



The *SPC* Scholarly Guide

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

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Institutional Review Board (IRB)

Questions at colleges and universities regarding research that involves people are common. What is allowed and what is not allowed? Do research projects that involve people need to be approved, and if so, what is the process? Are projects that do not directly involve human contact (e.g., surveys, correlation studies using databases) exempt from the approval process? These questions and others involve serious legal and ethical issues.

The bottom line is this: *all* research projects that involve humans either directly or indirectly must be reviewed by the College's Institutional Review Board (IRB). If a proposed project turns out to be exempt, it is the IRB that should make the decision, not the director of the proposed project.

The National Cancer Institute of the National Institutes of Health offers a free web based course that deals with research and human participants. The tutorial satisfies the NIH human subjects training requirement for obtaining Federal Funds. You can print a certificate of completion from your computer upon completing the course. The course can be found at the following link: <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>.

SPC IRB forms are available on the faculty section of the SPC Intranet. Questions about the IRB and approval process should be directed to the chair of the IRB, [Dr. Peter Cvek](#) (Philosophy Department).

Fellowship Application Guidelines

In order to assist faculty members who wish to apply for the various internal research support award opportunities offered by the College, a set of general guidelines and instructions have been posted on the OFRSP website ([fellowship application guidelines](#)). The guidelines were developed and approved by the Committee on the Professional Development of the Faculty.

Faculty Resource Network: 2006 Winter Seminars

The Faculty Resource Network has announced a new program, *Network Winter*. The program offers seminars during the Winter break. During the first *Network Winter*, two seminars will be offered during the week of January 9 -13, 2006 at Chaminade University in Honolulu, Hawaii. The seminars that will be offered are: America's Paradise: Re-Imagining Hawaii and BIO 2010: From Sequence to Systematics. For detailed descriptions of these seminars please visit the Faculty Resource Network website at <http://www.nyu.edu/frn/programs-winter-seminars-2006.nyu>. The application deadline is Monday, September 19, 2005.

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 (fbonato@spc.edu) so that it may be included in the SPC Scholarly Guide.

Anthony Avallone of the Department of Business Administration has coauthored an *Introduction to Finance* textbook that was published in June by Pearson Publishing. This text integrates the 'traditional' with the 'cutting edge' - utilizing the Web via either an online version or hard copy of the text. This book uses the Internet as not only one medium to deliver discipline-specific content, but up-to-date application as well. This allows the user to explore the subject area using the most current resources available - on the Internet. Some content is best delivered face-to-face, some via the written page. This text is organized around the belief that "distance learning is one of the powerful tools of the Internet Age" and that the content of this learning needs to reflect the power of the Internet itself. Such a format will enhance student mastery since a student is presented with only the most current information, in a proven format, over a medium that is accessible, and in a way that is clear and concise. This book contains a system for online instructional content, delivery and practice. A graduate text is currently under development.

Michael Held of the Biology Department recently presented at the 17th International Botanical Congress that was held in Vienna, Austria. The title of the presentation was "Plant Colonization and Succession on Forest Habitats Disrupted by Strip Mining for Coal in the Central United States". This work was done in collaboration with scientists from Southern Arkansas University and Western Kentucky University.

Leonor Lega of the Psychology Department presented a paper titled: Avances en la Terapia Racional Emotivo Conductual at the C.A.M. in Barcelona, Spain in July, 2005. Dr Lega also published two CDs, one which was entitled, Albert Ellis Bibliography: 1945-2005. The CD was in collaboration with Marilyn Pereira, a SPC psychology graduate. The second CD, which was published both in English and Spanish, is: The History of the Albert Ellis Institute.

Kenneth Mitchell of the Political Science Department presented a paper entitled "Second Generation Reform Initiatives in the Dominican Republic and Mexico: A Constituency Model of Policy Change" at the 59th New York State Political Science Association held April 15-16 at Niagara College.

Marcia T. Mitchell of the Computer Science Department published a paper titled "MAYA Semantic Technique: A Mathematical Technique Used to Determine Partial Semantics for Declarative Sentences" in the International Journal of Computational Intelligence (IJCI), Volume 2 Number 1, 2005, ISSN: 1304-2386, pages 76 – 89. The paper is on computational linguistics, an area of study that employs a computer to process natural language, and aims at discerning the patterns that exist in declarative sentences used in technical texts. The approach is mathematical, and the focus is on instructional texts found on web pages. The mathematical technique developed named the MAYA Semantic Technique is part of a proposed architecture for an entire web-based intelligent tutoring system.

Eugenia M. Palmegiano of the History Department published an article, "Re-constructing Media History," in *American Journalism*, winter, 2005; and two book reviews, *Invalidism and Identity in Nineteenth Century Britain*, by Maria H. Frawley, in the *Journal of British Studies*, April, 2005, and *Beware the British Serpent: The Role of Writers in British Propaganda in the United States, 1939-*

1945, by Robert Calder, in *American Journalism*, fall, 2004. She also presented a paper, "Teaching Journalism History: History Textbooks versus the Creative Syllabus," at the Joint Annual Meeting of the Northeast Region of the Association for Education in Journalism and Mass Communication and the American Journalism Historians Association, New School University, March, 2005, and served as a judge for the 2005 Sidney Kobre Award, given by the American Journalism Historians Association for lifetime achievement in journalism history.

Katherine Safford of the Mathematics Department attended the annual Adults Learning Mathematics (ALM) conference held in Melbourne, Australia (July 3-7). The title of the conference was, Connecting Voices: Practitioners, Researchers, & Learners in Adult Mathematics and Numeracy. In addition to being elected chair of the organization for the coming year, Dr Safford gave two presentations. The first presentation was entitled, "Which comes first, learning or development? A study of the utility of Piagetian and Vygotskian theories for adult students of mathematics." The second presentation was entitled, "Teaching functional concepts in an algebra course." Two previous presentations were published in the proceedings of the last conference. The presentations were: "Intervention Strategies that Foster Student Success," and "Developing a Theoretical Framework for Adults Learning Mathematics."

Nina Shapiro of the Economics Department co-edited a volume of essays on economic development. The volume, *Rethinking Capitalist Development, Essays on the Economics of Josef Steindl*, was recently published by Routledge in its *Frontiers of Political Economy* series (2005). It examines the growth problems of advanced capitalist economies, reconsidering the connections between economic maturity and stagnation highlighted in the seminal work of late Josef Steindl. Dr. Shapiro also chaired a session on Alternative Macroeconomics at the annual meeting of the Allied Social Sciences Association (January 7-9, 2005). At the meeting she also presented a paper on the macroeconomics of competition. This paper, "Competition and Aggregate Demand," was published in the Spring 2005 issue of the *Journal of Post Keynesian Economics*.

Raymond A. Schroth, S.J. published 13 articles in the *National Catholic Reporter*, 5 in the *Newark Star Ledger*, one in *Commonweal*, and one review in the

Catholic Historical Review during the past year. Fr. Schroth was also interviewed by the Canadian Social Justice online magazine, *The Social Edge*, and he delivered a lecture at Brooklyn College on the history of the Brooklyn Eagle newspaper. He has also signed a contract with New York University Press to write a history of the American Jesuits.

Grants and Appointments

Frederick Bonato and Andrea Bubka

National Science Foundation

Dr. Bonato and Dr. Bubka of the Psychology Department have been awarded a continuing research grant from the National Science Foundation valued at \$252,000. The three-year grant is entitled, "Visual Self-Motion Perception and Motion Sickness." The abstract can be accessed at the following National Science Foundation's web page ([abstract](#)). There are two goals associated with the project. One goal is to more fully understand the role vision plays in how we perceive self-motion in both real and virtual environments. The second goal is to gain a better understanding of how vision affects motion sickness in these environments.

Mission and Identity Workshop

September 17th, 2005

Reproduced below is a portion of a letter that went out to all full-time faculty members from SPC Mission and Identity Workshop Steering Committee. The members of the committee are: Frederick Bonato, Maria Calisi, Mary Sue Callan-Farley, James F. Kuntz, S.J., Lisa O'Neill, John Walsh, and John Wrynn, S.J.

Recently, the officers of the Faculty Senate and members of the Committee on Mission and Identity formed a steering committee aimed at organizing an SPC Mission and Identity Workshop to which all full-time faculty members at SPC are invited. The workshop will take place on Saturday, September 17th at the [Pleasantdale Chateau](#) in West Orange. The day will start with a continental breakfast at 8:30 and end with wine and cheese at 3:30, a buffet lunch will also be served. The purpose of the workshop is to discuss the Jesuit Catholic identity and mission of Saint Peter's College. You can indicate whether or not you will participate in the workshop by calling Peggy Greenwood at (201) 915-9064 or by email (mgreenwood@spc.edu). Should you have any questions regarding the workshop, feel free to contact a member of the steering committee.

In preparation for the workshop, the steering committee requests your help. At the following link

([Mission and Identity Survey](#)) you will find a survey that was designed as an aid in helping us reflect on how the College expresses its identity and mission, and to develop an action agenda to make the mission more intentional in the life of the College. Responses to the survey will produce a composite picture of how we perceive ourselves and provide a basis for substantial discussion. **This survey should take no longer than 15 minutes to complete.** Even if you cannot attend the workshop on September 17th, your input on this survey will be very much appreciated.

Research Tip:

Ideas for Connection

Dr. Brian Hopkins, Mathematics

How do we find research topics and collaborators? How do we come up with directions for undergraduate research? Answers to these questions can vary widely by discipline and personality. In this research tip, I want to share some strategies that have been successful for me. While my particular discipline is mathematics, the ideas are hopefully widely applicable.

First, let me make a case for doing research with collaborators. It's the pedagogical idea of group learning applied to our own work. Besides the benefits of sharing the work load, two or more people are more likely to come up with a good idea worth pursuing, and multiple perspectives on an issue are often helpful. Here's a recent example. Mike Jones of Montclair State University is a friend of a friend, and we finally got together to share research ideas. After finding one we both liked, we went about working on it, meeting once or twice a month in Hoboken or Greenwich Village coffee houses to compare notes. There was one particular result that we each proved, using entirely different methods. Finding the connections between our almost contrary approaches was very engaging and ultimately made for a richer article.

Where do you find collaborators? My general advice is to stay connected. Another joint venture of mine came from my application to give a talk in the history of mathematics. As it happened, Robin Wilson of Keble College, Oxford submitted a similar proposal around the same time, and the organizer of the session connected us, suggesting that we work together. We both liked the idea, and ended up not only giving a joint talk but writing an article, "The Truth About Königsberg." (Unfortunately, Robin and I could not meet regularly for tea, but

email helps make distance moot.) Overall, I find that smaller, more specific conferences are more conducive to finding potential collaborators. Despite the cheesy names, I've done better at the Bay Area Discrete Mathematics Day (BADMath) and CombinaTexas than large national meetings.

And student research? I find the same strategies that help my research help with finding student research topics. (Mathematics is a field where topics for undergraduate research are usually provided by the faculty, so that the undertaking has a better chance of being tractable). Jenny Buontempo's honors topic was developed from a two-day workshop on counting that I gave for Seattle area high school teachers last summer. Mukta Varsani is working on an extension from last spring's Topics in Applied Mathematics class on Fair Division, which was inspired by a friend's article on how to split rents in an apartment where the bedrooms are different sizes. Bigyan Bista will be doing work on phylogenetic trees, which I know about through the Faculty Resource Network's summer workshop and this year's Park City Mathematics Institute. My next go at Topics in Applied Mathematics will probably focus on this and other topics in mathematical biology. Hopefully these examples also challenge the notion that research and teaching are at odds. Sometimes they can work in tandem, to the benefit of both faculty and students.

Teaching Tip:

Rev. James N. Loughran, S.J., President

Note: Although we know Fr. Loughran as the President of Saint Peter's College, what some of us may not know is that he first worked at Saint Peter's from 1965-1967 as an Instructor in the Philosophy Department. After teaching at Saint Peter's, Fr. Loughran taught at Fordham University before holding faculty status at Loyola Marymount University. His most recent faculty position was from 1992-1993 as the Miller Professor in the Philosophy Department at John Carroll University.

I am not sure exactly how I got this assignment. Perhaps I volunteered, perhaps I was invited. Let's say it evolved out of a conversation Fred Bonato and I were having about the "SPC Scholarly Guide," in my opinion, one of the best things at Saint Peter's College. Over the years I have found the "teaching tips" insightful and also very encouraging. We obviously have at Saint Peter's many people who care so much about their teaching and about the students being taught that they are constantly on the lookout for ways to improve. It is a good thing that these essays have been collected and

are available for review, especially by new faculty. Here I shall offer not so much teaching tips as a few memories and reflections on my own experience in a college classroom.

In a recent presentation at Sacred Heart University entitled "The Jesuit Ideal of a Teacher: A Complex and Developing Tradition," Gerald McCool, S.J. (who taught me metaphysics in the seminary and was my longtime colleague in the Philosophy Department at Fordham) said this: "Teaching in the ideal of Ignatius means stimulating self-activity and conveying *through personal influence* (emphasis added) the intellectual and moral values which have become the teacher's own. In the tradition of Saint Ignatius, there is something sacred about the work of teaching; it is a vocation, and a lofty one at that." In the same address McCool added this thought: "The Jesuit ideal of education" views "the school as a *community of personal influence*" (emphasis added). I recognize myself in those words. That is how I was trained, namely, to regard teaching as extremely important and classroom time as sacred and to remember always that I am teaching alongside fellow teachers within an academic community.

A *sine qua non* of successful teaching is preparation. To be outstanding, teachers must spend significant time in preparation, with their flesh-and-blood students in mind, of course. I once had that conviction put in question. While spending a year as a visiting scholar at Johns Hopkins, I attended the graduate seminars of Jerome Schneewind on the History of Moral Philosophy. He was as good a teacher as I ever had. Having assigned many pages of reading for every session, he would come to the table carrying armfuls of books. He would get right into it - - making a few comments, asking questions, responding to student questions and comments, reaching for one of the books he had brought and quickly finding what he wanted to cite. He did it all effortlessly, with complete mastery and insight after insight regarding the texts. We became friends and have stayed in touch. Several years later I told him how I marveled at the ease with which he handled those philosophical texts and how he must have reached that point by having taught those authors for so many years. He laughed and said: "Jim, I bet I spent an average of twenty hours preparing for each of those classes." I was relieved!

A teacher can spend hours and hours preparing, so that the classroom performance is brilliant. But, if

the students are not prepared or, worse, are not there, how can that teacher possibly be successful? I always told my classes that I did not have a chance to be a good teacher for them unless they showed up and showed up prepared. I told them flat out that absences were not permitted, that I would be there for every class and expected them to be there as well, that this class was an academic community whose quality depended on one another's commitment and effort. I promised them that they could count on me and told them that I wanted to be able to count on them. I did several other things to "motivate" my students. At the end of every class I would introduce the reading for the next class. I would give a very short quiz on the reading at the start of class which anyone who read the text with normal concentration could "ace." I would return the graded quizzes at the end of the next class. The quizzes normally had a value of ten points with two points for the student's own name. When I had twelve of these quizzes, I would add up the grades so that, for a diligent student, it was possible to score more than one hundred. Anything over ninety was an A. Thus, as you can see, there was a certain amount of forgiveness built into my system. I also assigned papers and gave exams, but the quiz grades were usually one-third of the final grade.

I have a good high school and college friend who used to come in from Long Island to Fordham for a monthly half-court basketball competition I organized. Once he arrived very early, and I invited him to sit in on one of my classes. We were analyzing some philosophical text or other which he hadn't read, and I noticed him restless and distracted. Some years later, during my year back to teaching at John Carroll University, he came out for a visit and stayed in the Jesuit community for a few days. I invited him to class again and gave him ahead of time a copy of the text we would be discussing. After the class he commented, "you are a much better teacher now than you were back at Fordham." "That's because you prepared," I exclaimed.

I hated to hold office hours and have no one come. Thus I adopted the following strategies. I would make copies of my weekly schedule of office hours broken down into fifteen minute slots. I would always bring these to class with me and place them on the front of my desk for students to sign up. At the very beginning of every course I required every student to sign up for an appointment. In this way we got to know one another quickly, they knew

where my office was, and they could sign up for a guaranteed appointment either before or after any class. I am certain that these individual meetings also helped to build academic community in the classroom.

One last story. Back in April I received a note from an adjunct Theology teacher at our Englewood Cliffs campus asking that I do his citation for his *Bene Merenti* medal this year. Here is part of what he wrote: "In 1977, ...I met with you at Fordham...Not knowing anything about Philosophy, I was very worried as to whether I would fare well with these courses....You helped me to see the importance of philosophical training... Whenever anyone asks me about how I got my start in teaching in the Theology Department at Saint Peter's or the Religious Studies Department at Marist College, I always give you the credit for turning me on to Philosophy in that first course. ... Knowing how *influential* (emphasis added) you have been in my life, I cannot think of anyone I would rather speak for me on the occasion of twenty years of service to Saint Peter's College."

I barely remember this former student, but, as fellow teachers will appreciate, I am deeply pleased. Teaching is "a vocation; and a lofty one at that."

Important Dates and Deadlines

September 1

Deadline for applications:

Funds for Research

Funds for Workshops and Short Courses

September 15

Deadline for applications (to dean's office):

Doctoral Fellowships

Faculty Fellowships

Faculty Research Associate Awards

Faculty Industry Associate Awards

Faculty-Student Research Associate Awards

Faculty Research Associate Awards

Grant Writing Fellowships

September 19

Deadline for applications:

NYU Faculty Resource Network Winter Seminar

[\(information and application\)](#)

September 20**Deadline for applications:**

Funds for Travel to do Research

October 3**Faculty Resource Network Colloquium**

Dr. Susan Graham and Dr. Larry Thomas
Emeritus Room 12pm-1pm

October 14**Deadline for applications:**

[NYU University Associate](#) (Spring, 2006)

October 15**Deadline for applications (to dean's office):**

Kenny Fellowships (summer)

November 10**Workshop: Identifying and Writing Grants**

Panel hosted by Dr. Frederick Bonato
Degnan Room 12pm-1pm

December 1**Featured Faculty Lecture: Dr. William Luhr**

Pope Lecture Hall 2pm-3pm

Deadline for applications:

Funds for Research

Funds for Workshops and Short Courses

Sponsored by the Committee on the Professional Development of
the Faculty

Dr. William Luhr

*Hollywood's Dark Side: Film Noir
and American Culture*

December 1st

2pm-3pm

Pope Lecture hall