



# Center for Teaching and Learning Newsletter

Vol. 13 No. 7

March 2008

## Dates to Note!!

### RESEARCH MONTH 2008

**Tuesday, April 8**  
*Faculty Research Forum*  
11 a.m. to 1:30 p.m.  
Council Hall

**Tuesday, April 8**  
*Research Reception*  
Noon to 1:15 p.m.  
Council Hall

**Thursday, April 10**  
*CTL Fellows'*  
*Presentations on*  
*Research in Teaching*  
*and Learning*  
2:30 to 4:30 p.m.  
Bent Hall 277A

**Thursday, April 17**  
*Reception for Book*  
*Authors*  
3:30 to 5:30 p.m.  
Institute for Writing  
Studies, Library 150

**Tuesday, April 22**  
*Student Research Day –*  
*Queens Campus*  
11 a.m., to 2 p.m.  
Carnesecca Arena

**Thursday, April 24**  
*Student/Faculty*  
*Research Day – Staten*  
*Island Campus*  
11 a.m. to 2 p.m.  
Kiernan Suite in the  
Kelleher Center

## Doing the Laundry: Sharing Stories and Healing the Wounds of Violence

### The Clothesline Project, April 15-17, 2008

Judith Ryder (St. John's College of Liberal Arts and Sciences, ryderj@stjohns.edu)

Traditionally, doing the laundry has been women's work. Although often tedious and repetitive (there is always more!), the job offered women a time and place to chat and catch up, to discuss family and neighborhood events. Amongst news of children's achievements, rising food prices, weddings and funerals, women also whispered stories of personal violence. Beatings, rapes, child molestations, murder. Violence in their homes, at their jobs, in the neighborhood. Against their daughters, sisters, and mothers; their best friend; themselves. In whispering their stories women found comfort in the empathy of others. In the exchange of stories, women found support, as neighbors offered to take the kids, get a doctor, find a safe place. The "dirty laundry" of violence against women, however, remained hidden from the community.

The Clothesline Project is a national, grassroots project designed to provide comfort and support to women who have experienced violence, and to educate and raise awareness of the nature and extent of violence against women. By making a visual statement, the Clothesline Project takes the "mind-numbing statistics on violence against women and turn[s] them into a provocative ... educational and healing tool." The display consists of a simple clothesline hung with T-shirts. Each shirt is decorated to represent a particular woman's experience, and is created by the survivor herself or someone who cares about her. The idea is to let women tell their own story, in their own way, and hang it up for all to see. (See [www.clotheslineproject.org](http://www.clotheslineproject.org)).

The Clothesline Project challenges assumptions that violence is something that only happens to other people in other places. Rather, violence effects our sisters, wives, friends, and colleagues—women with whom we live, work, and study.

St John's University will establish its own Clothesline Project April 15–17, 2008, as part of National Crime Victim's Rights Week. It is sponsored by the Women's & Gender Studies Program,\* in association with Student Wellness, Campus Ministry, Community Relations, and the Alpha Kappa Delta Sociology Honor Society. All faculty, administrators and students are encouraged to attend and support this event.

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\* **Committee Members:** Barbara Koziak (Program Chair), Elaine Carey, Trent Hamann, Rachel Hollander, Marilyn Martone, Zoe Petropoulou, Judith Ryder, Jennifer Travis, Lara Vapnek

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*This newsletter is published monthly during the academic year by the Center for Teaching and Learning.*

### Managing Editor:

Lisa Getman

On April 15 during Common Hour, Robin Robinson (Ph.D., Psy.D; Associate Professor at University of Massachusetts, Dartmouth) will discuss *Rolling Up Our Sleeves: Doing What It Takes to End Violence Against Women and Girls* in St. Johns' Hall, Room 210. (Refreshments will be served). After this opening presentation, the Clothesline will be on display near the Celtic Cross on the Great Lawn. The location was selected for its high visibility on campus and because it provides a space for reflection within which to honor victims of violence.

At the Clothesline, people are encouraged to design a T-shirt for themselves or in honor of a loved one. Because designing a shirt is part of the healing process, whether it goes up on the clothesline or not is each individual's choice. People also choose to pick up a "to-go" bag with a shirt and paints, enabling them to design a shirt in private. (Bags will be available at the Clothesline, Library Concierge, Counseling Center, Campus Ministry and the St. John's College Sociology Department). Peer educators and psychology doctoral students will help to staff the information tables, and will direct people to support services and resources on campus and in the community. Volunteers will be at the tables between 1 and 2:30 p.m. Tuesday, and 11 a.m. and 2:30 p.m. Wednesday and Thursday.

Donations of old (clean) T-shirts, acrylic paints, and permanent markers are being accepted at drop boxes at the Library Concierge, Counseling Center, Campus Ministry and 444K St. John's Hall in the Sociology Department. Shirts that are not used will be donated to local shelters.

It is our hope that the Clothesline Project will provide comfort and support, and by raising awareness of violence against women will serve as a critical teaching tool consistent with Vincentian values of respect and human solidarity.



## Blackboard CE 6 Sessions

Join the Blackboard 6 workshops, held at the times below, to learn the valuable skills needed to navigate the new Blackboard 6 with ease. All are held in the Library, room 411. This room has computers, however, if you have a laptop, it is recommended to bring it to the workshop so you are working on a machine which is familiar to you. Questions can be directed to Prof. Edith Chasen-Cerreta, at chasene@stjohns.edu.

### Topic:

Basic Intro, Announcements, Mail and Discussion Board

Students, Files and Backups

Grades, Assignments and Quizzes

### Time:

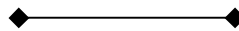
12:15 to 1:15 p.m. Thursday, April 24

12:15 to 1:15 p.m. Tuesday, April 29

12:15 to 1:15 p.m. Tuesday, May 6

### Date:

**To register:** Call the CTL at ext. 1859 or e-mail us at CTL@stjohns.edu.



## Distance Learning Pedagogy 1

Monday, April 21, 2008, a completely online class in distance learning pedagogy will begin. It will prepare participants to teach distance-learning courses. The methods are also appropriate for online support of face-to-face courses. Three or four hours per week of online participation will be required. For more information: <http://facpub.stjohns.edu/~chasene/DL/pedagogy1coursead.htm>. Questions can be directed to Prof. Edith Chasen-Cerreta, at chasene@stjohns.edu.



## Faculty News

March 2008

**Dr. Maura C. Flannery** (Computer Science, Mathematics and Science, [flannerm@stjohns.edu](mailto:flannerm@stjohns.edu)) published an article, "Three Lives in Biology," in the *American Biology Teacher* (February 2008).

**Professor Fred W. Herron** (Theology and Religious Studies, [herronf@stjohns.edu](mailto:herronf@stjohns.edu)) was the recipient of the National Catholic Education Association's SPICE Award (Selected Programs for Improving Catholic Education) for the program "Cyberfaith and Catholic Faith: St. Clare's Technology Initiative;" given the National Association of Parish Catechetical Directors' Mustard Seed Award for establishing an exemplary parish program of formation and catechesis at the annual convention in Indianapolis (March 2008); published the book, *Combining the Tradition: Catholic Schools in the Era of Baptismal Consciousness* (University Press of America).

**Dr. Jerome Joffe** (Social Sciences, [joffej@stjohns.edu](mailto:joffej@stjohns.edu)) published a chapter on "Evolution of Capitalist Relations of Production in U.S. Medicine" in *Research in Political Economy* (2007).

**Dr. Pavel Levin** (Physics, [levinp@stjohns.edu](mailto:levinp@stjohns.edu)) published two articles: "A General Solution of 3D Quasi-Steady-State Problem of a Moving Heat Source on a Semi-Infinite Solid" in *Mechanics Research Communications* (April 2008) and "Periodic Structure of Spin-Transfer Current in Ferromagnetic Multilayers" in *Physics Letters A* (January 2007).

**Professor Michael Poast** (Fine Arts, [poastv@stjohns.edu](mailto:poastv@stjohns.edu)) is currently showing his sculpture, MUSE III, at Mount Beacon Fine Art gallery in Beacon, NY.

**Dr. Regina Mistretta** (Early Childhood, Childhood and Adolescent Education, [mistretr@stjohns.edu](mailto:mistretr@stjohns.edu)) published a book, *Teachers Engaging Parents and Children in Mathematical Learning: Nurturing Productive Collaboration* (Rowman & Littlefield Education); has authored a chapter entitled "Cultivating Parent-Child Collaboration Concerning Mathematical Learning: A Necessary Objective For Teacher Preparation Programs" in the *Association of Teacher Educators Yearbook XVI: Imagining a Renaissance in Teacher Education*, and presented this chapter at the Annual 2008 Meeting of the Association of Teacher Educators in New Orleans, LA.

**Dr. Robert J. Mockler** (Management, [mocklerr@stjohns.edu](mailto:mocklerr@stjohns.edu)) editor and co-author, *The Competitive Environment: Cases in Strategic Management* (Lombard, IL: Marsh Publications LLC, 2007); monograph, *Strategic Leadership and Management: Winning in Today's Rapidly Changing Markets* (New York: Strategic Management Research Group, 2007); co-authored cases in 2007: "KPMG-Information Risk Management: A Segment of the Risk Advisory Industry," "Jetblue," "Chevron," "Warner Music Group Inc: The Recording Music Segment of the Entertainment and Media Industry," "KPMG International: Staffing for Auditing," "Ernest & Young-Expanding in China: The Tax Compliance & Planning Segment of the Accounting Industry," "Hair Group," "Fortune Magazine: The Magazine Industry," "Verizon Communications, Inc: The Telecommunications Industry," "Time for Kids Magazine: The Magazine Publishing Industry," "Sara Lee Corporation: The Refrigerated Proceed Meats Segment of the Meat Products Industry."

**Dr. John J. Neumann** (Economics and Finance, [neumannj@stjohns.edu](mailto:neumannj@stjohns.edu)) co-authored two articles: "Does *Mad Money* Make the Market Go Mad?" in the *Quarterly Review of Economics and Finance* (2007) and "Market Reaction to Jim Cramer's *Mad Money* Lightning Round" in the *Journal of the Academy of Finance* (Summer 2007).

Dr. Sandra Reznik (Pharmaceutical Sciences, [rezniks@stjohns.edu](mailto:rezniks@stjohns.edu)) co-authored with Dr. Ralph Stephani ([stephanr@stjohns.edu](mailto:stephanr@stjohns.edu)) "The Effect of 3-(3-Carboxybenzyl)-1-((6-ethylbenzo[d][1,3]dioxol-5-yl)methyl)-6-hydroxy-4-oxo-1,4-dihydroquinoline-2-carboxylic acid (HJP279), a Putative Novel Selective ET<sub>A</sub> Receptor Antagonist (ETA-RA), on Infection-Mediated Premature Delivery" in *Canadian Journal of Physiology and Pharmacology* (2008); presented a talk, "The Role of Endothelin-1 in Preterm Labor and Its Inhibition by Novel 1,3,6-Trisubstituted 4-Quinolone ET<sub>A</sub> Receptor Antagonists," to the local chapter of The American Chemical Society (March 2008).

Dr. Richard Stalter (Biological Sciences, [stalterr@stjohns.edu](mailto:stalterr@stjohns.edu)) published the article, "Orchids of Atlantic Coast Barrier Island from North Carolina to New York," in the *Journal of the Torrey Botanical Society* (2007).

## Faculty News

If you would like to send an entry to "Faculty News," the deadline for the April/May issue is **April 2**. We prefer that you email the information to [CTL@stjohns.edu](mailto:CTL@stjohns.edu). Please have your entries follow the style presented in "Faculty News." Material included in CTL Faculty News will be sent to Dominic Scianna for distribution in a news release.

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## 2008 Faculty Survey Underway

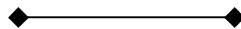
Clover Hall (Vice President of Academic Planning & Institutional Research, [hallc@stjohns.edu](mailto:hallc@stjohns.edu))

The Higher Education Research Institute (HERI) at UCLA is once again conducting its national survey of faculty. As described by HERI, the survey "is designed to provide colleges and universities with timely information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. Information resulting from the survey can be used to facilitate self-study and accreditation activities; inform campus planning and policy analysis; enhance faculty development programs; and improve students' educational experience."

This will be the tenth national survey of faculty conducted by HERI, and the fourth time that St. John's is participating. As many of you will recall, we also participated in 2004, the last time the survey was administered. Many results from that survey formed the basis for strategies and success measures in our **2004-2008 Strategic Plan**. A [PowerPoint Presentation](#) and [Report](#) from the 2004 survey are available online at <http://www.stjohns.edu/about/ir/surveys/heri/>.

As we begin a new University strategic planning cycle for 2008-2013, with the focus on optimizing the quality of **how** we serve our students, we anticipate that the results of the 2008 survey will be a critical component of the process. Results can also be used in college-level and other planning. Reports will be published this Fall.

By now faculty members have received invitations from the Provost and **HERI.Faculty.Survey@datarecognitioncorp.com** to participate in this survey. If you have not yet responded, we encourage you to do so as soon as possible. A final reminder will be sent from HERI on March 25. We truly appreciate your contribution to this important study.



## Faculty Growth Grants Program

Faculty Growth Grants are intended to provide support for full-time faculty members who seek to enhance their teaching skills, to further integrate technology in the curriculum or to develop groundbreaking courses. A limited number of grants are available each year.

The next deadline to apply for a Faculty Growth Grant is: **April 7, 2008**

If you have any questions regarding the application procedures look at our website under Growth Grants Program (<http://stjohns.edu/academics/centers/teach/growth>) or email us at [CTL@stjohns.edu](mailto:CTL@stjohns.edu).

## Closing the Gap between Science and the Public

### Vincentian Mission: Opportunity and Responsibility-XV in the Series

Marc Gillespie (College of Pharmacy and Allied Health Professions, [gillespm@stjohns.edu](mailto:gillespm@stjohns.edu))

*In this column, faculty from across the University share their experience in actualizing the Vincentian Mission through research, teaching and service. In this issue, Marc Gillespie, Senior Vincentian Research Fellow at the Vincentian Center, describes the manner in which his research helps to bridge the gap between science and the public. Scientific knowledge needs to be communicated well and appropriately accessible within the scientific community and to the general population where it can have impact. With the goal of making his work more widely accessible and improving lives, Dr. Gillespie directs his laboratory efforts to issues in medicine, environmental health, and safety. In his community service efforts, Dr. Gillespie applies this commitment to knowledge-accessibility in the same way and assists students and teachers in lower-economic settings to increase their understanding of and appreciation for science.*

As a teacher and scientist working in molecular biology, protein biochemistry, bioinformatics, and toxicology, my biggest challenge has always been explaining what I do. Originally my education focused on wildlife biology (zoology), with a minor in literature. I came to molecular biology through Cold Spring Harbor Laboratories, a lab established more than a century ago that is now recognized internationally for its educational activities and groundbreaking research in cancer, neurobiology, plant genetics and bioinformatics. Later, I received my doctoral degree in oncological sciences at the University of Utah, a nexus for the human genome project. Finally, I came to St. John's after completing my post doctoral work at Sloan-Kettering.

Throughout my education, I discovered my true interest lies in the great rift between science and the public. As our society becomes more complex, understanding how technology works and ultimately affects us becomes more of a challenge. In order to make educated decisions concerning healthcare, childcare, and career options, we need a solid understanding of the technology around us. Translating science and technology into readily understandable concepts that can be used to make well-informed decisions is what guides my work. My goal at St. John's is to use my experience in different fields from academia and industry to public health policy and informatics, to translate science into the exciting and understandable. We cannot exclude people from making practical decisions about themselves and their world, by making it difficult for them to access and understand the information they require.

Science is profoundly rooted in intellectual education, pairing observation with hypothesis-driven investigation. The larger question is: "Can science contribute to everyday enlightenment?" Here I would argue that most scientists expend a great deal of thought on the implications of their science, but translating that work presents great challenges. I am quite lucky as St. John's provides a natural platform for such discussion. It is in interdisciplinary discussion that the Vincentian Center for Church and Society and St. John's excels.

My lab is a basic science venture where work touches upon heavy metal toxicity that more commonly afflicts children over adults, poor over rich, immigrant over long established citizen. Science allows us to uncover and investigate basic mechanisms that contribute to these facts, but it is the dialogue between science and society that is the catalyst for change. My basic research pushes me to engage society on these issues.

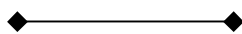
I am working to move complex proteomic analysis into small laboratories and businesses. My teaching load challenges me with both graduate and undergraduate students, many with a passion for learning that rivals any that I have seen, including my own. When I came to St. John's I engaged in bench research including toxicology, proteomics, and neurobiology as well as bioinformatics, which I pursue at Cold Spring Harbor Laboratory.

Now, a number of projects in the lab are focused on the development and distribution of affordable proteomic techniques. This work has generated two validated methods that allow any lab to identify novel protein interactions affected by their compound of interest. This is one of the few "small-scale" proteomic methods that we know of. Our lab has identified potential toxicant biomarkers involved in

neurotransmitter release that are affected by the presence of lead and acrylamide, using these methods. Projects in the lab address the accessibility of bioinformatic approaches for proteomic and toxicological analysis, lead toxicity biomarkers, and the genetic relationship between Parkinson's disease and manganese toxicity. These projects include uncovering or identifying novel mast cell targets that mediate disease or disease progression. Such research may lead to the development of novel therapeutics for the treatment of allergy/asthma and autoimmune disease. Research concerning the relationship between Parkinson's disease and manganese is also ongoing, as is work leading to the development of low-level lead intoxication biomarkers to address chronic lead toxicity that continues to plague many urban and industrial areas.

The life sciences have become increasingly information-based with diverse sources of information being woven into scientific hypotheses and experiments. From basic science to clinical applications, the need to train our students in information access and manipulation has moved from a luxury to the realm of foundation. Many faculty themselves are overwhelmed by online resources, and the wealth of information available. These resources are comprehensive but are not tailored to any particular approach or field. My lab is dedicated to making this information accessible, and to providing resources and training to students and the public. As we have moved into the 21<sup>st</sup> century, we are often drowning in information, rather than mastering it. As a scientist and teacher, I cannot condone this persistent misconception: that it is more important to get information out, than to make that information accessible.

The focus of my work then is accessibility, from biomarker development for clinical conditions that do not get high profile funding to informatics that allow any lab, any person, access to the latest biological data. I believe that our society is at a fork in the road. We can subscribe to the philosophy that all people should have access to understanding the technology that is changing our lives or we can allow the divide to grow. This is a worthy cause and I am honored to be working at an institution that supports my work to this end. The Vincentian Center for Church and Society at St. John's provides unparalleled access to the different fields of study that make the work of equal access not only possible, but a priority.



## **Faculty, Administrators, and Staff Perceptions about Student Experiences: Highlights from the Institutional Priorities Survey 2007**

**Yuxiang Liu** (Director of Institutional Assessment in the Office of Institutional Research, [liuy@stjohns.edu](mailto:liuy@stjohns.edu))

The Institutional Priorities Survey (IPS) closely parallels the Student Satisfaction Inventory (SSI). SSI, a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. IPS assesses the priority that faculty, staff, and administrators believe the institution should place on the same range of student experiences.

In 2007, all St. John's full-time faculty, administrators, and staff were invited through email to fill out the IPS online. The overall response rate is 41%, with 52% for faculty, 43% for administrators, and 28% for staff. The IPS data have been compared with the SSI findings, and the results presented in this summary are aggregated by campus. Both strengths and challenges have been identified. Strengths are the areas of high importance, high level of agreement, and small gaps (gap: importance rating minus agreement rating).

### **Highlights of Survey Results**

#### **Queens Campus**

Both students and faculty perceive the following as strengths:

- Faculty are available after class and during office hours.
- St. John's has a good reputation within the community.
- The campus is well-maintained.

Faculty, administrators, and staff agree on these strengths:

- Students are made to feel welcome on this campus.
- There is a good variety of courses provided on this campus.
- There is a strong commitment to racial harmony on this campus.

Both faculty and administrators perceive the following to be strengths:

- Academic advisors are concerned about students' success as individuals.
- Major requirements are clear and reasonable.
- Nearly all of the faculty are knowledgeable in their field.

Faculty, administrators, and staff are in agreement with students on the following as challenges:

- Getting the "run-around"
- Billing policies
- The timing of announcing financial aid

Faculty, administrators, and staff perceive the following as a challenge:

- Admission counselors' portraying the campus in their recruiting practices

Faculty members agree with administrators in these challenges:

- Living conditions in the residence halls
- Commitment to academic excellence on this campus
- The university website being easy and convenient to use

Both students and staff regard the following as a challenge:

- Conflicts in student registration for classes

The following is identified as a strength by faculty, but as a challenge by students, administrators, and staff:

- Faculty providing timely feedback about students' progress in their courses

The following is perceived as a challenge by students, but as a strength by faculty and staff.

- Tuition paid as a worthwhile investment

### **Staten Island Campus**

The following are identified as strengths by students, faculty, administrators, and staff:

- The campus staff are caring and helpful.
- Faculty care about students as individuals.
- Academic advisors are approachable.
- The campus is safe and secure for all students.

Administrators and staff agree with the students on the following as a strength:

- The academic advisors are concerned about students' success as individuals.

The following is perceived as a strength by both students and faculty:

- Faculty are available after class and during office hours.

Faculty, administrators and staff agree on the following as strengths:

- Students are made to feel welcome on this campus.
- Security staff respond quickly in emergencies.

Students, faculty, administrators, and staff agree on the following challenges:

- The variety of courses provided on the campus.

Both students and faculty perceive the following as challenges:

- Conflicts in students' registering classes
- Commitment to academic excellence on the campus

The following are challenges identified by students, administrators and staff:

- Students getting the "run-around"
- Tuition paid as a worthwhile investment
- Student's activities fees being put into good use
- Billing policies

Faculty, administrators, and staff are in agreement on the following challenges:

- The instruction in the major field
- The quality of instruction in most classes
- University website being easy and convenient to use.

The following is perceived as a strength by faculty, but as a challenge by students:

- Faculty providing timely feedback about students' progress in their courses

The following is identified as challenges by faculty, but as a strength by administrators and staff:

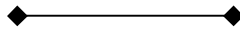
- Financial aid counselors being helpful

### Summary

In general, the IPS results are consistent with the findings from other surveys. Such areas as the availability of faculty, academic advisors being concerned about students' success, and St. John's reputation in the community have been identified as strengths. The challenges include students getting the "run-around" and conflicts in student registration for classes. In addition, the variety of courses has been perceived as a strength on the Queens campus, but a challenge on the Staten Island campus.

For most areas in the IPS survey, faculty, administrators, and staff agree, or one not in conflict, with students about their experiences. There is a conflict, however, in the following areas: 1) Faculty providing timely feedback, identified as a strength by faculty, but as a challenge by students; 2) Tuition paid as a worthwhile investment, perceived as a strength by the Queens faculty, but as a challenge by students on both campuses, and also a challenge by administrators and staff on Staten Island campus.

It's important to identify strengths and challenges, and it's even important to find out solutions to the challenges and work hard on them. Enhancing the level of student engagement has been one of St. John's priorities, and it needs effort from all members of St. John's community – faculty, administrators, and staff.



## Interdisciplinary Research Roundtable Lunches

Each year the University designates April as Research Month to recognize the research activities of its faculty and students. This year we will again have a series of interdisciplinary research lunches to discuss a variety of topics. This is a great opportunity to get together with colleagues in other fields to discuss common interests. These events will take place in **Library room 110 (Title III lab in the Academic Commons) at noon on the Mondays of April**. The topics are:

### Visual Thinking in Teaching and Research

*Monday, April 7*

Chair: **Maura C. Flannery**, College of Professional Studies

A wide variety of disciplines use visual thinking extensively and communicate through images. This lunch is an opportunity for those interested in various aspects of this topic to get together and discuss commonalities.

### Writing Biography

*Monday, April 14*

Chair: **Frank Brady**, College of Professional Studies

Those interested in writing biographies are invited to a discussion with Professor Barrett who discovered and edited Justice Robert H. Jackson's previously unknown, never published, and now acclaimed book *That Man: An Insider's Portrait of Franklin D. Roosevelt* (Oxford University Press).

### Women and Gender Studies

*Monday, April 21*

Chair: **Elaine Carey**, St. John's College of Liberal Arts and Sciences

Plans for this lunch grew out of the successful seminar on the topic held during Women's History Month. Here is another chance for interdisciplinary conversations in a variety of areas dealing with women's studies and the academic interests of women at the University.

**If you would like to attend** it is imperative that you contact the CTL at **x1859** or [CTL@stjohns.edu](mailto:CTL@stjohns.edu) as **seating is limited**.