. Kremenitzer’s research interest has focused on the application of emotional intelligence abilities and emotional literacy development at P.S. 043 Jonas Bronck in the South Bronx. In collaboration with the Principal of the school, Dr. Kremenitzer co-presented the work she had done with the Jonas Bronck teachers and emphasized emotional intelligence is an “X-factor” in passionate teaching. Her efforts at P.S. 43 where she integrated the Diary of Anne Frank as part of the emotional intelligence curriculum has led to a partnership with the Anne Frank Center USA. Most recently Dr. Kremenitzer has written several articles and book chapters on emotional intelligence as a key competency that should be considered in teaching and learning. Most recently Dr. Kremenitzer contributed to an article published in the American Educational Research Journal whose quantitative work helped to illuminate the role of knowledge and skills in managing emotions in adaptation to schooling. This article further highlights her collaboration in research with several other prominent figures, most notably Dr. Peter Salovey, a founding researcher in Emotional Intelligence and Yale’s President-elect.

Recent Publications:


To contact Dr. Kremenitzer:
janet.kremenitzer@lehman.cuny.edu
Dr. Rosa Rivera-McCutchen  
Assistant Professor of Education Leadership

The success of a school is subject to a host of forces that lay both within and outside its walls. As one of the School of Education’s Rising Scholars, Dr. Rivera-McCutchen, a former high school Humanities teacher, has an interest in understanding and identifying what and how some factors influence student success. In her research she focuses on urban high school reform which aims to highlight the role that socio-economic, cultural and political contexts play in shaping educational policies and practices. Dr. Rivera-McCutchen, an Assistant Professor of Educational Leadership is particularly interested in the reform efforts that focused on downsizing high schools, which have been taking place in Bronx high schools dating back to the early 1990s. Dr. Rivera-McCutchen’s research indicates that small size alone is an insufficient reform for addressing inequity; rather, small size is a condition through which educational practices rooted in social justice and liberation can be enacted in urban schools. Yet, even with this mindset, Dr. Rivera-McCutchen notes that enacting these practices is often fraught with challenges and problematic outcomes that may reinforce educational inequities. In a recent article published in *Urban Education* and a chapter in an edited volume on small school reform, Dr. Rivera-McCutchen observed the tension between espoused visions of schooling (i.e., teaching and leading), and actual practice. In her other research, forthcoming in the *Journal of School Leadership*, Dr. Rivera-McCutchen investigated the challenges involved with internal leadership succession even when peers support the ascendance. By examining rhetoric/reality gaps, her research aims to surface underlying (and often unspoken) issues, such as race and class, with the goal of creating more equitable urban schools.

**Recent Publications:**


Dr. Wesley Pitts,
Assistant Professor of Science Education

As one of the School of Education’s Rising Scholars, Dr. Pitts focuses on the teaching and learning of science as cultural enactment in urban schools and out-of-school programs. Dr. Pitts has notably embodied the spirit of collaboration through his use of cogens both in and outside of the sciences. Cogens are conversations with stakeholders that are geared toward creating agreed upon measures by which improvements can be made in the science learning environment.

While teaching a master’s level science methods course, Dr. Pitts began building a professional relationship with Annabel D’Souza and Sharon Miller, a relationship that has transitions from a teacher-student dyad to colleagues and co-researchers. Today Dr. Pitts has formed a research team with Annabel D’Souza, who graduated from Lehman and is now a doctoral student at the CUNY Graduate Center and Sharon Miller, who is completing her master’s degree in science education.

Dr. Pitts and his colleagues explore the usefulness of cogens and other methodologies (e.g., Process-Oriented Guided Inquiry Learning (POGIL), case studies) in the teaching and advancement of sciences. Recently Dr. Pitts has been awarded a PSC CUNY 44 Enhanced Research Award in the amount of $12,000 for the 2013-2014 academic year. Annabel D’Souza will be working with Dr. Pitts under this award as a doctoral researcher.

Recent Publications:


To contact Dr. Pitts:
wesley.pitts@lehman.cuny.edu
Dr. Laura Roberts
Assistant Professor of Counselor Education

Over the past five years, Dr. Roberts has focused her research on improving transition outcomes and increasing opportunities for students with disabilities in post-secondary education and/or employment. Her research indicates a link between inadequate transition planning and poor outcomes for individuals with disabilities in adult life. Using this and other findings, she has recommended best practices for transition planning to professionals in the field of education. Dr. Roberts has also advocated for the use of adequate measures in the transition planning process. She has presented at various conferences across the region as well as co-authored several articles on what is known as the Competency Based Community Assessment (CBCA), a comprehensive assessment that evaluates an individual’s skills in the areas of employment, community participation, and independent living. Her continued work has helped inform scholarly and practical outlooks on students’ capacities and effective ways of helping them achieve success. As part of her overall agenda, Dr. Roberts has examined perceptions of college faculty teaching courses that included high school students with Autism Spectrum Disorder (ASD) while receiving support from a high school special education teacher. The findings in her exploratory study indicated that prior to the teaching experience, faculty participants had limited knowledge about ASD overall and were limited in their pedagogical expertise in teaching students with ASD effectively. As one of the School of Education’s Rising Scholars, Dr. Laura Roberts strongly believes that all students are capable of being successful in adulthood.

Recent Publications:


To contact Dr. Roberts:
laura.roberts@lehman.cuny.edu

Lehman College,
School of Education
B19 Carman Hall
250 Bedford Park Blvd W.
Bronx, NY 10468-1589