



The *SPC* Scholarly Guide

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

Vol. 4, No. 1

September, 2007

Fellowship Program Changes

On September 6th the Faculty Senate Committee approved some changes to the College's fellowship program. The changes mainly affect partial release time research fellowships. The changes include the following:

- 1) The categories of: Research Associate, Industry Associates, Faculty-Student Research Fellowships, and Grant Writing Fellowships will be collapsed into one category: Research Associate;
- 2) More awards will be available compared to previous years (up to 30 course releases next year);
- 3) Some first-year faculty (those having two or more years of full-time teaching experience) will be eligible to apply;
- 4) Initial Research Associate status can last up to four semesters;
- 5) Research Associate status can be renewable contingent upon productive scholarly outcomes;
- 6) Outcomes assessment will be measured using a new Research Associate Progress Report that is more comprehensive and detailed compared to the previous fellowship reports;
- 7) All applications (for all award categories) with chair's reports should be forwarded to the Office of Faculty Research and Sponsored Programs. In previous years these were sent to the office of the Academic Dean CAS/SBA.

Due to these recent changes the revised due date for applications to be received by chairs is **Monday, September 17th**. Applications with chair's reports should be forwarded to the Office of Faculty

Research and Sponsored Programs by **Friday, September 21st**. This modified schedule is *for this year only*. Please note that due dates for Faculty Fellowships and Kenny Fellowships are not affected.

Finding Funding Opportunities Using *Grants.gov*

For faculty members considering external funding opportunities, finding the programs that are right for you can be difficult. The sheer quantity of programs that are offered is overwhelming. Furthermore, even when a program that fits with a faculty member's needs and qualifications, how often is it that the deadline has passed? There is a way to get up-to-date federal grant opportunities delivered to you by e-mail on a daily basis.

Grants.gov is an important starting point to find opportunities offered by all 26 federal agencies. Signing up is simple and can be accomplished by visiting the grant.gov website. Next, you can sign up for automated updates regarding funding opportunities. You choose the agencies for which you want to receive announcements. You will only receive information about the agencies you choose and you will know about opportunities the same day they become available. You can sign up for email notification at the following link:

http://www.grants.gov/applicants/email_subscription.jsp.

Faculty Development Workshop Series

A series of faculty development workshops were offered at the College last year as part of the First-Year Faculty Professional Development program. Some had been offered in previous years and some were new. The formalization of the workshop series was meant to supplement the two-day orientation that is held every year in August for new faculty members. However, all full-time faculty

members were invited to attend. An evaluation of the series was conducted at the end of the academic year and the feedback was overwhelmingly positive. This year the series will be offered again and all faculty are encouraged to attend. The workshops scheduled for the 2007-2008 Academic Year are:

Ignatian Evaluation: Enhancing Student Growth through Varieties of Assessment

J. Kuntz, S.J., & J. McLaughlin
McIntyre A
Monday, Sept. 10th

Classroom Technology

D. Surrey, & W. Abreu
Pope 2
Monday, Oct. 22nd

Alternatives to Lecturing

H. Hardy
Degnan Conference Room
Monday, Nov. 12th

Faculty Scholarship

F. Bonato, M. Yam, and invited faculty speakers
Degnan Conference Room
Thursday, Dec. 6th

Renewal, Tenure, and Promotion

F. Bonato, M. Yam, and invited faculty speakers
Degnan Conference Room
Monday, Feb. 11th

Identifying Grants and the Proposal Process

F. Bonato and invited faculty speakers
Degnan Conference Room
Monday, Mar. 10th

Faculty Fellowships

Committee on the Professional Development of the Faculty
Degnan Conference Room
Monday, April 14th

Faculty Development Workshop

TBA
Wednesday, May 7th (reading day)

Locations are tentative and will depend on the number of faculty who plan to attend each workshop. Updated notices will be circulated by email.

Faculty Awards

The following are brief descriptions of the faculty awards granted by the College for the 2007-2008 academic year. Congratulations to all the recipients on their scholarly activities.

Faculty Fellowships

Dr. Heath Brightman of the Criminal Justice Department was awarded a faculty fellowship for the 2007-2008 Academic Year and Summer 2008. Dr. Brightman will conduct research aimed at applying game theory to the war on terror.

Dr. Nina Shapiro of the Economics Department was awarded a faculty fellowship for Spring and Summer 2008 to work on a book, "Firm in Economic Thought."

Dr. William Luhr of the English Department was awarded a faculty fellowship for Spring and Summer 2008 to complete work on a book entitled *Blake Edwards: Portrait of a Filmmaker*. Dr. Luhr also proposed to conduct research and to write about film adaptation.

Dr. Leonor Lega of the Psychology Department was awarded a faculty fellowship for Spring and Summer 2008 to prepare and submit for publication a study on the relationship between cognitive therapy and Rational Emotive Behavior Therapy (REBT). Dr. Lega also proposed to produce REBT educational CDs.

Faculty-Student Research Fellowships

Dr. Andrea Bubka of the Psychology Department was awarded a faculty-student research fellowship for the Academic Year 2007-2008 to study ways to enhance the realism of virtual environments and to investigate the underlying causes of cybersickness that are often associated with such environments.

Faculty Teaching Associate Fellowship

Dr. Susan Graham of the Theology Department and **Dr. Maria Graziano** of the Modern Languages department were awarded a faculty teaching associate fellowship for the Academic Year 2007-2008 to develop an interdisciplinary course entitled, *Propaganda: A Tale of Two Romes*.

Faculty Research Associate Fellowship

Dr. Eileen Flynn of the Theology Department was awarded a faculty research associate fellowship for

the Academic Year 2007-2008 to write a book on Catholic tradition and teaching on peace and justice to be used as a primary or secondary college text.

Dr. Sheila Rabin of the History Department was awarded a faculty research associate fellowship for the Academic Year 2007-2008 to study science and religion in the Renaissance debate on astrology.

Grant Writing Fellowship

Dr. Joshua Feinberg of the Psychology Department was awarded a grant writing fellowship for the Academic Year 2007-2008 to write and submit a grant proposal to the National Science Foundation.

Dr. Alex Trillo of the Sociology and Urban Studies Department was awarded a grant writing fellowship for the Academic Year 2007-2008 to write and submit a grant proposal aimed at further development of the Latin American/Latino Studies Program.

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. For papers in press, please wait until they appear and please supply citation information.

Michael Held of Biology Department recently presented two papers on his continuing research on the bottomland forests of southwestern Arkansas. These papers were given at the Arkansas Academy of Science meeting held at Arkansas Tech University, Russellville, Arkansas and at the annual meeting of the Association of Southeastern Biologist held in Columbia, South Carolina.

Cynthia Walker of the Communications Department presented "The Television Game" for a panel entitled, Great Ideas for Teaching Students (G.I.F.T.S.) at the Annual Conference of the New Jersey Communication Association (NJCA), March 24, 2007, at Kean University. She also participated on a panel entitled *Employing Media Literacy to Teach Social and Civic Responsibility in the Undergraduate Classroom*. At the National Media Education Conference (NMEC), June 24, 2007, in St. Louis, MO, Dr. Walker presented a workshop entitled, *Let's Write Movies! Teaching Language Arts Skills Through Scriptwriting*. She also participated in the Alliance for a Media Literate America (ALMA)'s first Media Literacy Education

Research Summit that preceded the NMEC conference in St. Louis.

Also, this summer, Dr. Walker participated in the summer-long conversations between male and female academics who study media fandom posted on the weblog of noted media scholar, Henry Jenkins (<http://www.henryjenkins.org/index.html>).

Her two part conversation with Derek Kompare, Assistant Professor of Cinema-Television in the Meadows School of the Arts at Southern Methodist University, begins here:

http://www.henryjenkins.org/2007/08/gender_and_fan_culture_part_on.html#more.

Finally, Dr. Walker was interviewed on camera about the 1960s cult television show, *The Man from U.N.C.L.E.* Her commentary will be included in the 8 hours of extras on *The Man from U.N.C.L.E.* DVD set to be released by Time/Warner and distributed through Time/Life this November. Dr. Walker also wrote the liner notes for Season 2 of the series.

Dr. Walker also presented a paper, *Sexy Nerds: Illya Kuryakin, Mr. Spock, and the Image of the Cerebral Hero in TV Drama*, at the 92nd Annual National Communication Association (NCA) Convention that was held November 16-19, 2006, in San Antonio, TX.

James Clayton of the Education Department presented at a nine day workshop for teachers in the Amazon Rainforest in Peru during July 2007. Dr. Clayton hopes to open the experience to Saint Peter's students in the future.

William Luhr of the English Department was interviewed and prominently quoted in two articles by Andrew Hard (Senior Entertainment Editor) that appeared in FoxNewsOnline. The first, "Pirates May Keelhaul Spider Man in Summer of the Threes" dealt with patterns in summer release films and appeared first on May 4. The second concerned the Harry Potter phenomenon and appeared first on July 17, and dealt both with the release of the last book in the series, *Harry Potter and the Deathly Hallows* and the almost simultaneous release of the new Harry Potter film, *Harry Potter and the Order of the Phoenix*, based upon the fifth book in the series.

Constance Wagner of the English Department presented a paper at the PCA/ACA International Conference that was held in Reykjavik, Iceland, July 30 - August 4. Her paper, entitled *The War*

Within: Frodo as Sacrificial Hero, provided an overview of her book in progress, which is a work of literary criticism about JRR Tolkien's *The Lord of the Rings*.

Kathleen Monahan of the English Department presented a paper entitled, "The Calculus of Charity: Disaster and Response in ARTHUR MERVYN," at the College English Association Conference that was held April 2007 in New Orleans, LA. Dr. Monahan also published an article on the work of Garrett Serviss. The article, "Terrifying Beauty: The Imaginary World of Garrett Serviss," appeared in the Spring 2007 edition of PHILOLOGICAL PAPERS, University of West Virginia.

Eugenia Palmegiano of the History Department co-edited a book, *The Rise of Western Journalism, 1815 - 1914* (McFarland, 2007). Dr. Palmegiano also wrote a chapter for the book entitled, "The Fourth Estate: British Journalism in Britain's Century."

Kathy Safford of the Mathematics and Physics Department presented a paper about her recent work on the United States Department of Education *Adult Numeracy Initiative* project at the annual Adults Learning Mathematics (ALM) conference that was held in Limerick, Ireland June 26-29 2007. Dr. Safford also chaired two sessions concerned with defining an international research agenda for adult mathematics education. Dr. Safford was also named the chair of the organizing committee for next year's conference that will meet in Philadelphia.

Andrea Bubka and **Frederick Bonato** of the Psychology Department presented, *Visual Gait Information Improves Self-Motion Perception in a Virtual Environment*, at the annual meeting of the American Psychological Society that was held in Washington, DC, May 24-27.

Joshua Feinberg of the Psychology Department published two books of compiled reading and study questions. The books are entitled, *Cultural animal reader* and *Applying social psychology to life: Personal surveys*. The publisher for both books is Thomson Wadsworth: Belmont, CA.

Dr. Feinberg also co-authored three conference presentations at the American Psychological Association meeting that took place in San Francisco, CA, in August. The presentations were:

1) The role of success in judging students and athletes who cheat, 2) *Forgiveness in relationships: Role of religiosity, gender, apology, and offense*, and 3) *Using humor to say I'm sorry: Does it really help?* He also co-authored two presentations at the annual meeting of the Eastern Psychological Association that was held in Philadelphia, PA in March 2007. The presentations were: *Effects of gender and alcohol on attitudes towards dating violence* and *Forgiveness in relationships: The role of gender, apology, and offense*.

Maryellen Hamilton of the Psychology Department co-authored two presentations at the annual meeting of the Eastern Psychological Association that was held in Philadelphia, PA in March 2007. The presentations were: *Repetition blindness and sentence context: isolating perceptual and conceptual causes and the role of response competition on age effects in explicit and implicit word stem completion*.

Leonor Lega of the Psychology Department has released two CDs. One is entitled, *Como Manejar sus Emociones y Comportamientos*. (translation: How to Manage your Emotions and Behaviors) Mexico: Instituto Mexicano de Psicoterapia Cognitivo Conductual Hoyos, G., Lega, L. & DiMattia, D. (2007). The other CD is entitled, *Creciendo como Padres: Pautas de crianza para Niños de Edad Pre-escolar y Escolar. Lo que otros programas olvidaron enseñar sobre EL ESTABLECIMIENTO DE LOS LIMITES* (translation: Growing as parents: Guidelines for raising children in pre-school & Elementary school. What other programs forgot to teach you about SETTING UP LIMITS. An interactive program). Hoyos, G., Lega, L. & DiMattia, D. (2007). Un Programa Interactivo. Republica de Colombia, Direccion Nacional de Derechos de Autor, Registro No. 52053963

Dr. Lega also gave a lecture entitled, *The use of REBT/CBT for addressing sexual problems*, at Southcity GP Services, Australian Division of General Medical Practice, Melbourne, Australia: Albert Hospital. She also gave two workshops on primary and advanced Rational Emotive Behavioral Therapy. One was held at Coffs Harbour, Australia: CBT Australia. The second was hosted by the Asociacion Colombiana de Clinicas y Hospitales: Cali, Colombia.

Susan Graham of the Theology Department presented a paper at the XV Oxford International Conference on Patristic Studies that was held in

Oxford, UK, August 6-10 2007. The paper is entitled "'I Have Bested You, Solomon': Justinian and the Old Testament." It addressed the use of Solomonic imagery (including the Jerusalem Temple) in the political rhetoric of Justinian's massive legislation. Images of King Solomon are an innovation in Roman imperial self-conceptions as divine vicegerent. Constantine, and Theodosius, had preferred narrative imagery connected with King David to signify their reigns over the Roman Empire. However, there were political reasons for Justinian to capture the Solomonic image, and at the same time to downplay it.

Eileen Flynn of the Theology Department just had a book published by Paulist Press. The book's title is, *How Just Is the War on Terror?*

Grants and Appointments

Brian Hopkins

National Science Foundation

Brian Hopkins of the Mathematics and Physics Department was awarded a grant from the National Science Foundation in collaboration with Brigham Young University. The grant, "Center for Undergraduate Research in Mathematics," is for \$15,000 and will provide support for Dr. Hopkins and SPC students during the academic year 2007-2008.

Jose Lopez

American Chemical Society/ Petroleum Research Fund

Jose Lopez of the Mathematics and Physics Department was awarded a \$40,000 grant from the American Chemical Society/Petroleum Research Fund to conduct Microplasma research.

Research Tip:

Kathy Safford, Mathematics

Introduction

From October, 2005 through April, 2007, I was the co-project director of a United States Department of Education project that studied adult numeracy education in the United States. Funded by the Office of Vocational and Adult Education (OVAE) and contracted to the American Institutes for Research, the project served to benchmark the state of numeracy research globally as well as

inventory innovative programs within the US, particularly those that incorporated professional development for their instructional staff. Participation in the project was a novel experience as I had never before conducted research that I had not conceived and proposed. At times it was also a frustrating experience since the funding agency had to approve the final reports resulting in conclusions that were not necessarily those that I would have drawn. So my first tip would be a warning that one does not have complete control of externally initiated research projects. There were several tasks within the project. These research tips will address two of them: the literature review and the environmental scan.

Literature Review

It is very important to develop a clear definition of "acceptable research" before beginning a literature review. As a first step, the project team must determine how many years back they want to go in the search. For educational research, 20 years is a common timeframe. In faster moving disciplines like biology or physics that might be too long. Next, a definition of "research" needs to be agreed upon. This is not as easy as it might sound. Within the academic community, the value of qualitative versus quantitative research is debated. It is a particularly sensitive subject where the federal government is concerned. The current federal administration puts great emphasis on evidence-based research where quantitative measures are implicitly, and often explicitly, intended. The educational community, on the other hand, values qualitative studies with the rich depth of information that they frequently provide.

The acceptable number of participants in the study must be resolved. In quantitative work, the larger the numbers, the more respected the results. Qualitative work, on the other hand, often has a limited number of participants studied over an extended period of time or via repeated interviews. Finally, the institutional location of the participants must be ascertained. For our study, one of adult basic and secondary mathematics education, we were allowed to extend to research from developmental education on the collegiate level because the material was similar although the ages might not be the same. In the end, the negotiated definition of acceptable research for the *Adult Numeracy Initiative* was that it conducted empirical research on instructional interventions, included adults in ABE or developmental classes, was conducted between 1985 and 2005, had outcomes

related to learning mathematics, had a comparison group, and included at least five students per group.

Locating studies is not a simple task. The overwhelming majority of researchers in adult numeracy conducted their work as dissertation research but failed to publish the results separately in peer-reviewed journals. *Dissertation Abstracts International* has a substantial subscription fee and must be accessed in a research university library. Using a Boolean search on subjects, not keywords, is the best way to identify the dissertations that apply to your topic. For our work, the arguments “adult” and “mathematics” and “education” zeroed in on candidates for the study. Once the abstracts have been reviewed and specific dissertations selected, the fastest way to obtain copies of the works is to journey to the Library of Congress in Washington. They have microfilm copies of virtually every dissertation published and electronic copies of everything since 1997. You can e-mail yourself the electronic copies of dissertations that you believe are useful, download them, and review them back in New Jersey.

To identify journal articles, The American Institutes for Research staff searched research databases (Proquest, ERIC, EBSCO, MATHS4Life, NALD, and Reference Manager) and generic Web sites such as: Google.com, Yahoo.com, MSN.com, Askjeeves.com, Webcrawler.com, Altavista.com, Excite.com, and AOL.com). They also visited numerous national and international mathematics - and numeracy - related Web sites to try to identify additional adult numeracy/mathematics related sources. This was an enormous undertaking requiring weeks of work on the part of the researchers. Anyone planning a similar undertaking is warned to allow adequate time and personnel for the task or plan to limit their search, probably restricting the results. The discouraging side of our effort was the fact that, in the end, only 15 of the located studies met the criteria of “acceptable research.”

Environmental Scan

The other task involving extensive research was the environmental scan, an attempt to identify all investigational adult numeracy projects in the United States. The Internet was again an enormous aid. I began by visiting federal websites and reviewing grant awards from the previous ten years. The addresses of the adult education directors from the individual states were found through the web as well as a detailed description of the various types of professional development that were common in

adult basic education. We were also able to query colleagues via listservs that are moderated by the National Institute for Literacy (NIFL) to identify projects that had failed to appear in the other searches. In all, thirty potential candidates were found.

Just as we needed to define acceptable research for the literature review, the project team had to develop criteria to determine whether the candidate projects merited in-depth analysis. A committee consisting of the team and twelve experts from mathematics and adult education honed a set of criteria that described essential and desirable characteristics. Again, the Internet proved invaluable as the participants were spread across the country. Eventually we hammered out a list of seven essential and three desirable criteria, the application of which yielded twenty programs that were ultimately scrutinized.

Conclusion

The experience of dealing with a large government agency was at times frustrating but I am glad that I participated in this project. I learned new tools for research and my writing style was refined to satisfy a different audience than I was accustomed to addressing. I had the reward of contributing to a project that was sorely needed in my research area of adult mathematics education. Finally, my name and that of Saint Peter's is now prominently displayed on two major US Education Department reports available via the web.

Teaching Tip: John Walsh, English

In my English literature courses, both core and elective, I stress close reading of texts, because I see it as the most productive and rewarding approach, the one most likely to lead students away from vague generalized responses to what they read and towards a realization of the concreteness and specificity that is the essence of imaginative literature. At the same time I try to demystify the practice of literary criticism by stressing that it is much like many other disciplines in that it involves assessment or evaluation of the material at hand and requires that the assessment or evaluation be supported by evidence. The primary evidence is the actual words of the work under consideration.

The approach takes time. Lyric poems are analyzed virtually line-by-line; for longer forms (plays, stories,

novels) one needs to be more selective, identifying those scenes or passages that are central and then applying to them the same rigorous attention to detail. I repeatedly remind students that my examinations are based almost entirely on our class discussions. They will be expected to recognize passages we have analyzed together and to explain the various ways in which each is important to the work from which it comes. Of course this method of testing is and has long been widely used in literature classes.

Several years ago, however, I made a simple but important change in the way we review the test when I give the papers back to the students. Formerly I would simply tell them what points they should have been able to recall about each of the passages (not, of course, with absolute completeness or exactitude—if I can see seven or eight things to be said about a given passage, an answer that includes four or five of them will receive full credit, or nearly). But now when I finish grading a set of exams I go back over them to identify for each passage one or two students who have dealt with it successfully, and I have the authors read their answers aloud in class, pointing out first that anyone whose answer on any given passage did not earn full credit should listen carefully to see what is missing from his or her answer. Thus the students, not I, conduct the review.

This is perhaps a fairly obvious strategy that I ought to have stumbled to earlier in my teaching career. But I confess that when it first occurred to me I had mixed feelings about it, in part because it would surely take more class time than my former approach. More important, I was uncomfortable because the change was partly motivated by defensiveness; I had the impression that as the educational times changed, a growing number of students were finding my expectations excessive even if they did not level the charge in so many words. Insofar as the new strategy would be indirectly a way of refuting that charge by demonstrating that there were students in the room who could and did meet my expectations, the strategy itself seemed somehow adversarial, the right deed for the wrong reason, as it were. And what if it back-fired in some way? Might some of them intuit the element of defensiveness? Or would the weaker students simply resent being “shown up” by the stronger ones? Well, I thought, if it doesn’t work I can drop it.

Happily, it does work. Not only does it show that what I’m asking can indeed be done. It also shows that it can be done, at least some of the time, by the average student and not just by the brightest. For it is nearly always possible, if the class is large enough, to find a few strong answers from students whose overall performance is mediocre, and having those answers read out can be especially useful. It provides encouragement to their authors, obviously. At the same time it implicitly raises the question of why the writer could do what was needed for this passage but not for most of the others. Nor is this merely a rhetorical question, a simple reproach, for the writer may well come to realize that the answer to it lies in, say, irregular class attendance, or in having carelessly brought the wrong book to a particular class, or in a sporadic approach to note-taking—in other words, something within his or her control and susceptible to change. The student just might decide to adopt a more responsible attitude.

In the light of the well-known tendency of students to pay more attention to each other than to their instructors, giving them the opportunity to share strong answers is almost certainly of greater educational value than simply telling them what they ought to have said. With the students helping to teach each other, this approach to reviewing tests seems well worth the extra time.

Upcoming Faculty Development Workshops

October 22

Workshop: David Surrey and Wilfredo Abreu

Classroom Technology

Pope 2, 12:00-12:50

November 12

Workshop: Harry Hardy

Alternatives to Lecturing

Degnan Conference Room, 12:00-12:50

December 6

Workshop: Faculty Scholarship

Degnan Conference Room, 12:00-12:50

A full Calendar of events is on the OFRSP website.

4Hwww.spc.edu/ofrsp