



Center for Teaching and Learning Newsletter

Vol. 13 No. 2

October 2007

Dates to Note!!

Monday, November 5
*The Little Lies in Students'
(and Professors') Papers*
2 to 3:30 p.m.
Library 110

Tuesday, November 6
*Good Work: How Faculty
Used their Growth Grants*
2 to 3 p.m.
Library 110

Monday, November 12
Electronic Portfolio
2 to 3:30 p.m.
Library 110

Tuesday, November 13
*Journal Club: "Support
Your Local Teacher
Center"*
12:15 to 1:15 p.m.
Bent Hall 447

Wednesday, November 14
*Building Rapport with
Students*
2 to 3:30 p.m.
Library 110

Thursday, November 15
Publish & Flourish
12:15 to 1:15 p.m.
Library 110

To **RSVP** phone us at ext.
1859 or email us at
CTL@stjohns.edu.

St. Vincent de Paul Teacher-Scholar Award Speech given at the New Faculty Convocation on Tuesday, August 28, 2007

Byron Yoburn (College of Pharmacy and Allied Health Professions,
yoburnb@stjohns.edu)

All the things that one should say on the occasion of receiving the St. Vincent DePaul teacher scholar award need to be said. I am deeply honored to have received this recognition. It is especially meaningful, since it is my conviction that the St. John's University community has been instrumental in allowing me to develop my career as a scientist and as an educator. The University has been a consistent supporter of my science and my efforts as an educator, and this has made an important difference.

This faculty convocation coincides with my 20th year anniversary at St. John's. During this period, remarkable things have happened - professionally and in my personal life. In August of 1987, I was a fairly young man with a growing family and many challenges in front of me. Today, my oldest daughter has graduated from college and is pursuing, successfully, a business career in the entertainment industry. My youngest daughter will be 20 in four weeks and she is entering her junior year in college, with ideas of becoming an early education teacher.

To understand why I am particularly grateful for the support I have received from St. John's, perhaps I should review, my academic history. I received my Ph.D. from Northeastern University in 1979 and subsequently completed a postdoctoral fellowship in the Neurobehavioral Sciences at Columbia University Medical School. I remained on the staff at Columbia for a year or two after finishing my fellowship, and then began a second fellowship in Pharmacology at Cornell University Medical College. I remained at Cornell in the Department of Pharmacology for several years and in 1986 received my first major NIH grant from the National Institute on Drug Abuse (NIDA). However, I was not convinced that I was in the environment in which I wanted to develop my career. So, I began to look for the right place.

In 1987, with my youngest daughter expected in only four weeks, I moved to St. John's and took up my appointment in the College of Pharmacy and Allied Health Professions. Liz was born 23 days after I arrived at St. John's. Parents know that a new job and a new child certainly take you to the farthest reaches of most stress indices! Nevertheless, since that time, I think by any metric, I have had, and continue to have, a rewarding and successful career at St. John's. I came as an Assistant Professor in Pharmacology and I have risen through the ranks and was appointed Full Professor in Pharmacology in 1994. Professionally, I have remained supported by the National Institute on Drug Abuse almost continually for the last 20 years. My work has centered on the fundamental mechanisms that determine the action of opioid drugs, such as morphine, heroin and methadone. This topic has remained an important area of interest for NIDA and to me—perhaps, a lucky coincidence!

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However, all did not proceed according to plan. Sometimes funding was delayed or grants simply did not receive scores that were in the fundable range. During those periods when I did not have support from the federal government to keep my lab active, I received strong encouragement and clear indications of faith in my research program from the University administration. Equally important, I benefited from the support of my colleagues throughout the University (almost too many to mention, but my heroes know who they are and have been thanked). In fact, I was the beneficiary of goodwill from virtually all elements of the St. John's community: from my undergraduate students, graduate students, staff, fellow faculty, administrators—from just about everyone. Those relatively brief periods of unfunded grant applications were particularly difficult; especially since I believed firmly that my lab was pursuing an important topic that merited support. It was hard to maintain an active, functioning laboratory under those circumstances. However, in addition to the faith of my friends, my lab also benefited from tangible support from the University in the form of the supplies and equipment I needed to keep my lab functioning. We were able to continue to produce the data that were absolutely essential to put our research proposals in the fundable range. Perhaps, my own faith in our work; which at times may have been somewhat irrational; and the financial and emotional backing of the University were what maintained my ability to dust myself off, rewrite my proposals and eventually get back in the game.

I know many of you are beginning your career as faculty members. It's a difficult and exciting time—it won't come again. I think it's a good time to put in place strategies and an overall framework to try to ensure your success and, of course, your personal satisfaction with your career. I suppose at this point in my career I can offer you some advice and some encouragement. What do I think is the most important component of having a successful academic and intellectual career? Well, some have said success is 99% perspiration and 1% inspiration—there is great value in tenacity and hard work. Others think the major part of success is just showing up on time; and this is certainly important!

Seriously, though, I think the recipe for success requires three ingredients. Two of these ingredients are in your external environment and one is internal and involves your mental set. The first element is your work environment. Based on my experience, I believe you have maximized the probability of your efforts being appreciated, supported and valued by being in the St. John's community. Hard work and success are valued here—this has been my experience, and I hope it's yours. Another element is your personal life. I have been particularly lucky. My wife of 31 years has valued truth, candor, and intellectualism throughout our lives together. She also holds a Ph.D. in psychology and is a successful clinical psychologist. She is a rigorous empiricist; a quality that any basic scientist values highly. Our shared academic pedigree, our common belief in the value of science and education, and her ability to understand what drives basic science and the scientist have been instrumental in allowing me to chart a research course that resulted in, what I believe to be, a successful career. Even more important, she has never lost faith in my abilities to succeed. In addition, my large extended family has been a source of inspiration and support. I hope that you can find this level of personal fulfillment.

The third component for academic success, I believe, is internal and you have complete power and discretion over it. In my view, having a successful academic career requires evolution of your interests. I often think of myself as trying to keep myself alive intellectually. I conceptualize this as an ongoing campaign. What do I

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Faculty News

October 2007

Professor Joseph Adolphe (Fine Arts, adolphej@stjohns.edu) illustrated a portrait of Blog Newsmen Josh Marshall for *Columbia Journalism Review Magazine* (September 2007).

Dr. Dohra Ahmad (English, ahmadd@stjohns.edu) published *Rotten English: A Literary Anthology* which received favorable reviews in the *Los Angeles Times*, *London Times*, and *Washington Post*.

Dr. Frank Barile (Pharmaceutical Sciences, barilef@stjohns.edu) co-presented three abstracts: "Combination of Growth Factors and Extracellular Matrix Components Induce Epidermal/Epithelial Differentiation in Mouse Embryonic Stem Cells," "Formation of Intact Membranes with High Transepithelial Electrical Resistance in Mouse Embryonic Stem Cells," and "Effect of Subacute Daily Repeated Exposure of 18 chemicals on Cell Viability, DNA Synthesis and Recovery of Human Intestinal Epithelial Cells" at the Society of Toxicology meeting in Charlotte, NC (March 2007).

Dr. Blase Billack (Pharmaceutical Sciences, billackb@stjohns.edu) co-presented three abstracts: "Mechlorethamine Toxicity in Skin Cells is Inhibited by Butylated Hydroxyanisole," (Dr. Diane Hardej, hardej@stjohns.edu) "Potential Role of the Plasma Membrane H⁺-ATPase in the Antimicrobial Properties of Ebselen and its 3-pyridinyl Analog" (Dr. Hardej and Dr. Cesar Lau-Cam, laucamc@stjohns.edu), and "Resveratrol and Piceatannol Cytotoxicity" (Dr. Hardej and Dr. Lau-Cam) at the Society of Toxicology meeting in Charlotte, NC (March 2007).

Dr. Barrett P. Brenton (Sociology & Anthropology, brentonb@stjohns.edu) published "Health Foods" and "Organic Food" in the *Oxford Companion to American Food and Drink* (Oxford University Press, March 2007), and "GMO: Benefit or Boondoggle?" Part I and Part II in *Anthropology News* (March and April 2007); published with co-author the

abstract "The Impact of Malnutrition on Bone Micro-anatomy" in the *American Journal of Physical Anthropology* (March 2007), and the article "Reevaluating the Health and Nutritional Status of Maize-dependent Populations: Evidence for the Impact of Pellagra on Human Skeletons from South Africa" in the *Ecology of Food and Nutrition* (September 2007); published with Dr. John Mazzeo (Sociology & Anthropology, mazzeoj@stjohns.edu) an article, "Contested Strategies for Defining and Confronting Food Insecurity and HIV/AIDS: Case Studies from Zambia and Zimbabwe" in the *AIDS and Anthropology Bulletin* (July 2007); published two "Introductions" and co-edited the special four-part issue "Nutritional Anthropology: A Biocultural Approach to the Study of Human Foodways, Diet and Nutrition (Tribute to Christine S. Wilson, 1919-2005)" in *Ecology of Food and Nutrition* (May and September 2007); co-organized with Dr. John Mazzeo the session, "Strategies for Combating HIV/AIDS and Food Insecurity in Sub-Saharan Africa," and presented a paper on "GM Food Aid and Food Fortification Policies in Southern Africa: Contested Strategies for Defining and Confronting Food Insecurity and HIV/AIDS," at the Society for Applied Anthropology Annual Meetings, Tampa, FL (March 2007); presented with Dr. John Mazzeo the paper "HIV/AIDS and the 'New Variant Famine' debate in southern Africa" at the Northeastern Anthropological Association Meetings, Ithaca, NY (April 2007); and presented an invited guest lecture on "The Biocultural Evolution of Cuisine: Maize, Alkali Processing and the Bioarchaeology of Pellagra," at the Instituto Italiano Antropologia, Dipartimento Biologia Animale e dell'Uomo, Università La Sapienza in Rome, Italy (July 2007).

Dr. Joseph Cerreta (Pharmaceutical Sciences, cerretaj@stjohns.edu) co-presented the abstract, "Possible Role of Angiotensin II (Ang II) Induced Connective Tissue Growth Factor (CTGF) Mediated Elevation in Elastin and Collagen Levels in Rat Pleural Mesothelial Cells (RPMCS, CCL216)," at the Society of Toxicology meeting in Charlotte, NC (March 2007).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) invited visiting scholar Dr. Sirong (Selina) Wang (Guangzhou University of Traditional Chinese Medicine, China) to work in his laboratory; co-presented three papers: "Up-regulation of MRP4 and Down-regulation of Influx Transporters in Human Leukemia Cells

Acquired Resistance to 6-mercaptopurine," Development of Sipholane Triterpenes as Modulators of Multidrug Resistance in Cancer," and "Erlotinib Antagonizes ABCB1 and ABCG2-mediated Drug Resistance," and appointed chair of the 4th Annual North American ABC Genetic Workshop in Washington, DC (October 2007).

Dr. Loretta Devoy, O.P. (Theology and Religious Studies, devoyl@stjohns.edu) presented a paper, "Benedict XVI's *Deus Caritas Est*: Echoes of Johann-Adam Möhler's *Die Einheit*," at the annual meeting of the College Theology Society at the University of Dayton, Dayton, OH (June 2007); wrote four "Reflections on the Sunday Scriptures" for the *Brooklyn Tablet* (June 2007).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) was selected to attend a Gordon Conference on Visualization in Science and Education at Bradley University in Rhode Island; there she presented a poster on "Color in Biological Visualizations" (July 2007).

Professor Dave Gregory (Law School, gregoryd@stjohns.edu) was quoted in *The New York Times* regarding the labor contract negotiations at General Motors (September 2007); co-chaired with **Professor G. Ray Warner** (Law School, warnerg@stjohns.edu) the conference, "The Future of Labor through the Prism of Bankruptcy," at St. John's School of Law (September 2007); wrote articles on The Association of Catholic Trade Unionists, The Catholic Worker Movement, The Knights of Labor, Labor and Employment Relations, Peter Maurin, and The Worker Priests for the two volume *Encyclopedia of Catholic Social Thought, Social Science and Social Policy* (2007); and was the keynote speaker for the national annual convention of the National Association of Catholic School Teachers in Boston (October 2007).

Dr. E. Francine Guastello (Human Services and Counseling, guastelf@stjohns.edu) co-authored the book, *The Guided Reading Kidstation Model: Making Instruction Meaningful for the Whole Class* (Newark, DE: International Reading Association, 2007).

Dr. Paula Kay Lazrus (DNY/History, lazrusp@stjohns.edu) did research and participated in the Bova Marina Archaeological Project in Southern Italy (July 2007); gave a lecture as part of the Preservation Imperative lecture series, "Out of Context," sponsored by Saving Antiquities for Everyone held at the Bayside Historical Society and co-presented a paper entitled, "Reconstructing Post Medieval Economic Landscapes in Southern Italy Using Multiple Datasets," at the annual meeting of the Society of American Archaeology in Austin (April 2007).

Dr. Vivian Valvano Lynch (English & Speech, lynchv@stjohns.edu) presented a paper, "Secret Gardens: Unearthing the Truth in Patrick O'Keeffe's *The Hill Road*," at the International Association for the Study of Irish Literatures' (IASIL) International Conference at the University College in Dublin, Ireland (July 2007); presented a paper, "'An Instant Between an Infinite Past and a Hurrying Future': Alice McDermott's *After This*," at the American Conference for Irish Studies (ACIS) National Conference at the CUNY Graduate Center, New York (April 2007).

Dr. Lin Mantell (Pharmaceutical Sciences, mantelll@stjohns.edu) co-presented three abstracts: "Blockade of HMGB1 Inhibits Hyperoxia-induced Pro-inflammatory Lung Injury," "HMGB1 in Hyperoxia-induced Impairment of *Pseudomonas aeruginosa* Phagocytosis," and with **Dr. Richard Lockshin** (Biological Sciences, lockshir@stjohns.edu) "A Differential Effect of Hydrogen Peroxide on the Ability of Macrophages to Phagocytose Micro-organisms" at the Society of Toxicology meeting in Charlotte, NC (March 2007).

Dr. Anna D. Martin (Economics and Finance, martina@stjohns.edu) co-authored the article, "Partial Acquisitions, Acquisition Probability Hypothesis, and the Abnormal Returns to Partial Targets," in the *Journal of Banking and Finance* (2007).

Dr. Basilio G. Monteiro (Mass Communication, Journalism and Film, monteirb@stjohns.edu) presented a paper, "The Language of the New Media: Some Theological Reflections," at a colloquium organized by the Gregorian University, Rome on Theology and Communication held in Arricia, Italy (September 2007); published a chapter, "The Apostle Paul: How Did He Say What

He Said – An Examination of His Communication Strategies” in *The Bible and the Technologies of the Word* (Ed. Joseph Palakeel, Bangalore, India: ATC); and moderated a panel on *Business, Civil Society, and the Popular Legitimacy of the United Nations*, at a conference of Academic Council on the United Nations System (ACUNS) (June 2007).

Dr. Mary Lee Morris (Fine Arts, morrism@stjohns.edu) gave a talk on “Women in Film: Mae West, Kathryn Hepburn and Marilyn Monroe” at The New Center for Learning, Five Towns Senior Center (October 2007).

Dr. John J. Neumann (Economics and Finance, neumannj@stjohns.edu) presented the co-authored paper, “Does *Mad Money* Make the Market Go Mad?” at the Midwest Finance Association (MFA) Conference in Minneapolis (March 2007) and the Eastern Finance Association (EFA) Conference in New Orleans (April 2007) and won the “Best in Track – Investments” Award at the 2007 Academy of Finance Meeting (MBAA International) in Chicago (March 2007).

Professor Michael Poast (Fine Arts/DNY, poastv@stjohns.edu) honored with an ASCAPlus award, for his Color Music compositions for 2007-2008; exhibited his steel sculpture *Muse II* in the BWAC Outdoor Sculpture show at Fulton-Ferry State Park and Brooklyn Bridge Park in Brooklyn, NY (Summer 2007); showing two sculptures at the *Collaborative Concepts @ Saunders Farm* in Garrison, NY and two additional pieces at Maxwell Fine Arts in Peekskill, NY.

Dr. Nancy Rourke (Humanities, rourken@stjohns.edu) published a review of Charles Curran’s *Loyal Dissent: Memoir of a Catholic Theologian* in *The Heythrop Journal* (July 2007).

Dr. Judith Ryder (Sociology and Anthropology, ryderj@stjohns.edu) presented two papers: “Fighting to Survive: Understanding Girls’ Violence through Attachment and Object Relations Theory” at the 2nd international conference on What Works with Women Offenders at Monash University in Prato, Italy

(September 2007), and “The Ambiguity of Prevention: Addressing Programmatic Concerns of a Young Adult Reentry Population” at the Justice Studies Association annual meeting in Newport, R.I. (June 2007).

Dr. Laura Schramm (Biological Sciences, schramml@stjohns.edu) co-published two peer reviewed articles: “Human Maf1 Negatively Regulates RNA Polymerase III Transcription via the TFIIB Family Members Brf1 and Brf2” in the *International Journal of Biological Sciences* (May 2007) and “The Green Tea Component EGCG Inhibits RNA Polymerase III Transcription” in *Biochemical and Biophysical Research Communications* (July 2007).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) published “A Remnant Stand of *Pinus taeda* L. the Bigwood Stant, Hertford County, North Carolina” in *In Vivo* (Fall 2007) and published “The Vascular Flora of Three Abandoned Rice Fields, Georgetown, South Carolina: A 39 Year Comparison in the *Journal of the Botanical Research Institute of Texas*.”

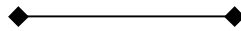
Dr. Louis D. Trombetta (Pharmaceutical Sciences, trombetl@stjohns.edu) presented with students three abstracts: “BHT Protection of Rat Hippocampal Astrocytes from Mancozeb-induced Cytoskeletal Alterations,” “The Toxic Effects of Marine Biocide Copper Pyrithione (Copper 2-pyridinethiol-1-oxide) on Juvenile Brook Trout, *Salvelinus fontinalis*,” and “The Effects of Copper Dimethyldithiocarbamate on Long-Evans Rats” at the Society of Toxicology meeting in Charlotte North Carolina (March 2007).

Dr. Charles Wankel (Management, wankelc@stjohns.edu) published a book, *Innovative Approaches to Reducing Global Poverty* (Information Age Publishing); gave five presentations: “Teaching 21st Century Management,” “New Dimensions of Management E-Media,” “Alleviating Poverty through Business Strategy,” “Sustainability in Management Education” and “Being and Becoming a Management Scholar” at the Academy of Management meeting in Philadelphia (August 2007); was presented with the 2007 McGraw-Hill/Irwin Best Symposium in Management Education and Development Award.

(St. Vincent de Paul Teacher-Scholar Award speech continued from page 2)

mean by that? I am sometimes tempted by the easy way out: to let things slide. However, I fight to reject this and force myself to study new topics, learn new things and to be involved in as much as possible. I am always glad I took this path, even though it is harder and I struggle with my own limitations. I think that you need to read in every area that catches your fancy, as well as in areas that don't. Personally, I enjoy fiction, biographies, I particularly enjoy books about physics; but, actually I think I like most anything, from plumbing to finance. My wife will tell you that when I get started in a new area, I approach it like a crusade and will not back off until I feel I have a fair idea of what is happening. While that may be extreme for some, what I have found, and continue to discover, is that by trying to keep myself alive intellectually and learning about most anything that catches my eye, these themes and ideas often express themselves in my research, in my daily interactions with faculty, and, very frequently in the classroom. My research interests have evolved since I published my first paper in 1976; and much of this evolution I credit to the things I've read outside the area of my research focus. That seems counterintuitive. One might suppose the efforts that will impact your research the most dramatically are your studies directly in your main area. However, what I find, is that looking elsewhere for intellectual stimulation often broadens and clears the road in front of me when I think about what I'd like to do next in my research program. My original interests in pharmacology were related to studying dose response relationships in the whole animal. Over the years, I have become more interested in molecular and biochemical approaches and have turned my work in that direction. Most recently, my reading in mathematics and mathematical modeling have resulted in my research shifting again in an attempt to quantify the relationships among different opioid drugs and the degree to which they produced tolerance. In short then, it's evolution of your interests; keep reinventing yourself, thinking about new things, that makes your intellectual journey continually interesting—for every one—for you, for your students, for your colleagues, for your family.

This is all I wanted to say. I wanted to thank St. John's—and I've done that and it is a heartfelt thanks. I wanted to tell new faculty, for what it's worth, what I think they need to do to keep themselves intellectually alive. I'm not sure it will work for you—it has worked for me—perhaps you have another formula and 20 years from now you'll be standing here telling others what you think is the recipe for success. Hopefully, one of us is right!



How Satisfied Are St. John's Students with Their Educational Experiences? Survey Results from Student Satisfaction Inventory, Spring 2007

Yuxiang Liu (Director of Institutional Assessment in the Office of Institutional Research, liuy@stjohns.edu)

The Student Satisfaction Inventory (SSI), a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. It allows institutions to set priorities that are closely aligned with those of the students, pinpoint institutional strengths, and identify challenges in need of improvement.

The survey consists of 73 standard items and 10 additional ones supplied by St. John's University. Each item is expressed as a statement of expectation. For each item, students are asked to rate both the level of importance (a scale of 1 to 7, with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT) and level of satisfaction (a scale of 1 to 7, with 1 as NOT SATISFIED AT ALL and 7 as VERY SATISFIED). The difference in the importance and satisfaction ratings is considered as a performance gap.

In spring 2007, St. John's classes were randomly selected from the following three groups: 1) Undergraduates on Queens campus, 2) Undergraduates on Staten Island, and 3) Graduate students of both Queens and SI campuses. Three similar studies were conducted in 1997, 1999, and 2004.

Both strengths and challenges have been identified in this summary. Strengths are the areas of high importance, high satisfaction, and small gaps. Challenges are the areas of high importance, low satisfaction, and large gaps; they are the areas in need of improvement.

This summary consists of four parts. Part One, An Overview, highlights the results at the scale level (the 83 items are grouped into 12 scales) and the overall satisfaction. Part Two, Strengths, summarizes areas of strength. Part Three, Challenges, identifies areas in need of improvement. Part Four is the conclusion.

PART ONE: AN OVERVIEW

For undergraduates on Queens campus, the importance ratings in 2007 were consistent with the ratings in 2004, while the satisfaction ratings increased from 2004 to 2007, resulting in a narrower performance gap in all the scales, especially in Safety and Security (a gap from 1.9 in 2004 to 1.4 in 2007). The data indicate that the reduced gaps resulted from the fact that the satisfaction ratings by resident students (living on campus) became close to the ratings by commuters in 2007 while ratings by resident students were lower than by commuters in 2004.

For undergraduates on Staten Island, satisfaction ratings also increased, while importance ratings did not change much from 2004 to 2007. The performance gap in Safety and Security was reduced most, from 1.8 in 2004 to 1.1 in 2007. In 2004, the satisfaction ratings by resident students were lower than ratings by commuters, but in 2007 the difference between residents and commuters became smaller due to the fact that the increase in satisfaction ratings by residents was larger than by commuters.

For undergraduates on both Queens and Staten Island campuses, the out-of-state students were not as satisfied as the in-state (New York State) or international students.

For graduate students on both campuses, satisfaction ratings also became slightly higher in 2007 than in 2004 while importance ratings remained similar.

The overall satisfaction rating, one of St. John's institutional success measures, increased from 4.4 in 2004 to 4.6 in 2007 for Queens undergraduates (4.6 for in-state, 4.3 for out-of-state, and 5.3 for international students in 2007); increased from 4.8 in 2004 to 5.0 in 2007 for Staten Island undergraduates (5.1 for in-state, and 4.1 for out-of-state students). St. John's 2007-08 target is 5.3. This rating for the four-year private institutions increased slightly from 5.1 in 2004 to 5.2 in 2007.

PART TWO: AREAS OF STRENGTH

I. Undergraduates on Both Queens and SI Campuses

Following are the areas of strength for undergraduates on both Queens and Staten Island campuses in 2007, and for comparison purposes, the 2004 data are also presented. The values in the table are the mean satisfaction scores.

		Queens		Staten Island	
		2004	2007	2004	2007
1)	I use my campus email account regularly.	4.7	5.6	4.7	5.4
2)	St. John's Central is easy and convenient to use.	5.1	5.4	5.1	5.4
3)	The campus is safe and secure for all students.	5.1	5.3	5.4	5.6
4)	(2007) The use of technology in the classroom is adequate. (2004) The use of technology by faculty in the classroom has been helpful to me.	5.0	5.2	5.1	5.2
5)	This institution has a good reputation within the community.	4.8	5.2	5.3	5.3
6)	On the whole, the campus is well-maintained.	4.9	5.1	4.9	5.2
7)	I have been able to socialize with other students on campus.	5.1	5.1	5.2	5.3
8)	My academic advisor is approachable.	4.9	5.1	5.6	5.6
9)	Faculty are usually available after class and during office hours.	5.0	5.1	5.3	5.2
10)	Computer labs are adequate and accessible.	4.8	5.0	4.9	5.5

On Staten Island campus, additional areas of strength are:

		Staten Island	
		2004	2007
1)	My academic advisor is concerned about my success as an individual.	5.3	5.4
2)	The campus staff are caring and helpful.	5.1	5.3
3)	Faculty care about me as an individual.	5.1	5.3

4)	I have found quiet places to study on campus.	5.3	5.3
5)	Tutoring services are readily available.	5.3	5.3

II. Graduate Students on Both Queens and SI Campuses

Graduate students on both Queens and Staten Island were sampled as one group, and the following are the areas of strength in 2007:

		Both Campuses	
		2004	2007
1)	St. John's Central is easy and convenient to use.	4.9	5.6
2)	Nearly all of the faculty are knowledgeable in their field.	5.1	5.5
3)	On the whole, the campus is well-maintained.	5.1	5.4
4)	Faculty are usually available after class and during office hours.	5.2	5.4
5)	There are enough classes offered after 2 p.m. on weekdays here.	5.0	5.3
6)	This institution has a good reputation within the community.	5.0	5.3
7)	(2007) The use of technology in the classroom is adequate. (2004) The use of technology by faculty in the classroom has been helpful to me.	5.0	5.3
8)	Adjunct faculty are competent as classroom instructors.	4.7	5.3
9)	Students are made to feel welcome on this campus.	4.8	5.1

PART THREE: AREAS OF CHALLENGE

I. Undergraduates on Both Queens and SI Campuses

Following are the areas of challenge for undergraduates on both Queens and Staten Island campuses in 2007, and for comparison purposes, the 2004 data are also presented. The values in the table are the mean satisfaction scores.

		Queens		Staten Island	
		2004	2007	2004	2007
1)	Billing policies are reasonable.	3.6	3.7	4.0	4.5
2)	I seldom get the "run-around" when seeking information on this campus.	3.6	3.9	4.3	4.6
3)	Tuition paid is a worthwhile investment.	3.7	3.9	4.2	4.6
4)	Student activities fees are put to good use.	3.7	4.0	4.2	4.6
5)	Adequate financial aid is available for most students.	4.0	4.1	4.5	4.7
6)	Financial aid awards are announced to students in time to be helpful in college planning.	4.1	4.2	4.6	4.9
7)	I am able to register for classes I need with few conflicts.	4.2	4.4	4.6	4.9
8)	There is a variety of internship opportunities for students. (2007 only)		4.4		4.9
9)	Faculty provide timely feedback about student progress in a course.	4.4	4.5	4.9	5.0
10)	There are adequate services to help me decide upon a career.	4.6	4.6	4.9	5.0
11)	It is an enjoyable experience to be a student on this campus.	4.4	4.6	4.7	5.0

For Queens campus, additional areas of challenge are:

		Queens	
		2004	2007
1)	There is an adequate selection of food available in the cafeteria.	4.1	3.8
2)	Financial aid counselors are helpful.	4.3	4.2
3)	This institution shows concern for students as individuals.	4.2	4.3
4)	My academic advisor helps me set goals to work toward.	4.4	4.5

For Staten Island campus, additional areas of challenge are:

		Staten Island	
		2004	2007
1)	The amount of student parking space on campus is adequate.	2.5	4.0
2)	There is a good variety of courses provided on this campus.	4.6	4.8
3)	There is a commitment to academic excellence on this campus.	4.9	5.0

II. Out-of-state Undergraduates on Both Queens and SI Campuses

Following are areas of challenge specific to out-of-state residents on both campuses in 2007:

		Queens		Staten Island	
		2004	2007	2004	2007
1)	Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	4.0	4.2	3.4	4.1
2)	Students are made to feel welcome on this campus.	4.0	4.2	4.3	4.4

For Queens campus, additional areas of challenge are:

		Queens	
		2004	2007
1)	Residence hall regulations are reasonable.	3.3	2.8
2)	Admissions counselors accurately portray the campus in their recruiting practices.	3.9	4.0
3)	I have found the Public Safety staff helpful and approachable.	4.7	4.2
4)	There is a commitment to academic excellence on this campus.	4.1	4.4

For Staten Island campus, additional areas of challenge are:

		Staten Island	
		2004	2007
1)	Residence hall staff are concerned about me as an individual.	3.8	4.0
2)	I feel a sense of pride about my campus.	4.0	4.2
3)	The business office is open during hours which are convenient for most students.	4.2	4.5

III. Graduate Students on Both Queens and SI Campuses

Graduate students on both Queens and Staten Island were sampled as one group, and the following are the areas of challenge in 2007:

		Both Campuses	
		2004	2007
1)	The amount of student parking space on campus is adequate.	3.3	3.9
2)	Adequate financial aid is available for most students.	4.1	4.1
3)	Billing policies are reasonable.	4.1	4.2
4)	I seldom get the "run-around" when seeking information on this campus.	4.1	4.2
5)	Channels for expressing student complaint are readily available.	4.1	4.3
6)	Financial aid awards are announced to students in time to be helpful in college planning.	4.2	4.3
7)	Student activities fees are put to good use.	4.0	4.3
8)	Financial aid counselors are helpful.	4.5	4.4
9)	The business office is open during hours which are convenient for most students.	4.5	4.4
10)	Tuition paid is a worthwhile investment.	4.3	4.4
11)	There is a variety of internship opportunities for students. (2007 only)		4.5
12)	Parking lots are well-lighted and secure.	4.6	4.7
13)	There are adequate services to help me decide upon a career.	4.7	4.8
14)	Security staff respond quickly in emergencies.	4.7	4.8
15)	I have found quiet places to study on campus.	4.5	4.8
16)	My academic advisor helps me set goals to work toward.	4.7	4.9

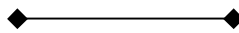
PART FOUR: CONCLUSION

Satisfaction ratings by resident students increased from 2004 to 2007 while importance ratings did not change much, resulting in a reduced performance gap for most areas. The performance gap in Safety and Security was reduced most on both campuses. Technology-related areas were identified as St. John's strengths, including St. John's Central, campus email, use of technology in the classroom, and computer labs. Other strengths include faculty and academic advisors being available to students, and St. John's reputation within the community, etc.

In general, there is not much difference in performance gaps among ethnic groups except that satisfaction ratings by Hispanic students are slightly higher than average. Students with higher GPAs are more satisfied than those with lower GPAs. Students whose first choice was St. John's are more satisfied than other students. Importance ratings by females are higher than by males, and satisfaction ratings by females are also slightly higher. Therefore, it is difficult to draw the conclusion that female students are more satisfied than male students.

Students from other states are not as satisfied as those from New York State. Special attention should be given to this group of students. Research literature reveals that student satisfaction is linked to their retention, and St. John's data support that. For the past few years the retention rate of out-of-state students has been lower than that of in-state students, while the proportion of out-of-state students in the freshman body has become larger (from 17% for Cohort 2004 to about 25% for Cohort 2007).

Improvement has been made in most of the challenges from 2004 to 2007, such as the issue of "run-around" and tuition paid as a worthwhile investment. There is still room, however, for further improvement. As compared to other four-year private institutions, our performance gaps are still fairly large.



Students' Perceptions of Technology in the Classroom: The Perils of PowerPoint

Judith Krauss (College of Professional Studies, kraussj@stjohns.edu)

Since 2004, St. John's University has been ranked by Intel as one of the "Top Ten Unwired Colleges" in the nation. Extensive University-wide efforts to incorporate technology into all aspects of academic life, on and off campus, have earned us this ranking. All our incoming freshmen receive laptops, almost all classrooms are wireless, and we as faculty are strongly encouraged to use technology in teaching. Training and support programs are offered to all, and the latest innovations are constantly explored.

As part of this effort, PowerPoint was provided as a teaching tool, although measures of its effectiveness were not provided to us. Anecdotally, students and faculty have reported both positive and negative experiences with its use. I conducted a survey to measure some of those experiences and to gather some preliminary data on the effectiveness of PowerPoint, classroom laptop use, podcasting, and email, as perceived by students. This survey was not a formal measure of the actual effectiveness of these technologies, only an attempt to measure how students perceived them. Surveys were anonymous and in no way tied to class assessment. The results reported here focus only on PowerPoint, although I intend to analyze the additional data later on.

The most interesting finding (to me!) is that there appears to be a limit to the perceived benefits of PowerPoint. Students were asked to rate how often PowerPoint was used by their professors (not at all, very rarely, sometimes, all the time) and how much it helped their learning (did not help, minimally helped, somewhat helped, greatly helped). 49% of students who reported their professors used PowerPoint "some of the time" said they were "somewhat helped" by it, while only 28% of students who reported their professors used PowerPoint "all the time" said they were "greatly helped" by it. It was in this category of being "greatly helped" that the numbers fell; up to that point students perceived the benefits to their learning increased as professor usage increased. Is this a PowerPoint "ceiling?"

Students' were asked an open-ended question about their opinion of classroom technology. Some answers were disheartening: "I use my laptop to check my email in class," or "I can skip class if the notes are posted online." Some answers indicated areas for improvement: "Professors shouldn't just read off the PowerPoint," or "PowerPoint shouldn't be the main teaching method, it should only be one tool." Students, for the most part, recognized that technology can be useful and convenient, but they were emphatic in their desire to avoid aspects of classroom technology which they find boring, confusing, or distracting. My favorite comment is this one: "I find the use of technology can make some material easier to understand, but at the same time it makes students lazy. They should have to read from books, too."

Economics of Catholic Social Thought

Vincentian Mission: Opportunity and Responsibility-X in the series

Charles Clark (The Peter J. Tobin College of Business, clarkc@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, Charles Clark, Senior Vincentian Research Fellow and Associate Dean and Professor of Economics in The Peter J. Tobin College of Business, reports on the manner in which Catholic Social Thought and the Vincentian Tradition of Reflective Service inform his teaching.

The modern Catholic Social Thought (CST) tradition, beginning with Leo XIII's *Rerum Novarum* in 1891, has been, for the most part, a reflection on the changes in society that have been brought about principally by economic forces and changes in the economy. Therefore, more so than in many other disciplines, Economics is the natural place where one can introduce the principles of Catholic Social Thought.

This introduction requires first a discussion of the methodological and philosophical issues raised by attempting to integrate CST into economics classes and secondly an identification of the areas of dual concern. The two main philosophical issues to be addressed are the so-called positive/normative dichotomy and the conflicting views of the human person contained in orthodox economics and CST. It is necessary to establish the legitimacy of bringing a Catholic normative stance into the study of the economy, based on the fact that economics is necessarily a normative science and that the claims that economics can be "value-free" (a positive science) do not hold up to serious scrutiny.

Economic theory uses the so-called "positive/normative dichotomy" to marginalize the role of values and value judgments by asserting that economics is "positive," that is value-free or value-neutral. I argue that this dichotomy is totally false. Not only are all actions based on values and value-judgments but so too are all theories of the economy. This is not hard to demonstrate. At the start of any economic theoretical effort is a vision of the economy, society and human nature and these, necessarily, are based on values and value-judgments. Therefore, economics is normative and cannot help being otherwise. Students need to dig out the assumptions and values underlying every economic theory and in the process uncover their own views of the human person, the common good and social responsibility.

I find that once the role of values is exposed through exploring economic theories and practice, students can then compare the values and "visions" that underlie both neoclassical economic theory and Catholic Social Thought. One can then demonstrate that CST offers a more realistic, and humanistic, starting point for economic inquiry. It is not too far to then move to study those economic principles and practices which impact the social justice, operative or non-operative, within various local, national and global societies. For example, this can be done through studying the 1986 pastoral letter of the United States Catholic Bishops, *Economic Justice for All* (especially Chapter 2) and comparing it with the values that underlie their textbooks which usually are utilitarian.

From the pedagogical perspective, bringing CST into an economics class opens up a perspective from which students can reflect on their service learning projects. To give one example: I have my students read John Paul II's 1981 encyclical "On Human Labor" as the background reading for their service learning project in which they work 15 hours in a variety of pre-approved sites including soup kitchens, shelters, or other human service programs. At the conclusion they write a reflection paper answering the following questions: What was the "value" (objective and subjective) of their work? Does it have a "market value?" Why doesn't the market provide this service? Are there ways to encourage the market to provide this service?

In my economic history class (ECO1326) the service learning option involves 15 hours with the poor and writing a 15 page research paper comparing the causes of the poverty of those they worked with and current methods society is using to alleviate their poverty, with a similar cohort of poor people from previous centuries. Emphasis is on the role human dignity plays in both systems. Often students compare the harshness of our system with the equally harsh poor laws of Elizabethan England, when the poor were demonized and marginalized (contrary to the much better treatment of the poor in England before Henry

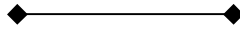
the VIII split with Rome). Students feel that we haven't made much progress on this front and explore this reality further.

The Catholic Social Thought tradition also has the great benefit of being grounded not only in the Gospels, but also in the classical natural law philosophy tradition. This allows it to communicate with secular philosophical traditions. Values are always critical for any discussion of public policy, and CST is one of the many great gifts of the Church to society, for it brings a well developed and articulated values approach to public policy and social analysis, something that is greatly needed. It is also necessary if one wants to explore the impact of values, positive or negative, on society, and it allows one to make the classroom "an experience in **real learning for real life AND real living.**"



Junior Faculty Research Colloquium

The Junior Faculty Research Colloquium is pleased to announce its November session. The presentation take place on Thursday, November 8 in the Writing Center located in the Library room 150 from 12:15 to 1:20 p.m. Tracey Ann Cooper, Department of History, will speak on "Reconstructing a Deconstructed Manuscript, Community and Culture: London BL, MS Cotton Tiberius A. iii," If you have any questions please contact Lara Vapnek (vapnekl@stjohns.edu) or Tracey Ann Cooper (coopert@stjohns.edu).



Faculty Growth Grants Program

The deadlines to apply for a Faculty Growth Grant are:

January 28, 2008

April 7, 2008

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



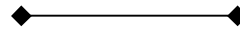
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Faculty News

If you would like to send an entry to "Faculty News," the deadline for the November issue is **November 2**. 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.