



**Saint Peter's**  
UNIVERSITY

# SPU *Scholarly Guide*

## REVISED WEBPAGE AND FELLOWSHIP FORMS

Visit the Office of Faculty Research and Sponsored Programs webpage for information on applying for grants and fellowships. The fellowship application and report forms have recently been revised. The News section changes regularly as faculty members inform us of their publications, conference presentations, awarded grants, and other scholarly activities. The Student-Faculty Collaboration is a new section; please let us know about collaborations and include photos. From the University's home page click on Faculty and Staff and then click on Faculty Research/Sponsored Programs. It is located at the following link: <http://www.saintpeters.edu/faculty-research-and-sponsored-programs/>

Please send news regarding scholarly work to Deborah Kearney ([dkearney@saintpeters.edu](mailto:dkearney@saintpeters.edu)) at the Office of Faculty Research and Sponsored Programs.

## FACULTY RESEARCH AND SPONSORED PROGRAMS AND FACULTY DEVELOPMENT

When Frederick Bonato took over the position of Director in 2004, Faculty Research and Faculty Development were both part of one office. Although they are still housed together on the Ground Floor in the O'Toole Library, there are two directors. Andrea Bubka is the Director of Faculty Research and Sponsored Programs and David Surrey is the Director of Faculty Development. Some of their duties overlap. For example, both directors participate in fellowship application meetings, along with the members of the Committee on the Professional Development of the Faculty, and workshops on fellowships, tenure and promotion, and applying for grants. When applying for a government grant, Andrea Bubka is the contact person.

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## FELLOWSHIP DATES

Faculty Fellowship, Research Associate, Teaching Associate, James N. Loughran, S.J. Fellowship

to the Chair.....September 1  
to the OFRSP.....September 8

Kenny (Summer) Fellowship  
to the Chair.....October 1  
to the OFRSP.....October 15

Senior Research Professorship  
to the Chair.....February 8  
to the OFRSP.....February 15

## SCHOLARLY ACTIVITIES

*Your work is important. If you present at a conference, publish a paper, or disseminate your scholarly work in some other way, please send the information by e-mail ([abubka@saintpeters.edu](mailto:abubka@saintpeters.edu)) so that it may be included in the SPU Scholarly Guide. For papers in press, please wait until they appear and please supply citation information.*

### AUGUST 2013

BRIAN ROYSTER of the Criminal Justice Department wrote a book review on Duran, R.J. (2013). *Gang life in two cities: An insider's journey*. New York, NY: Columbia University Press. His review appears in the August issue of *Criminal Justice Review*.

### JULY 2013

ANN TRITAK and Saint Peter's School of Nursing have been awarded \$36,712 for the Nurse Faculty Loan Program Grant from HRSA (Health Resources & Services Administration) for the DNP program. The purpose of the grant is to provide loans to graduate nursing students who promise to teach full-time after graduation in accredited nursing programs for five years.

Student Prajwal Niraula and the Applied Science and Technology Department's WEI-DONG ZHU's work on self-organization in Krypton was presented in the XXXI International Conference on Phenomena in Ionized Gases (ICPIG). The poster presentation (PS3-031) is titled, "Self-Organization in DC Glow Microdischarges in Krypton: 3D Modeling and Experiments." The meeting was held on July 14-19, 2013 in Granada, Spain.

Two student teams from Physics under the supervision of WEI-DONG ZHU and DEBING ZENG have received awards from the *Independent College Fund of New Jersey* (ICFNJ) to conduct research in Physics.

Prajwal Niraula and Sangho Cho, Research Project: "A Study of Self Organization in Krypton Cathode Boundary Layer Discharge", Funding: \$2,245, Advisor: Dr. Wei-Dong Zhu

Nykosi H. Hollingsworth, Research Project: "Detecting Subsurface Abnormalities in the Skin Using Thermal Infrared Imaging", Funding: \$2,500, Advisor: Dr. Debing Zeng

### JUNE 2013

DEBING ZENG of the Applied Science and Technology Department has been awarded \$50,000 by the *American Chemical Society Petroleum Research Fund* (ACS-PRF) for his proposed research on "multi-spectral infrared imaging for oil spill detection". The time period for this grant is July 1, 2013-August 31, 2015.

WEI-DONG ZHU of the Applied Science and Technology Department presented an invited talk titled "Interaction of an Atmospheric Pressure Non-thermal Plasma with Water and Water Borne Bacteria" and chaired session "Gas Discharges and Microplasmas" in the 2013 Annual Meeting of the Electrostatics Society of America. The meeting was held on June 11-13, 2013 in Cocoa Beach, FL.

DONAL MACVEIGH of the Computer and Information Sciences Department is a collaborator on an NSF grant awarded to Katherine Herbert and Montclair State University. Herbert was a student of MacVeigh's. The project is entitled, "Networking and Engaging in Computer Science and Technology in Northern New Jersey" and includes students from Saint Peter's, Montclair, and Seton Hall. The 5-year grant (June 1, 2013-May 31, 2018) is for \$619,575.

ANDREA BUBKA and FREDERICK BONATO of the Psychology Department presented research in London to the Royal Aeronautical Society.

McCarthy, G., Newman, M., Glaser, S., Comtois, P., Bonato, F., & Bubka, A. (2013, June). *Tactical training with authentic imposed acceleration*. Paper presentation presented at the annual meeting of the Royal Aeronautical Society: Mission Training and Flight Simulation, London, UK.

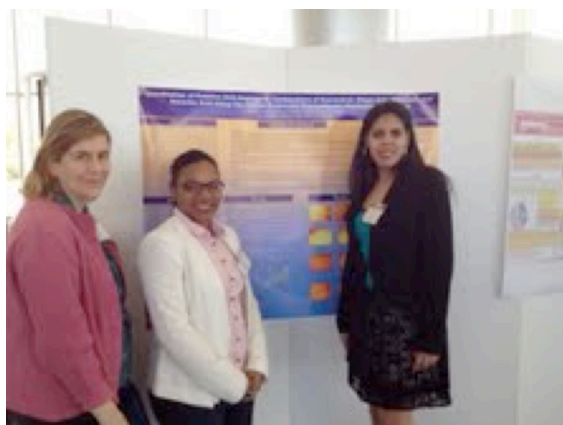
### May 2013

BONATO and BUBKA also presented research at the Aerospace Medical Association conference in Chicago.

Bonato, F., Newman, M., Bubka, A., Glaser, S., McCarthy, G. (2013, May). *Differential adaptation to Coriolis stimuli and absence of postural instability in a planetary motion centrifuge*. Paper presentation presented at the annual meeting of the Aerospace Medical Association, Chicago, IL.

## APRIL 2013

LAURA TWERSKY of the Biology Department and her students, Jennifer Gabarro '14 and Katherine Borbon '14 (pictured below) were awarded first place at the undergraduate poster session at the New Jersey Academy of Science for their research titled, "Quantitation of Putative Anti-Angiogenic Combinations of Resveratrol, Ellagic Acid, Quercetin, and Ascorbic Acid Using the Chicken Embryonic Chorioallantoic Membrane (CAM) Assay." Laura and two other students, Taofik Oladipupo '13 and Danilo Belloso '13 won third place at Saint Peter's Academic Symposium. Their poster was called, "The Effects of Chemical Compounds Found in Cigarettes on the Cognitive Ability of Mice."



KATHLEEN MONAHAN of the English Department presented a paper, "Too Close for Comfort: Hawthorne and Nature in Brook Farm and *The Blithedale Romance*," at the College English Association Conference. The meeting was April 4-6 in Savannah, GA.

FATIMA SHAIK went to India and spoke at a program sponsored by the American Center and Aspen Institute.

<http://www.indianoon.com/news/india/women-share-journeys-of-experience-4648.html>

The event was covered by the Telegraph newspaper in Kolkata

[http://www.telegraphindia.com/1130319/jsp/calcutta/story\\_16688047.jsp#.UXWA-pfD\\_rc](http://www.telegraphindia.com/1130319/jsp/calcutta/story_16688047.jsp#.UXWA-pfD_rc)

and

FirstPost. <http://www.firstpost.com/world/my-granddad-the-bengali-peddler-an-african-american-writer-finds-her-roots-696565.html>

## MARCH 2013

BRIAN HOPKINS of the Mathematics Department and Michael Henle co-edited a book, *Martin Gardner in the Twenty-First Century*, Mathematical Association of America, 2012.

<http://maa-store.hostedbywebstore.com/MARTIN-GARDNER-THE-TWENTY-FIRST-CENTURY/dp/0883859130>

Brian is the editor-elect of the *College Mathematics Journal*.

[http://www.maa.org/pubs/Hopkins\\_announce.html](http://www.maa.org/pubs/Hopkins_announce.html)

He also had a journal article published, "Spotted Tilings and n-Color Compositions" in *Integers* 12B (2013) A6.

FATIMA SHAIK of the Communications Department had an article, "Black and Bengali" appear in *In These Times* (print and web). There is a photo of Fatima and also her dad in the lower right hand corner.

<http://inthesetimes.com/community/profile/3009/>

MARYELLEN HAMILTON of the Psychology Department presented the following four posters with five Psychology students at the Eastern Psychological Association March meeting in Manhattan.

Ambre Hriso—"Categorizing Pictures and Words that Vary on Their Semantic and Visual Relatedness"

Mahum Hashmi—"Examining Repeated Color and Repeated Shape Effects in Visual Short Term Memory"

Krystal M. Rodriguez—"Examining Extreme Category Associations Impact on Novel Tune Recognition"

Sandesh Bhandari and Elise Soares—"Influence of Random Feedback on Repeated Standardized Test Performance"

ANDREA BUBKA of the Psychology Department presented two posters at the Eastern Psychological Association (EPA) March meeting in Manhattan, "Motion Sickness and the Visual Perceptual Framework" and "E-Shrooms and Reading Comprehension." Her collaborators were Frederick Bonato, Psychology, and Nor Theresa Galang, '13. Andrea Bubka and 20 Psychology students in the Psychology Club and Psi Chi organized the registration for the EPA meeting for over 2600 members. Yanitsa Toneva '13, Viannelly Cortorreal '11, and Nor Theresa Galang, '13 were instrumental in developing the program book and being the group leaders for the meeting.

FREDERICK BONATO of the Psychology Department, Eastern Psychological Association Executive Officer, hosted the 84<sup>th</sup> Annual Meeting in March in Manhattan. Besides organizing and running the meeting, he also presented two posters, "Motion Sickness and the Visual Perceptual Framework" and "E-Shrooms and Reading Comprehension." with Andrea Bubka, Psychology, and Nor Theresa Galang, '13.

JOSHUA FEINBERG presented two posters with four students at the Eastern Psychological Association meeting in Manhattan in March.

Yanitsa Toneva—"Variability as an Estimate of Creative Performance"

Alberto Groves, Jr., Fiona Callagy, and Bernadette Lamey—"How Winning or Losing Affects Perception of Peer Cheating"



*Hamilton, Bonato, Bubka, and Psychology students presented at the Eastern Psychological Association conference in Manhattan. Missing from photo: Feinberg.*

## *FEBRUARY 2013*

NICOLE LUONGO of the School of Education presented at the annual The Association of Mathematics Teachers of New Jersey conference in February 2013. Her topic was Web 2.0 and the Common Core Standards. This is a link to the presentation: <http://prezi.com/kgfjqtsgux5w/math-20-common-core-standards/>

Also, Dr. Luongo co-published an article with Dr. MICHAEL FINETTI of the School of Education. The article was entitled, "Introducing New Literacies and Fan Fiction into the Classroom", which was published in the Winter 2013 edition of the *Journal for Computing Teachers (JCT)*.

FREDERICK BONATO and ANDREA BUBKA of the Psychology Department had an article published.

Newman, M.C., McCarthy, G.W., Glaser, S.T., Bonato, F., & Bubka, A. (February 2012). Motion sickness adaptation to Coriolis-inducing head movements in a sustained G flight simulator. *Aviation, Space, and Environmental Medicine*, 84(2), 104-109.

MARYELLEN HAMILTON of the Psychology Department has been appointed Treasurer of the Eastern Psychological Association. The Eastern Psychological Association (EPA) was founded in 1896 and is the oldest of the regional Psychological Associations in the United States. Its sole purpose is to advance the science and profession through the dissemination of professional information about the field of Psychology. Her 3-year term begins in July.

FATIMA SHAIK of the Communication Department, wrote an article called "Searching for a Name" in Bengali Harlem. <http://bengaliharlem.com/?p=332> CNN also reported on the story. [http://inamerica.blogs.cnn.com/2013/02/15/bengali-harlem-author-documents-a-lost-history-of-immigration-in-america/?hpt=hp\\_c3](http://inamerica.blogs.cnn.com/2013/02/15/bengali-harlem-author-documents-a-lost-history-of-immigration-in-america/?hpt=hp_c3)



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*JANUARY 2013*

NINA SHAPIRO of the Economics Department presented a paper, "Competition: Alternative Views," at the annual meeting of the Allied Social Science Association in San Diego in January 2013.

*DECEMBER 2012*

NINA SHAPIRO of the Economics Department had a paper, "Josef Steindl: un economista del suo tempo," published in *Moneta e Credito*, 65(260) in December 2012, pp. 293-315. This is an Italian translation of her article, "Josef Steindl: An Economist of His Times," published in *PLS Quarterly Review*, 65(261) in June 2012, pp. 167-187.

*OCTOBER 2012*

SHARYN TONDEL of the School of Nursing presented at the following conferences.

Presented a poster at the New York Nurse Practitioner Association (NPA) Conference, October 2012.

Presented a poster at the Association of Occupational Health Practitioners (AOHP) National conference, October 2012.

Presented at Holy Name Hospital Spirituality Conference, October 2012.

CORINNE ELLIS of the School of Nursing gave the following presentations.

10/25-28/12 "A Holistic Approach to Identifying Nursing Diagnoses," presented at 39<sup>th</sup> Annual National Conference on Professional Nursing Education and Development (PNEG), Courtyard Marriott, Philadelphia, PA, Villanova University.

10/24/12 "Improving Nutrition to Mechanically Ventilated Patients" poster presentation at Annual Evidence-Based Practice Conference, Hackensack University Medical Center, Hackensack, NJ

9/20/12 "Improving Nutrition to Mechanically Ventilated Patients" oral presentation at *Evidence Based Practice & Research: Making the Quality Connection*, Holy Name Medical Center, Teaneck, NJ.

*SEPTEMBER 2012*

ANDREA BUBKA and FREDERICK BONATO of the Psychology Department presented their research at a conference in Australia.

McCarthy, G.W., Mitchell, W.F., Comptois, P., Newman, M., Glaser, S., Bubka, A., & Bonato, F. (2012, September). Tactical flight simulation with authentic imposed acceleration: Psychophysiology and training value. Paper session presented at the annual meeting of the International Congress of Aviation and Space Medicine, Melbourne, Australia.

STEPHANIE BRYAN of the Health and Physical Education Department had a journal article published. "The effects of yoga on psycho-social variables, and exercise adherence: A random controlled pilot study," appeared in *Alternative Therapies in Health and Medicine*, Sept/Oct 2012.

*ALSO IN 2012*

NICOLE LUONGO of the School of Education published the following articles:

Luongo, N. (2012). Affective teacher education [Review of the book *Affective teacher education: Exploring connections among knowledge, skills, and dispositions*]. *Issues in Teacher Education*.

Luongo, N. (2012). Using technology in the elementary classroom. *The New Jersey Mathematics Teacher: Journal of the Association of Mathematics Teachers of New Jersey*, 70(1), 23-29.

Luongo, N. (2012). Increasing elementary school teachers' awareness of gender inequity in student computer usage. *International Electronic Journal of Elementary Education*, 4(3), 519-554.

Luongo, N. (2012). Let's Pre-Blog: Using Blogs as Prewriting Tools in the Elementary Classroom. *New Horizons for Learning: Johns Hopkins School of Education Journal*, 10(1), from <http://education.jhu.edu/newhorizons/Journals/Winter2012/Luongo>, Winter 2012.

EILEEN FLYNN of the Theology Department had a book, *Ethical Lessons of the Financial Crisis*, published by Routledge in 2012.

LEONOR LEGA AND JOSHUA FEINBERG of the Psychology Department had a journal article published.

Heman, H., Lega, L. O'Kelly, M., Friedman, M. & Feinberg, J. (2012) Preliminary Factor Analysis of the O' Kelly Women Beliefs Scale in a US sample, *Universita Psicologica*, II(2), 611-617.

Lega also published another articles, a book chapter, and a DVD.

Locher, P., Lega, L. & Kumar, S. (2012). Women's Irrational Beliefs about Traditional Female Stereotypes as a Function of Intergenerational Influences, *Synergy*,

Lega, L. & Johnson, S. (2012) Helping couples deal with cultural and religious differences. In: Vernon, A. (Ed.), *Cognitive and Rational Emotive Therapy with Couples*. New York: Springer.

Lega, L.I., (2012). *Diseño de Investigación y SPSS: Un programa Interactivo*. Cali, Colombia: Pontificia Universidad Javeriana de Cali.

LAURA TWERSKY, E.R. GIULIANI, JILL CALLAHAN, and JEANETTE WILMANSKI of the Biology Department were awarded TriBeta Research Foundation grants for 2012-2013 in collaboration with their students.

Laura Twersky, Jennifer Gabarro, & Katherine Borbon – Quantitation of putative anti-angiogenic combinations of resveratrol, ellagic acid, quercetin and ascorbic acid using the chicken chorioallantoic membrane (CAM) assay.

E.R. Giuliani, Laura Twersky, Aubrey Watson, & Esther Rodriguez – The effects of microwave and cell phone radiation on ocular development in *Xenopus laevis* (clawed frog).

Jill Callahan, Jeanette Wilanski, Jeffrey Ramirez, & Ibrahim Elkattawy – An in vitro study of the antibacterial properties of coconut oil on the cariogenic pathogen *Streptococcus mutans*.

STEPHANIE BRYAN and RICHARD PETRIELLO were awarded a \$15,000 NJ College Access Challenge Grant-Dual Enrollment (AY13) to offer programs to high school students.

## GRANT HIGHLIGHT:

### TITLE V: STRENGTHENING ACHIEVEMENT AMONG OTHER MINORITY STUDENTS

The purpose of the legislation that established the Title V program is to “expand educational opportunities for, and improve the academic attainment of Hispanic students, and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education.”

David Surrey is the Director of the 5-year \$2.8 million grant. Strategy Coordinators for the grant include Jennifer Ayala, Joseph McLaughlin, Alex Trillo, Lawanna Shelton, Brian Goldsmith, and Andrea Bubka (replacing Frederick Bonato). We are going into the fourth year of the grant and thus far, the grant funds have been put to good use such as establishing a Center for English Language Acquisition and Culture including a computer lab located in the Library, distributing laptops to freshmen, and developing programs for high school students. Jennifer Ayala and Joseph McLaughlin mentored over 50 rising juniors and seniors from five high schools.

In a ceremony held at SPU, the students presented participant action research projects based on social issues. Title V also allowed many of the rising seniors to take a summer class at SPU. Title V has been instrumental in strengthening Saint Peter's University's presence in the schools in Hudson County.



Jennifer Ayala and Joseph McLaughlin, Title V Strategy Coordinators, celebrate with high school juniors and seniors.

TEACHING TIP #1: WILLIAM EVANS, *PHILOSOPHY DEPARTMENT*

## THE FIRST DAY

When we review our syllabi with our students on the first day of class, we are letting them know what we expect of them during the term: readings, essays, discussions, and so on. We should also urge them to resist the childish temptation to play with toys such as cellphones during class. But there is more that we should let them know on the first day. What follows is an example I commend to each of you.

On that first day I draw a circle on the board, write a word within the circle, and then draw a diagonal line through the word – the sort of symbol that denotes that something is prohibited. The word I write is “like.” Students laugh; some sense what’s coming. I then say, with a mixture of humor and utter seriousness: “Most, if not all, of you are accustomed to speak in ways that are quite unacceptable in this class – indeed, in any class and, for that matter, at any moment in the life of what the philosopher John Stuart Mill called ‘a being with human faculties.’ And I am confident that each of you is such a being.”

So what does this symbol prohibiting “like” mean? I tell students that there are fine uses of this word: “I like baseball, I don’t like football,” “We are like prisoners in a cave, who have been there since childhood, their necks and legs in chains, unable to see anything but the shadows on the wall before them,” “Listening to Dr. Evans complain about how students speak is

like a brief visit to purgatory.” So I offer students an example of what is quite intolerable. I write on the board:

“Like, I went to Dr. Evans’ class, and it was like cancelled, and I was like ‘Cool!’.”

Many students laugh. I do, too, for I then point out to them that the three occurrences of “like” in that statement are not occurrences of a word at all, but rather of an utterly meaningless sound. This is quite funny. How can a word not be a word? To demonstrate this, I ask students to substitute inarticulate sounds or noises – snapping one’s fingers, humming tunelessly, rapping one’s knuckles on the desk, and others I leave to their imagination – and see whether the meaning of that statement changes. Of course, its meaning does not change.

The idea is to drive home the point to students that they are oblivious of their own pervasive ways of speaking that are – and I use this word – barbaric.

Why bother? We are engaged, as teachers at this college, in a unique enterprise, that of liberal education, the sort of education that is suitable to beings with human faculties. It matters very much how we and our students speak. Our speech betokens our thought; and what kind of thought is indicated by “Like, I think Socrates is, like, cool!”? So much of what we do is to introduce students to new words, and old words in new contexts, and therefore to new thoughts. Our only way to do this is by way of our own words – the ones we speak, the new ones we ask students to read, to think about, to write about when we assign the writings of Plato, Cervantes, Shakespeare *et al.* – and by way of the words students speak in reflecting on these new words and new thoughts. And not only words: the images of the art historian, for example, should bring on new thoughts, new ideas, new images, new ways of understanding. All of us, teachers of philosophy, theology, history, fine arts, various languages and their literatures, and everything else must aim to stimulate and enlarge the

thought, feeling, and imagination of our students in reflecting, ultimately, on the human predicament. To speak thoughtlessly is to think thoughtlessly and thus to block the development of our unique human faculties. To permit barbarisms is to thwart the very purpose of what we do. If we acquiesce upon hearing utterances such as “Like, when I read Socrates’, like, argument, I was like, ‘Awesome!’,” we will make the angels weep.

Here is the hard part: during the semester it is essential to enforce, rigorously, this prohibition. Some students have the most awful time breaking this terrible habit; some, when I (or another student) point out to them that they have used the forbidden non-word ‘like,’ deny that they did so. Some don’t even hear what they themselves say. But most students learn to correct themselves, often in mid-sentence. Most see the point. In the process they do learn a little about transforming their thoughts into more worthwhile forms, indeed, to think new thoughts.

And we teachers, too, have to live up to this demand to speak in ways that befit us. As Ophelia tells her brother in Hamlet (act 1, scene 3): “Do not, as some ungracious pastors do,/ Show me the steep and thorny way to heaven,/ Whiles, like a puffed and reckless libertine,/ Himself the primrose path of dalliance treads” – and so ignore our own exhortations to do better.

*William Evans has been a member of the Philosophy Department since 2001.*

## GRANT NEWS

Besides the Title V grant, the following is a list of active grants at Saint Peter’s University and grants awarded to other schools that involve SPU faculty members.

*21<sup>st</sup> Century Community Learning Centers Program;* ELNARDO WEBSTER, a Board of Trustee Member is the Director of this five-year \$2,675,000 grant from the NJ Department of Education.

*Partnership to Improve Student Achievement in Physical Science: Integrating STEM Approaches;* JAMES JACOBSON of the School of Education is collaborating with Stevens Institute of Technology on this NSF sub-award for \$374,570.

*Networking and Engaging in Computer Science and Technology in Northern New Jersey;* DONAL MACVEIGH of the Computer and Information Sciences Department is a collaborator on this NSF grant awarded to Katherine Herbert and Montclair State University. Herbert was a student of MacVeigh’s. The grant includes students from Saint Peter’s, Montclair, and Seton Hall. The 5-year grant (June 1, 2013-May 31, 2018) is for \$619,575.

*Nurse Faculty Loan Program;* ANN TRITAK and Saint Peter’s School of Nursing have been awarded \$36,712 from HRSA (Health Resources & Services Administration) for the DNP program. The purpose of the grant is to provide loans to graduate nursing students who promise to teach full-time after graduation in accredited nursing programs for five years.

*Multi-Spectral Infrared Imaging for Oil Spill Detection;* DEBING ZENG of the Applied Science and Technology Department has been awarded \$50,000 by the American Chemical Society Petroleum Research Fund. The time period for this grant is July 1, 2013-August 31, 2015.



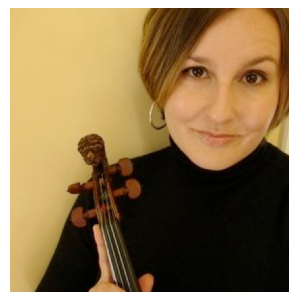
## TEACHING TIP #2:

RACHEL WIFALL,  
ENGLISH DEPARTMENT

### TEACHING THE LESSONS I'VE LEARNED

The longer I teach, the more I realize that students don't only want to glean information from their teachers and professors; they want to learn from the wisdom and experience of their elders. Students of the traditional undergraduate age—approximately eighteen to twenty-two years old—are in the process of trying to “find” themselves and to decide upon the direction in which they will take their lives. Older students are often pursuing their studies because they are in a transitional phase of their lives, looking to take their careers and lives into a new phase or focus. My students approach me for advice on their term papers, but even more often they approach me for advisement in choosing and shaping their course of study, and for insight into personal issues they may be experiencing. I direct them to the college Counseling Center, if their problems are serious and they should obviously consult a professional for guidance; however, I often feel that they have come to me for a reason, because they sense that I may have the experience and insight they need at this point in their lives—after all, I am (usually) an elder who has pursued extensive university-level study and have carved for myself, as they can see, a very agreeable career niche, which enables me to think, and to give and take ideas, for a living.

When I was asked to give a brief talk to students and fellow Saint Peter's faculty and staff members at Campus Ministry's Soup and Substance discussion series, I asked myself what I had to offer of real “substance.” I decided to make my talk personal for, like the students who come to me for advice, I have struggled with my sense of purpose. I took quite a long time to figure out an acceptable career course for myself and when I finally felt comfortable with my vocation, I realized that I had come to it through more of a meandering evolution than by means of a concrete decision. In discussing my own existential “angst” and the life lessons I've learned, especially concerning my intellectual and artistic studies and the course of my career, I hope to be a better teacher to my students, on many levels. What follows is the essay I



composed in response to my invitation to Campus Ministry, which I (rather long-windedly) entitled “‘Why Bother? A Meditation on Purpose’ Or, ‘Why I Teach Literature’ (An Essay for Campus Ministry's ‘Soup and Substance’ Discussion Series)”:

I have often had my doubts about what I do for a living, which is teaching literature. If it is true, as Shakespeare asserts,

All the world's a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts (*As You Like It*, 2.7),

then, like any good actor, I must ask myself the question “What is my motivation” for doing what I do, at any stage of my life? Why have I chosen the field in which I currently work: do I have a great affinity for the work I do; did I feel somehow compelled or obligated to enter this profession; am I trying to prove something to myself or to others; or am I truly following a call which makes me feel like a productive member of society? Am I fully utilizing my talents? Why am I bothering to do what I do—is it simply for a paycheck, or for a greater, meaningful payoff, both for myself and for others?

I love to read and experience great literary works and to examine them closely, considering the historical context in which they were written, including the authors' influences and assumptions. I love to turn my students on to this process and to hear what they have to say when they begin flexing their own analytical muscles. I love to bring the word to life, studying and creating both music and drama. This is living art, and it speaks to our souls. Over the years I've had to get back to this realization, for it was lost somewhere in graduate school and remained clouded in my early career.

I fell out of love with literature when immersed in the world of literary criticism, composing my

dissertation and attending academic conferences. While I recognize the value of subjecting any material one considers to rigorous intellectual scrutiny, I also find that many in “the profession” (a pretentious name which some academics use to glorify their line of work, as if there is no other job worthy of the name) take themselves too seriously, identifying solely with their intellects. There is some irony here, as far as literary scholars are concerned, for the subject they study is emotional and often mystical in nature: from *Macbeth*’s “weird sisters” to the mythological visions of William Blake, Walt Whitman’s mystical raptures on the unity of human experience, Edgar Allan Poe’s forays into the dark mysteries of the psyche, and the love sonnets of Elizabeth Barrett Browning. I spun my intellectual wheels for years, considering the anti-feminist implications of Shakespeare’s early history plays; this was quite interesting, on an intellectual level, but over time I wound up feeling dried up and dead inside. Why had I begun reading and loving this material in the first place? This is what I had to ask myself.

One day in 1996, while wandering amid the stacks in New York University’s Bobst Library, I recalled a short work by Walt Whitman, a poet and Civil War journalist who has always been dear to my heart. The original poem, “When I Heard the Learn’d Astronomer,” reads as follows:

When I heard the learn’d astronomer;

When the proofs, the figures, were ranged in  
columns before me;  
When I was shown the charts and the diagrams,  
to add, divide, and measure them;  
When I, sitting, heard the astronomer, where he  
lectured with much applause in the lecture-room,  
How soon, unaccountable, I became tired and  
sick;  
Till rising and gliding out, I wander’d off by  
myself,  
In the mystical moist night-air, and from time to  
time,  
Look’d up in perfect silence at the stars.

Whitman desired to bypass the pitfalls of academic study: its tendency to sometimes lose the forest for the trees of categorization and precision, the egotism and self-congratulation with which academics sometimes magnify the importance of their endeavors and prop their sense of self worth. As he expresses in much of his other poetry, Whitman wanted to get back to the original source of inspiration and to eschew differentiation, classification, elitism. As a grad

student, I responded to this desire on a deep level and wrote:

About Literature, For Whitman  
(Composed after “When I Heard the Learn’d Astronomer”)

When I read the learn’d theoretician,  
When I had found her book, ‘mid thousands  
ranged in columns before me,  
When I was led along an intricate path of  
winding logic and words created for the moment,  
When I reading realized how abstract and  
removed from my heart was this argument,  
How soon on this account I felt my spirits sink,  
Till reaching for some friendly leaves of simple  
verse,  
I read of living emotion, and from time to time,  
Paused to feel my pulsing heart leap in reply.

Of course I do find value in academic endeavors;  
however, while we live in a culture which affords  
prestige (if not great monetary rewards) to  
intellectual pursuits, we tend to take for granted  
those who work with their hands. Whitman  
admirably illustrated all professions in his *Leaves  
of Grass*, a collection of poems which puts forth a  
democratic vision of 19<sup>th</sup>-century America:

I hear America singing, the varied carols I hear;  
Those of mechanics—each one singing his, as it  
should be, blithe and strong;  
The carpenter singing his, as he measures his  
plank or beam,  
The mason singing his, as he makes ready for  
work, or leaves off work;  
The boatman singing what belongs to him in his  
boat—the deckhand singing on the steamboat  
deck;  
The shoemaker singing as he sits on his bench—  
the hatter singing as he stands;  
The wood-cutter’s song—the ploughboy’s, on his  
way in the morning, or at the noon intermission,  
or at sundown;  
The delicious singing of the mother—or of the  
young wife at work—or of the girl sewing or  
washing—Each singing what belongs to her, and  
to none else;  
The day what belongs to the day—At night, the  
party of young fellows, robust, friendly,  
Singing, with open mouths, their strong  
melodious songs.

I often consider how the person who can fix my  
car and build me a house is much more useful to  
society than I am, or so I sometimes think. I  
believe that we need to value and foster all kinds

of intelligence, whether one excels in creating a business, building cars, raising animals, growing corn, sailing boats, healing the sick, or inspiring those who feel spiritually lost—every endeavor has its place and use. In order to feel good about what I do, I need to ask myself not only what it is about the study of literature which inspires me personally, but what can I do within my profession which is useful to society?

Professors of literature can help their students learn to express themselves more effectively in writing and to develop their analytical skills, which are useful in all areas of life. We can incorporate the study of history and other disciplines into our analysis of literature, expanding our students' knowledge base in many directions. However, there are also less tangible applications for the study of literature. Great literature speaks to the experiences of all humanity, whether we are professional intellectuals, businesspeople, mechanics, farmers, sailors, doctors, ministers. Through great fiction, drama and poetry we consider what it is to be human—how we live and how we may understand and help each other—and also what might exist beyond this world. Eric Clapton once sang, "It's in the way that you use it": accordingly, the study of literature can be used to sharpen our minds, but also to open them and to open our hearts as well. When I consider my "profession" in this light, I no longer question the value of what we do.

*Rachel Wifall has been a member of the English Department since 2004. She is also Director of the Honors Program.*

## APPLYING FOR GRANTS

When applying for either a private or government grant first submit the Grant Submission Intent Form. This form should be submitted at the beginning of the grant writing process.

Once the intent form has been approved by the University's administrators, you can begin work on the actual proposal. Assistance with the entire grant proposal process is available. For private grants, Rebecca Kalejaye ([rkalejaye@saintpeters.edu](mailto:rkalejaye@saintpeters.edu)) can be reached at (201) 761-6108. For government grants, Andrea Bubka ([abubka@saintpeters.edu](mailto:abubka@saintpeters.edu)) can be contacted at (201) 761-6303.

Before a grant proposal can be submitted by the University for a faculty member's project, you must obtain final approval from the administrators. The final version of the grant proposal should be accompanied by the Grant Proposal Approval Form. Both forms are available on the Faculty Research and Sponsored Programs webpage: <http://www.saintpeters.edu/faculty-research-and-sponsored-programs/grants/>

A workshop on grants will be presented in the Fall semester.

**SPU FACULTY SCHOLARSHIP STUDY** - Ever wonder about that scholarship information that was requested by Fred Bonato every year? After collecting the data, Fred organized, analyzed, and then presented the findings at meetings and in reports. Recently, these data were included in the Middle States Report. All full-time faculty members were asked to supply data to the OFRSP through email solicitations and follow-up telephone calls. The 2012 study yielded a 92% response rate. Note that “scholarship” was defined broadly for the study. For more details on each category, view the full report. <http://www.saintpeters.edu/faculty-research-and-sponsored-programs/faculty-scholarship/>

<b>Faculty Scholarship</b>	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Peer-reviewed									
journal articles	16	16	23	26	35	25	35	34	46
Books	1	3	3	1	6	7	6	7	7
Book chapters	1	3	2	11	9	5	10	9	14
Edited books	0	0	1	1	5	1	2	0	6
Grants	5	3	6	9	12	21	23	24	10
Published									
peer-reviewed abstracts	1	6	3	7	1	6	1	4	10
Other publications	10	31	38	56	71	64	80	71	86
Conference presentations	69	82	89	113	115	94	100	84	127
Consulting						21	24	25	9
Unfunded grant proposals						9	6	12	10
Service to the community						84	90	95	65
Participation in									
professional organizations						117	123	123	101
External									
partnerships/collaborations						32	32	54	38
Other outcomes						25	37	33	44
<b>Total publications</b>									
(articles, books, chapters, edited, abstracts, other)	29	59	70	102	127	108	134	125	169
Number of Faculty	104	104	104	104	104	107	107	108	109



## A Celebration of Faculty Scholarship

A reception was held on April 24<sup>th</sup>, 2013 in the Library to celebrate faculty scholarship. The event honored faculty who have published work during the last two years (March 2011-February 2013). Publications included journal articles, books, book chapters, edited books, newspaper articles, book reviews, magazine articles, monographs, essays, editorials, and full peer-reviewed papers in conference proceedings. Thirty-two faculty members from Accountancy and Business Law, Applied Science and Technology, Biology, Chemistry, Communications, Economics and Finance, Education, English, Fine Arts, Health and Physical Education, History, Mathematics, Modern and Classical Languages and Literatures, Nursing, Political Science, Psychology, Sociology and Urban Studies, and Theology were celebrated at this year's reception.



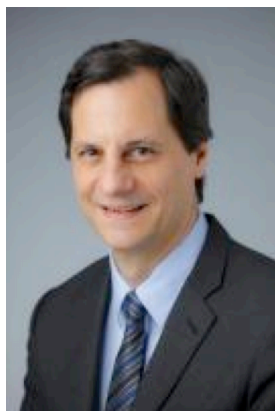
*Standing: Lori Buza, Andrea Bubka, Constance Wagner, Marilyn Cohen, David Surrey, Wei-Dong Zhu, Michael Finetti, Leonor Lega, Nina Shapiro, Kathy Motacki, Kathy Safford, and Cynthia Walker*  
*Sitting: William Luhr, Matthew Fung, and Beatrice Mady*

Three of these honorees, William Luhr, English, Nina Shapiro, Economics and Finance, and Wei-Dong Zhu, Applied Science and Technology, gave presentations on their research at the event. The entire list of publications is available on the Faculty Research and Sponsored Programs under Faculty Scholarship.

<http://www.saintpeters.edu/faculty-research-and-sponsored-programs/files/2013/01/Wine-Cheese-Reception-2013.pdf>



## FREDERICK BONATO, OFRSP DIRECTOR 2004-2013



The reason I stepped into this position of Director of Faculty Research and Sponsored Programs is because Fred had this Office running smoothly. When he started in 2004, he already had been awarded one NSF grant; while in the position, he was awarded another NSF grant and a NASA grant. During his 9 years as Director, Fred assisted in bringing in several million dollars in grant funds; he also helped write many of these grants, including the current Title V grant. He developed the website including making the fellowship application process electronic. As presented in a previous article, Fred's Scholarship Study was comprehensive and shows how scholarship increased during the last decade. Fred loves research and was a good role model. While at Saint Peter's, Fred produced over 25 peer-reviewed publications and presented over 90 conference presentations in lightness perception and motion sickness/perception. In 2010, Fred took on additional roles as Editor-in-Chief of the journal, *Aviation, Space, and Environmental Medicine*, as well as Executive Officer of the Eastern Psychological Association.

Fred Bonato was a member of Saint Peter's faculty for 18 years. Besides being the Director of Faculty Development and Faculty Research, he also served as Faculty Senate President, Vice-President, and Chair of the Psychology Department. Fred is currently the Associate Provost for Academic Affairs at Montclair State University.

### Upcoming Faculty Development Workshops

The following is a tentative list of workshop topics. Suggestions are welcome. Dates and times will be announced through email.

Grant Writing

Fellowships

Renewal, Tenure and Promotion

Scholarship and Student-Faculty  
Collaboration

Classroom Technology

Teaching Effectiveness – Taking  
Advantage of Diverse Classrooms

Student Debt – What it Means to  
Our Students and You

Diversity from the Students'  
Perspective

Understanding Immigration Issues

Online Teaching: Friend or Foe



