



The *SPC* Scholarly Guide

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

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Finding Grant Opportunities

Based on data collected from faculty members for the years 2003-2007, successful grant writing by SPC faculty members has been on the rise. The beginning of a new academic year is good time to review ways to find new grant opportunities. Additional information is available on the ["grants" page](#) of the [OFRSP website](#).

Grant opportunities fall into two general categories. Some come from private sources such as foundations, while others are offered by state and federal government agencies. Finding opportunities is in some ways the easiest step in the funding process, but that doesn't mean it's always easy. For private funding sources, faculty members should contact the Advancement Office. Carolyn Weaver has recently been hired as a full-time private grants resource person who can assist faculty with many aspects of the private funding process. Carolyn can be reached at X6108 or by email (cweaver@spc.edu).

For faculty members considering state or federal external funding opportunities, the sheer quantity of programs that are offered can be overwhelming. However, there is an easy and efficient 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 grants.gov website. Once you create an account, you can easily sign up for automated updates regarding funding opportunities. The type of information you receive can be customized to your interests. You will only receive information about funding opportunities offered by the agencies you choose, and you will learn about those opportunities the same day they become available. You can sign up for email notifications by taking a few minutes to subscribe for the free service at this grant.gov [link](#).

New Format for the SPC Scholarly Guide

The next issue of the SPC Scholarly Guide will feature a new format. Issues will still be released electronically as PDF files and archived on the [SPC Scholarly Guide page](#) of the [OFRSP website](#). One difference will be the inclusion of photographs. For any news, such as scholarly activities, please feel free to send along electronic images for possible inclusion in future issues.

Faculty Scholarship on the *Rise*

During the 2007-2008 academic year, the OFRSP conducted a study of faculty scholarship at the College. There were several purposes of the study. One was to simply ascertain what kinds of activities the faculty have been engaged in during the last five years (2003-2007). It was also hoped that the study would reveal any trends in faculty scholarship. Is scholarship increasing? Decreasing? Staying the same?

All full-time faculty were asked to indicate details about their scholarly achievements and 97 percent responded to the request for information. Faculty were asked to provide information about: peer-reviewed journal articles, books, book chapters, edited books, grants, published peer-reviewed abstracts, other publications, conference presentations, and other outcomes (these could include but were not limited to: works of art, art shows, and multimedia productions).

Interesting results of the study include:

- 1) On average, each full-time faculty member published 0.30 items/year in 2003 compared to 1.24/year in 2007. This is roughly a 400 percent increase.

2) Although there were six books published in 2007 compared to one book in 2003, book publishing (excluding dissertations, test banks, and instructor manuals) has varied considerably over the five year period.

3) There is an increasing trend regarding the publication of book chapters. One book chapter was reported for 2003 compared to nine for 2007.

4) There is an increasing trend regarding the publication of peer-reviewed journal articles. Ten such articles were reported for 2003 compared to 36 for 2007.

5) Regarding other publications that include essays, monographs, book reviews, encyclopedia entries, instructor manuals, test banks, newspaper articles (and columns), magazine articles, and others, there is also an increasing trend. Eleven such items were reported for 2003 compared to 72 for 2007.

6) An initial analysis of external grants awarded to the College show a significant increase in both the number of grants obtained and the net amount of funding that has been obtained.

Other factors to consider are that no significant differences were revealed among ranks for total publications. Also, no significant correlations between years at SPC and publications were found in any of the five years that study covered. Hence, increases are largely across the board. In summary, publishing is on the increase at SPC and this increase is occurring across ranks. Congratulations to the faculty whose hard work has resulted in these positive trends. A Powerpoint presentation on the study can be found at this link: [SPC Scholarship Study](#).

SPC Writer's Lunch

An SPC Writer's Lunch was held on April 21, 2008, to honor SPC full-time faculty who published during the last two years. The event was co-sponsored by the Academic Dean CAS/SBA and the OFRSP. Interim Vice-President, Dr. Joan Connell, offered congratulatory remarks, Director of OFRSP gave a presentation on faculty scholarship 2003-2007, and then Academic Dean CAS/SBA, Dr. Marylou Yam, offered closing remarks and reflections. Sixty-two faculty members were honored. A PDF copy of the program that includes a list of the honorees and their achievements can be found at this link: [SPC Writer's Lunch, 2008](#).

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.

Lori Buza of the Accounting Department had an article published in the *New Jersey Law Journal: Employment and Immigration Law*. The article appeared in the March 17, 2008 issue. Professor Buza also published an article entitled, NJ Legislation Offers Protection for School Children with Food Allergies, in the *New Jersey Women Lawyers Association Voice*, Legislative Update, Published by the NJWLA, Spring, 2008.

Marcia T. Mitchell of the Computer and Information Sciences Department published a paper entitled "An Architecture of an Intelligent Tutoring System to Support Distance Learning" in the *Computing and Informatics Journal*, 2007, Volume 26, Number 4, pages 565-576.

Raymond Rainville of the Criminal Justice Department participated in the Spring 2008 Academy of Criminal Justice Sciences Annual Meeting held in Cincinnati, Ohio, March 11-15, 2008. He also served as a panelist at the Jesuit Criminal Justice Educators working session held in concert with this event.

Daniel Simone of the Criminal Justice Department has successfully passed his dissertation oral defense at Seton Hall University on March 13, 2008. His dissertation is entitled "The influences of supervisors leadership styles on subordinate police officers productivity in an urban New Jersey police department."

Paul Almonte of the English Department presented at the Mid-Atlantic Popular/American Culture Association (MAP/ACA) Annual Conference, November 2007. He was a co-presenter of, Disability and Experience: How Two Teachers Re-Thought Their Own Status as Educators and Consumers of Literature.

Dr. Almonte also presented a paper on our Common Reading Program at the College English Association Conference last March entitled, "These Kids Aren't Our Problem Any More": First-Year Students at St. Peter's College React to a Reading About Their Lives.

William Luhr of the English Department organized and co-chaired a presentation by Professors David Rodowick (Harvard University) and Alexander Galloway (New York University) entitled, "An Elegy for Film Theory" at The Museum of Modern Art in New York on April 17, 2008.

Dr. Luhr also organized and co-chaired a presentation entitled, "The Bazinian Half Century" by Professors Thomas Elsaesser (Director of Film Studies at the University of Amsterdam/Visiting Professor at Yale University) and Dudley Andrew (Director of Film Studies, Yale University) on March 27, 2008 at Columbia University. He also organized and co-chaired a presentation by Professors Giorgio Bertellini (University of Michigan/Harvard) and Jacqueline Reich (SUNY--Stony Brook) entitled, "Divo/Duce: Italian Masculinities in 1920s America" on February 14, 2008, at Columbia University.

Kathleen Monahan of the English Department presented a paper, "Destroyed By Love: Passages in Anne Tyler," at the College English Association Conference in St. Louis, Mo. on March 27, 2008. On September 12, 2008, Dr. Monahan presented a paper, "Their Story: History, Community and Family in CITY OF DREAMS" at the Annual Colloquium on Literature and Film, University of West Virginia.

Jack Hampton of the Graduate Business Program has published an article in the April 7, 2008 *Business Insurance* as part of the magazine's enterprise risk management issue. His writings are at www.businessinsurance.com/erm.

Eugenia M. Palmegiano of the History Department, presented a paper entitled, "A Conundrum on Character: Periodical Perceptions of Press Readership in the Nineteenth Century," at the Annual Conference of the Research Society for Victorian Periodicals, in London, July, 2008. Dr. Palmegiano also published a review of "Russia's Greatest Enemy? Harold Williams and the Russian Revolutions, by Charlotte Alston, in the *Journal of History*, August 2008. She also served as a judge in summer 2008 for the national Kobre Prize, given by the American Journalism Historians Association for lifetime achievement in journalism history.

Dr. Palmegiano also presented a paper entitled, "Travels with Herodotus and His Friends: On Being a Historian," and chaired and acted as discussant for a panel, "The 'Why' Factor: Relevance and Context in Writing Journalism History," at the

annual meeting, Northeast Region, of the American Journalism Historians Association and Association for Education in Journalism and Mass Communication, New York, March 15, 2008.

Sheila Rabin of the History Department presented a paper and participated in a roundtable at the annual meeting of the Renaissance Society of America, which took place this year in Chicago, April 3-5, 2008. On Thursday, April 3, 2008, Dr. Rabin presented a paper entitled, "Astrology and the Material Universe". On April 5, 2008, Dr. Rabin was a discussant in a roundtable discussion, "Why Write or Read an Academic Book Review?" Dr. Rabin has also been invited to participate as Book Reviews Editor of *Renaissance Quarterly*, the society's journal. She will complete her six-year term at the end of 2008.

Katherine Safford-Ramus of the Mathematics Department organized and chaired the Fifteenth Annual Conference of Adults Learning Mathematics. A Research Forum met in Philadelphia, PA, from June 30 to July 3, 2008. Dr. Katherine Safford-Ramus organized and chaired the event. Dr. Safford-Ramus also presented at the Eleventh Quadrennial International Congress on Mathematics Education (ICME-11) that convened in Monterrey, Mexico, from July 6 through July 13.

Dr. Safford-Ramus also has written a book: *Unlatching the Gate: Helping Adult Students Learn Mathematics* published by Xlibris Publishing. Information about the book can be found at www.xlibris.com/UnlatchingtheGate.html.

Michelle Hartman of the Political Science Department presented at the Midwest Political Science Association Annual National Conference. She served as chairperson for three different panels: "Race, Gender, Sexuality and Popular Culture," "Attitudes towards Immigration and Immigrants," and "Early American State Building." The conference took place in Chicago, Ill., April 3-6, 2008.

She also served as a chair and discussant for the panel, "Religion in a Comparative Perspective" and the panel, "Comparative Politics: Advanced Industrial Nations," at the Southern Political Science Association's 79th Annual Meeting that was held January 10-12, 2008, in New Orleans, LA.

Frederick Bonato and **Andrea Bubka** of the Psychology Department published an article in

Presence: Teleoperators and Virtual Environments, entitled, "Vection change exacerbates simulator sickness in virtual environments." The article was co-authored by Australian colleague, Stephen Palmisano and former SPC students Giselle Moreno and Danielle Phillip. Drs. Bonato and Bubka also presented a paper entitled, Multiple Axis Rotation and Cybersickness in a Virtual Environment, at the annual meeting of the Aerospace Medical Association held in Boston, May 11-15, 2008.

Leonor Lega of the Psychology Department published an article entitled, "A study of irrational beliefs held by students of Mumbai University and their parents," in *Bombay Psychologist*, 21, 6-12.

Grants and Appointments

Jose Lopez and Wei Dong Zhu **Air Force Office of Scientific Research**

Jose Lopez and Wei Dong Zhu of the Department of Applied Science and Technology received a three-year grant (\$377,415) from the Air Force Office of Scientific Research to work with students on a project entitled, Basic Research in Microplasma Research.

Fatima Shaik **Louisiana Endowment for the Humanities**

Fatima Shaik of the Communications Department received a Louisiana Publishing Initiative Grant (\$4,000) to prepare a manuscript of a book entitled, *An Age of Men*.

Research Tip: **Paul Almonte, English**

In a famous essay entitled "Shakespeare in the Bush", the anthropologist Laura Bohannon speaks of her experience sharing stories with the leaders of a tribe she was living with in Africa. Asked to tell a story that reflected universal feelings or values from *her* culture, she chose *Hamlet*, figuring that its central story of a young man needing to avenge his father's death would be understood by everyone, that it would easily and clearly translate across cultures and time. "Human nature," she said, "is pretty much the same the whole world over, at least the general plot and motivation of the greater tragedies would always be clear—everywhere." To her surprise, the main premises of the story—that Claudius, the murderous, usurping uncle was evil,

and that young Hamlet was fully justified in seeking revenge, among others—were not read or judged by the tribe members in the manner she expected (given that their sense of family dynamics and hierarchies were different in crucial ways, with lineage and responsibilities passing among brothers rather than from fathers to sons). As each "obvious" interpretation or morale of this supposedly universal tale was undermined or critiqued (for example, rather than criticizing her for her self-acknowledged "overhasty marriage," the listeners applauded Queen Gertrude for so quickly and definitively aligning herself with her dead husband's brother), Bohannon came to question her own project, her own ability to communicate across cultural divides. What do we miss, misunderstand, or lose when our so self-assured interpretations and premises are not as exact or absolute as we imagine, when our ears—as teachers and researchers—are not as finely tuned or unbiased as we thought?

Early this summer, and with Bohannon's essay in mind, I began preparations to teach a course in Shakespeare at a small University in Klaipeda, Lithuania on the Baltic coast (having been asked to be a visiting professor there for the month of June). Consulting with the department chair, I asked some of the usual questions: what did the students—who were from Lithuania, Latvia, Russia, and the Ukraine—already know about Shakespeare, about "English" literature and culture in general, and what experiences (with language, with their own cultures and past) might I assume they'd bring to our discussions. Of course, I also made certain assumptions of my own as I developed the syllabus. Given the 20th century history of the country (caught between Germany and Russia during World War II and the Soviet occupation during and after the Stalinist regime), I figured that in addition to some of the quintessential Shakespearean themes (ambition, love, madness, and the nature of reality and the hereafter), the matters of kingship, divine right, and tyrannical rule in such plays as *Richard III* and *Henry V* would be most interesting to the students. To that end, I began researching how Shakespeare was read and performed in the country during this time. I found material describing how Soviet artists created Hamlet as a hero of the proletariat, who questioned the decadent bourgeois and fought for communism, and Lithuanian versions that used the play to contest the communist message and subvert Soviet rule, casting Hamlet as a hero of freedom of personal and political thought.

Ready with the meanings I wanted to convey (that I assumed the students would want to hear), I began selecting versions of the plays to present (given the compacted summer term, the course was heavily film-based). I settled on some fairly straightforward, “representative” adaptations (Gibson’s *Hamlet*, for example) so we could focus on Shakespeare’s language and what he “meant” by it. The centerpiece of the course, though, would be Ian McKellan’s version of *Richard III*, which sets the plot of this plotting king in a fascist England of the 1930s and 40s, and which, if my assumptions were right, the students would embrace for its echoes of the impact of dictators like Hitler and Stalin. Almost as an afterthought, I included two other interpretations of Shakespeare: Ethan Hawke’s *Hamlet* and Akira Kurosawa’s *Throne of Blood*, an adaptation of *Macbeth* which sets the play in a feudal Japan steeped in samurai culture.

Well, you can probably guess where this is going. It wasn’t McKellan’s *Richard*—with its tanks and bombs, murderous, dictatorial politics and Nazi-like propagandist images that I figured so closely approximated the European/Baltic experience of war and tyranny—that most connected with the students. Instead, it was Kurosawa’s adaptation of *Macbeth*—which changes crucial aspects of Shakespeare’s play—that grabbed their attention. It was there, in a world of corruption where every samurai and ruler expected betrayal, where it was “Lady Macbeth” who understood the way of the world more clearly than her husband, that Shakespeare’s themes and our interest in interpreting what he meant, what Kurosawa meant, and what we saw and felt came out most fully. It was there, and not in the interpretations that I assumed the students would see themselves and their lives in, that they felt they most understood Shakespeare’s value as a means to cross time and space and communicate ideas, despite—or perhaps because of—vast cultural differences.

And so it was through this most roundabout of ways that our answers arrived so unexpectedly: with an American professor who spoke no Lithuanian or Russian and a diverse group of Baltic and eastern European students with terrific English skills, but little previous exposure to Shakespeare watching a Japanese version of a 16th century English play to figure out why Shakespeare was “important.” As teachers, we all ask questions of cross-cultural interpretation—of how (as scholars) and why (as professors) we select certain texts and ideas to

present and values to promote—as we bring our scholarship and pedagogy into the classroom. This experience, though, certainly reminded me to be open to what the students saw and where they wanted to go. What they wanted to understand and emphasize certainly broadened the scope of what values and ideas I entertain both in terms of the general parameters of a course and the particular “answers” I seem to most readily accept or encourage. (Work cited: Laura Bohannon, “Shakespeare in the Bush”, *Natural History Magazine*, August/September, 1966.)

Teaching Tip: Students Teaching

Andrea Bubka, Psychology

When I taught my first course, Introduction to Psychology, I *thought* I had mastered the material. During my lectures, I saw blank faces. I asked them if they understood the concepts, theories, and findings. They wanted me to elaborate, give more examples, simplify, paraphrase; you name it, they wanted more. I found myself saying, “You know” a lot.

I always tell my students, if you can teach the material to someone else, you have really learned it. When I listen to students conversing in between classes, I rarely hear a student informing another student about some area in psychology. If a student has selected a major area of study, I would think that student would be interested in that area in general and want to discuss it. My colleagues and I discuss psychology all the time.

There are several ways to encourage students to be the teacher. Form groups to study for exams. Actually, form the groups in class either by asking them to get into groups or you decide the composition of the group. Unfortunately, many poor students will choose other poor students to form a group. Once they get to know each other (I am amazed at how many students in the same major don’t know each other or even know their names.), they are more likely to preserve these groups after class.

In Computers in Psychology, many students are computer savvy; when they quickly learn some application, I ask them to help other students in the class that are having trouble. At first, they don’t really want to waste their time helping, and they also feel some competition with the other students. After they help a few peers, they become confident

in their understanding of the material, and they seem to enjoy the experience. Students often stumble over the new jargon associated with specialized areas. As the tutoring progresses, their verbal and written skills become honed; their speech and writing become clear, concise, organized, and they are chock full of the new vocabulary.

I have noticed that when students give oral presentations, they seem to learn that material better than non-presented material. They certainly rehearse the material more, and they probably practice out loud, perhaps in front of a small audience. Why do they rehearse this material more than when preparing for a test? They don't want to embarrass themselves in front of their peers; unfortunately they don't seem to care about our opinion as much.

Another way that students can be the teacher is to encourage them to educate their friends and family about what they are learning in school. When sitting around the dinner table, and their parents ask them what they are learning in school, students will typically respond in a broad manner. They think their family members won't understand the complex topics or that they will be bored by the material. If a student can't make the material sound interesting or applicable to their everyday lives or simplify the material for laypeople, they should consider selecting a new major.

When I was an elementary school student, I always played the teacher with my younger brother as the student. I constantly created work sheets for him. I enjoyed that experience (event though my brother wasn't too crazy about it). I mastered the method and I think that the experience influenced me to become a teacher. Encourage your students to play the teacher at the college level. The worst that can happen is that they will go into academia.

Important Dates

A full list of OFRSP activities can be found on the [OFRSP Calendar of Activities Webpage](#)

OCTOBER

1 Wednesday

Applications due to chairs for Kenny Fellowships. [Additional Information and Applications.](#)

10 Friday

On-line application deadline for Faculty Resource Network Spring 2009 University Associates Program. [Additional Information and Application.](#)

15 Wednesday

Applications with chairs' reports due to the Office of Faculty Research for Kenny Fellowships. [Additional Information and Form.](#)

22 Wednesday

Faculty Workshop: Instructional Technology, 12:00-12:50, Pope 2.

NOVEMBER

12 Wednesday

Faculty Workshop: NYU Faculty Resource Network, 12:00-12:50, Degnan Conference Room.

DECEMBER

1 Monday

Faculty Workshop: Faculty Scholarship, 12:00-12:50, Emeritus Room.

JANUARY

28 Wednesday

Faculty Workshop: Instructional Technology 2-Blackboard, 12:00-12:50, Pope 2.

FEBRUARY

11 Wednesday

Faculty Workshop: Renewal, Tenure and Promotion, 12:00-12:50, Degnan Conference Room.

MARCH

12 Thursday

Faculty Workshop: Grant Writing, 12:00-12:50, Emeritus Room.

APRIL

8 Wednesday

Faculty Workshop: Faculty Fellowships, 12:00-12:50, Degnan Conference Room.

MAY

5 Tuesday

Faculty Development Workshop, TBA.