



Center for Teaching and Learning Newsletter

Vol. 13 No. 6

February 2008

Dates to Note!!

Thursday, March 6

More Effective Learning:

Two Views

12:15 to 1:15 p.m.

Library 110

Tuesday, March 11

Women's History Month

Luncheon

12:15 to 1:15 p.m.

Library 150

Wednesday, March 12

Conversations on

Teaching

4 to 6 p.m.

DaSilva Hall room 208,

SI

Thursday, March 13

Keep It Lively: Teaching

Long Classes

12:15 to 1:15 p.m.

Library 110

Tuesday, March 18

Journal Club: Humility,

Accommodation,

Passion and

Compassion: Some

Constituents of Good

Teaching

12:15 to 1:15 p.m.

Library 110

To **RSVP** phone us at

ext. 1859 or email us at

CTL@stjohns.edu.

Navigating the Field: Mexico

Elaine Carey (St. John's College of Liberal Arts and Sciences, careye@stjohns.edu)

Field work is never easy, but it remains essential to research and to good teaching. The stories and analysis are always much deeper after a stint in the field. Nothing can compare to a couple of months in the field to refresh one's own projects as well as classroom experience. The time and funding for extended trips continue to be a central struggle for graduate students as well as more established scholars. Even with adequate funding, countries that appear stable may explode in violence such as in Colombia in the early 1990s and more recently, Kenya and Mexico. At the most basic level, the separation from family, friends, and routine may contribute to loneliness or isolation.

Recently, Barbara Weinstein, the past President of the American Historical Association and a specialist in Brazil, has drawn greater attention to the question of mobility when one is no longer an unencumbered graduate student who is free to spend one to two years in the field. Her article, "Historians and the Question of Mobility" (<http://www.historians.org/perspectives/issues/2007/0702/0702pre1.cfm>) led me to consider the process of field work as an on-going and changing experience as I continue to work as a historian. Before reading this article, I had already contemplated the difficulty of field work after having a child and having a partner who has his own demanding career. With them in mind, I shifted my research focus from a national Mexican topic that combined oral histories and archival sources to an archival transnational study where many of the sources are in the United States. Since returning from five months in Mexico, I reflect that I may have overestimated the ease I would have in the field, alone, with my four year old son. However, I have come away with profound recognition of possibilities as well as limitations of field work at mid-career.

One of those great advantages that I recognized was my own maturity in research. With severe time restraints, I was able to achieve much of what I planned in a more compressed time. Things that I did in the past, I built upon so that I could focus on the subject. One of the most difficult things to learn in graduate school is the ability to access information in archives and libraries in other countries. The basic protocol of research in the field changes depending on the era, the country, or the region of country. Much of my archival research has taken place in the National Archive (*Archivo General de la Nación*, AGN) in Mexico City. Since 1994, I have been going to this archive, and I have learned some valuable lessons from spending over ten years visiting the same place.

One of the things most difficult to impart is the importance of personal interaction with the archivists and staff at any archive. In the U.S., scholars encounter rapid service due to the growing accessibility of electronic catalogues. If not accessible

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Managing Editor:

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online, scholars may contact archivists who send the catalogues. In turn, we make an appointment and request what documents we wish to use. I have received catalogues from the Anslinger Collection at Penn State University and DEA-BNDD Papers at the National Archives. In these archives, when a researcher arrives, archivists have pulled the documents. Moreover, they offer help with any other materials. If they invite you to lunch, that is simply an added bonus.

Mexico is completely different. Since 2000, the government has initiated a freedom of access and professional service mandates in part motivated by the demands of activists from the 1968 Mexican student movement. The professionalization has had a dramatic and positive effect. For example, previously published books of photos from the INAH Fototeca, the national photographic archive, contained many images that authors never cited. In my conversations with the director, I discovered that the Fototeca now exercises greater control over images and their reproduction. The request process is more rigorous and the fees to publish are much more expensive. Such shifts, however, allow the archive to maintain control as well as continue its work. Since the archive requests a copy of all material containing images (this is also the protocol of US archives), its library is far more extensive than it was ten years ago.

For the AGN, there is a searchable database on the web, but it is clunky and difficult to use. Moreover, many of the people at the AGN have yet to be trained in the new database. Much of the staff is more comfortable with the printed catalogues. At times, when I requested materials that I found on the database, AGN workers told me that those documents did not exist or were not housed in their areas. This meant going back and forth between various areas of the archive to try and gain access. Many of the documents in the collections that I wished to use have never been catalogued whether in print or electronically. In one collection, there were over 300 boxes with up to 80 files per box. As the archivist and I began to get to know each other, he asked me if I would count the files in each of the boxes and mark the number on each box.

In Mexico, transparency laws led to the release of documents that had been secret, but systematic problems exist. In areas of more sensitive materials that I have used since 2000, the scholar is required to obtain a letter of access. I have kept copies of those letters, but I also keep a record of the names of the archivists who I have worked with in the past. That way, when I return and wish to use the same area, I mention that I worked there previously and with whom I worked.

For continued work, I have a few basic suggestions.

1. Submit all your publications based on the archive or collections that you accessed and used. Many scholars do not do this, and it is a huge oversight. When you return, your work as well as professional recognition of the archive and its staff is on record. This is very important in Mexico.
2. Keep a list of the archivists and staff that helped you and in what area they worked—also those that are not too helpful. In the future, you will know to avoid them. Review that when returning to the archive. Seek out those people who were helpful. If they don't remember you, remind them about when you worked with them.
3. After completing a research trip and follow up with the archivists and staff. Send an email thanking them. Send a letter or email to the director of the archive praising those who helped.
4. Lastly and most importantly, be flexible, be patient, and maintain a sense of humor. The work may take more time than in a US archive, but your experience will add to all aspects of your professional life, whether measured in publications or in the classroom.





Faculty News

February 2008

Professor Joseph Adolphe (Fine Arts, adolphej@stjohns.edu) published a portrait of Pakistan's Chief Justice Chaudhry for the covers of *Ethics in Action* and the *National Law Journal's* annual Lawyer of the Year Issue (December 2007); published a portrait of Ruth Gordimer for an article entitled "This Way, Not That: Nadine Gordimer Does as She Pleases" in *Harper's Magazine*.

Professor Steven A. Bollon (Administration and Economics, bollons@stjohns.edu) was honored in *Who's Who Among American Teachers & Educators* (July 2007).

Dr. Linda Carozza (Speech, Communication Sciences and Theatre, carozzal@stjohns.edu) presented the paper, "Mentorship Revisited," at the 2008 National Association of Hispanic and Latino Scholars' Association.

Dr. Hannah Berliner Fischthal (English, fischthh@stjohns.edu) has a review essay entitled, "Jewish-American Women Writers and Critics Come of Age," in *MIDSTREAM* (January/February 2008).

Dr. Joseph A. Giacalone (Economics and Finance, giacaloj@stjohns.edu) presented a paper, "The Commercialization of Space Revisited," and served as discussant in the session at the Clute Institute Applied Business and Economic Research Conference in Orlando, FL (January 2008); published a book review of "*The Legacy of Henry George in Economic Thought*" by John Laurent in the *Journal of the History of Economic Thought* (December 2007).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, "Plants in Production," in the *American Biology Teacher* (January 2008).

Dr. Mary Ellen Freeley (Administrative and Instructional Leadership, freeleym@stjohns.edu) has been invited to serve on one of the lay boards of Our Lady of Mercy School in Forest Hills; also serves on the Boards of Trustees of The Mary Louis Academy and St. Joseph's College where she is the Chair of the Governance Committee.

Dr. Donna Geffner (Speech, Communication Sciences and Theatre, geffnerd@stjohns.edu) co-presented two papers: "Auditory Processing Disorders in Children with AD/HD" and "Receptive and Expressive Language Disorders in Children with ADHD" at the Annual Convention of the American-Speech-Language-Hearing Association, Boston, MA (November 2007); presented a workshop on "Executive Function Disorder" at the Annual Convention of the American-Speech-Language Hearing Association in Boston, MA (November 2007); was invited by the Provost of The University of Massachusetts at Amherst to speak on "Auditory Processing Disorders" at a special Symposium (November 2007); was appointed to the National Committee on Auditory and Language Processing by ASHA and the 2008 Leadership Development Council and serves on the National Committee on Nominations and Elections; her textbook *Auditory Processing Disorders* (Plural Publishing) was launched at the ASHA National meeting in Boston, MA (November 2007); published "Understanding Medication in the Treatment of AD/HD" on *Speech Pathology.com* (November 2007); and was an invited contributor to the international web course on "Auditory Processing" for ASHA's Continuing Education Program (September 2007).

Professor Diane Miller Himmelbaum (Fine Arts, himmelbd@stjohns.edu) is showing four print-collages in an exhibit entitled "Focus on Prints" at The New York Law School, NYC (January-February 2008).

Dr. Richard A. Lockshin (Biological Sciences, lockshir@stjohns.edu) was honored with a Festschrift held at Rockefeller University in honor of his 70th birthday, over 150 people attended with celebrants coming from 12 countries; the journals *Cell Death and Differentiation* and the

Journal of Cellular and Molecular Medicine are noting his birthday with special issues dedicated to him; published the book *The Joy of Science: An Examination of How Scientists Ask and Answer Questions Using the Story of Evolution as a Paradigm* (Springer Verlag, December 2007).

Dr. Kathleen Lubey (English, lubey@stjohns.edu) will be a Mellon post-doctoral fellow at the Penn Humanities Forum (University of Pennsylvania) during the 2008-09 academic year: an article taken from her book project, "Joseph Addison's Excitable Readers: Aesthetic Pleasures and Erotic Sensations in the Spectator," appears in *Eighteenth-Century Fiction* (Spring 2008).

Dr. Anna D. Martin (Economics and Finance, martina@stjohns.edu) co-authored the article, "Estimating the Cost of Equity for Property-Liability Insurance Companies," in the *Journal of Risk and Insurance* (2008).

Dr. Larry Myers (Speech, Communication Sciences and Theater, myersl@stjohns.edu) original plays produced: Past Life = Jack Kerouac" at Bob Pare Studio Theater, Lowell, MA; "Mary Anderson's Encore" at Starving Artist Theater II in Ocean Grove, NJ; "Stephen Crane & Dangerous Women" produced at Stephen Crane Museum/Theater in Asbury Park, NY; article on play "Other Hollywood" in *New York Post* and in *Mt Pleasant Journal*, Mt Pleasant, PA; profiling upcoming RWM Playwrights Lab season; interviewed on Barry Z cable TV show about upcoming Tennessee Williams book; gave a lecture on "Tennessee Williams & his 'Suddenly Last Summer' " at the New Jersey Center for the Arts in Ocean Grove, NJ; participated in "Victorian Literature & Spiritualism" seminar at Lily Dale, NY.

Professor Jim Pavlicovic (Fine Arts, pavlicoj@stjohns.edu) has artwork in the show "SMALL WORKS," at 80 Washington Square East Galleries, NYC (February-March 2008).

Dr. Sandra E. Reznik (Pharmaceutical Sciences, rezniks@stjohns.edu) published three papers: "Placental Matrix Metalloproteinase-1 Expression is Increased in Labor" in *Reproductive Sciences*, 2008, "Expression of

Keratin 8 and TNF-Related Apoptosis-I Inducing Ligand (TRAIL) in Down Syndrome Placentas," in *Placenta* 2008, and in collaborative work with Dr. **Jerome O. Cantor** (Pharmaceutical Sciences, cantorj@stjohns.edu) and Dr. **Joseph M. Cerreta** (Pharmaceutical Sciences, cerretaj@stjohns.edu) "Phosphoramidon, An Endothelin-Converting Enzyme Inhibitor, Attenuates Lipopolysaccharide-Induced Acute Lung Injury" in *Experimental Lung Research*, 2008.

Dr. Miguel Roig (Psychology, roigm@stjohns.edu) published an article, "Avoiding Those Little Inadvertent Lies When Writing Papers," in *Eye on Psi Chi* (Winter 2007) http://www.psichi.org/pubs/articles/article_666.asp; helped organize and moderate a one-day NSF/ CUNY-sponsored conference titled "Ethics in Research" presented at the Borough of Manhattan Community College (January 2008).

Professor Jeff Sovern (Law, sovernj@stjohns.edu) co-authored a casebook on consumer law, co-coordinates the Consumer Law and Policy blog, available at <http://pubcit.typepad.com/clpblog/>, and is a co-editor of the *Social Science Research Network Consumer Law Abstracts Journal*.

Dr. Katherine M. Shelfer (Library and Information Science, shelferk@stjohns.edu) co-authored the article, "IT-Based Knowledge Management to Support Organizational Learning Visa Application Screening at the INS," in *Information Technology & People* (2007).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) published the 3rd edition of the book *Man and the Environment*.

Dr. Eric Touya (Languages and Literatures, touyae@stjohns.edu) published a book entitled *French-American Relations: Remembering D-Day after September 11*.

Faculty News

If you would like to send an entry to "Faculty News," the deadline for the March issue is **March 3**. We prefer that you email the information to 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.

Management Crossing Borders

Vincentian Mission: Opportunity and Responsibility – XIV in the Series

John Angelidis (The Peter J. Tobin College of Business, angelidj@stjohns.edu)

*In this column, Vincentian Research Faculty from across the University share their experience in actualizing the mission through their research, teaching and service. During Founder's Week each Vincentian Faculty Research Fellow of the Class of 2007 presented at the Faculty Research Luncheon. As a subset of the overall theme of the week, Vincentian Beyond Borders: Building a Civilization of Love, the Fellows offered their luncheon comments through the lens of Vincentian Higher Education: Crossing Barriers and Extending Horizons. Below is the presentation of **Professor John Angelidis**, Chair of the Management Department in the Tobin College of Business.*

My area of study is management which has as its root in the Latin word *manus*, that is, the hand. Its first meaning was to train a horse in his paces. Since then the term broke its narrow definitional barrier and its meaning has been broadened to mean: plan, organize, lead, motivate, and control *human organizations*. I would like to emphasize that the word "organizations" is broader than business organizations, because organizations are defined as "two or more **people** consciously working together towards achievement of common goals." The heart of management then includes human beings pursuing various endeavors. Businesses which pursue profit are only a subset of the range of human organizations which must be managed. "Management" then is universal and boundary-less in regard to its application. This universality of management poses tremendous challenges and opportunities for study and application.

Within business organizations there is consensus that good management creates *effective* and *efficient* organizations. "Effective" means that they have good goals and "efficient" means that they achieve these goals without waste, in the best possible way. To establish good goals one has to begin with the philosophical, a business's "raison d'etre." My ancient ancestors inscribed this on the temple of Apollo in Delphi: "Gnothi se afton"- "Get to know yourself." This entails the definition of the boundaries of the business. Questions such as what is our purpose, whom do we serve, what is our business, our markets, our products and our services, have to be answered before any goals can be established. The answers to these questions define the boundaries of the business universe and set the course of where to go and how to navigate in their own universe. These responses then give a unique purpose and character to the business.

The main body of my research focuses on this boundary definition. Businesses are open systems consisting of interrelated parts continuously interacting with each other and their environments. It is this continuous and dynamic interaction that determines the success or failure of business. Managers define and implement strategies to guide business interactions and to respond to their environments. The values, beliefs, backgrounds, and experiences that managers bring to the organization affect the decisions they make on behalf of their businesses.

My research then examines the construct of corporate social responsibility. This is a construct defined on four dimensions:

1. Economic— looking at the fiduciary responsibility of business.
2. Legal— examining their adherence to the laws.
3. Ethical— examining the extent to which they are adding to the ethical imperatives of society.
4. Discretionary or philanthropic—considering the extent to which they are contributing to the welfare of the less fortunate.

Let me share my thoughts on St. Vincent's approach to organizations. I believe that his mission, his purpose can be described by utilizing the motto of the French Republic, "Liberte, Egalite, Fraternite." Within the Vincentian approach these words take on a somewhat different meaning but they serve as shining beacons to guide us in our effort to improve conditions for humanity.

1. Liberte: The Vincentian concept of liberty is freedom from poverty: poverty of means, poverty of knowledge, poverty of spirit, poverty of acceptance.

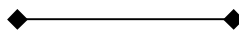
2. Egalite: Equality for Vincent meant equality of human value regardless of gender, race, material means, ability, or occupation.
3. Fraternalite: St. Vincent believed that all of us are brothers and sisters in Christ and it is our duty to help to improve each other and, particularly the poor, with respect and dignity as we “build a civilization of love.”

Having discovered service to the poor within the human community as his goal, Vincent then utilized the four dimensions of corporate social responsibility (economic, legal, ethical, philanthropic) to create his organization that now includes the Congregation of the Mission with 3,600 members; the Daughters of Charity with 23,000 members working in 91 countries; the Ladies of Charity with 250,000 members and the Society of St. Vincent de Paul with 875,000 members in 130 countries, as well as a host of other groups who have taken on the Vincentian purpose. His is a thriving global organization consisting of self sustaining parts, with more than one million members, serving countless people, lasting almost four centuries, and inspiring its religious members to serve without individual compensation for all their lives.

My studies examine the major issues of *managerial mental border definitions*. More specifically they raise questions such as how do managers define their corporate responsibility. Do they define it narrowly as only profit maximization or broadly, such as St. Vincent did, including philanthropic responsibilities? How strongly do they support each dimension? What are the factors that influence their corporate social responsibility orientation? Is it gender? Is it educational background? Is it culture? Is it the type of industry they are in? Is it the hierarchical position they hold in their organization? Is it a combination of many of the above? We need to know the answers to these questions if we want to have successful, ethical and socially responsible business, and graduates who have developed a conscience for business.

I had a special experience in “crossing borders” in the middle 90’s when we implemented service-learning. My classes then and now require business students to undertake projects implementing managerial principles within not-for-profit organizations. In reading their reflection papers, I can see that they first look at the projects with apprehension and disbelief that they are being asked to deal with not-for-profits. At the end of their project, however they express their gratification at having done such projects. They come to realize the contributions they can continue to make to society with the knowledge they have acquired by being associated with not-for-profits.

Furthermore, in curriculum development some of the barriers that need to be crossed are found in course content such as spirituality in the work place, diversity, cultural appreciation and social responsibility, all critical issues in business today and part of the Vincentian culture. Management issues and approaches touch on the universal and as such it is imperative for all of us to learn how to cross barriers and bring people together for the betterment of the human family.

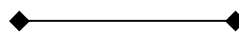


Faculty Growth Grants Program

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.



Faculty Application of the Fall 2007 Course Evaluation Results: A Tool for Assessing and Improving Instruction

Marie Mark (Assistant Director of Assessment Support, Office of Institutional Research, markm@stjohns.edu)

Fall 2007 marked the inauguration of the Student Course Evaluation online at St. John's University which replaced the former SIR II paper version. The new Student Course Evaluation form was developed by a committee of St. John's faculty members and comprised 26-scaled and three open-ended questions. Moreover, instructors had the option of adding as many as five of their own questions, unlike the paper-based SIR II, which could not be customized.

Overall, 2,145 undergraduate classes and 31,641 student responses were included in the fall course evaluation, generating a student response rate of 58%. At the graduate level, 329 classes and 3,681 student responses produced an even higher student response rate of 66%. The student response rate for the University as a whole was 59%.

After receiving the results in December, faculty were surveyed on the course evaluation; over 300 responded. In their comments, many faculty noted that receiving the analysis of the results so quickly enabled them to consider their students' feedback in time to modify their course or teaching technique for the spring semester. This is a distinct advantage over the SIR II paper version, the findings of which took months to analyze and disseminate to faculty.

Many ideas on utilizing the findings were reflected in the responses. A sample of actual quotes appears below:

- I will change the way we set up work groups. Students loved the small groups, but some thought we should rotate the members every few weeks. I'll try that next time.
- I plan more one-on-one and small group interactions with students.
- The students gave constructive suggestions on how to incorporate special projects and group work.
- Well, my colleagues and I shared our results so that we could incorporate students' thoughts into the next course in our sequence. They gave us valuable insight on using Blackboard/WebtCT.
- Students identified specific aspects regarding the use of technology that I will try to improve in the future.
- Students indicate that class discussion is very useful, and I plan to develop this method, along with some other suggestions like images in PowerPoint, more short films, etc.
- In the open-ended questions, students were very candid about certain classroom practices, some of which they (politely) criticized. I'll consider these criticisms in future course planning.
- Some of the students stated that it was difficult to have quizzes and paper deadlines on the same day, so I am considering changing the schedule of the course.
- I will consider their recommendations regarding the textbook, homework, and materials found useful/not useful.
- I intend to make assignments more challenging.
- I will incorporate more time for the students to ask questions and reflect on the objectives of the course.
- I will cover some topics in more detail and add some additional readings on topics the students wanted covered.
- I will use the results to guide my planning and course presentation to be more effective as a teacher.
- My evaluations for one section were higher than for the others, and I know what I did differently. I'll be able to make adjustments based on the feedback.
- I will be changing the way I respond to student challenges.
- I will use some of the student comments from last semester to inform my syllabus this semester.
- I have added rubrics to my syllabi in order for students to have greater clarity about the ways they will be assessed and evaluated on course assignments - this will meet their stated concerns for greater clarity and structure.
- The students in my class, who were extremely quiet through out the semester, surprisingly commented that they wanted more discussion!!! For my Spring 2008 classes, I incorporated into my

lesson plan/student course calendar, specific dates during each week in which the class will dedicate time within small group discussions on each topic of the course.

As reflected in these ideas, there are numerous ways to consider and implement the constructive student feedback generated by the course evaluation. However, the faculty survey also included critical comments which will be addressed and considered for possible incorporation in upcoming course evaluations. Thus, the course evaluation process will play a key role in the University's culture of assessment, a culture in which the tools of assessment, reflection, and improvement (like the course evaluation) are embedded. Looking ahead, future administrations of the Student Course Evaluation should lead to even more benefits for both faculty and students.



Emergency Readiness Training Important message from the Provost

All faculty members are required to attend an information session on Emergency Readiness and Responding to Disturbed Student Behavior. The sessions were designed for faculty and provide information pertinent to safety in the classroom. The first part is presented by Public Safety and describes the University's emergency response plan. It reviews systems of communication and notification to the University community in the event of an emergency. It also describes appropriate protocol in an evacuation or stay in place situation. The second part is presented by the Office of Student Wellness. It addresses student behavioral issues and how to recognize and respond to a student who is in distress and/or who is exhibiting disruptive behavior. It further describes the University resources for handling student issues and the University's reporting protocol for students in crisis situations. The speakers are open to questions for an interactive and informed dialogue. Sessions are being conducted on all campuses.

Faculty members who have already attended one of these sessions have stated that it was "well worth the time" and encourage all to sign up. All sessions are listed on the Human Resources training web site where faculty can register at <http://intranet.stjohns.edu/resources/hr/workshops/facultyert.stj>

