



The *SPC* Scholarly Guide

Saint Peter's College Office of Faculty Research and Sponsored Programs

Vol. 1, No. 1

September 1, 2004

New Newsletter Welcome to the new newsletter of the Office of Faculty Research and Sponsored Programs (OFRSP). *The SPC Scholarly Guide* will replace the *SPC Guide to Grants*.

The *Guide to Grants* has evolved over the years. Its scope went far beyond grants. This of course was a good thing. It became the vehicle through which information was forwarded from the Office of Faculty Research and Sponsored Programs. In addition to supplying information about grants, information about fellowships, workshops, and scholarly activity of the faculty were included. The SPC Scholarly Guide is a guide *for* scholars and a guide *to* scholars.

The SPC Scholarly Guide will be distributed three times a year, once each semester, and once during the summer. In addition to being distributed in hardcopy, it will also be available on the OFRSP website.

Fellowship Deadline Reminder

Applications for faculty fellowships, doctoral fellowships, faculty-student research fellowships, faculty research associate, faculty teaching associate, and faculty industry associate should be filed by September 15th. The application deadline for Kenny fellowships is still October 15th. These are the dates that completed applications should reach the Academic Dean's Office.

New Fellowship Forms New fellowship forms are now available on the OFRSP webpage. As before, the forms are downloadable as PDF files. They have been separated into separate forms for your convenience. The good news is: you can put away your typewriters. The new forms have fields that can be filled in right on your computer.

Chair report forms that have fill-in fields are also available. For all forms, it is probably a good idea to compose lengthy entries using your word processor. You can then cut and paste the text you created into the PDF document. Once you are satisfied with the document, simply save

it giving a unique file name. Other forms are currently being (or already have been) updated. These forms will include those for: funds for research, funds to attend workshops and short courses, and funds for travel to do research. To access these forms go the OFRSP webpage (<http://www.spc.edu/ofr>).

Academic Activities William Luhr of the English Department delivered a lecture on Tuesday, June 22nd, at the Harvard Club in Manhattan drawing from his most recent book. It is entitled "FARGO: Myth, Genre, and the American Dream."

Frederick Nesta, Director of the Libraries, presented two papers at conferences this summer, "International Copyright and George Gissing" at the twelfth annual conference of the Society for the History of Authorship, Reading and Publishing (SHARP) in Lyon, France, and "Smith, Elder & Co. and the Realities of New Grub Street" at the twenty-first annual British Book Trade History Conference, Edinburgh. The first paper will be published in the October 2004 issue of the *Gissing Journal* and the latter will be published by the British Library and Oak Knoll Press in July 2005 as part of the Print Networks series.

Note: Your work is important. If you present at a conference, publish a paper, or disseminate your scholarly work in some other way, please send us the information so that it may be included in the SPC Scholarly Guide.

New: Research Tips The *teaching tip* has been a regular part of the *Guide to Grants*. It will continue to be featured in the *SPC Scholarly Guide*. However, a new section will also be featured, entitled, *Research Tips*. Research tips will be written by SPC faculty members who wish to share their research experiences. The word, research, is meant to encompass a wide range of scholarly activities and thus applies to all faculty members at SPC.

Many will attest that simply finding time to engage in scholarly activities can be a challenge. Teaching responsibilities as well as

advising and committee work often require large blocks of time. Nonetheless, many faculty members at SPC find time to engage in research. How do they do it? Read the research tips section and find out.

Teaching Tip and Research Tip

This month the teaching tip and research tip are one and the same. Different philosophies exist regarding the relationship between teaching and research. One view is that they are separate and opposing activities. According to this position, if one spends too much time teaching, research will suffer. Likewise, too much time spent conducting research will cause teaching to suffer. I am combining the teaching tip and the research tip to stress a different philosophy. It is this: at the higher education level teaching and research are not so much separate as they are two sides of the same coin. Teaching can enhance research and research can enhance teaching.

I think it is faculty research that makes college professors different than other educators. Ideally, professors contribute to their fields of study, not just teach what others have done. It is certainly possible to conduct research, attend and present at conferences, publish in journals and books, and engage in other research related activities without any of these things spilling into the classroom. Some professors may feel that their research areas are too specialized or uninteresting for students to appreciate. When this happens it is unfortunate. Opportunities for learning may have been missed.

I think professors should talk about their research in classes whenever the time is right. Several benefits are gained by doing this, all of them important.

#1- Students may come to appreciate that all knowledge is not gained from books. Textbooks are important and necessary, but they should never replace independent and creative thinking.

Student thinking can become expanded when they come to realize that there are people (professors) who try to stretch knowledge and creativity beyond what is already available. This realization alone can impact students.

#2- Another benefit of bringing one's research into the classroom is to add to material that has already been covered in other ways (books, films, lectures). Books and papers are often outdated and often do not contain the latest developments in a field of study. Sometimes, recent developments may even challenge existing concepts. A professor who is actively engaged in their field will be able to help students understand the importance of the latest research. Conference attendance is valuable in that the latest developments in a field are often presented years before they reach the textbooks.

#3- Bringing research into the classroom can also have an energizing effect on students (and professors). After learning what their professors do outside the classroom, students may be intrigued. Classroom interaction can be jumpstarted. When someone else's work is covered in a textbook students cannot ask that person about their work. However, when you discuss your own work in a class, students' questions can be directed right to the source: you.

Teaching can also help energize a research program. Students sometimes ask me questions that I have not thought about. Students in lab classes often have interesting observations about my work and techniques. For me the division between the classroom and the lab has become blurred. I have found this to be a good thing for my students and me.

This month's teaching tip and research tip were provided by Frederick Bonato of the Psychology Department.

Workshop: Faculty Financial Planning

Prof. James Del Vacchio & Mr. Joseph DeSciscio

September 8th in the Emeritus Room

(Please note the room change and feel free to bring your lunch.)

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